



Year 2



Curriculum Objectives



READING

Objective	Child Speak Target	Greater Depth Target
<p>[EXS] Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>↳ GD objective: Continue to reduce the need to apply phonic knowledge and skills as the route to decode words as automatic decoding becomes embedded and reading is fluent.</p>	<p><i>I can read words quickly because I know how to sound out all parts of a word.</i></p>	<p><i>For words I don't know straight away, I can read them quickly because I know how to sound out all parts of a word.</i></p>
<p>[EXS] Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>↳ GD objective: Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes independently.</p>	<p><i>I read by blending together the sounds I know and can read out within a word.</i></p>	<p><i>I read by blending together the sounds I know and can read out within a word without help.</i></p>
<p>[EXS] Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>↳ GD objective: Confidently read accurately words of two or more syllables that contain the same graphemes as above.</p>	<p><i>I can read words with two or three syllables.</i></p>	<p><i>I can read words with two or three syllables confidently.</i></p>
<p>[EXS] Read words containing common suffixes.</p> <p>↳ GD objective: Read longer words containing common suffixes.</p>	<p><i>I can read words with common word endings, such as -ing and -ed.</i></p>	<p><i>I can read longer words with common word endings, such as -ing and -ed.</i></p>
<p>[EXS] Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>↳ GD objective: Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in a range of words.</p>	<p><i>I can read a range of unusual words from our word lists.</i></p>	<p><i>I can read a range of unusual words from our word lists and spot any connections between unusual spellings.</i></p>
<p>[EXS] Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>↳ GD objective: Independently read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p>	<p><i>I can read most words quickly and accurately.</i></p>	<p><i>I can read most words independently, quickly and accurately.</i></p>

Objective	Child Speak Target	Greater Depth Target
<p>[EXS] Understand both the books that they can already read accurately and fluently and those that they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>↳ GD objective: Understand both the books that they can already read accurately and fluently and those that they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading, comparing it to other texts they have read.</p>	<p><i>I check what I am reading makes sense as I read through it.</i></p>	<p><i>I check what I am reading makes sense as I read through it, comparing it to other texts I have read.</i></p>
<p>[EXS] Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done.</p> <p>↳ GD objective: Understand both the books that they can already read accurately and fluently and those that they listen to by independently making inferences on the basis of what is being said and done in a range of contexts.</p>	<p><i>I can tell you why certain things happen in a book or why a character says the things they do.</i></p>	<p><i>I can tell you why certain things happen in a book or why a character says the things they do without help.</i></p>
<p>[EXS] Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions.</p> <p>↳ GD objective: Understand both the books that they can already read accurately and fluently and those that they listen to by asking and answering, backing up their views with supporting evidence.</p>	<p><i>I can answer and ask questions about what I have read.</i></p>	<p><i>I can ask and answer probing questions about what I have read, giving evidence to support my answers.</i></p>

WRITING

Objective	Child Speak Target	Greater Depth Target
<p>[EXS] Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>↳ GD objective: Spell by independently segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p>	<p><i>I can spell words correctly by saying them out loud.</i></p>	<p><i>I can spell words correctly by saying them out loud independently.</i></p>
<p>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.</p> <p>↳ GD objective: 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 and use them in their work.</p>	<p><i>I am learning new ways for spelling words which sound the same but have different meanings.</i></p>	<p><i>I am learning new ways for spelling words which sound the same but have different meanings and can use these correctly in my work.</i></p>
<p>[EXS] Spell by learning to spell common exception words.</p> <p>↳ GD objective: Spell by learning to spell common exception words and use them correctly in their writing.</p>	<p><i>I know how to spell words that do not follow a spelling pattern.</i></p>	<p><i>I know how to spell words that do not follow a spelling pattern and I can use them when writing.</i></p>
<p>Spell by learning to spell some words with contracted forms.</p> <p>↳ GD objective: Spell by learning to spell a range of words with contracted forms.</p>	<p><i>I can spell some words by using 'rules' I already know.</i></p>	<p><i>I can and use spell some words by using 'rules' I already know correctly</i></p>
<p>Spell by learning the possessive apostrophe (singular) [for example, the girl's book].</p> <p>↳ GD objective: Spell by independently using the possessive apostrophe (singular) [for example: the girl's book] in their writing in a range of contexts.</p>	<p><i>I have learnt how to correctly use the possessive apostrophe (singular) [for example, the girl's book] in my spelling.</i></p>	<p><i>I can correctly use the possessive apostrophe (singular) independently [for example: the girl's book] in my writing.</i></p>
<p>Spell by distinguishing between homophones and near-homophones.</p> <p>↳ GD objective: Spell by distinguishing between homophones and near-homophones and spell them correctly.</p>	<p><i>I can show I know the difference between homophones and near-homophones in my spelling.</i></p>	<p><i>I know the difference between homophones and near-homophones and spell them correctly in my work.</i></p>
<p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p> <p>↳ GD objective: Independently apply suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly in a range of contexts.</p>	<p><i>I spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.</i></p>	<p><i>In my writing, I independently spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.</i></p>
<p>Apply year 2 spelling rules and guidance.</p> <p>↳ GD objective: Apply year 2 spelling rules and guidance in their writing in a range of contexts.</p>	<p><i>I can spell the words correctly in my Year 2 spelling list.</i></p>	<p><i>I can spell the words correctly in my Year 2 spelling list and use them in my work.</i></p>

Objective	Child Speak Target	Greater Depth Target
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. ↳ GD objective: Write from memory more complex sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	<i>I can write out a sentence told to me by my teacher and use the correct punctuation.</i>	<i>I can write out a longer, more complex sentence told to me by my teacher and use the correct punctuation.</i>
[EXS] Form lower-case letters of the correct size relative to one another. ↳ GD objective: Fluently form lower-case letters of the correct size relative to one another when I am writing sentences.	<i>When I write, my letters are the same size.</i>	<i>When I write sentences, my letters are the same size.</i>
Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. ↳ GD objective: Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	<i>I am learning which letters to join up in my handwriting, and which ones are best left unjoined.</i>	<i>I know which letters to join up in my handwriting, and which ones are best left unjoined. I use this more consistently in my writing.</i>
[EXS] Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. ↳ GD objective: Independently and accurately write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters when writing sentences.	<i>I can write letters and numbers that are the right way round and the right size.</i>	<i>I can write letters and numbers independently, that are the right way round and the right size when writing sentences.</i>
[EXS] Use spacing between words that reflects the size of the letters. ↳ GD objective: Use spacing between words that reflects the size of the letters without support or prompts.	<i>I know where to leave spaces between words.</i>	<i>I know where to leave spaces between words without being reminded.</i>
[EXS] Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional). ↳ GD objective: Develop positive attitudes towards and stamina for writing by writing longer narratives about personal experiences and those of others (real and fictional) that are suitable for the audience.	<i>I am beginning to write stories about things that have happened to me or other people.</i>	<i>I like writing longer stories about things that have happened to me or other people that are suitable for the age of the reader.</i>
[EXS] Develop positive attitudes towards and stamina for writing by writing about real events. ↳ GD objective: Develop positive attitudes towards and stamina for writing by writing in more detail about real events in a range of contexts.	<i>I am able to write longer stories about real things that have happened.</i>	<i>I am able to write longer and more detailed stories about real things that have happened.</i>

Objective	Child Speak Target	Greater Depth Target
Develop positive attitudes towards and stamina for writing by writing poetry. ↳ GD objective: Develop positive attitudes towards and stamina for writing by writing longer poetry.	<i>I can write my own poems.</i>	<i>I can write my own longer poems.</i>
Develop positive attitudes towards and stamina for writing by writing for different purposes. ↳ GD objective: Develop positive attitudes towards and stamina for writing by writing for different purposes in a range of contexts.	<i>I like to write for different purposes, for example, for my teacher, myself or for a class assembly.</i>	<i>I like to write for a range of different purposes and know their different features.</i>
Consider what they are going to write before beginning by planning or saying out loud what they are going to write about. ↳ GD objective: Consider what they are going to write before beginning by planning in detail or saying out loud what they are going to write about.	<i>Before I start my writing, I plan what I am going to say either by thinking about what I want to write or by saying my ideas out loud.</i>	<i>Before I start my writing, I plan in detail what I am going to say either by thinking about what I want to write or by saying my ideas out loud.</i>
Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary. ↳ GD objective: Consider what they are going to write before beginning by writing down creative ideas and, or key words, including new vocabulary and linking ideas.	<i>I think about what I am going to write by writing down my ideas and important words which will help me.</i>	<i>I think about what I am going to write by writing down my creative ideas, important words which will help me and linking my ideas together.</i>
Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence. ↳ GD objective: Consider what they are going to write independently before beginning by encapsulating what they want to say, a few sentences at a time.	<i>I can write down brief descriptions about what I want to include in my writing, before I begin.</i>	<i>I can independently write down details about what I want to include in my writing, before I begin.</i>
Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. ↳ GD objective: Make a range of additions, revisions and corrections to their own writing independently by evaluating their writing with the teacher and other pupils.	<i>I can make changes in my writing by listening to what others have to say about it.</i>	<i>I can make a range of suitable changes in my writing by listening to what others have to say about it.</i>
Make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. ↳ GD objective: Make a range of additions, revisions and corrections to their own writing independently by carefully re-reading to check that their writing makes sense and that verbs to indicate time are the most effective and used consistently, including verbs in the continuous form.	<i>Once finished, I will re-read my work to make sure it makes sense.</i>	<i>Once finished, I carefully re-read my work to make sure it is effective and makes sense.</i>

Objective	Child Speak Target	Greater Depth Target
<p>Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</p> <p>↳ GD objective: Make a range of additions, revisions and corrections to their own writing independently by carefully proof-reading to check for errors in spelling, grammar and punctuation [for example: ends of sentences punctuated correctly].</p>	<p><i>I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.</i></p>	<p><i>I carefully check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.</i></p>
<p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>↳ GD objective: Confidently read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><i>I can read aloud my work in a way which helps people understand it.</i></p>	<p><i>I can read aloud my work confidently in a way which helps people understand it.</i></p>
<p>[EXS] Use grammatical terminology for Year 2 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks.</p> <p>↳ GD objective: Use and apply grammatical terminology for Year 2 independently use punctuation correctly, including full stops, capital letters, exclamation marks, question marks.</p>	<p><i>I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.</i></p>	<p><i>I can independently use a range of punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.</i></p>
<p>Use grammatical terminology for Year 2 learning how to use commas for lists.</p> <p>↳ GD objective: Use and apply grammatical terminology for Year 2 confidently and accurately using commas for lists within a short paragraph.</p>	<p><i>I can use commas correctly when making a list of things.</i></p>	<p><i>I can use commas correctly when making a list of things and can use this in a short paragraph</i></p>
<p>Use grammatical terminology for Year 2 learning how to use apostrophes for contracted forms and the possessive (singular).</p> <p>↳ GD objective: Use and apply grammatical terminology for Year 2 accurately using apostrophes for contracted forms and the possessive (singular).</p>	<p><i>I can use an apostrophe to show where some letters are missing from a word or to say when something belongs to someone. For example, I'll means I will.</i></p>	<p><i>I can accurately use an apostrophe in my writing to show where some letters are missing from a word or to say when something belongs to someone. For example: can't means cannot.</i></p>
<p>Learn how to use sentences with different forms: statement, question, exclamation, command.</p> <p>↳ GD objective: Can use and apply sentences with different forms: statement, question, exclamation, command.</p>	<p><i>I am learning to write sentences which convey different meaning for different purposes.</i></p>	<p><i>I can confidently write sentences which convey different meaning for different purposes including questions and exclamations.</i></p>

Objective	Child Speak Target	Greater Depth Target
Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]. ↳ GD objective: Understand and use effective expanded noun phrases to describe and specify [for example: the light blue butterfly].	<i>I am able to write more interesting sentences by adding further detail.</i>	<i>I am able to write more interesting and effective sentences by adding further suitable detail.</i>
[EXS] Learn how to use the present and past tenses correctly and consistently including the progressive form. ↳ GD objective: Independently uses the present and past tenses correctly and consistently including the progressive form within their writing.	<i>I try to write in the present or past tense when writing.</i>	<i>I correctly write in the present or past tense when writing.</i>
[EXS] Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). ↳ GD objective: Understand and apply subordination (using when, if, that, or because) and co-ordination (using or, and, or but).	<i>I can use words such as when, if, that, because, or, and or but when I write sentences.</i>	<i>I can independently use words such as when, if, that, because, or, and or but when I write sentences.</i>
Use grammatical terminology for Year 2 understanding the formation of nouns using suffixes such as -ness, -er and compounding [e.g. whiteboard, superman] ↳ GD objective: Accurately apply grammatical terminology for Year 2 independently forming nouns using suffixes such as -ness, -er and compounding [e.g. whiteboard, superman]	<i>I can add -ness and -er to the end of a word to make new words and I know some words (such as superman or whiteboard) are made by joining two different words together.</i>	<i>I can independently add -ness and -er to the end of a word to make a range of new words and can create new words by joining two different words together.</i>
Use grammatical terminology for Year 2 understanding the formation of adjectives using suffixes such as -ful, -less. ↳ GD objective: Use and apply grammatical terminology for Year 2 understanding the formation of adjectives using suffixes such as -ful, -less and use this in my work.	<i>I can add -ful and -less to words to make adjectives.</i>	<i>I can add -ful and -less to words to make adjectives and use them correctly to add detail in my writing.</i>
Use grammatical terminology for Year 2 understanding the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs. ↳ GD objective: Use and apply grammatical terminology for Year 2 understanding and applying the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs in a range of contexts.	<i>I know what changes happen to the meaning of words when I add -er, -est and -ly to words.</i>	<i>I know what changes happen to the meaning of words when I add -er, -est and -ly to words and can use this independently in my writing.</i>
Use and understand the year 2 grammatical terminology in English Appendix 2 in discussing their writing. ↳ GD objective: Consistently use the year 2 grammatical terminology in English Appendix 2 in discussing their writing.	<i>When I discuss my writing, I can use the correct Year 2 grammar as set out in my Year 2 grammar list.</i>	<i>When I discuss my writing, I can consistently use the Year 2 grammar as set out in my Year 2 grammar list.</i>

MATHS

Objective	Child Speak Target	Greater Depth Target
Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. ↳ GD objective: Confidently and quickly count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.	<i>I can count forward and backward in steps of 2, 3, and 5 from 0, and make jumps in tens from any number.</i>	<i>I can count forward and backward confidently in steps of 2, 3, and 5 from 0, and make jumps in tens from any number.</i>
[EXS] Recognise the place value of each digit in a two-digit number (tens, ones). ↳ GD objective: Recognise the place value of each digit in a two-digit number (tens, ones) and use this to solve calculations.	<i>I know what each digit means in two-digit numbers such as 24.</i>	<i>I know what each digit means in two-digit numbers such as 24 and I can use this to solve calculations.</i>
Compare and order numbers from 0 up to 100. ↳ GD objective: Compare and order numbers from 0 up to 100 in different contexts.	<i>I can order numbers up to 100 and tell you which numbers are bigger or smaller.</i>	<i>I can order numbers, money and different measurements up to 100 and tell you which numbers are bigger or smaller.</i>
[EXS] Use place value and number facts to solve problems. ↳ GD objective: Use place value and number facts to solve problems in a range of contexts	<i>I solve problems using number facts such as $18+2=20$ and what I know about the value of digits in a number.</i>	<i>I solve problems using number facts in different contexts such as $18\text{cm}+2\text{cm}=20\text{cm}$ and what I know about the value of digits in a number.</i>
Solve problems with addition and subtraction recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. ↳ GD objective: Solve problems with addition and subtraction rapidly recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.	<i>I answer problems with addition and subtraction using my number facts to 20 and other number facts up to 100.</i>	<i>I answer problems with addition and subtraction quickly, using my number facts to 20 and other number facts up to 100.</i>
Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones. ↳ GD objective: Solve real-life problems by adding and subtracting numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones.	<i>I can add and subtract numbers such as $34 - 8$ or $52 + 5$ using objects or pictures to help.</i>	<i>I can solve real-life problems by adding and subtracting numbers such as $31 - 9$ or $56 + 5$ using objects or pictures to help.</i>

Objective	Child Speak Target	Greater Depth Target
<p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens.</p> <p>↳ GD objective: Solve real-life problems by adding and subtracting numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens.</p>	<p><i>I add and subtract two-digit numbers using objects to help me.</i></p>	<p><i>I can solve real-life problems by adding and subtracting two-digit numbers using objects to help me.</i></p>
<p>[EXS] Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers.</p> <p>↳ GD objective: Add and subtract numbers in different contexts, using concrete objects, pictorial representations, and mentally, including two two-digit numbers.</p>	<p><i>I can add or subtract numbers such as $42 - 22$ or $56 + 29$ using objects or pictures to help me.</i></p>	<p><i>I can add or subtract money and measures such as $42g - 22g$ or $56p + 29p$ using objects or pictures to help me.</i></p>
<p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers.</p> <p>↳ GD objective: Rapidly add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers.</p>	<p><i>I can add or subtract three numbers such as $2 + 5 + 9$.</i></p>	<p><i>I can add or subtract three numbers such as $2 + 7 + 9$ quickly.</i></p>
<p>[EXS] Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>↳ GD objective: Confidently use the inverse relationship between addition and subtraction to accurately check calculations and solve missing number problems.</p>	<p><i>I can check my answers or solve missing number problems by doing an inverse check.</i></p>	<p><i>I can confidently check my answers accurately or solve missing number problems by doing an inverse check.</i></p>
<p>[EXS] Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p>↳ GD objective: Rapidly recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p>	<p><i>I know my 2 and 5 and 10 times tables by heart and can tell whether a number is odd or even.</i></p>	<p><i>I know my 2 and 5 and 10 times tables by heart, can recall the answer quickly and can tell whether a number is odd or even.</i></p>
<p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.</p> <p>↳ GD objective: Solve a range of problems using mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.</p>	<p><i>I use multiplication (\times), division (\div) and equals ($=$) signs when writing out my times tables.</i></p>	<p><i>I can solve mathematical problems using multiplication (\times), division (\div) and equals ($=$) signs.</i></p>
<p>[EXS] 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.</p> <p>↳ GD objective: Solve practical problems by finding and writing fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p>	<p><i>I can find $\frac{1}{3}$ or $\frac{1}{4}$ or $\frac{2}{4}$ or $\frac{3}{4}$ of a shape, length or set of objects.</i></p>	<p><i>I can solve practical problems by finding and writing $\frac{1}{3}$ or $\frac{1}{4}$ or $\frac{2}{4}$ or $\frac{3}{4}$ of a shape, length or set of objects.</i></p>

Objective	Child Speak Target	Greater Depth Target
<p>Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p>↳ GD objective: Write simple fractions for example, $\frac{1}{4}$ of 8 = 2 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ and relate this to real-life situations.</p>	<p><i>I can write simple fractions sentences such as $\frac{1}{2}$ of 6 = 3 and know that $\frac{2}{4}$ equals $\frac{1}{2}$.</i></p>	<p><i>I can solve real-life problems involving writing simple fractions sentences such as $\frac{1}{4}$ of 8 = 2 and knowing that $\frac{2}{4}$ equals $\frac{1}{2}$.</i></p>
<p>[EXS] Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p>↳ GD objective: Solve a range of problems and investigations involving choosing and using appropriate standard units to estimate and measuring length/height in any direction (m,cm); mass (kg,g); temperature ($^{\circ}$C); capacity (litres,ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p>	<p><i>I can choose, use and measure the correct unit to measure length or height in any direction (m/cm); weight (kg/g); temperature ($^{\circ}$C); or capacity (litres/ml).</i></p>	<p><i>I can solve a range of problems and investigations by choosing, using and measuring the correct unit to measure length or height in any direction (m,cm); weight (kg,g); temperature ($^{\circ}$C); or capacity (litres,ml).</i></p>
<p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>↳ GD objective: Solve practical problems using symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p>	<p><i>I know and use the symbols for pounds (£) and pence (p) and can add together different amounts of money, such as 253p and £2.</i></p>	<p><i>I can solve practical problems using symbols for pounds (£) and pence (p) and can add together different amounts of money, such as 253p and £2.</i></p>
<p>[EXS] Find different combinations of coins that equal the same amounts of money.</p> <p>↳ GD objective: Find all of the different combinations of coins that equal the same amounts of money in a systematic way.</p>	<p><i>I can find different combinations of coins that equal the same amounts of money.</i></p>	<p><i>I can find all of the different combinations of coins that equal the same amounts of money using a system.</i></p>
<p>[EXS] Tell and write the time to fifteen minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>↳ GD objective: Confidently 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.</p>	<p><i>I can tell and write the time, including quarter past/to the hour and draw the hands on a clock face to show these times.</i></p>	<p><i>I can 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 confidently</i></p>
<p>[EXS] Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>↳ GD objective: Investigate and compare the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p>	<p><i>I can describe the properties of some 2-D shapes, including the number of sides they have and facts about their symmetry.</i></p>	<p><i>I investigate and compare the properties of some 2-D shapes, including the number of sides they have and facts about their symmetry.</i></p>
<p>[EXS] Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>↳ GD objective: Investigate and compare the properties of 3-D shapes, including the number of edges, vertices and faces</p>	<p><i>I can describe the properties of some 3-D shapes, including the number of edges, faces and vertices they have.</i></p>	<p><i>I can investigate and compare the properties of some 3-D shapes, including the number of edges, faces and vertices they have.</i></p>

Objective	Child Speak Target	Greater Depth Target
<p>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).</p> <p>↳ GD objective: Independently use mathematical vocabulary to describe position, direction and movement of any object, 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).</p>	<p><i>I can describe my position, direction and movement, including describing turns as quarter, half and three-quarter turns in clockwise and anti-clockwise directions.</i></p>	<p><i>I can describe the position, direction and movement of any object, including describing turns as quarter, half and three-quarter turns in clockwise and anti-clockwise directions, without support.</i></p>
<p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>↳ GD objective: Confidently interpret and construct simple pictograms, tally charts, block diagrams and simple tables across different subject areas.</p>	<p><i>I can read and construct picture graphs, tally charts and tables.</i></p>	<p><i>I can confidently read and construct picture graphs, tally charts and tables in different subject areas</i></p>