

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 2 — Music



b

b+

w

w+

s

s+

- ☐ Listen with concentration and understanding to a range of high-quality live and recorded music.  
*I can listen to and understand different pieces of high quality live and recorded music,*
- ☐ Build an understanding of the pulse and internalise it when listening to a piece of music.  
*I can find the pulse and internalise it in my head.*
- ☐ Improvise a simple rhythm using different instruments including the voice.  
*I can improvise a simple rhythm using different instruments including my voice.*
- ☐ Understand that timbre describes the character or quality of a sound.  
*I can understand that timbre describes the character or quality of a sound.*
- ☐ Understand that texture describes the layers within the music.  
*I can understand that texture describes the layers within the music.*
- ☐ Understand that structure describes how different sections of music are ordered.  
*I can understand that structure describes how different sections of music are ordered.*
- ☐ Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.  
*I can describe a piece of music using musical language.*
- ☐ Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.  
*I can confidently perform rhymes, raps and songs.*
- ☐ Develop an understanding of melody, the words and their importance in the music being listened to.  
*I can understand that the words in a song can affect its melody.*
- ☐ Sing a song in two parts.  
*I can sing a song in two parts.*
- ☐ Use tuned and untuned classroom percussion to play accompaniments and tunes.  
*I can use tuned and untuned classroom percussion to play accompaniments and tunes.*
- ☐ Use tuned and untuned classroom percussion to compose and improvise.  
*I can use tuned and untuned classroom percussion to compose and improvise.*
- ☐ Play instruments using the correct techniques with respect.  
*I can play instruments using the correct techniques with respect.*
- ☐ Practise, rehearse and present performances to audiences with a growing awareness of the people watching.  
*I can practise, rehearse and perform music to an audience with confidence.*
- ☐ Experiment with, create, select and combine sounds using the inter-related dimensions of music.  
*I can experiment with, create, select and combine sounds using the inter-related dimensions of music.*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 2 — History

#### Chronological understanding



b b+ w w+ **s** s+

- ☐ Show an awareness of the past, using common words and phrases relating to the passing of time.  
*I can show an awareness of the past, using common words and phrases relating to the passing of time.*
- ☐ Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.  
*I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods.*

### Band 2 — History

#### History enquiry



b b+ w w+ **s** s+

- ☐ Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.  
*I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events.*
- ☐ Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.  
*I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.*

### Band 2 — History

#### Historical interpretations



b b+ w w+ **s** s+

- ☐ Describe changes within living memory and aspects of change in national life.  
*I can describe changes within living memory and aspects of change in national life.*
- ☐ Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.  
*I can describe events beyond living memory that are significant nationally or globally.*
- ☐ Describe significant historical events, people and places in his/her own locality.  
*I can describe significant historical events, people and places locally.*

### Band 2 — History

#### Organisation and communication



b b+ w w+ **s** s+

- ☐ Use a wide vocabulary of everyday historical terms.  
*I can use a wide vocabulary of everyday historical terms.*
- ☐ Speak about how he/she has found out about the past.  
*I can speak about how I have found out about the past.*
- ☐ Record what he/she has learned by drawing and writing.  
*I can record what I have learned by drawing and writing.*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 2 — History

Understanding of events, people and changes



b

b+

w

w+

s

s+

☐  
☐

Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.

*I can discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 2 — Religious Education

Learning about religion—Beliefs and teachings



b

b+

w

w+

s

s+

- ☐ Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.

*I can explain what some stories about God mean*

### Band 2 — Religious Education

Learning about religion—Religious practices and lifestyles



b

b+

w

w+

s

s+

- ☐ Describe some religious objects/places/people and practices and begin to be aware of similarities in religions.

*I can talk about other religious buildings which are like a church.*

### Band 2 — Religious Education

Learning about religion—Ways of expressing meaning



b

b+

w

w+

s

s+

- ☐ Begin to suggest meanings for some religious actions and symbols and describe how religious belief is expressed in different ways.

*I can talk about what happens in a church service.*

### Band 2 — Religious Education

Learning from religion—Human identity, personality and experience



b

b+

w

w+

s

s+

- ☐ Describe and respond sensitively to his/her own and others' experiences and feelings, including characters in stories with religious meaning.

*I can explain about how people sometimes feel about God.*

### Band 2 — Religious Education

Learning from religion—Questions of meaning and purpose



b

b+

w

w+

s

s+

- ☐ Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones.

*I can ask why a lot.*

### Band 2 — Religious Education

Learning from religion—Values and commitments



b

b+

w

w+

s

s+

- ☐ Recognise and describe some religious values in relation to matters of right and wrong and make links between these and his/her own values.

*I can explain why some things people do are right and some are wrong.*



Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 2 — Physical Education

#### Swimming



b

b+

w

w+

s

s+

- ☐ Jump in from the poolside safely.  
*I can jump into the pool with confidence.*
- ☐ Blow bubbles underwater with nose and mouth submerged.  
*I can blow bubbles with my mouth and nose underwater.*
- ☐ Regain upright position from a back or front float.  
*I can put my feet on the bottom after floating on my front or back.*
- ☐ Push and glide on the back from the side of the pool.  
*I can push off from the side of the pool and float on my back.*
- ☐ Perform a 360 degree rotation from front to back and back to front.  
*I can float on my front, spin onto my back and then back onto my front again.*

### Band 2 — Physical Education

#### Health and fitness—Diet and hygiene



b

b+

w

w+

s

s+

- ☐ Identify different foods that contain vitamins A B and C and understand the importance of having the right amounts.  
*I can say why vitamins A, B and C are important and give examples of foods that contain them.*
- ☐ Identify the 5 types of food that make up a balanced diet and begin to give examples of these.  
*I know about the 5 main food groups and can give examples of these.*
- ☐ Understand the difference between an illness, symptom and a prescription.  
*I know what an illness is, and that a symptom is a sign of that illness. The doctor can give me a prescription for some medicine to help cure the illness.*
- ☐ Understand the importance of maintaining your teeth.  
*I know why I need to take care of my teeth.*

### Band 2 — Physical Education

#### Health and fitness—Healthy bodies



b

b+

w

w+

s

s+

- ☐ Identify and name some large bones and muscles and explain why they are important.  
*I can name some of the bones and muscles in my body and say why they are important.*
- ☐ Identify the importance of our senses and explain how they help us.  
*I know what my senses are and can explain how they help me.*
- ☐ Understand that the heart is a muscle which grows during exercise and pumps blood carrying oxygen and energy around the body.  
*I can describe the main functions of the heart.*
- ☐ Understand that food is broken down into energy in our digestive system.  
*I understand that food gives me energy as I digest it.*
- ☐ Identify ways we can increase our own bodies protection.  
*I can list ways to help protect my body.*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 2 — Physical Education

#### Health and fitness—Healthy mind



b

b+

w

w+

s

s+

- ☐ Begin to recognise emotions in others.  
*I can tell when other people are happy, sad, worried, etc.*
- ☐ Offer suggestions as to how to alter a negative emotion.  
*I can suggest ways of making someone happier if they are sad.*
- ☐ Explain the reasons why a target has or has not been met.  
*I can give reasons why I have been successful or why I have failed in a task.*

### Band 2 — Physical Education

#### Health and fitness—Personal and social



b

b+

w

w+

s

s+

- ☐ Understand the difference between fair and unfair.  
*I know when someone is being treated fairly or unfairly.*
- ☐ State the characteristics of a good friend.  
*I know what makes a good friend.*
- ☐ Understand that some relationships can be challenging at times.  
*I know that sometimes I can disagree and fall out with people but that breakdowns in relationships can also be repaired.*
- ☐ Explain his/her own relationships with family members.  
*I can explain the different relationships within my family.*

### Band 2 — Physical Education

#### Skills—Acquiring and developing skills



b

b+

w

w+

s

s+

- ☐ Zig zag through a series of tightly spaced markers.  
*I can run in between posts placed in a long line bending my legs and body to help me change direction.*
- ☐ Hop along a straight line using the same foot.  
*I can hop on one leg from one place to another, using my arms to help me balance, without putting my other foot down.*
- ☐ Jump for distance controlling the landing.  
*I can jump a long distance using my arms and legs to help push me forward and landing safely with my knees bent and my feet together.*
- ☐ Jump for height with a controlled landing.  
*I can jump high, bending my knees and swinging my arms to help move me higher and land with knees and ankles bent.*
- ☐ Catch a small ball.  
*I can catch a tennis ball by placing my body in line to meet the flight of the ball and I cup my hands so the ball cannot bounce out.*
- ☐ Throw a small ball overarm, using the correct technique.  
*I can throw a small ball overarm, over a longer distance, using my arms and body, to accurately reach a target.*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 2 — Physical Education

Skills—Applying skills and using tactics



b

b+

w

w+

s

s+

- ☐ Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc).  
☐ *I can select the most appropriate skills and actions to perform at my best.*

### Band 2 — Physical Education

Skills—Evaluating and improving performance



b

b+

w

w+

s

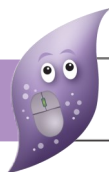
s+

- ☐ Compare his/her performance with others.  
☐ *I can say how well I have done compared to others.*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 2—Computing

#### Computers



b b+ w w+ **s** s+

- ☐ Recognise common uses of information technology beyond school.  
☐ *I can recognise how others use technology outside of school.*

### Band 2—Computing

#### Using Computer



b b+ w w+ **s** s+

- ☐ Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  
☐ *I can find, open, edit and save files I am working on.*
- ☐ Use technology purposefully to create digital content comparing the benefits of different programs.  
☐ *I can use different software programs and discuss the benefits of their usage.*

### Band 2—Computing

#### E-Safety



b b+ w w+ **s** s+

- ☐ Use technology safely and keep personal information private.  
☐ *I know I need to keep my personal information private.*

### Band 2—Computing

#### Coding



b b+ w w+ **s** s+

- ☐ Use logical reasoning to predict the behaviour of simple programs.  
☐ *I can predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm.*
- ☐ Create simple programs.  
☐ *I can create a simple program to perform a task.*
- ☐ Create and debug simple programs.  
☐ *I can create and debug simple programs.*
- ☐ Debug simple programs by using logical reasoning to predict the actions instructed by the code.  
☐ *I can find and fix simple bugs in programs.*
- ☐ Understand that programs execute by following precise and unambiguous instructions.  
☐ *I can understand that programs run by following clear instructions.*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 2 — PE (POS)

#### Dance



b b+ w w+ **s** s+

- ☐ Copy and explore movement patterns.  
*I can copy movements then change them in a way I have made up.*
- ☐ Respond imaginatively, choosing actions to match a variety of sounds and music,  
*I can use my imagination to think of new movements to match what I hear.*
- ☐ Perform movements in time with sounds and music.  
*I can move in time to sounds and music.*
- ☐ Learn simple sequences with precision.  
*I can learn a dance and do it exactly the way I was shown.*
- ☐ Create and perform simple movements in order.  
*I can make up a dance and perform it in the order I thought of.*
- ☐ Collaborate successfully with others to perform a group sequence.  
*I can make up a dance sequence and perform it in a group.*

### Band 2 — PE (POS)

#### Games



b b+ w w+ **s** s+

- ☐ Develop tactics for scoring, stopping, passing and travelling.  
*I can think of ways to play a game successfully.*
- ☐ Develop tactics for attacking and defending in the context of a team game.  
*I can think of ways to score and ways to stop my opponent scoring.*
- ☐ Participate in team games.  
*I can take part in games in a team.*

### Band 2 — PE (POS)

#### Health and fitness—Healthy bodies



b b+ w w+ **s** s+

- ☐ Master basic actions with control and co-ordination, including taking off and landing, balance and rolling.  
*I can carry out different movements with great organisation and control.*
- ☐ Make effective use of space around them.  
*I can use the space around me in the best way possible.*
- ☐ Create short movement phrases with a beginning, middle and ending.  
*I can put together a sequence with a beginning, middle and an end.*
- ☐ Demonstrate contrasts in direction, level and speed of movement.  
*I can demonstrate movements using different directions, levels and speeds.*
- ☐ Collaborate successfully with others to perform a group sequence.  
*I can work with my group to move using a sequence.*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 2 — PE (POS)

#### Athletics



b

b+

w

w+

s

s+

☐

Master basic movements including running, jumping, throwing and catching.

*I can run, jump, throw and catch using the best ways I have been shown.*

☐

Perform basic techniques for running, jumping, throwing and catching as appropriate for activities (eg running race, target throwing, jumping over an obstacle).

*I can run, jump, throw and catch in the best way to take part in an activity.*

### Band 2 — PE (POS)

#### Swimming



b

b+

w

w+

s

s+

☐

Swim with confidence.

*I can swim confidently.*

☐

Swim on both front and back.

*I can swim on my front and on my back.*

☐

Understand how to stay safe in and around water.

*I can explain how to stay safe around water.*

### Band 2 — PE (POS)

#### Evaluating Performance



b

b+

w

w+

s

s+

☐

Identify improvement and successes in a range of increasingly challenging activities.

*I can explain how to improve and how I know I have improved in challenging activities.*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 2— Art and Design

#### Learning



b

b+

w

w+

s

s+

- ☐ Try out different activities and make sensible choices about what to do next.  
*I can try out different activities and make sensible choices about what to do next.*
- ☐ Select particular techniques to create a chosen product and develop some care and control over materials and their use.  
*I can choose the right materials to use for my artwork and use them well.*
- ☐ Give reasons for his/her preferences when looking at art/craft or design work.  
*I can give reasons for my opinions when I look at art/craft or design work.*
- ☐ Know that different artistic works are made by craftspeople from different cultures and times.  
*I can understand that different artistic works are made by craftspeople from different cultures and times.*

### Band 2— Art and Design

#### Techniques



b

b+

w

w+

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s+

- ☐ Experiment with tones using pencils, chalk or charcoal.  
*I can try out making different tones using pencils, chalk or charcoal.*
- ☐ Represent things observed, remembered or imagined using colour/tools.  
*I can paint things I have seen, remembered or imagined.*
- ☐ Experiment with basic tools on rigid and flexible materials.  
*I can experiment with basic tools on rigid and flexible materials.*
- ☐ He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials.  
*I can make collages by folding, crumpling and tearing materials.*
- ☐ Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings.  
*I can use different techniques like carbon printing, relief, press and fabric printing and rubbings.*
- ☐ Develop techniques to join fabrics and apply decorations such as a running or over stitch.  
*I can develop techniques to join fabrics and apply decorations such as a running or over stitch.*



Name \_\_\_\_\_ Class \_\_\_\_\_

## Band 2 - Science

Working Scientifically



b

b+

w

w+

S

S+

- ☐ **Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum (Year 2 focus).**  
*I can ask questions and know they can be answered in different ways.*
- ☐ **Use simple equipment to observe closely including changes over time (Year 2 focus).**  
*I can watch closely using equipment.*
- ☐ **Communicate his/her ideas, what he/she does and what he/she does and what he/she does and what he/she finds out in a variety of ways.**  
*I can communicate my ideas, what I do, and what I find out in a variety of ways.*
- ☐ **Perform simple comparative tests (Year 2 focus).**  
*I can do tests.*
- ☐ **Identify, group and classify (Year 2 focus).**  
*I can name and group.*
- ☐ **Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns (Year 2 focus).**  
*I can use my observations and ideas to suggest answers to questions.*
- ☐ **Gather and record data to help in answering questions including from secondary sources of information (Year 2 focus).**  
*I can collect and record data to help answer questions.*

## Band 2 - Science

Animals Including Humans



b

b+

w

w+

S

S+

- ☐ **Understand that animals, including humans, have offspring which grow into adults.**  
*I can explain that animals, including humans, have babies which grow into adults.*
- ☐ **Describe the basic needs of animals, including humans, for survival (water, food and air).**  
*I can explain the needs of animals, including humans, for survival.*
- ☐ **Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.**  
*I can explain the importance of exercise, eating healthily and keeping clean.*

## Band 2 - Science

Living Things & Their Habitats



b

b+

w

w+

S

S+

- ☐ **Explore and compare the differences between things that are living, dead, and things that have never been alive.**  
*I can explain the differences between things that are living, dead and things that have never been alive.*
- ☐ **Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.**  
*I can explain that most living things live in habitats which suit them and depend on each other.*
- ☐ **Identify and name a variety of plants and animals in their habitats, including micro-habitats.**  
*I can name some plants and animals in their habitats including micro-habitats.*
- ☐ **Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.**  
*I can explain how animals get their food from plants and other animals using a simple food chain.*





Name \_\_\_\_\_ Class \_\_\_\_\_

## Band 2 - Science

Materials



b

b+

w

w+

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- ☐ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

*I can say why I would choose a material for a particular job.*

- ☐ Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

*I can explain how objects made from some materials can be changed.*

## Band 2 - Science

Plants



b

b+

w

w+

s

s+

- ☐ Observe and describe how seeds and bulbs grow into mature plants.

*I can explain how seeds and bulbs grow into plants.*

- ☐ Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these.

*I can describe how plants need water, light and a suitable temperature to grow and stay healthy.*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 2 — Geography

#### Geographical skills and fieldwork



b

b+

w

w+

s

s+

- ☐ Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

*I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.*

- ☐ Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.

*I can use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.*

- ☐ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

*I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key*

- ☐ Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

*I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment*

### Band 2 — Geography

#### Locational knowledge



b

b+

w

w+

s

s+

- ☐ Name and locate the world's seven continents and five oceans.

*I can name and place the world's seven continents and five oceans.*

- ☐ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.

*I can name, place and identify characteristics of the four countries and capital cities of the United Kingdom.*

- ☐ Name, locate and identify characteristics of the seas surrounding the United Kingdom.

*I can name, locate and identify characteristics of the seas surrounding the United Kingdom.*

### Band 2 — Geography

#### Human and physical geography



b

b+

w

w+

s

s+

- ☐ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

*I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles*

- ☐ Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

*I can use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean,*

- ☐ Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

*I can use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop*

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### Band 2 — Geography

Place knowledge



b

b+

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w+

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☐  
☐

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

*I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.*



Name \_\_\_\_\_ Class \_\_\_\_\_

### Band 2 - Reading

Word Reading



b

b+

w

w+

S

s+

- ☐ Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

*I can use the sounds I know to decode words automatically and my reading is fluent.*

- ☐ Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.

*I can read and blend all sounds I have been taught.*

- ☐ Recognise alternative sounds for graphemes.

*I can recognise alternative sounds for letters or groups of letters.*

- ☐ Read accurately words of two or more syllables that contain graphemes taught so far.

*I can read words of two or more syllables that contain sounds I have been taught.*

- ☐ Read words containing common suffixes.

*I can read words containing common suffixes.*

- ☐ Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

*I can read further common exception words and see where the sounds do not match the spelling.*

- ☐ Read words in age-appropriate books accurately and fluently, without overt sounding and blending e.g. at over 90 words per minute.

*I can read most words quickly and accurately without needing to sound and blend words I have seen before.*

- ☐ Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

*I can read aloud books within my reading level, without making many errors and sounding out new words without long pauses.*

- ☐ Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.

*I can re-read books sounding out new words correctly to improve my speed and confidence.*

### Band 2 - Spoken Language



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w+

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s+

- ☐ Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently.

*I can listen to, talk about and have an opinion on a wide range of poetry, stories and non-fiction.*

- ☐ Discuss the sequence of events in books and how items of information are related.

*I can discuss the order of events in books and how items of information are related.*

- ☐ Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

*I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with a voice that makes the meaning clear.*

- ☐ Discuss his/her favourite words and phrases.

*I can discuss my favourite words and phrases.*

- ☐ Answer and ask questions.

*I can answer and ask questions.*

- ☐ Participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.

*I can join in a talk about books, poems and other works that are read to me and those that I can read, taking turns and listening to what others say.*

- ☐ Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself.

*I can explain and discuss my understanding of books, poems and other material.*

- ☐ Develop positive attitudes towards and stamina for writing by planning or saying out loud what he/she is going to write about.

*I can improve my writing by planning or saying out loud what I am going to write about.*



Name \_\_\_\_\_ Class \_\_\_\_\_

## Band 2 - Reading Comprehension



b

b+

w

w+

s

s+

- ☐ Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently.  
*I can enjoy and understand books by listening to, talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.*
- ☐ Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.  
*I can enjoy reading and discussing the order of events in books and how items of information are related.*
- ☐ Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.  
*I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.*
- ☐ Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.  
*I can enjoy reading by recognising repeated themes and ideas in stories and poems.*
- ☐ Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.  
*I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know.*
- ☐ Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases.  
*I can talk about my favourite words and phrases.*
- ☐ Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.  
*I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer.*
- ☐ Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.  
*I can use what I have already read or heard, or from the information a teacher has given me, to help me understand what I am reading.*
- ☐ Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.  
*I can spot if a word has been read wrongly by following the sense of the text.*
- ☐ Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done.  
*I can say how the characters might feel in a story I have read or heard on the basis of what is said and done and answer questions.*
- ☐ Make inferences on the basis of what is said and done in a book he/she is reading independently.  
*I can say how the characters might feel in a story I am reading on my own on the basis of what is said and done.*
- ☐ Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links.  
*I can ask and answer questions about the books or stories I am reading and make links.*
- ☐ Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far.  
*I can say what might happen next in a story based on what has happened so far.*
- ☐ Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.  
*I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.*
- ☐ Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.  
*I can explain what I think about books, poems and other material that I have read or heard.*
- ☐ Explain what has happened so far in what he/she has read.  
*I can explain what has happened so far in what I have read.*



Name \_\_\_\_\_ Class \_\_\_\_\_

### Band 2 - Writing Spelling



b

b+

w

w+

s

s+

☐  
☐

**Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others.**

*I can break down spoken words into their sounds and write them mostly correctly, and make good attempts at spelling words I do not know.*

☐  
☐

**Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.**

*I can learn new spellings by using words I already know how to spell.*

☐  
☐

Spell many common exception words.

*I can spell many common exception words.*

☐  
☐

Spell most common exception words.

*I can spell most common exception words.*

☐  
☐

Spell some words with contracted forms.

*I can spell some words which have been shortened.*

☐  
☐

Spell most words with contracted forms.

*I can spell most words which have been shortened.*

☐  
☐

Spell by learning the possessive apostrophe (singular) e.g. the girl's book.

*I can spell words which use an apostrophe to show possession e.g. the girl's book.*

☐  
☐

Spell by distinguishing between homophones and near-homophones.

*I can spell words that sound the same but are spelt differently e.g. buy, bye, by.*

☐  
☐

Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly.

*I can add the endings -ment, -ness, -ful, -less, -ly to spell some longer words.*

☐  
☐

Add suffixes to spell most longer words correctly, including -ment, -ness, -ful, -less, -ly.

*I can add the endings -ment, -ness, -ful, -less, -ly to spell most longer words.*

☐  
☐

Apply spelling rules and guidance, as listed in English Appendix 1.

*I can use simple spelling rules.*

☐  
☐

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

*I can write the correct spellings and punctuation in simple sentences I hear my teacher say.*

### Band 2 - Writing Handwriting



b

b+

w

w+

s

s+

☐  
☐

Form lower-case letters of the correct size relative to one another in some of his/her writing.

*I can write lower-case letters that are all the same size in some of my writing.*

☐  
☐

Form lower-case letters of the correct size relative to one another in most of his/her writing.

*I can write lower-case letters that are all the same size in most of my writing.*

☐  
☐

Use the diagonal and horizontal strokes needed to join letters in some of his/her writing.

*I can use the diagonal and horizontal strokes I need to join letters in some of my writing.*

☐  
☐

Use the diagonal and horizontal strokes needed to join letters.

*I can use the diagonal and horizontal strokes I need to join letters.*

☐  
☐

Understand which letters, when adjacent to one another, are best left unjoined.

*I know which letters, when they are next to one another, are best left unjoined.*

☐  
☐

**Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.**

*I can write capital letters and numbers the right way up, and the correct size relative to each other and lower case letters.*

☐  
☐

Use spacing between words that reflects the size of the letters.

*I can use spacing between words that fits with the size of the letters.*



Name \_\_\_\_\_ Class \_\_\_\_\_

## Band 2 - Writing Composition



b

b+

w

w+

s

s+

- ☐ Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional).  
*I can write sentences about things I have done and things that others have done.*
- ☐ Write about real events, recording these simply and clearly.  
*I can write a long piece of text about a real event in one go.*
- ☐ Write poetry to develop positive attitudes and stamina for writing.  
*I can write poetry.*
- ☐ **Write for different purposes to develop positive attitudes and stamina for writing.**  
***I can write for different purposes, writing long and short pieces of work.***
- ☐ Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing.  
*I can write for different purposes, using ideas and language from things I have read.*
- ☐ Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.  
*I can plan my writing by writing down my ideas or talking about them.*
- ☐ Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.  
*I can plan my writing by writing down ideas and/or key words and new vocabulary.*
- ☐ **Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.**  
***I can plan my writing by writing down my ideas or talking about them for each sentence.***
- ☐ **Make simple additions, revisions and corrections to his/her own writing by evaluating his/her writing with the teacher and other pupils.**  
***I can change my writing and make corrections after I have spoken to a teacher or another child about it.***
- ☐ Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.  
*I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.*
- ☐ Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher.  
*I can proof-read my work and check for spelling, punctuation and grammar errors, and sometimes choosing better words.*
- ☐ Read aloud what he/she has written with appropriate intonation to make the meaning clear.  
*I can read my work aloud with confidence using the tone of my voice to make the meaning clear.*





Name \_\_\_\_\_ Class \_\_\_\_\_

## Band 2 - Writing

Vocabulary, Grammar & Punctuation



b

b+

w

w+

S

s+

- ☐ Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.  
*I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together e.g. whiteboard, superman.*
- ☐ Form adjectives using suffixes such as -ful, -less.  
*I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless.*
- ☐ Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.  
*I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.*
- ☐ Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses.  
*I can use these words in my writing: when, if, that, because, or, but.*
- ☐ Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.  
*I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon.*
- ☐ Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.  
*I can tell if a sentence is a question, command, exclamation or a statement.*
- ☐ Use present and past tense mostly correctly and consistently.  
*I can use the correct tense in my writing.*
- ☐ Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.  
*I can use the correct verb form to indicate actions in progress in the present time or in the past e.g. she is drumming, he was shouting.*
- ☐ Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.  
*I can use capital letters and full stops to show where sentences start and end and sometimes use question marks.*
- ☐ Use question marks and exclamation marks appropriately.  
*I can use question marks and exclamation marks appropriately.*
- ☐ Use commas to separate items in a list.  
*I can use commas when I am writing a list.*
- ☐ Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.  
*I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat.*
- ☐ Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma.  
*I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe and comma.*



Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 2— Design and Technology

#### Cooking and Nutrition



b b+ w w+ **S** s+

- ☐ Understand the need for a variety of food in a diet.  
*I can understand the need for a variety of food in a diet.*
- ☐ Understand that all food has to be farmed, grown or caught.  
*I can understand that all food has to be farmed, grown or caught.*
- ☐ Use a wider range of cookery techniques to prepare food safely.  
*I can use a wider range of cookery techniques to prepare food safely.*

### Band 2— Design and Technology

#### Processes



b b+ w w+ **S** s+

- ☐ Design purposeful, functional, appealing products for himself/herself and other users based on design criteria.  
*I can design useful, pleasing products for myself and other users based on a design brief.*
- ☐ Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.  
*I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and IT.*
- ☐ Choose appropriate tools, equipment, techniques and materials from a wide range.  
*I can choose tools I would like to use and select materials based on my knowledge of their properties.*
- ☐ Safely measure, mark out, cut and shape materials and components using a range of tools.  
*I can safely measure, mark out, cut and shape materials and components using a range of tools.*
- ☐ Evaluate and assess existing products and those that he/she has made using a design criteria.  
*I can evaluate and assess existing products and those that I have made using a design criteria.*
- ☐ Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.  
*I can investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.*
- ☐ Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products.  
*I can explore and use mechanisms such as levers, sliders, wheels and axles in products.*



Name \_\_\_\_\_ Class \_\_\_\_\_

## Band 2 - Maths

Number and Place Value



b

b+

w

w+

s

s+

☐

**Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward.**  
*I can count forward and backwards in jumps of 2, 3 and 5 from 0 and in 10s from any number.*

☐

**Recognise the place value of each digit in a two-digit number (tens, ones).**  
*I can find the place value of each digit of a number with tens and units.*

☐

**Identify, represent and estimate numbers using different representations, including the number line.**  
*I can find and show numbers using different equipment such as number lines and number squares.*

☐

**Compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs.**  
*I can compare and order numbers from 0 to 100 using  $<$ ,  $>$  and  $=$ .*

☐

**Read and write numbers to at least 100 in numerals.**  
*I can read and write numbers to 100 in numerals.*

☐

**Read and write numbers to at least 100 in words.**  
*I can read and write numbers to 100 in words.*

☐

**Use place value and number facts to solve problems.**  
*I can use place value and number facts to answer questions.*

☐

**Partition two-digit numbers into different combinations of tens and ones using apparatus if needed e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones.**  
*I can partition two-digit numbers into different combinations of tens and ones using apparatus.*

☐

**Use reasoning about numbers and relationships to solve more complex problems and explain his/her thinking e.g.  $29 + 17 = 15 + 4 + ?$ ; 'Together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.**  
*I can use reasoning within addition.*

☐

**Recall the multiples of 10 below and above any given 2 digit number e.g. say that for 67 the multiples are 60 and 70.**  
*I can recall the multiples of 10 below and above any 2 digit number.*



Name \_\_\_\_\_ Class \_\_\_\_\_

## Band 2 - Maths

### Properties of Shape



b

b+

w

w+

s

s+

- ☐ Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.  
*I can notice and explain the properties of 2-D shapes e.g. the number of sides and line symmetry.*
- ☐ Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.  
*I can notice and explain the properties of 3-D shapes e.g. the number of edges, vertices and faces.*
- ☐ Identify 2-D shapes on the surface of 3-D shapes e.g. a circle on a cylinder and a triangle on a pyramid.  
*I can spot 2-D shapes on the surface of 3-D shapes such as a circle on a cylinder and a triangle on a pyramid.*
- ☐ Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).  
*I can name some 2-D and 3-D shapes in pictures or in a group and know some of their properties.*
- ☐ **Compare and sort common 2-D and 3-D shapes and everyday objects describing similarities and differences e.g. find 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices and describe what is different about them.**  
*I can compare and sort common 2-D and 3-D shapes and everyday objects.*

## Band 2 - Maths

### Position & Direction



b

b+

w

w+

s

s+

- ☐ Order and arrange combinations of mathematical objects in patterns and sequences.  
*I can order mathematical objects in patterns and sequences.*
- ☐ **Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).**  
*I can use mathematical vocabulary to describe position, direction and movement. This could include movement in a straight line.*

## Band 2 - Maths

### Statistics



b

b+

w

w+

s

s+

- ☐ Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.  
*I can read and draw simple pictograms, tally charts, block diagrams and simple tables.*
- ☐ Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.  
*I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.*
- ☐ **Ask and answer questions about totalling and comparing categorical data.**  
*I can ask and answer questions about totalling and comparing grouped data.*



Name \_\_\_\_\_ Class \_\_\_\_\_

## Band 2 - Maths

Addition and Subtraction



b

b+

w

w+

S

S+

- ☐ **Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.**  
*I can solve problems with addition and subtraction, including those involving numbers, quantities and measures by using objects or pictures.*
- ☐ **Solve problems with addition and subtraction applying his/her increasing knowledge of written methods and mental methods where regrouping may be required**  
*I can answer simple addition and subtraction questions in my head as well as by writing them down.*
- ☐ Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If  $7 + 3 = 10$ , then  $17 + 3 = 20$ ; if  $7 - 3 = 4$ , then  $17 - 3 = 14$ ; leading to if  $14 + 3 = 17$ , then  $3 + 14 = 17$ ,  $17 - 14 = 3$  and  $17 - 3 = 14$ ).  
*I can recall all number bonds to 10, use these to work out bonds to 20, and link other related facts.*
- ☐ **Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.**  
*I can use addition and subtraction facts to 20 quickly and work out similar facts to 100.*
- ☐ Add and subtract numbers where no regrouping is required, using concrete objects, pictorial representations, and mentally, including a two-digit number and ones.  
*I can add and subtract a two digit number and a one digit number mentally and when using objects, number lines and pictures.*
- ☐ Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens.  
*I can add and subtract a two digit number and tens mentally and when using objects, number lines and pictures.*
- ☐ Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers.  
*I can add and subtract 2 two digit numbers mentally and when using objects, number lines and pictures.*
- ☐ Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers.  
*I can add and subtract 3 one digit numbers mentally and when using objects, number lines and pictures.*
- ☐ Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.  
*I can show that adding 2 numbers can be done in any order but subtraction cannot.*
- ☐ Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.  
*I can show that subtraction is the opposite of addition and use this to check my work.*
- ☐ Recall doubles and halves to 20 e.g. knowing that double 2 is 4, double 5 is 10 and half of 18 is 9.  
*I can remember doubles and halves up to 20.*
- ☐ Use estimation to check that his/her answers to a calculation are reasonable e.g. knowing that  $48 + 35$  will be less than 100.  
*I can use estimation to check that my answers to a calculation make sense.*
- ☐ Solve missing number problems using addition and subtraction.  
*I can solve missing number problems using addition and subtraction.*



Name \_\_\_\_\_ Class \_\_\_\_\_

## Band 2 - Maths

### Multiplication and Division



b

b+

w

w+

S

s+



**Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.**

*I can remember and use multiplication and division facts for the 2, 5 and 10 times tables and recognise odd and even numbers.*



**Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs.**

*I can answer multiplication and division problems within the tables using  $\times$ ,  $\div$  and  $=$ .*



**Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.**

*I can show that multiplying 2 numbers can be done in any order but division cannot.*



**Solve problems involving multiplication and division, using concrete materials and mental methods.**

*I can answer questions involving multiplication and division mentally and with objects.*



**Solve problems involving multiplication and division, using arrays, repeated addition and multiplication and division facts, including problems in contexts e.g. knowing that  $2 \times 7 = 14$  and  $2 \times 8 = 16$ , explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left.**

*I can answer questions involving multiplication and division using arrays and repeated addition.*



**Use multiplication and division facts for 2, 5 and 10 to make deductions outside known multiplication facts e.g. know that multiples of 5 have one digit of 0 or 5 and use this to reason that  $18 \times 5$  cannot be 92 as it is not a multiple of 5.**

*I can use multiplication facts for 2, 5 and 10 to make deductions outside known multiplication facts.*



**Solve word problems involving multiplication and division with more than one step e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet.**

*I can solve multiplication and division word problems with more than one step.*



**Recognise the relationships between addition and subtraction and rewrite addition statements as simplified multiplication statements e.g.  $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$ .**

*I can rewrite addition statements as simplified multiplication statements.*

## Band 2 - Maths

### Fractions



b

b+

w

w+

S

s+



**Recognise, find, name and write fractions  $1/3$ ,  $1/4$ ,  $2/4$  and  $3/4$  of a length, shape, set of objects or quantity and demonstrate understanding that all parts must be equal parts of the whole.**

*I can find, name and write fractions of a length, shape, set of objects or amount, including  $1/3$ ,  $1/4$ ,  $2/4$ , and  $3/4$ .*



**Write simple fractions for example,  $1/2$  of  $6 = 3$  and recognise the equivalence of  $2/4$  and  $1/2$ .**

*I can write simple fractions facts such as  $1/2$  of  $6 = 3$  and  $2/4 = 1/2$ .*



Name \_\_\_\_\_ Class \_\_\_\_\_

## Band 2 - Maths

### Measurement



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b+

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w+

s

s+

- ☐ Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml), to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.  
*I can choose the right units to measure length, height, mass, temperature or capacity. I can read to the nearest unit and do this on rulers or scales.*
- ☐ Compare and order lengths, mass, volume/capacity and record the results using >, < and =.  
*I can compare amounts using these signs: >, < or =.*
- ☐ Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.  
*I can use the £ sign and p sign. I can use notes and coins to make a particular amount.*
- ☐ Find different combinations of coins that equal the same amounts of money.  
*I can find different ways for coins to add up to an amount.*
- ☐ **Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.**  
*I can add and subtract money and give change.*
- ☐ Compare and sequence intervals of time.  
*I can put different events in order and compare them.*
- ☐ Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.  
*I can tell the time to 5 minutes. I can tell when it is quarter past or quarter to an hour. I can draw these on a clock.*
- ☐ Remember the number of minutes in an hour and the number of hours in a day.  
*I can tell you how many minutes are in an hour and how many hours are in a day.*
- ☐ Read scales in divisions of ones, twos, fives and tens.  
*I can read scales in divisions of ones, twos, fives and tens.*
- ☐ Read scales where not all numbers on the scale are given and estimate points in between.  
*I can read scales where not all numbers on the scale are given and work out points in between.*
- ☐ Read the time on a clock to the nearest 15 minutes.  
*I can read the time on a clock to the nearest quarter of an hour.*