



Learning at Downs Infant School

A developmentally sensitive approach

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The Infant Phase

The ages 4-7 are identified in all the child development literature as a distinct developmental phase. We are well placed as an infant school to be able to plan our curriculum delivery to be 'developmentally sensitive' so that children throughout our school have the educational experience most appropriate for their age and development.

Children who are given what they developmentally need are supported to make appropriate progress as they move through their lives.

As children move through the infant phase they will progress and develop, and by the time they reach year 2 they are ready for some more abstract learning some of the time, for example, but the way in which they learn best is not substantially different to that of a Reception child and should involve playfulness, child-initiated learning and some element of choice. There needs to be a balance between following their own interests and being introduced to new ideas by others. The current EYFS/Key Stage 1 divide is not a developmental one, it is a policy and practical one.

Where schools have put in place this type of developmentally sensitive provision in Key Stage 1, headteachers across the country report that standards have not fallen, and in many cases they have risen. Children are more independent and resilient in all their learning (including approaching SATs papers!) and they are engaged and motivated.

A key part of our job in an infant school is to engage children in the process of learning. How they feel about learning at this age is an important influence in future success. By the time they leave us they are emotionally and socially, as well as academically, ready for the next phase.



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Children 4-5 years old tend to:

Start to develop a 'bigger picture' of the world

Learn about other people, being curious about differences and similarities that they observe

Engage in play with other children, where they take on different roles

Develop more control over their body's gross motor movements

Have MANY questions about the world around them, mostly 'Why?'

Become more adventurous, exploring their surroundings with lots of energy

Children 5-7 years old tend to:

Start to push their boundaries, less compliant, and 'adult-pleasing'

Begin to learn how to manage friendships with less adult intervention

Enjoy learning, wanting to do their best

Develop fine motor skills and begin to have the core strength to sit well in a chair

Still need concrete and practical learning experiences



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What do we provide to support this development at DIS?

- ▶ Lots of opportunities to ask questions
- ▶ First hand experiences
- ▶ Concrete representations
- ▶ Strengths based approach, recognizing the multiple assets of all children
- ▶ Motivating invitations to explore ideas on their own terms
- ▶ Access to the outdoors for large periods of the day
- ▶ Time to be able to develop their own ideas, and to practice their social skills with peers
- ▶ Opportunities to return to learning so that it is deepened
- ▶ Opportunities to apply skills and knowledge 'away from the point of teaching' so that we know they have been securely learned
- ▶ Staff who are knowledgeable about the characteristics of effective learning and who can promote life-long learning behaviours



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What does it look like in practice?

Whole class instruction

This is limited to short periods, gradually extending as children become better able to sit, and to concentrate.

Key skills and knowledge that all children need and most are ready for will be delivered in this way, for example, introduction to new phonemes, a new number, a new concept such as part/whole, or a skill (how to walk safely with scissors..., how to show a number greater than 10 using ten frames...)

Children may demonstrate understanding through asking and answering questions, using mini-whiteboards, or using their own versions of equipment. Misconceptions can be addressed there and then.

Some subjects are taught more like this for example, PE.

Small group instruction

This is used for a range of subjects and topics. In 'guided Reading' an adult will work on a book carefully matched to a group's reading skills, and they will teach and model specific skills for that group. In 'guided Maths' teaching is targeted to a group who need more support than available in a whole class session. Children will be engaged in doing an activity which develops the skill during the session. Other children will often be involved in 'continuous provision' (see below) so that they are also engaged in high quality, developmentally sensitive learning.



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1:1 instruction

Teachers may give a child instruction and support on a specific skill. This may be because they need more help than their peers, or it may be because the skill they are learning requires 1:1 e.g. learning to use a saw in DT. At other times an adult may work 1:1 with a child who has some targeted goals, for example on a speech and language plan, or who is showing signs of falling behind. This may be a 'one off' or for a set number of sessions.

Continuous provision

We view the child's environment as an important 'teacher' at this age. Children need to be able to explore ideas in a concrete way and develop independence and pride in their work. Our classrooms and parts of our outside areas are set up so that children can practice, apply and develop what they have been taught. Sometimes they will do something which is directly related to immediate prior instruction and sometimes it will be following their own interest. They have the opportunity to revisit things they have found challenging.

Within this, children are given age appropriate challenges. In Year 1, 'mini-me's' and 'star activities' help direct children to work on specific areas, and in Year 2 weekly challenges require children to plan their time over the week so that they can meet deadlines with work to a high standard.

During this time, adults may be working with guided groups, or supporting children with their learning through play in continuous provision (CP).



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Let's have a look at each year group...



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Reception

Children in our sea-themed named classes will receive a mixture of direct teacher inputs, small group direct teaching and time to play in the learning environment. The learning environment is carefully planned to enable children to choose their own learning and to provide opportunities to consolidate and deepen learning. Playing with the large blocks and planks for example, enables children to communicate with each other, to negotiate, to compromise, to collaborate. It also develops physical skills, mathematical skills, creativity and IT IS FUN!! Even tidy up times provide a vast array of learning opportunities.



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Year 1

As they go into Year One, our children move from the ocean to woodland creatures! They are ready for slightly longer teacher input times, they may receive slightly longer small group teaching but they will continue to have sustained periods of time when they can have 'C.O.O.L' time (choose their own learning). They will have access to the 'Woodland' every day where there will be outdoor learning opportunities where adults will support their independent learning. Resources again are chosen very carefully to allow for development of skills as well as consolidation and deepening of those already learnt.



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Year 2

Our woodland creatures are now flying high in the treetops! They are, once again ready for slightly longer teacher input times, slightly more adult focus groups but again, we place great emphasis on children learning through play. They will have daily time when they can choose their own learning in the continuous provision. Teachers will carefully devise learning environments that allow children to learn in the absence of an adult. This will allow for much time spent outside where adults will support, question, challenge, or simply allow the learning to happen! Children will be set 'challenges' over the week that the teachers have planned. All children will be expected to complete these challenges with high, but bespoke, expectations placed upon them.



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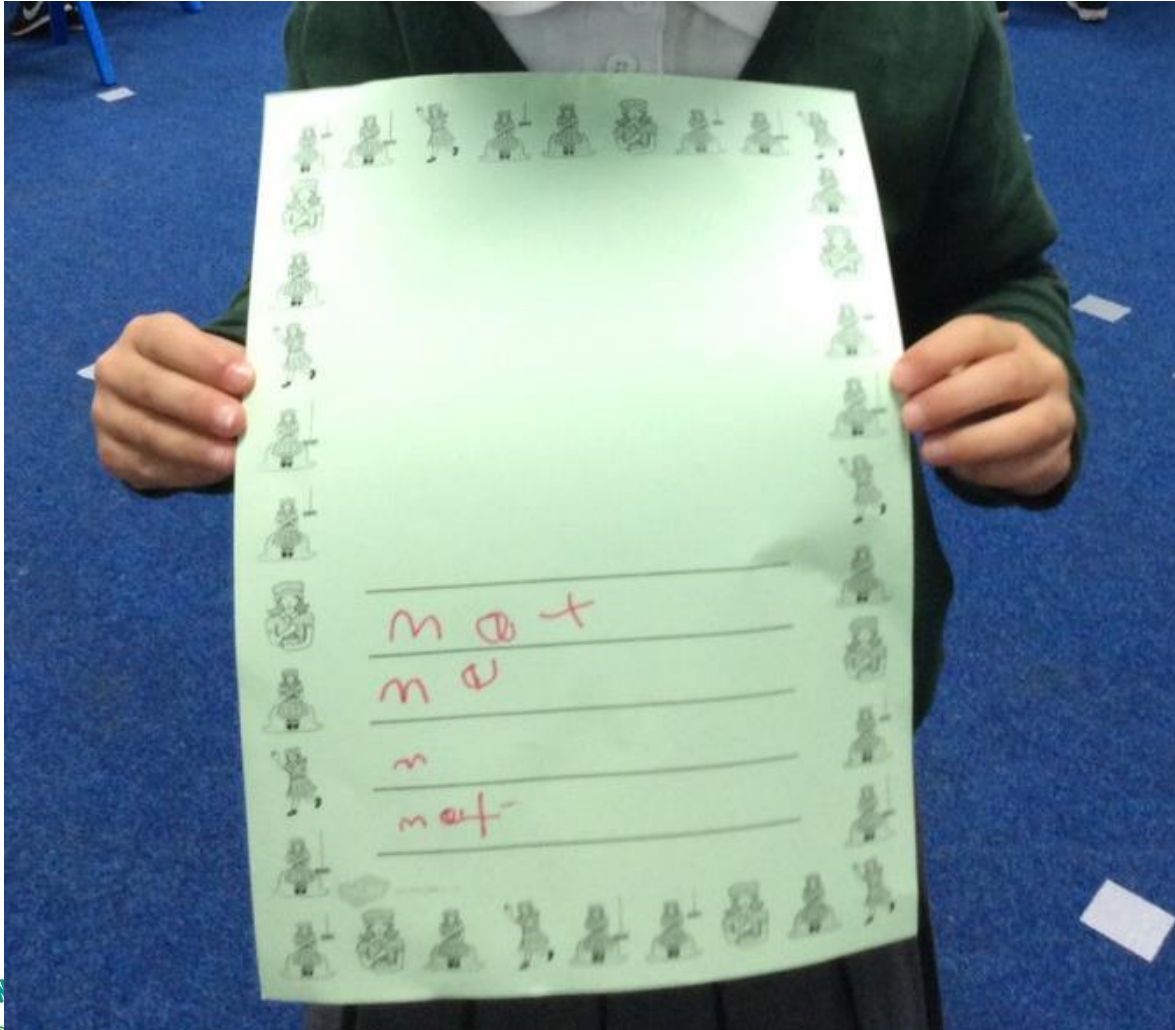
How do we know the children are making progress?

- We can see it! Children approach tasks differently, they apply more of the knowledge they have learned, they evaluate their learning and play and change it, they try out new things and work with different peers.
- When they work on subject specific tasks they apply new knowledge. We are particularly proud (and so are they) when they apply this to their own self chosen activities and projects.
- When we introduce new learning they are able to link it to what they already know, and to apply it.
- When children talk to us and in their play they use more complex language and the subject specific vocabulary they have been taught.
- Their attitudes and behaviour for learning show that they are engaged and motivated.
- Where we use standardised tests, for example, before beginning a reading intervention, they score more highly than before the intervention.
- Teacher tracking sheets show children making appropriate progress in core subjects.
- Regular moderation with teachers looking closely at 'age-related expectations' to make judgements about pupils' learning.
- Teacher posts on Tapestry following focus foundation subjects show that most children are achieving at an age expected level.
- Subject leaders and SLT regularly drop into classrooms to talk to children and to look at learning.



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Some examples of children's learning



Reception girl writing, self initiated
(another child's name)



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Reception, playing picnics, continuous provision



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Reception boy writing, self initiated



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Reception, counting, Continuous Provision



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Reception maths, exploring
pattern, self initiated



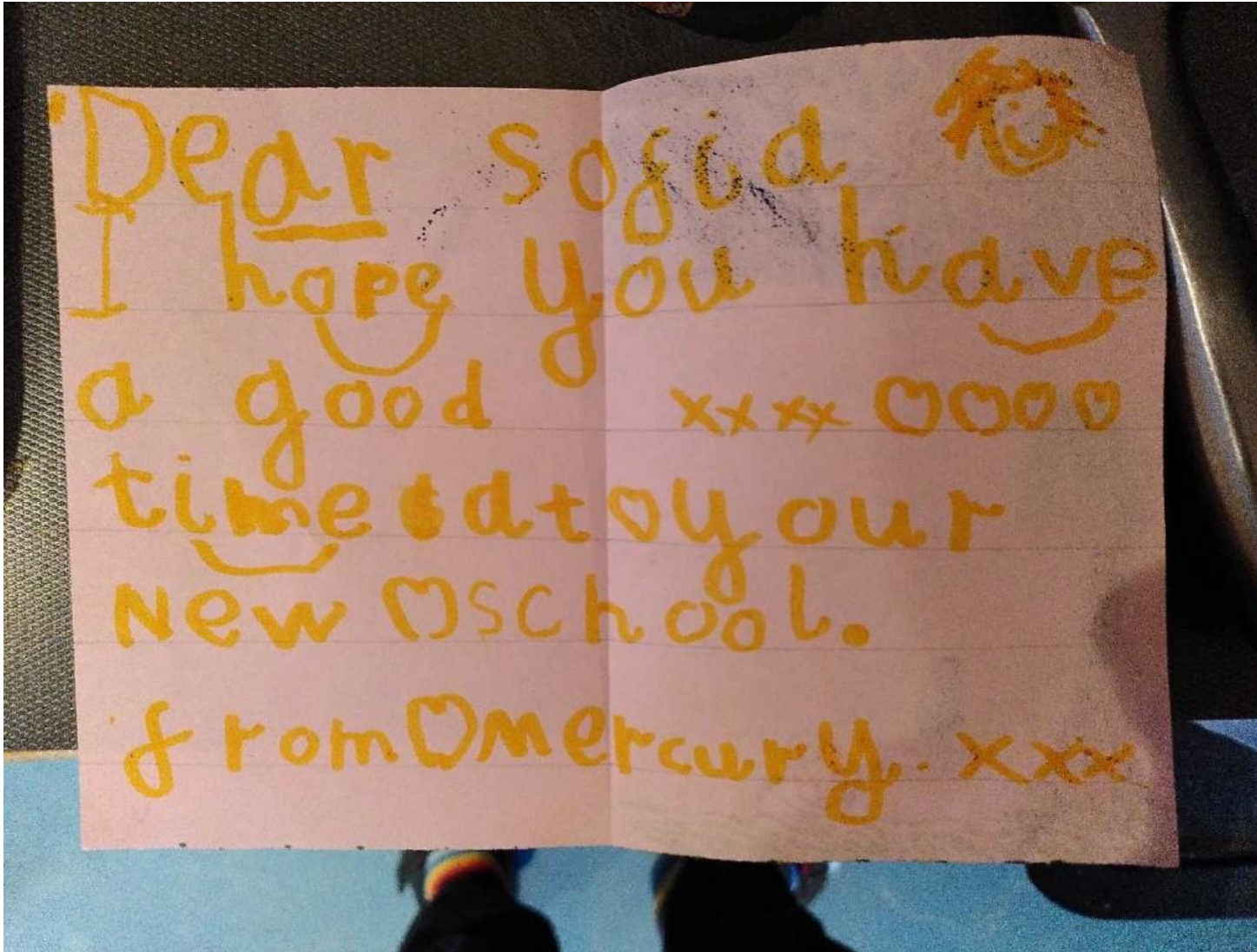
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Reception writing, self
initiated



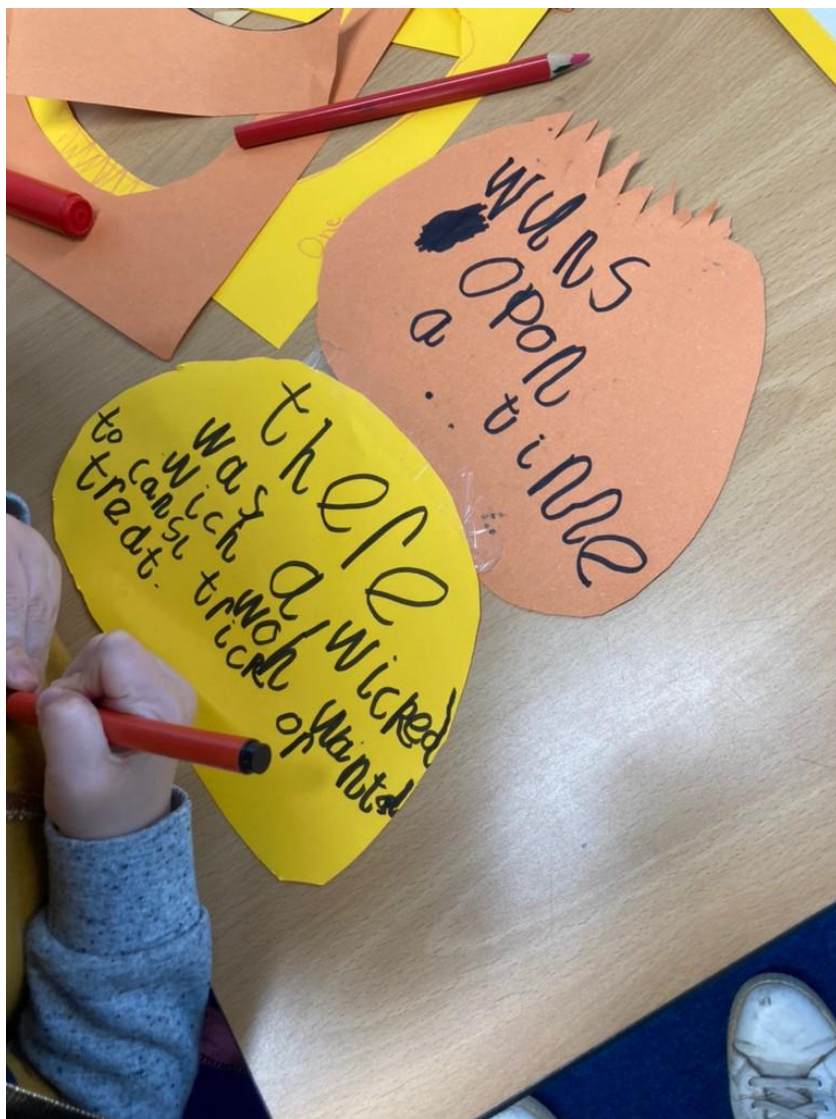
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Year 1 boy writing, self-initiated



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Year 1 boy writing, self-initiated



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Year 1 maths (exploring symmetry), continuous provision



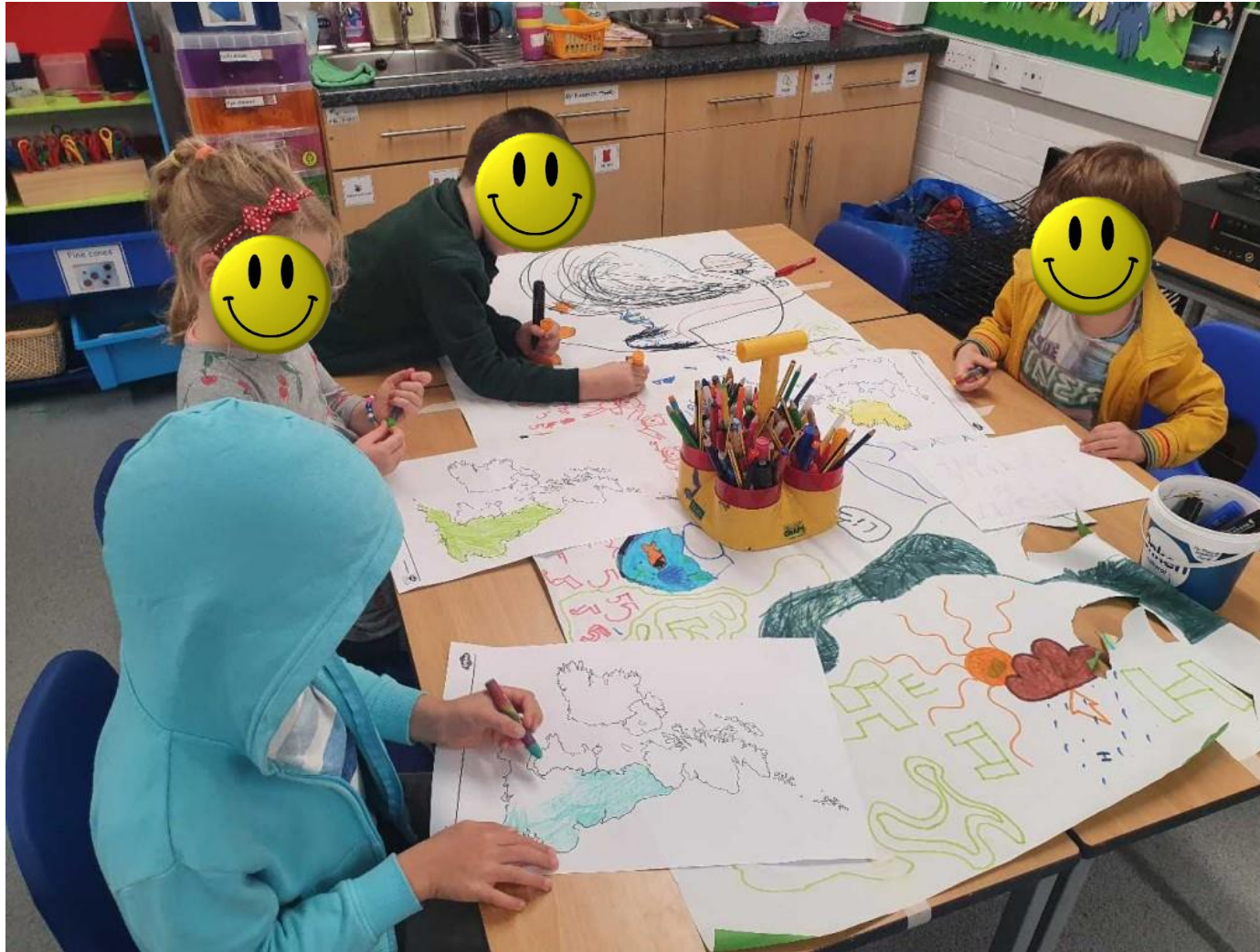
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Year 1, science (animal classification), continuous provision



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Year 1 geography, continuous provision



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Year 1 writing, independent,
challenge



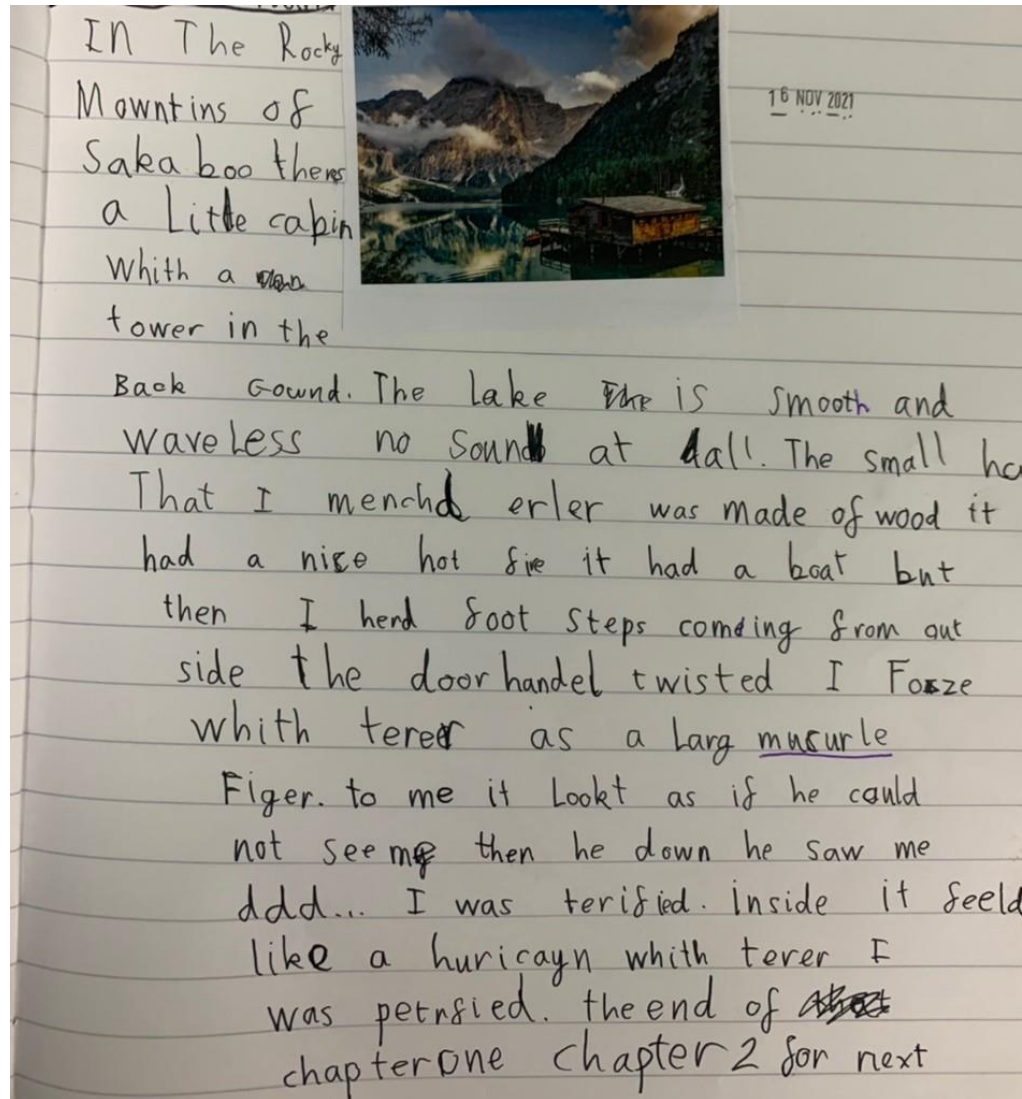
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Year 1 History (changes in communication), continuous provision



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Year 2 Boy Writing, independent
following input



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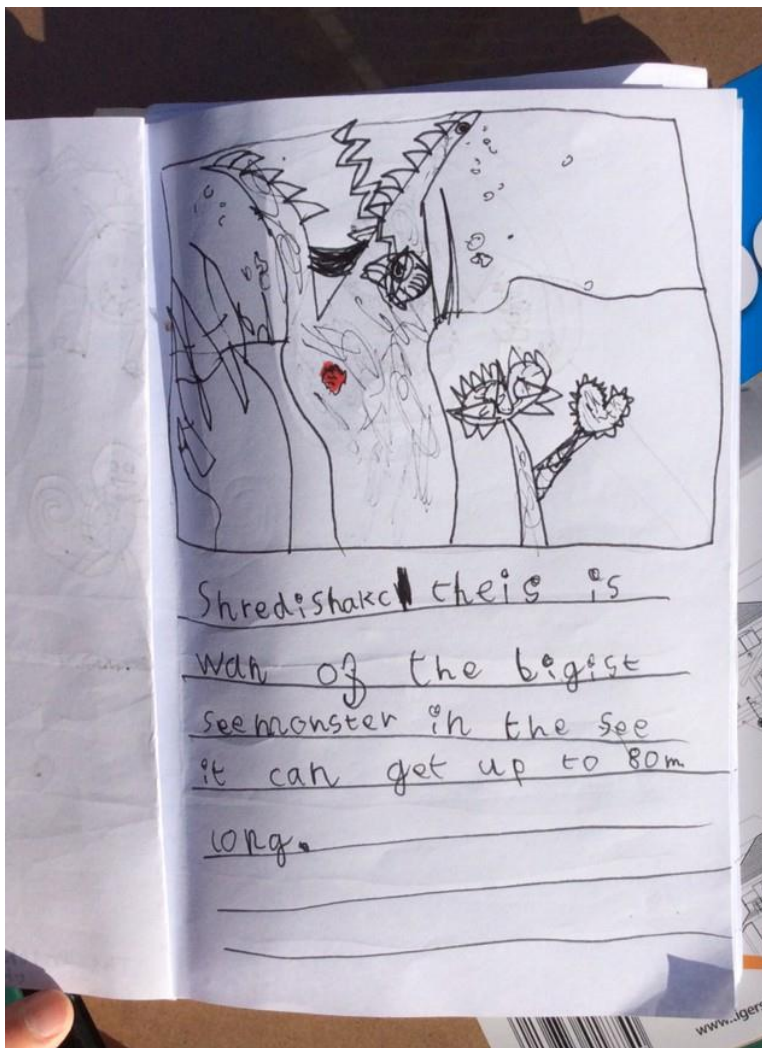


Year 2 design and technology,
teaching a new skill

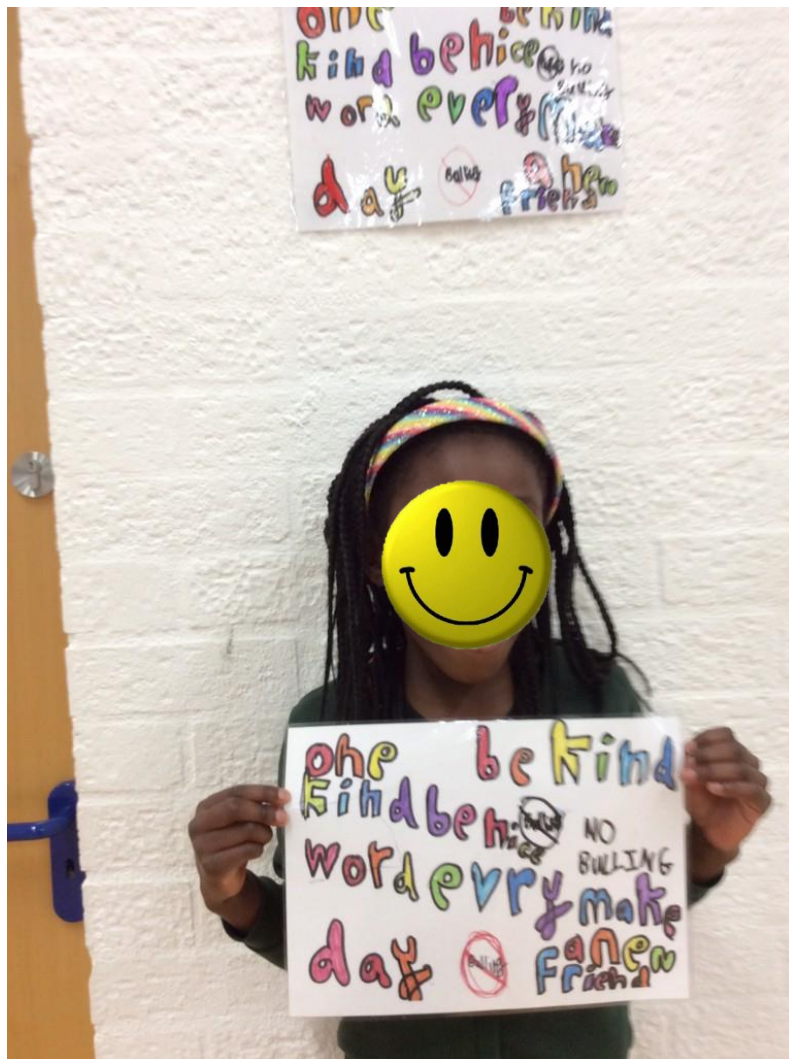


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Year 2 Boy Writing - Self initiated



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Year 2 PSHE, making posters and displaying them, continuous provision following input



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Year 2 Music, recorder players
performing in continuous
provision



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Year 2 exploring patterns, continuous provision



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IZZY GIZMO and the
 wacer smacer. Once ther was a
 girl ~~could~~ Issy gizmo She
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 jst wen she was meycing a
 in the chn a goldn letter
 flowtid in the house She
 Went to it up it sed pteys
 Gum to a in the chn compexish
 Wen she got ther evry wen
 Was ther wen ether wun
 had meyd ther m sheehs
 izzy Gizmo prest the sark
 been ~~on~~ on the m sheeh
 dndown the towls thet
 aty vonlavish growdaway.

Year 2 girl writing following input, independent



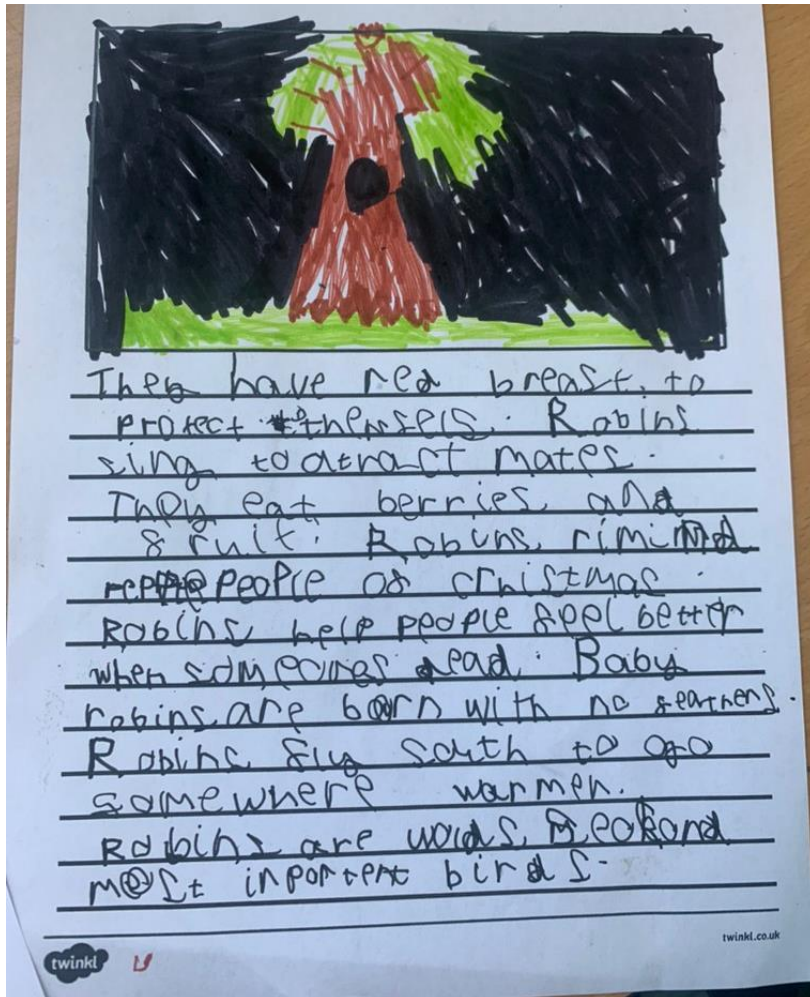
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Year 2 Geography and Science, making a portal to Canada to look at the animals and China to eat food, continuous provision



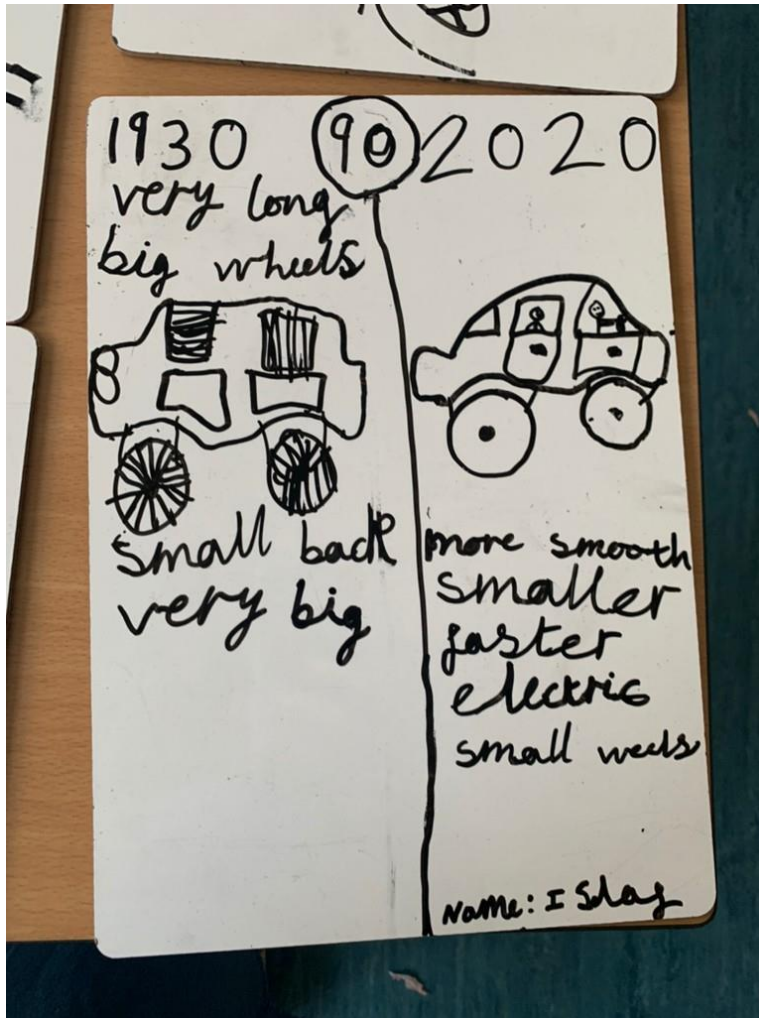
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Year 2 boy writing challenge, independent



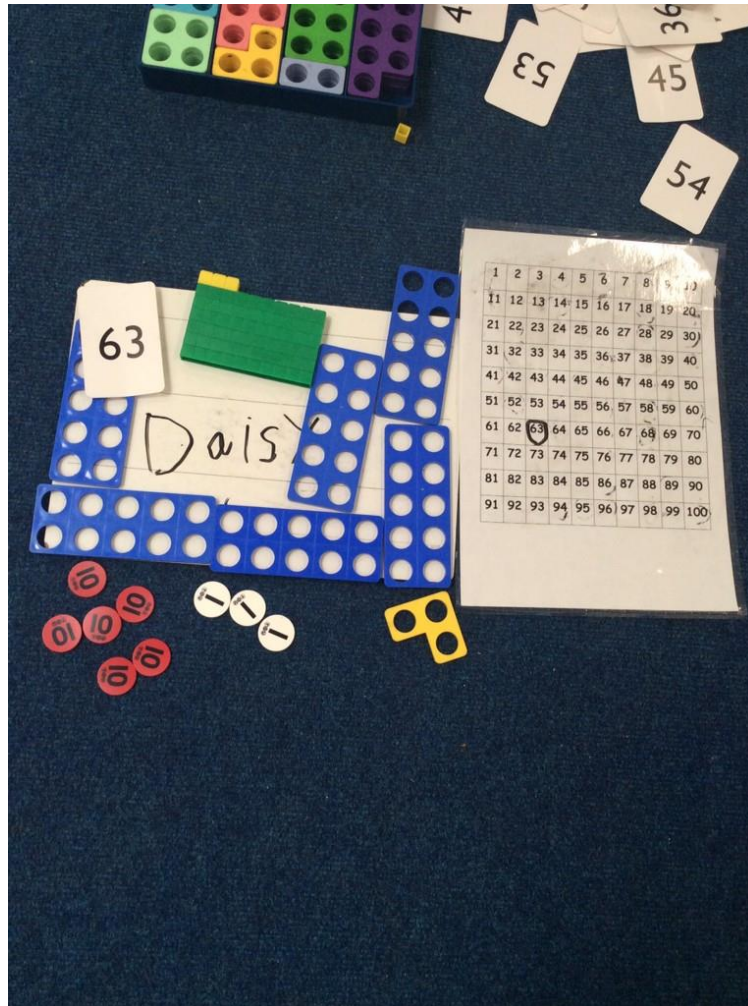
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Year 2 girl History, comparing vehicles, following input



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Year 2 maths following input, independent (representing two digit numbers)



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Beyond Year 2?

Most of our children go onto Downs Junior School, who,

“believe that if children discover and learn for themselves their learning will deepen and be embedded”.

Like us they aim to instill a love of learning in confident and independent learners. They want children to be resilient and have the skills they need to be life long learners.

By giving our children a developmentally sensitive infant education, we prepare them with the academic, social, emotional and physical foundations they will need as they move out of the 4-7 developmental stage to the juniors.

We invite the children's next teachers to come and work with them in their current class environment to support transition, and help the new teacher see what they can do. In this way, high expectations are supported, while children are helped to feel safe and understand how to apply their experiences to a new setting.

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What do KS1 'Age-related expectations look like?

We have taken the end of Key Stage 1 expectations for core subjects and broken them down into skills and knowledge we expect to see at different points throughout Year 1 and Year 2.

Some skills have been identified as 'non-negotiables' as if children do not have them, they cannot be assessed as 'ARE' at the end of KS1.

All subject leaders work with their cross-school teams to ensure that in Reception, children have the foundations for National Curriculum learning, and that they then progress through Year 1 and Year 2 building on previous learning. Each foundation subject is a 'focus' subject once a year, and the whole curriculum is reviewed for 'impact' annually in the Summer Term.

Writing and Maths descriptors are provided for information on the following pages. Reading assessments include phonics assessments, book bands, and reading skills.

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Year 1 Writing Descriptors

Working Towards the Expected Standard:	
Pupil(s) are beginning to meet the following aims with support:	
To use their own simple story ideas or retell a familiar story using short, simplistic sentences.	
To reread their writing aloud to check that it makes sense.	
To use adjectives that <u>have been modelled</u> .	
To use simple sentence structures (which may often be repetitive)	
Has an awareness of:	<u>capital</u> letters for names, places, the days of the week and the personal pronoun 'I'.
	<u>finger</u> spaces.
	<u>full</u> stops to end sentences.
To spell some words containing previously taught phonemes and GPCs accurately.	
To spell some Y1 common exception words accurately (from English Appendix 1).	
To write lower case letters in the correct direction, starting and finishing in the right place.	

Working at the Expected Standard:		
Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:		
To write sentences in order to create short narratives and non-fiction texts.		✓
To use some features of different text types (although these may not be consistent).		
To reread their writing to check that it makes sense and make suggested changes.		✓
To use adjectives to describe.		
To use simple sentence structures.		✓
To use the joining word (conjunction) 'and' to link ideas and sentences.		✓
Has an awareness of:	<u>capital</u> letters for names, places, the days of the week and the personal pronoun 'I'.	✓
	<u>finger</u> spaces.	✓
	<u>full</u> stops to end sentences.	✓
	<u>question</u> marks.	
	<u>exclamation</u> marks.	
To spell most words containing previously taught phonemes and GPCs accurately.		✓
To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).		✓
To use -s and <u>-es</u> to form regular plurals correctly.		
To use the prefix 'un'.		
To add the suffixes <u>-ing</u> , <u>-ed</u> , <u>-er</u> and <u>-est</u> to root words (with no change to the root word).		
To write lower case and capital letters in the correct direction, starting and finishing in the right place.		✓
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.		✓

Working at Greater Depth within the Expected Standard:	
Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:	
To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.	
To use a number of features of different text types and make appropriate topic/ subject matter vocabulary choices.	
To reread their writing to check that it makes sense and independently make changes.	
To use adjectives to describe (sometimes ambitious beyond the year group).	
To use simple and compound sentence structures.	
To use the joining word (conjunction) 'and' to link ideas and sentences.	
Are able to regularly use	<u>capital</u> letters for names, places, the days of the week and the personal pronoun 'I'.
	<u>finger</u> spaces.
	<u>full</u> stops to end sentences.
	<u>question</u> marks.
	<u>exclamation</u> marks.
To spell all words containing previously taught phonemes and GPCs accurately.	
To spell all Y1 common exception words and days of the week accurately (from English Appendix 1).	
To use -s and <u>-es</u> to form regular plurals correctly.	
To use the prefix 'un'.	
To add the suffixes <u>-ing</u> , <u>-ed</u> , <u>-er</u> and <u>-est</u> to root words.	
To spell simple compound words.	
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	

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Year 2 Writing Descriptors

Working Towards the Expected Standard:
The pupil can, after discussion with the teacher:
Write sentences that are sequenced to form a short narrative (real or fictional)
Demarcate some sentences with capital letters and full stops.
Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making <u>phonically-plausible</u> attempts at others.
Spell some Year 1 and 2 common exception words.
Form lower-case letters in the correct direction, starting and finishing in the right place.
Form lower-case letters of the correct size relative to one another in some of their writing.
Use spacing between words.

Working at the Expected Standard:
The pupil can, after discussion with the teacher:
Write simple, coherent narratives about personal experiences and those of others (real or fictional).
Write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
Use present and past tense mostly correctly and consistently.
Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making <u>phonically-plausible</u> attempts at others.
Spell many Year 1 and 2 common exception words.
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
Use spacing between words that reflects the size of the letters.

Working at Greater Depth within the Expected Standard:
The pupil can, after discussion with the teacher:
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and <u>grammar</u> of their writing.
Make simple additions, revisions and <u>proof-reading</u> corrections to their own writing.
Use the punctuation taught at key stage 1 mostly correctly.
Spell most common exception words.
Add suffixes to spell most words correctly in their writing (e.g. <u>-ment</u> , <u>-ness</u> , <u>-ful</u> , <u>-less</u> , <u>-ly</u>).
Use the diagonal and horizontal strokes needed to join some letters.

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Year 1 Maths Descriptors

Working Towards the Expected Standard:		
Pupil(s) are beginning to meet the following aims with support:		
Count up to 100 in 1s beginning with 0 or 1 (or where the expectation is at point of assessment eg Term 2 up to 20)	✓	
Read numbers up to 100 in numerals. (or where the expectation is at point of assessment eg Term 2 up to 20)	✓	
With some support identify one more and one less than any number up to 20. (or where the expectation is at point of assessment eg Term 2 up to 10)	✓	
Begin to estimate a sets of objects up 20 and use the language of more than, less than to compare with another number. (or where the expectation is at point of assessment eg Term 2 up to 10)	✓	
Recognise the function of the – and + symbols.	✓	
Recall number bonds up to 10 and use these in a range of real life contexts and role play.	✓	
Add and subtract single digit numbers in a range of real life situations and role play using concrete objects.	✓	
Has an awareness of:	Doubling is that you add the same number twice and can begin to do this with support in a range of real life and role play contexts.	
	Sharing objects between 2 and 4 groups with support and can begin to do this with support in a range of real life and role play contexts.	
	Different coins and notes	
	That a clock measures time	
	Language about comparisons between lengths/heights, (longer/shorter, taller/shorter) mass/weight (heavier, lighter), capacity/volume (full/empty, more full, less full) and time (earlier, later).	
	Common 2D and 3D shapes.	

Working at the Expected Standard:		
Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:		
Count to and across 100, forwards and backwards, beginning from 0 or 1, or from any given number. (or where the expectation is at point of assessment eg Term 2 up to 20)	✓	
Count, read and write numbers to 100 in numerals with correct orientation. (or where the expectation is at point of assessment eg Term 2 up to 20)	✓	
Count in multiples of twos, fives and tens (up and back).	✓	
Given a number, identify one more and one less up to 100. (or where the expectation is at point of assessment eg Term 2 up to 20)	✓	
Identify and represent numbers using objects.	✓	
Identify and represent numbers using pictorial representations including the number line.	✓	
Read and write numbers from 1 to 20 in numerals and words (or where the expectation is at point of assessment eg Term 2 up to 10)	✓	
Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.	✓	
Represent and use number bonds and related subtraction facts within 20. (or where the expectation is at point of assessment eg Term 2 up to 10)	✓	
Add and subtract one-digit and two-digit numbers to 20, including zero. (or where the expectation is at point of assessment eg Term 2 up to 10)	✓	
Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.	✓	
Solve one-step problems involving multiplication (by 2 and 5) and division (by 2 and 4) using concrete objects		
Can recognise:	name common 2-D and 3-D shapes, including rectangles (oblongs and squares), circles and triangles and cuboids (including cubes), pyramids and spheres.	✓
	and know the value of different denominations of coins and notes.	✓
	and Tell the time to the hour and half past the hour.	
	find and name a half as one of two equal parts of an object or shape.	✓
	find and name a half of a quantity.	✓
	find and name a quarter as one of four equal parts of an object, shape.	✓
	find and name a quarter of a quantity.	✓

Working at Greater Depth within the Expected Standard:	
Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:	
Use numerals to explain why counting across 100 is tricky.	
Identify multiples of 2s, 5s and 10s in a set of numbers and explain how they know.	
Identify 2 and 5 more/ less than a given number mentally and explain their approach.	
Reason about how estimating can help when problem solving.	
Justify their ordering of numbers up to 100 on an empty number line.	
Compose oral maths stories and role-play around given number sentences.	
Know that re-ordering numbers in a number sentence 'may' affect the answer.	
Explain links between addition and subtraction facts up to 20.	
Use empty number lines to solve addition and subtraction calculations.	
Create their own missing number problems, explain how they tested that their solution is correct.	
Explain their solutions to addition and subtraction problems which involve two 2-digit numbers up to 20, but where the answer is over 20 (e.g. 12+17)	
Predict when a number will not share equally by 2 and explain how they know.	
Explain the relationship between arrays and multiplication.	
Solve problems involving multiplication and division using repeated addition or subtraction. Explain why some shapes are difficult to halve or quarter.	
Predict which quantities cannot be halved or quartered equally and explain their reasoning	
Order the denominations of coins and notes and explain their thinking.	
Sort and compare 2-D and 3-D shapes, explaining your reasoning.	

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Year 2 Maths Descriptors

Working Towards the Expected Standard:	
Pupil(s) are beginning to meet the following aims <u>with support</u> :	
Count in steps of 2, 3, and 5 from 0, and in tens from any number	✓
Recognise the place value of each digit in a two-digit number up to 30	✓
Identify, represent and estimate numbers using different representations, including the number line	✓
Compare and order numbers from 0 up to 30	✓
Read and write numbers to at least 30 in numerals and in words	✓
Recall and use addition and subtraction facts to 10, and derive and use related facts up to 50	✓
Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens;	✓
Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	✓
Recognise and use the inverse relationship between addition and subtraction.	✓
Recall and use multiplication and division facts for the 2 and 10 multiplication tables.	✓
Recognise, find, name and write fractions $\frac{1}{3}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	✓
Has an awareness	Include measures, geometry, time etc.

Working at the Expected Standard:	
Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:	
Count in steps of 2, 3, and 5 from 0, and in tens from any number	✓
Recognise the place value of each digit in a two-digit number	✓
Identify, represent and estimate numbers using different representations, including the number line	✓
Compare and order numbers from 0 up to 100	✓
Read and write numbers to at least 100 in numerals and in words	✓
Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	✓
Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers	✓
Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	✓
Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	✓
Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	✓
Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs	✓
Show that multiplication of two numbers can be done in any order and division of one number by another cannot	✓
Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	✓
Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity	✓
Write simple fractions and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	✓
Can recognise:	Include measures, geometry, time etc.

Ambition ~ Belonging ~ Creativity ~ Diversity ~ Empathy ~ Flexibility

Example of teacher 'mapping' assessment grid

On track Falling below Significantly below

MATHS Year 2
Class:

Children CAN do the descriptor for that number NB all ticked statements MUST be in place	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ELG						
1.0						
1.1						
1.2						
1.3						
2.0						
2.1						
2.2						
2.3						
2.4						
Bottom 20%						
6 children sampled with White Rose assessment						

Use asterisk for exceptions to the rule/ interesting children

Write first and surnames of children and indicate next to name if PP, PP+, SEN, EAL, NJ (new joiner)

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