

# Our Core Curriculum:

## Reading, writing and Mathematics

At Keyworth Primary School we follow the English Primary National Curriculum – more information about the curriculum can be found [by clicking here](#).

The information below is a summary of the core learning outcomes for each year group in Reading, Writing and Mathematics.

### Reading


**Reception**


- Read some common irregular words.
- Use phonic knowledge to decide regular words & read aloud accurately.
- Identify rhymes and alliteration.
- Join in with rhyming patterns.
- Read & understand simple sentences.
- Demonstrate understanding when talking with others about what they have read.
- Make basic predictions.
- Identify start and end of a sentence.

**Year 1**


- Identify which words appear again and again.
- Recognise and join in with predictable phrases.
- Relate reading to own experiences.
- Re-read if reading does not make sense.
- Re-tell with considerable accuracy.
- Discuss significance of title and events.
- Make predictions on basis of what has been read.
- Make inferences on basis of what is being said and done.
- Read aloud with pace and expression, i.e. pause at full stop; raise voice for question.
- Recognise:
  - capital letters
  - full stops
  - question marks
  - exclamation marks
  - ellipsis
- Know why the writer has used the above punctuation in a text.
- Know difference between fiction and non-fiction texts.




Year 2	<ul style="list-style-type: none"> <li>• Secure with year group phonic expectations.</li> <li>• Recognise simple recurring literary language.</li> <li>• Read ahead to help with fluency and expression.</li> <li>• Comment on plot, setting &amp; characters in familiar &amp; unfamiliar stories.</li> <li>• Recount main themes and events.</li> <li>• Comment on structure of the text.</li> <li>• Use commas, question marks and exclamation marks to vary expression.</li> <li>• Read aloud with expression and intonation.</li> <li>• Recognise: <ul style="list-style-type: none"> <li>○ commas in lists</li> <li>○ apostrophe of omission and possession (singular noun)</li> </ul> </li> <li>• Identify past/present tense and why the writer has used a tense.</li> <li>• Use content and index to locate information.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Comment on the way characters relate to one another.</li> <li>• Know which words are essential in a sentence to retain meaning.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</li> <li>• Recognise how commas are used to give more meaning.</li> <li>• Recognise inverted commas</li> <li>• Recognise: <ul style="list-style-type: none"> <li>○ plurals</li> <li>○ pronouns and how used</li> <li>○ collective nouns</li> <li>○ adverbs</li> </ul> </li> <li>• Explain the difference that the precise choice of adjectives and verbs make.</li> </ul> 
Year 4	<ul style="list-style-type: none"> <li>• Give a personal point of view on a text.</li> <li>• Re-explain a text with confidence.</li> <li>• Justify inferences with evidence, predicting what might happen from details stated or implied.</li> <li>• Use appropriate voices for characters within a story.</li> <li>• Recognise apostrophe of possession (plural)</li> <li>• Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.</li> <li>• Explain why a writer has used different sentence types or a particular word order and the effect it has created.</li> <li>• Skim &amp; scan to locate information and/or answer a question.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Summarise main points of an argument or discussion within their reading and make up own mind about issue/s.</li> <li>• Compare between two texts</li> <li>• Appreciate that people use bias in persuasive writing.</li> <li>• Appreciate how two people may have a different view on the same event.</li> <li>• Draw inferences and justify with evidence from the text.</li> <li>• Vary voice for direct or indirect speech.</li> <li>• Recognise clauses within sentences.</li> <li>• Explain how and why a writer has used clauses to add information to a sentence.</li> <li>• Use more than one source when carrying out research.</li> <li>• Create a set of notes to summarise what has been read.</li> </ul>

<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Refer to text to support opinions and predictions.</li> <li>• Give a view about choice of vocabulary, structure, etc.</li> <li>• Distinguish between fact and opinion.</li> <li>• Appreciate how a set of sentences has been arranged to create maximum effect.</li> <li>• Recognise: <ul style="list-style-type: none"> <li>○ complex sentences with more than one subordinate clause</li> <li>○ phrases which add detail to sentences</li> </ul> </li> <li>• Explain how a writer has used sentences to create particular effects.</li> <li>• Skim and scan to aide note-taking.</li> </ul>	
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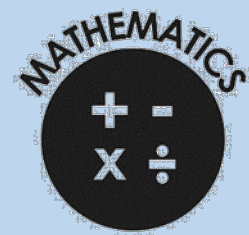
## Writing

<b>Reception</b>	<ul style="list-style-type: none"> <li>• Write simple sentences which can be read by themselves &amp; others.</li> <li>• Use capital letters and full stops to demarcate sentences.</li> <li>• Write demarcated sentences.</li> <li>• Use correct pencil grip.</li> <li>• Write name (correct upper &amp; lower case).</li> <li>• Use correct letter formation for familiar words.</li> </ul>	
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Write clearly demarcated sentences.</li> <li>• Use 'and' to join ideas.</li> <li>• Use conjunctions to join sentences (e.g. so, but).</li> <li>• Use standard forms of verbs, e.g. go/went.</li> <li>• Introduce use of: <ul style="list-style-type: none"> <li>○ capital letters</li> <li>○ full stops</li> <li>○ question marks</li> <li>○ exclamation marks</li> </ul> </li> <li>• Use capital letters for names and personal pronoun 'I'.</li> <li>• Write a sequence of sentences to form a short narrative [as introduction to paragraphs].</li> <li>• Use correct formation of lower case – finishing in right place.</li> <li>• Use correct formation of capital letters.</li> <li>• Use correct formation of digits.</li> </ul>	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Write different kinds of sentence: statement, question, exclamation, command.</li> <li>• Use expanded noun phrases to add description and specification.</li> <li>• Write using subordination (when, if, that, because) and co-ordination (or, and, but).</li> <li>• Correct and consistent use of present tense &amp; past tense.</li> <li>• Correct use of verb tenses.</li> <li>• Write with correct and consistent use of: <ul style="list-style-type: none"> <li>○ capital letters</li> <li>○ full stops</li> <li>○ question marks</li> <li>○ exclamation marks</li> </ul> </li> <li>• Use commas in a list.</li> <li>• Use apostrophe to mark omission and singular possession in nouns.</li> <li>• Write under headings.</li> <li>• Write lower case letters correct size relative to one another.</li> <li>• Show evidence of diagonal and horizontal strokes to join handwriting.</li> </ul>	

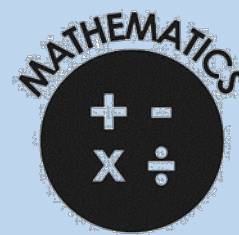
Year 3	<ul style="list-style-type: none"> <li>• Use conjunctions (when, so, before, after, while, because).</li> <li>• Use adverbs (e.g. then, next, soon).</li> <li>• Use prepositions (e.g. before, after, during, in, because of).</li> <li>• Experiment with adjectives to create impact.</li> <li>• Correctly use verbs in 1st, 2nd and 3rd person.</li> <li>• Use perfect form of verbs to mark relationships of time and cause.</li> <li>• Use inverted commas to punctuate direct speech.</li> <li>• Group ideas into basic paragraphs.</li> <li>• Write under headings and sub-headings.</li> <li>• Write with increasing legibility, consistency and fluency.</li> </ul> 
Year 4	<ul style="list-style-type: none"> <li>• Vary sentence structure, using different openers.</li> <li>• Use adjectival phrases (e.g. biting cold wind).</li> <li>• Use appropriate choice of noun or pronoun.</li> <li>• Use fronted adverbials.</li> <li>• Use apostrophe for plural possession.</li> <li>• Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).</li> <li>• Use commas to mark clauses.</li> <li>• Use inverted commas and other punctuation to punctuate direct speech.</li> <li>• Use paragraphs to organise ideas around a theme.</li> <li>• Use connecting adverbs to link paragraphs.</li> <li>• Write with increasing legibility, consistency and fluency.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Add phrases to make sentences more precise and detailed.</li> <li>• Use range of sentence openers – judging the impact or effect needed.</li> <li>• Begin to adapt sentence structure to text type.</li> <li>• Use pronouns to avoid repetition.</li> <li>• Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).</li> <li>• Use the following to indicate parenthesis: <ul style="list-style-type: none"> <li>○ brackets</li> <li>○ dashes</li> <li>○ comma</li> </ul> </li> <li>• Use commas to clarify meaning or avoid ambiguity.</li> <li>• Link clauses in sentences using a range of subordinating and coordinating conjunctions.</li> <li>• Use verb phrases to create subtle differences (e.g. she began to run).</li> <li>• Consistently organize into paragraphs.</li> <li>• Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</li> <li>• Write legibly, fluently and with increasing speed.</li> </ul>

<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Use subordinate clauses to write complex sentences.</li> <li>• Use passive voice where appropriate.</li> <li>• Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).</li> <li>• Use a sentence structure and layout matched to requirements of text type.</li> <li>• Use semi-colon, colon or dash to mark the boundary between independent clauses.</li> <li>• Use colon to introduce a list and semi colon within a list.</li> <li>• Use correct punctuation of bullet points.</li> <li>• Use hyphens to avoid ambiguity.</li> <li>• Use full range of punctuation matched to requirements of text type.</li> <li>• Use wide range of devices to build cohesion within and across paragraphs.</li> <li>• Use paragraphs to signal change in time, scene, action, mood or person.</li> <li>• Write legibly, fluently and with increasing speed.</li> </ul>
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<h1>Mathematics</h1>	
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Count reliably to 20.</li> <li>• Order numbers 1 – 20.</li> <li>• Say 1 more/1 less to 20.</li> <li>• Add &amp; subtract two single digit numbers.</li> <li>• Count on/back to find the answer.</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Count to and across 100, forwards &amp; backwards from any number.</li> <li>• Read and write numbers to 20 in numerals &amp; words.</li> <li>• Read and write numbers to 100 in numerals.</li> <li>• Say 1 more/1 less to 100.</li> <li>• Count in multiples of 2, 5 &amp; 10.</li> <li>• Use bonds and subtraction facts to 20.</li> <li>• Add &amp; subtract:               <ul style="list-style-type: none"> <li>• 1 digit &amp; 2 digit numbers to 20, including zero.</li> </ul> </li> <li>• Solve one-step multiplication and division using objects, pictorial representation and arrays.</li> <li>• Recognise half and quarter of object, shape or quantity.</li> <li>• Sequence events in chronological order.</li> <li>• Use language of day, week, month and year.</li> <li>• Tell time to hour &amp; half past.</li> </ul>



Year 2	<ul style="list-style-type: none"> <li>• Compare and order numbers up to 100 and use <math>&lt;=&gt;</math>.</li> <li>• Read and write all numbers to 100 in digits &amp; words.</li> <li>• Say 10 more/less than any number to 100.</li> <li>• Count in steps of 2, 3 &amp; 5 from zero and in 10s from any number (forwards and backwards).</li> <li>• Recall and use multiplication &amp; division facts for 2, 5 &amp; 10 tables.</li> <li>• Recall and use <math>+/-</math> facts to 20.</li> <li>• Derive and use related facts to 100.</li> <li>• Recognise place value of any 2-digit number.</li> <li>• Add &amp; subtract: <ul style="list-style-type: none"> <li>➤ 2-digit nos &amp; ones</li> <li>➤ 2-digit nos &amp; tens</li> <li>➤ Two 2-digit nos</li> <li>➤ Three 1-digit nos</li> </ul> </li> <li>• Recognise and use inverse <math>(+/-)</math>.</li> <li>• Calculate and write multiplication &amp; division calculations using multiplication tables.</li> <li>• Recognise, find, name and write <math>1/3</math>; <math>1/4</math>; <math>2/4</math>; <math>3/4</math>.</li> <li>• Write and recognise equivalence of simple fractions.</li> <li>• Tell time to five minutes, including quarter past/to.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Compare &amp; order numbers up to 1000.</li> <li>• Read &amp; write all numbers to 1000 in digits and words.</li> <li>• Find 10 or 100 more/less than a given number.</li> <li>• Count from 0 in multiples of 4, 8, 50 and 100.</li> <li>• Recall &amp; use multiplication &amp; division facts for 3, 4, 8 tables.</li> <li>• Recognise place value of any 3-digit number.</li> <li>• Add and subtract: <ul style="list-style-type: none"> <li>○ 3-digit nos and ones</li> <li>○ 3-digit nos and tens</li> <li>○ 3-digit nos and hundreds</li> </ul> </li> <li>• Add and subtract: <ul style="list-style-type: none"> <li>○ Numbers with up to 3-digits using written columnar method.</li> </ul> </li> <li>• Estimate and use inverse to check.</li> <li>• Multiply: <ul style="list-style-type: none"> <li>○ 2-digit by 1-digit</li> </ul> </li> <li>• Count up/down in tenths.</li> <li>• Compare and order fractions with same denominator.</li> <li>• Add and subtract fractions with same denominator with whole.</li> <li>• Tell time using 12 and 24 hour clocks; and using Roman numerals.</li> <li>• Tell time to nearest minute.</li> <li>• Know number of days in each month and number of seconds in a minute.</li> </ul>

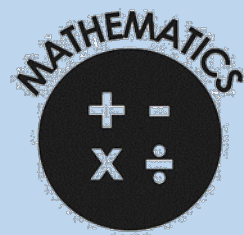


Year 4

- Count backwards through zero to include negative numbers.
- Compare and order numbers beyond 1,000.
- Compare and order numbers with up to 2 decimal places.
- Read Roman numerals to 100.
- Find 1,000 more/less than a given number.
- Count in multiples of 6, 7, 9, 25 and 1000.
- Recall and use multiplication and division facts all tables to 12x12.
- Recognise PV of any 4-digit number.
- Round any number to the nearest 10, 100 or 1,000.
- Round decimals with 1dp to nearest whole number.
- Add and subtract:
  - Numbers with up to 4-digits using written columnar method.
- Multiply:
  - 2-digit by 1-digit
  - 3-digit by 1-digit
- Count up/down in hundredths.
- Recognise and write equivalent fractions
- Add and subtract fractions with same denominator.
- Read, write and convert time between analogue and digital 12 and 24 hour clocks.

Year 5

- Count forwards and backward with positive and negative numbers through zero.
- Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000.
- Compare and order numbers up to 1,000,000.
- Compare and order numbers with 3 decimal places.
- Read Roman numerals to 1,000.
- Identify all multiples and factors, including finding all factor pairs.
- Use known tables to derive other number facts.
- Recall prime numbers up to 19.
- Recognise and use square numbers and cube numbers.
- Recognise place value of any number up to 1,000,000.
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.
- Round decimals with 2 decimal places to nearest whole number and 1 decimal place.
- Add and subtract:
  - Numbers with more than 4-digits using formal written method.
- Use rounding to check answers.
- Multiply:
  - 4-digits by 1-digit/ 2-digit
- Divide:
  - Up to 4-digits by 1-digit
- Multiply & divide:
  - Whole numbers & decimals by 10, 100 and 1,000
- Recognise and use thousandths.
- Recognise mixed numbers and improper fractions and convert from one to another.
- Multiply proper fractions and mixed numbers by whole numbers.
- Identify and write equivalent fractions.
- Solve time problems using timetables and converting between different units of time.



Year 6

- Use negative numbers in context and calculate intervals across zero.
- Compare and order numbers up to 10,000,000.
- Identify common factors, common multiples and prime numbers.
- Round any whole number to a required degree of accuracy.
- Identify the value of each digit to 3 decimal places.
- Use knowledge of order of operations to carry out calculations involving four operations.
- Multiply:
  - 4-digit by 2-digit
- Divide:
  - 4-digit by 2-digit
- Add and subtract fractions with different denominators and mixed numbers.
- Multiply simple pairs of proper fractions, writing the answer in the simplest form.
- Divide proper fractions by whole numbers.
- Calculate % of whole number.