



*Year One
End of Year
Expectations*



THE BRITISH SCHOOL
OF BEIJING, SHUNYI
A NORD ANGLIA EDUCATION SCHOOL

Message from the Head of Primary

The information you will find documented in this booklet forms the expectations against which your child will be assessed for reading, writing, maths and computing. We have shared them with you so you are fully aware of what the 'End of Year Expectations' are for your child.

The following four point band will be used to judge the extent to which your child has met each expectation throughout the year.

Beginning

- Introduced but not yet fully developed
- Significant scaffolding needed
- Beginning to develop skills and knowledge
- Working with support
- Frequent misunderstandings

Developing

- Improving knowledge, skills and understanding
- Signs of consolidation some of the time
- Can apply with scaffolding
- Misunderstanding may be present
- Needs practice and reinforcement
- Becoming more confident

Secure

- Embedded and working independently
- Confident in concepts
- Concepts used and retained correctly the majority of the time in subjects and in context

Exceeding

- Goes beyond expectations and has advanced understanding of the skills and concepts taught
- Applies skills and concepts confidently, coherently and independently in familiar and unfamiliar situations
- Accurate, sophisticated and precise

SPEAKING AND LISTENING EXPECTATIONS

Children will be able to...

- Begin to speak in an audible, clear voice
- Take turns to speak and listen and respond appropriately
- Engage in role play and develop simple characters, situations and well-known stories through Talk/Drama for Writing
- Follow a simple/series of instructions given by another person
- When asked a question, give an appropriate response
- Demonstrate being a good listener by looking at the person speaking
- Ask questions relevant to a subject

READING EXPECTATIONS

Children will be able to...

Decoding and Reading Aloud

- Read high frequency words to Phase 4
- Read common exception words to Phase 4
- Use phonic knowledge to decode age appropriate words involving all 44 phonemes
- Read age appropriate texts with increasing fluency and expression
- Recite and know by heart a range of age appropriate texts using talk for writing techniques

Comprehension

- Identify settings, characters and events in texts
- Use own experience to support understanding of the text
- Ask and answer simple questions about texts being read to them
- Begin to make simple predictions about a text
- Begin to infer using pictures (and text)

Structure and Language

- Show some understanding of simple language, text structure and features
- Sometimes make simple comparisons between different texts

WRITING EXPECTATIONS

Children will be able to...

Planning

- Say out loud what they are going to write about
- Compose and rehearse sentences through a variety of activities including Talk/Drama for Writing
- Identify similarities and differences between an increasing range of texts

Drafting

- Produce a paragraph or more of developed ideas that can be read by an adult
- Re-read what they have written to an adult and identify errors with support
- Show an awareness of full stops and capital letters and begin to experiment with other punctuation
- Use a connective to join two simple sentences and begin to experiment with others
- Use finger spaces and understand their importance.
- Begin to use a variety of words to start a sentence (first, then, so, when...)
- Begin to experiment with adventurous vocabulary

Editing – Spelling, Punctuation and Grammar

- Discuss their writing with others
- With support, re-read their writing to check that what is written makes sense
- Spell high frequency words, phonetically accurate words and common exception words to Phase 4
- Use phonic knowledge to make recognisable attempts to spell unknown words

Handwriting

- Hold a pencil comfortably and correctly
- Form and orientate most lower case letters accurately and begin to orientate ascenders and descenders

COMPUTING EXPECTATIONS

Children will be able to...

Digital Literacy

- Use the web safely to find ideas for an illustration, selecting and using appropriate painting tools to create and change images on the computer
- Identify how this use of computers differs from using paint and paper whilst creating an illustration for a particular purpose
- Know how to save, retrieve and change their work

Computing

- Understand that a programmable toy can be controlled by inputting a sequence of instructions, developing and recording sequences of instructions as an algorithm
- Program the toy to follow their algorithm debugging their programs
- Predict how their programs will work

Creative Technologies

- Break down a process into simple, clear steps, as in an algorithm using different features of a video camera
- Use a video camera to capture moving images whilst developing collaboration skills
- Discuss their work and think about how it could be improved

MATHS EXPECTATIONS

Children will be able to...

Number and Place Value

- Count to and across 100, forwards and backwards, beginning with 0 or 1, and from any given number
- Read and write numbers from 1 to 20 in numerals and words
- Read and write numbers to 100 in numerals
- Given a number, identify one more and one less up to 100
- Count in multiples of twos, fives and tens up to 100
- Identify and represent numbers using objects and pictorial representations including the number line
- Use mathematical language including (more than, less than, most, least)

Number - Addition and Subtraction

- Read, write and interpret number sentences involving addition (+), subtraction (-) and equals (=) signs
- Represent, use and know number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step addition and subtraction problems using mathematical apparatus and pictorial representations

Number - Multiplication and Division

- Understand multiplication and division concepts through grouping and sharing small quantities
- Solve one-step multiplication and division problems using concrete objects, pictorial representations and arrays

Number - Fractions

- Find and name a half as one of two equal parts of an object, shape or quantity
- Find and name a quarter as one of four equal parts of an object, shape or quantity

Measurement

- Compare, describe and solve practical problems regarding measure (length, height, mass, weight, capacity, volume)
- Estimate, measure and begin to record units of measure (length, height, mass, weight, capacity, volume)
- Estimate, measure and begin to record time (hours, minutes, seconds)
- Recognise and know the value of different denominations of coins and notes
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Geometry - Properties of Shapes / Position and Direction

- Recognise, name and relate common 2-D shapes to everyday objects (e.g. rectangles, pentagons, hexagons, octagons)
- Recognise, name and relate common 3-D shapes to everyday objects (e.g. cuboids, cubes, pyramids, spheres)
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns

Handling Data

- Sort objects and classify them using 1 criterion
- Interpret and construct simple pictograms, tally charts and block graphs

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*Year Two
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- Beginning to develop skills and knowledge
- Working with support
- Frequent misunderstandings

Developing

- Improving knowledge, skills and understanding
- Signs of consolidation some of the time
- Can apply with scaffolding
- Misunderstanding may be present
- Needs practice and reinforcement
- Becoming more confident

Secure

- Embedded and working independently
- Confident in concepts
- Concepts used and retained correctly the majority of the time in subjects and in context

Exceeding

- Goes beyond expectations and has advanced understanding of the skills and concepts taught
- Applies skills and concepts confidently, coherently and independently in familiar and unfamiliar situations
- Accurate, sophisticated and precise

SPEAKING AND LISTENING EXPECTATIONS

Children will be able to...

- Usually include relevant information, vary voice and intonation, sequence and sustain talk with an increased range of vocabulary
- Often listen carefully and respond appropriately with relevant questions
- Usually speak in an audible, clear voice
- Start to adapt speech to different situations
- Engage in role play and develop simple characters, situations and well known stories through Talk/ Drama for Writing
- Make simple evaluations of a performance

READING EXPECTATIONS

Children will be able to...

Decoding and Reading Aloud

- Apply phonic knowledge and skills consistently to decode age appropriate texts fluently and accurately
- Begin to recognise and decode alternative sounds for graphemes, words of two or more syllables, words with common suffixes and most common exception words
- Sound out unfamiliar words accurately when reading aloud, and read with confidence and fluency
- Self-correct where the sense of the text is lost
- Recite and know by heart a range of texts using talk for writing techniques

Comprehension

- Make inferences about/on what has been read
- Ask and answer questions appropriately including those based on inference and prediction
- Ask and answer simple questions about texts that are read to them using some evidence from pictures and words
- Use context to help infer the meaning of a word.

Structure and Language

- Identify sequences of events in texts and give simple explanation of how events relate
- Recognise different structures of fiction and non-fiction books

WRITING EXPECTATIONS

Children will be able to...

Planning

- Plan or say out loud what they are going to write about
- Compose and rehearse sentences through a variety of activities including Talk/Drama for Writing
- Capture ideas using simple planning formats e.g. story maps, story mountains, 'boxing' up, single bubble
- Identify similarities and differences between an increasing range of texts

Drafting

- Convey meaning through encapsulating what they want to say sentence by sentence
- In narrative, communicate ideas and meaning through sustained narrative using the structure of beginning, middle and end
- In non-narrative material, match organisation to purpose, e.g. simple letter structure
- Structure sentences correctly including full stops and capital letters and experiment with a wider range of punctuation e.g. exclamation marks and question marks.
- Use a connective other than 'and' (e.g. after, then, next, at last, also) to join two simple sentences and begin to link events and ideas to create flow
- Begin to show awareness of the reader through providing additional detail, using humour or punctuation for effect
- Use interesting and adventurous vocabulary

Editing – Spelling, Punctuation and Grammar

- Evaluate their own word choices, grammar and punctuation through discussion with others
- Group similar ideas together
- Re-read their own writing to check for meaning, grammar and spelling errors
- Spell high frequency words, phonetic words and common exception words to Phase 5
- Use phonetically plausible strategies to spell unknown polysyllabic words

Handwriting

- Form and orientate lower case letters accurately, starting and finishing in the correct place. For example, upper/lowercase, ascenders/descenders used consistently. Begin to use joined up handwriting
- Maintain some consistency in the size and spacing of digits and letters throughout pieces of writing
- Use spacing appropriately between words
- Make simple comparisons between different texts including a range of fiction and non-fiction texts

COMPUTING EXPECTATIONS

Children will be able to...

DIGITAL LITERACY

- Understand that e-mail can be used to communicate, developing skills in opening, composing and sending e-mails
- Gain skills in opening and listening to audio files on the computer, using appropriate language in e-mails
- Develop skills in editing and formatting text in e-mails, becoming aware of e-safety issues when using e-mail

COMPUTING

- Describe carefully what happens in computer games using logical reasoning to make predictions of what a program will do
- Test these predictions thinking critically about computer games and their use
- Be aware of how to use games safely and in balance with other activities

CREATIVE TECHNOLOGIES

- Consider the technical and artistic merits of photographs, using a camera app
- Take digital photographs, reviewing, rejecting or rating the images they take
- Edit and enhance their photographs, selecting their best images to include in a shared portfolio

MATHS EXPECTATIONS

Children will be able to...

Number and Place Value

- Read and write numbers to at least 100 in numerals and in words
- Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- Understand the place value of each digit in a number and use this to order numbers up to 100
- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward

Number - Addition, Subtraction, Multiplication and Division

- Recall and use addition and subtraction facts to 10 and 20 fluently, and derive and use related facts up to 100
- Know that addition of two numbers can be done in any order but subtraction cannot
- Recognise that subtraction is the inverse of addition
- Solve problems with addition and subtraction to include numbers quantities and measures
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables
- Recognise odd and even numbers
- Know that multiplication of two numbers can be done in any order, division cannot
- Solve problems involving multiplication and division

Number - Fractions

- Calculate fractions of numbers and shapes including $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$, e.g. $\frac{1}{2}$ of 6 = 3
- Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ using number lines and through counting

Measurement

- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- Choose and use appropriate standard units to estimate and measure length (m/cm), capacity (l/ml) and mass (kg/g)
- Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- Tell and write the time on an analogue clock to five minutes, $\frac{1}{4}$ past/to the hour and draw the hands on a clock face
- Solve problems related to measure and time

Geometry - Properties of Shapes / Position and Direction

- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- Order and arrange mathematical objects in patterns and sequences
- Distinguish between straight and turning movements, including $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ turns (clockwise / anticlockwise)

Statistics

- Interpret and construct pictograms, tally charts, block graphs and tables
- Sort objects and classify them using more than one criterion into Carroll and Venn diagrams
- Solve problems by interpreting data

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*Year Three
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Beginning

- Introduced but not yet fully developed
- Significant scaffolding needed
- Beginning to develop skills and knowledge
- Working with support
- Frequent misunderstandings

Developing

- Improving knowledge, skills and understanding
- Signs of consolidation some of the time
- Can apply with scaffolding
- Misunderstanding may be present
- Needs practice and reinforcement
- Becoming more confident

Secure

- Embedded and working independently
- Confident in concepts
- Concepts used and retained correctly the majority of the time in subjects and in context

Exceeding

- Goes beyond expectations and has advanced understanding of the skills and concepts taught
- Applies skills and concepts confidently, coherently and independently in familiar and unfamiliar situations
- Accurate, sophisticated and precise

SPEAKING AND LISTENING EXPECTATIONS

Children will be able to...

- Use a growing vocabulary when explaining ideas adding some detail
- Speak audibly and clearly to a large group e.g. an assembly
- Identify points of interest when listening to fiction and non-fiction texts
- Start to be aware of formal and informal language
- Orally perform fiction and non-fiction texts through Talk/Drama for Writing
- Begin to comment in more detail on the performance of others
- Consistently listen carefully and respond appropriately with relevant questions

READING EXPECTATIONS

Children will be able to...

Decoding and Reading Aloud

- Apply phonic knowledge and skills consistently to decode age appropriate texts fluently and accurately
- Begin to confidently recognise and decode alternative sounds for graphemes, words of two or more syllables, words with common suffixes and most common exception words, based on what has been taught
- Begin to use textual cues to adapt tone, volume and intonation when reading aloud
- Recite and know by heart a range of texts using Talk for Writing techniques

Comprehension

- Make links within and between texts
- Sometimes use direct references to the text to explain ideas which are inferred or deduced

- Begin to identify writer's view point
- Develop understanding of texts that are read to them by asking and answering appropriate questions

Structure and Language

- Identify simple choices of language, form and structure in fiction and non-fiction texts

WRITING EXPECTATIONS

Children will be able to...

Planning

- Discussing and capture ideas
- Compose and rehearse sentences through a variety of activities, including Talk/Drama for Writing, developing a lively and interesting style
- Capture ideas using planning formats (e.g. story map, boxing up)

Drafting

- Structure and organise work clearly (e.g. beginning, middle, end; letter structure; dialogue structure) and begin to use paragraphs
- In narratives, develop and extend ideas in logically sequenced sentences to create settings, characters and plots
- In non-narrative material, use and develop the style for specific genres and begin to use simple organisational devices e.g. headings and sub-headings
- Begin to use nouns, pronouns and tenses accurately and consistently throughout
- Use interesting and ambitious words (adjectives, adverbs and connectives)
- Begin to use a variety of sentences to interest the reader, e.g. speech, questions or opening with an adjective
- Extend sentences using a wider range of connectives, e.g. when, because, if, after a while
- Use most basic punctuation accurately, e.g. full stop, capital letter, question mark, exclamation mark

EDITING – SPELLING, PUNCTUATION AND GRAMMAR

- Evaluate their writing according to purpose, the effectiveness of word choice, grammar and punctuation
- Make simple additions, corrections and revisions; often without prompting
- Can spell high frequency words, phonetically accurate words and common exception words to Phase 6
- Can spell phonetically regular polysyllabic words and make phonetically plausible attempts at unknown irregular words

HANDWRITING

- Write in a usually joined, legible style: showing accuracy and consistent letter formation in alignment with age/year group related expectations

COMPUTING EXPECTATIONS

Children will be able to...

Digital Literacy

- Recognise the physical hardware connections necessary for computer networks to work, developing a basic understanding of how e-mail works
- Recognise some features of Internet protocols, gaining skills in using e-mail
- Identify some diagnostic tools for investigating network connections, becoming aware of broader issues surrounding e-mail, including 'netiquette' and e-safety
- Develop a basic understanding of how domain names are converted to IP addresses, working collaboratively with a remote partner to experience video conferencing

Computing

- Create an algorithm for an animated scene in the form of a storyboard, writing a programme in Scratch to create the animation
- Correct mistakes in their animation programs, developing a number of strategies for finding errors in programmes
- Build up resilience and strategies for problem solving, increasing their knowledge and understanding of Scratch and to recognise a number of common types of bug in software

Creative Technologies

- Gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing
- Edit video, including adding narration and editing clips by setting in/out points
- Understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length

MATHS EXPECTATIONS

Children will be able to...

Number and Place Value

- Show understanding of place value in numbers up to 1000; compare, order, read and write in numerals and words
- Count from any given number in multiples of 10 and 100

Number - Addition, Subtraction, Multiplication and Division

- Count from any given number in multiples of 10 and 100
- Add and subtract numbers with two digits mentally
- Add and subtract numbers with three digits mentally or using written methods where appropriate
- Able to use an appropriate strategy to check calculations - inverse operation, estimation and context
- Solve problems involving addition and subtraction
- Know by heart multiplication facts for the 2, 3, 4, 5, 9 and 10 times tables
- Know by heart division facts for the 2, 3, 4, 5, 9 and 10 times tables
- Multiply TU by U using mental methods (partitioning)
- Solve problems involving multiplication and division, missing number and scaling problems

Number - Fractions

- Recognise, find and write fractions of a discrete set of objects: unit fractions with small denominators
- Compare, order, add and subtract fractions with the same denominator within one whole
- Recognise and show using diagrams equivalent fractions with small denominators
- Count up and down in halves, quarters and tenths
- Begin to use decimal notation, in contexts such as money
- Solve problems involving fractions

Measurement

- Tell and write the time from an analogue clock to the nearest minute
- Tell and write the time from 12 hour clock and 24 hour clocks
- Use time vocabulary, e.g. am/pm, noon, midnight. Know number of days in month, year, leap year; seconds in a minute
- Measure perimeter of simple 2D shapes
- Use standard metric units of length, capacity and mass (selecting appropriate unit of measurement)
- Add and subtract amounts of money to give change in practical contexts

Geometry - Properties of Shapes / Position and Direction

- Understand angle as a measurement of turn, recognise right angles in turns and identify whether angles are less than or greater than a right angle
- Classify 2D shapes in various ways using mathematical properties such as reflective symmetry and sets of parallel lines
- Classify 3D shapes in various ways using mathematical properties

Statistics

- Gather information and present data in simple lists, tables, block graphs, bar charts and pictograms, where the symbol represents a group of units
- Extract and interpret information presented in various formats including simple tables and lists, Venn diagrams and Carroll diagrams

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*Year Four
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Be Ambitious

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- Significant scaffolding needed
- Beginning to develop skills and knowledge
- Working with support
- Frequent misunderstandings

Developing

- Improving knowledge, skills and understanding
- Signs of consolidation some of the time
- Can apply with scaffolding
- Misunderstanding may be present
- Needs practice and reinforcement
- Becoming more confident

Secure

- Embedded and working independently
- Confident in concepts
- Concepts used and retained correctly the majority of the time in subjects and in context

Exceeding

- Goes beyond expectations and has advanced understanding of the skills and concepts taught
- Applies skills and concepts confidently, coherently and independently in familiar and unfamiliar situations
- Accurate, sophisticated and precise

SPEAKING AND LISTENING EXPECTATIONS

Children will be able to...

- Make longer contributions in a variety of contexts
- Speak audibly and clearly to a large group e.g. an assembly
- Identify and make notes on key ideas when listening
- Identify the use of formal and informal language in performances
- Develop and orally perform fiction and non-fiction texts through Talk/Drama for Writing
- Reflect on drama performances and make suggestions for future improvements
- Consistently listen carefully and respond appropriately with relevant questions

READING EXPECTATIONS

Children will be able to...

Decoding and Reading Aloud

- Read and recite a range of age appropriate texts with increasing fluency and confidence
- Confidently recognise and decode alternative sounds for graphemes, words of two or more syllables, words with common suffixes and most common exception words, based on what has been taught
- Generally use textual cues to adapt tone, volume and intonation when reading aloud
- Recite and know by heart a range of texts using Talk for Writing techniques

Comprehension

- Regularly use direct references to the text to explain ideas which are inference or deduced

- Relate inferences and predictions to the wider reading and link events and characters to within and between texts
- Suggest the writer's viewpoint by referring to the text
- Ask and respond to increasingly challenging questions in order to gain a more sophisticated understanding of texts that are read to them.
- Retrieve and record information from non-fiction.

Structure and Language

- Comment on writer's choice of language, form and structural features giving simple explanations of their effect on reader
- Identify a range text features and comment on how effective are the writer's choices of literacy language

WRITING EXPECTATIONS

Children will be able to...

Planning

- Discuss and capture ideas from books they have read
- Composing and rehearse sentences through a variety of activities including Talk/Drama for Writing, developing a lively and coherent style
- Capture ideas using planning formats (e.g. story map, boxing up)
- Identify similarities and differences between an increasing range of texts

Drafting

- Organise paragraphs around a theme and open sentences in a variety of ways to interest the reader
- In narratives, use adventurous and ambitious vocabulary to create settings, characters and plots
- In non-narrative material, use a range of styles for specific genres confidently deploying simple organisational devices, e.g. headings and sub-headings
- Be able to use nouns, pronouns and tenses accurately and consistently throughout
- Progressively build a varied and rich vocabulary (should be words which are usually used by a child that age)
- Begin to use grammatically complex structures (expansion before and after the noun and subordinate clauses)
- Use sophisticated connectives and connectives that show time (e.g. although, however, nevertheless, despite, contrary to, as well as etc.)
- Be able to use a variety of punctuation within a text (full stop and capital, question mark, exclamation mark, ellipsis and comma – mainly accurately)

EDITING – SPELLING, PUNCTUATION AND GRAMMAR

- Evaluate the effectiveness of their own and others' writing
- Suggest improvements to grammar and vocabulary
- Proof-read for spelling and punctuation errors
- Can spell a majority of the words on the Year 3 and 4 word list
- Can spell unfamiliar polysyllabic words and make phonetically plausible attempts at other unknown words

HANDWRITING

- Write in a consistent, joined, legible style; showing accuracy and consistent letter formation in alignment with age/year group related expectations

COMPUTING EXPECTATIONS

Children will be able to...

Digital Literacy

- Identify different measurement techniques for weather, both analogue and digital, using computer-based data logging to automate the recording of some weather data
- Use spreadsheets to create charts, analyse data, explore inconsistencies in data and make predictions
- Practise using presentation software and video

Computing

- Understand some technical aspects of how the Internet makes the web possible, using HTML tags for elementary mark up and hyperlinks to connect ideas and sources
- Code up a simple web page with useful content
- Identify some of the risks in using the web

Creative Technologies

- Use one or more programs to edit music, creating and developing a musical composition, refining their ideas through reflection and discussion
- Develop collaboration skills
- Develop an awareness of how their composition can enhance work in other media

MATHS EXPECTATIONS

Children will be able to...

Number and Place Value

- Compare, order, read and write numbers from 2 decimal places to 100,000 by showing understanding of place value in 4 and 5 digit numbers
- Round any number to the nearest 10, 100 or 1000 and decimals to the nearest whole
- Count in multiples of 6, 7, 8, 25 and 1000
- Count backwards in numbers through zero to include negative numbers

Number - Addition, Subtraction, Multiplication and Division

- Add and subtract numbers with two digits mentally
- Add and subtract numbers with up to 4 digits using formal written methods where appropriate
- Solve addition and subtraction 2-step problems related to this in contexts and when doing so estimate and use inverse operations to check answers
- Recall multiplication and division facts for multiplication table up to 12 x 12, including x1 and x0 and solve problems related to these
- Multiply 2 digit numbers by a one digit number mentally using partitioning and solve problems related to this
- Multiply 3 digit numbers by a one digit number using formal written methods and solve problems related to this
- Use their understanding of place value to multiply and divide whole numbers by 10 or 100

Number - Fractions

- Recognise approximate proportions of a whole and use simple fractions to describe these
- Understand concept of hundredths, count up and down in hundredths
- Recognise families of equivalent fractions
- Add and subtract fractions with same denominator
- Recognise and write decimal equivalents of any number of tenths or hundredths; $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- Solve problems with fractions to calculate quantities, including non-unit fractions where the answer is a whole number

Measurement

- Read, write and convert time between analogue and digital 12 and 24 hour clocks
- Convert between different standard metric units of measure (length, capacity and mass) and time (hours, mins, sec)
- Find perimeters of simple shapes in cm, m
- Find areas by counting squares including part squares
- Solve problems involving time, measures and money to include decimals to two decimal places

Geometry - Properties of Shapes / Position and Direction

- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and size
- Identify, order and compare acute and obtuse angles
- Identify and draw lines of symmetry in 2D shapes presented in different orientations
- Describe movements between positions as translations of a given unit to the left/right and up/down
- Use co-ordinates in the first quadrant

Statistics

- Interpret and present discrete and continuous data using appropriate graphical methods, e.g. bar charts, pictograms
- Solve comparison, sum and difference problems related to data and graphs

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- Frequent misunderstandings

Developing

- Improving knowledge, skills and understanding
- Signs of consolidation some of the time
- Can apply with scaffolding
- Misunderstanding may be present
- Needs practice and reinforcement
- Becoming more confident

Secure

- Embedded and working independently
- Confident in concepts
- Concepts used and retained correctly the majority of the time in subjects and in context

Exceeding

- Goes beyond expectations and has advanced understanding of the skills and concepts taught
- Applies skills and concepts confidently, coherently and independently in familiar and unfamiliar situations
- Accurate, sophisticated and precise

SPEAKING AND LISTENING EXPECTATIONS

Children will be able to...

- Make sustained, confident contributions giving reasons or explaining why something interests them; adding details to interest the listener
- Use some of the features of Standard English when speaking in a formal situation
- Listen and respond to ideas of others making relevant comments and asking questions
- Adopt roles in different contexts in Talk/Drama for Writing activities; using particular techniques for specific purposes
- Orally perform fiction and non-fiction texts through Talk/Drama for Writing, with greater expression and intonation
- Comment constructively on plays and performances, discussing effects and how they are achieved

READING EXPECTATIONS

Children will be able to...

Decoding and Reading Aloud

- Fluently and effortlessly read and recite a range of age appropriate texts
- Demonstrates use of textual cues to adapt tone, volume and intonation when reading aloud
- Recite and know by heart a range of texts using talk for writing techniques

Comprehension

- Begin to draw together inferences to support a more detailed analysis of character and events
- Ask and develop questions in order to gain an increasingly sophisticated understanding of the texts that are read to them
- Engage in discussion about their reading, asking and answering questions about ideas arising from the text
- Discuss writer's viewpoint, giving reasons why they agree or disagree

Structure and Language

- Develop comments on writer's choices of language, form or structural features and how they guide the reader
- Make increasingly sophisticated comparisons within and across different texts, by expressing opinions about how writers' choices affect the reader
- Identify similarities and differences between an increasing range of texts

WRITING EXPECTATIONS

Children will be able to...

Planning

- Compose and rehearse sentences through a variety of activities including Talk/Drama for Writing (including dialogue)
- Develop initial ideas, drawing on reading and research
- Select the correct features of the genre and understand how to apply them to impact the audience and purpose
- Capture ideas using a variety of planning formats
- Identify similarities and differences between an increasing range of texts

Drafting

- Write consistently in a legible, fluent, cursive style speedily and at length

Composition

- Select appropriate grammar, punctuation and vocabulary, understanding how such choices can change and enhance meaning e.g. alliteration, onomatopoeia, metaphor, simile, direct speech, commas
- In narratives, use adventurous and ambitious vocabulary to create settings, characters and plots
- In non-narrative contexts, use further organisational and presentational devices to structure text and to guide the reader e.g. paragraph, subheadings, captions, glossary
- Use a wide range of devices to build cohesion within and across paragraphs; such as varying sentence length and word order to sustain interest
- Progressively build a varied and rich vocabulary (should be words which are usually used by a child that age)
- Use an increasing range of sentence structures; such as subordinating clauses or organising clauses before and after the main verb

Editing – Spelling, Punctuation and Grammar

- Evaluate and edit own and others' writing to make appropriate changes to enhance effects and clarify meaning
- Proof-read to ensure accuracy of spelling, punctuation sentence structure, grammar and clarity
- Can spell a majority of the words on the Year 5 and 6 word list
- Be confident and accurate spellers and usually only make mistakes in irregular words e.g. psychic, sophisticated, anxious, dialogue, sphinx, rhyme, etcetera

Handwriting

- Write in a legible flowing cursive style: showing accuracy and consistent letter formation in alignment with age/year group related expectations

COMPUTING EXPECTATIONS

Children will be able to...

Digital Literacy

- Become familiar with blogs as a medium and a genre of writing, creating a sequence of blog posts on a theme
- Incorporate additional media, commenting on the posts of others
- Develop a critical, reflective view of a range of media, including text

Computing

- Be familiar with semaphore and Morse code, demonstrating the need for private information to be encrypted
- Encrypt and decrypt messages in simple ciphers, appreciating the need to use complex passwords and to keep them secure
- Identify the basics of how encryption works on the web

Creative Technologies

- Demonstrate the work of architects, designers and engineers working in 3D, developing familiarity with a simple CAD (computer aided design) tool
- Develop spatial awareness by exploring and experimenting with a 3D virtual environment
- Develop greater aesthetic awareness

MATHS EXPECTATIONS

Children will be able to...

Number and Place Value

- Read, write, round, order, compare numbers to at least 1,000,000; determine value of digits. Count in steps of powers of 10
- Interpret negative numbers in context; count forwards and backwards through zero

Number - Addition, Subtraction Multiplication and Division

- Use efficient written methods of addition and subtraction for whole numbers with more than 4 digits; extend to numbers with 2 decimal places
- Use a range of mental methods of computation, including with larger numbers; use rounding and estimation to check answers
- Quick recall of multiplication and division facts for multiplication table up to 12 x 12
- Use understanding of place value and known facts to multiply and divide whole numbers and decimals by 10, 100 and 1000.
- Use written methods of short multiplication and division including remainders
- Use written methods to multiply up to 4-digit by two-digit numbers
- Recognise and describe number patterns, and relationships including multiple, factor, square, cube and prime numbers
- Solve problems, including multi-step problems, involving addition, subtraction, multiplication and division and combinations of these

Number - Fractions (Including Decimals and Percentages)

- Compare and order fractions whose denominators are all multiples of the same number
- Identify, name and write equivalent fractions and decimals including tenths and hundredths
- Recognise and convert mixed numbers and improper fractions
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number
- Multiply mixed numbers and proper fractions by whole numbers using support materials
- Round decimals with two decimal places to nearest whole number and tenth
- Recognise thousandths and read, write and order decimals to three places
- Recognise and understand percent (%)
- Solve problems involving decimal and percent equivalents of $\frac{1}{2}$, $\frac{1}{4}$, and fractions with a denominator of 5, and multiples of 10 or 25

Measurement

- Estimate volume and capacity
- Measure and calculate the perimeter of compound shapes in cm, m
- Calculate and compare the area of rectangles and squares in cm^2 , m^2 . Estimate area of irregular shapes
- Solve problems involving measures and converting between units of time using the 4 operations

Geometry - Properties of Shapes / Position and Direction

- Make 3D mathematical models by linking given faces or edges and identify from 2-D representations
- Draw common 2D shapes in different orientations on grids including regular and irregular polygons
- Reflect and translate simple shapes in the first quadrant
- Estimate, compare and draw given angles including reflex angles and measure them in degrees
- Find missing lengths and angles of regular shapes

Statistics

- Collect and record discrete and continuous data in tables, including grouped data and timetables
- Construct and interpret simple line graphs and solve problems relating to these

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*Year Six
End of Year
Expectations*



THE BRITISH SCHOOL
OF BEIJING, SHUNYI
A NORD ANGLIA EDUCATION SCHOOL

Message from the Head of Primary

The information you will find documented in this booklet forms the expectations against which your child will be assessed for reading, writing, maths and computing. We have shared them with you so you are fully aware of what the 'End of Year Expectations' are for your child.

The following four point band will be used to judge the extent to which your child has met each expectation throughout the year.

Beginning

- Introduced but not yet fully developed
- Significant scaffolding needed
- Beginning to develop skills and knowledge
- Working with support
- Frequent misunderstandings

Developing

- Improving knowledge, skills and understanding
- Signs of consolidation some of the time
- Can apply with scaffolding
- Misunderstanding may be present
- Needs practice and reinforcement
- Becoming more confident

Secure

- Embedded and working independently
- Confident in concepts
- Concepts used and retained correctly the majority of the time in subjects and in context

Exceeding

- Goes beyond expectations and has advanced understanding of the skills and concepts taught
- Applies skills and concepts confidently, coherently and independently in familiar and unfamiliar situations
- Accurate, sophisticated and precise

SPEAKING AND LISTENING EXPECTATIONS

Children will be able to...

- Speak confidently in a range of contexts including formal and informal situations
- Vary word choice for purpose and effect to engage the listener in different contexts
- Listen to others, evaluating what they say and asking questions to develop ideas
- Explore complex issues through Talk/Drama for Writing
- Orally perform fiction and non-fiction texts through Talk/Drama for Writing
- Writing with greater expression, intonation, use of volume and action
- Consider the overall impact of a performance identifying a range of dramatic techniques

READING EXPECTATIONS

Children will be able to...

Decoding and Sight Reading

- Fluently and effortlessly read and recite a range of age appropriate texts
- Routinely uses textual cues to adapt tone, volume and intonation when reading aloud
- Recite and know by heart a range of texts using Talk for Writing techniques

Comprehension

- Draw inferences, make predictions
- Ask a range of questions to develop understanding of the text, with supporting evidence from the text
- Express views to show understanding of what they read
- Participate in discussions to express views formed through listening to texts and

courteously challenging those of others

Structure and Language

- Routinely develop comments on writer's choices of language, form or structural features and how they guide the reader
- Make evaluative comparisons within and across different texts, by expressing opinions about how writers' choices affect the reader

WRITING EXPECTATIONS

Children will be able to...

Planning

- Compose and rehearse sentences through a variety of activities including Talk/Drama for Writing (including dialogue)
- Select the correct features of the genre and understand how to apply them to impact the audience and purpose
- Develop initial ideas with confidence and imagination, drawing on reading and research
- Capture ideas using a variety of planning formats; opening and closing writing in interesting, unusual or dramatic ways
- Identify similarities and differences between an increasing range of texts

Drafting

- Select appropriate grammar, punctuation and vocabulary, understanding how such choices can change and enhance meaning, e.g. figurative language, rhetorical questions, repetition, elaboration, sophisticated conjunctions, direct speech and parenthesis
- In narratives, describe settings, characters and atmosphere and using a range of techniques show awareness of audience e.g. action, dialogue, suspense, quotation, italics, aside, comment and tension
- In non-narrative contexts, use a wide range of conventions appropriately to show awareness of the audience, e.g. sub and side headings, addendum, footnote, contents, glossary
- Use a wide range of devices to build cohesion within and across paragraphs and use a wide range of conventions appropriately for the context, e.g. sub headings, implicit links between paragraph or referring back to earlier points
- Progressively build a varied and rich vocabulary and an increasing range of intermingled sentence structures and use a variety of types of sentences, commands, questions, exclamations, effective places of clauses etc.

Editing – Spelling, Punctuation and Grammar

- Evaluate and edit own and others' writing to make appropriate changes to enhance effects and clarify meaning
- Proof-read to ensure accuracy of spelling, punctuation sentence structure, grammar, clarity and effect
- Can spell a majority of the words on the Year 5 and 6 word list
- Be confident and accurate spellers and usually only make mistakes in rare or obscure words e.g. psychic, sophisticated, anxious, dialogue, sphinx, rhyme, etcetera

Handwriting

- Write in a legible flowing cursive style: showing accuracy and consistent letter formation in alignment with age/year group related expectations

COMPUTING EXPECTATIONS

Children will be able to...

Digital Literacy

- Scope a project to identify different components that must be successfully combined, identifying their existing talents and plan how they can develop further knowledge and skills
- Identify the component tasks of a project and develop a timeline to track progress with the resources they'll need to accomplish a project
- Use web-based research skills to source tools, content and other resources, considering strategies to ensure the quality of a collaborative project

Computing

- Become familiar with several programming toolkits or development platforms, importing existing media assets to their project
- Pseudo code the algorithms for their app, programming, debugging and refining a code
- Thoroughly test and evaluate an app they have made

Creative Technologies

- Work collaboratively to design the app's interface, using wireframing tools to create a design prototype of an app they have made
- Develop or source the individual interface components (media assets) they will use, addressing accessibility and inclusion issues
- Document their design decisions and the process they've followed

MATHS EXPECTATIONS

Children will be able to...

Number and Place Value

- Read, write, order and compare numbers up to 10,000,000; determine value of each digit
- Use place value to multiply and divide whole numbers and decimals by 10, 100 and 1000

Number - Addition, Subtraction, Multiplication and Division

- Quick recall of multiplication and division facts for multiplication table up to 12 x 12
- Order, add and subtract negative numbers in context
- Use addition and subtraction with decimals to two places
- Use multiplication and division with decimals to two places
- Perform mental calculations, including with mixed operations, negative numbers and larger numbers
- Multiply a 4 digit number by a 2 digit using a formal written method
- Divide a 4 digit number by a 2 digit using a formal written method, interpret remainders
- Use knowledge of order of operations and brackets appropriately
- Solve multi-step problems involving the 4 operations

Number - Fractions (Including Decimals and Percentages)

- Compare and order and find fractions, decimals and percentages of quantities and measures
- Add and subtract fractions with different denominators and mixed numbers
- Check solutions by applying inverse operations or estimation to an appropriate degree of accuracy
- Multiply simple pairs of proper fractions. Divide proper fractions by whole numbers

Ration and Proportion

- Solve simple problems involving ratio and direct proportion

Algebra

- Construct, express in symbolic form, and use simple formulae involving one or two operations

Measurement

- Find perimeter and area of shapes including parallelograms and triangles
- Recognise when it is possible to use formulae for area and volume of shapes including cubes and cuboids
- Solve problems involving measures using decimals up to 3 decimal places where appropriate

Geometry - Properties of Shapes / Position and Direction

- Measure and draw 2-D shapes including angles to the nearest degree
- Recognise, describe and build 3-D shapes using nets
- Illustrate and name parts of a circle, including radius, diameter and circumference
- Know the angle sum of a triangle and that of angles at a point
- Find missing angles and recognise vertically opposite angles
- Use and interpret coordinates in all four quadrants
- Draw, translate and reflect shapes in four quadrants

Statistics

- Understand and use the mean of discrete data
- Interpret graphs and diagrams, including pie charts and line graphs, and use these to solve problems

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