

Teachers Training

British Curriculum Teaching Skills (BCTS)

With Focus on

QCA Primary & Cambridge University Primary Program



Primary Focus



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Glossary

Introduction - Glossary

- KS – Key Stage
- SATs - Standard Assessment Tests
- QCA – Qualification & Curriculum Authority (Now QCDA)
- APP- Assessing pupils' progress
- AF –Assessment Focus
- EYFS - Early Years Foundation Stage
- ICT – Information & Communication Technology
- PE – Physical Education
- DfES – Department for Education and Skills (Was DfEE)
- DCSF – Department for Children , Schools and Families (Now DE)
- BL – Bellow Level
 - IE – Insufficient Evidence
 - NC – The National Curriculum
 - CIE – Cambridge International Examination

Introduction

The National Curriculum applies to pupils of The British Educational System School and foundation schools.

The National Curriculum sets out the stages and core subjects the child will be taught during their time at school. Children aged five to 16 in the British Educational System schools must be taught the National Curriculum.

The National Curriculum is a framework used by all British Educational System schools to ensure that teaching and learning is balanced and consistent.

It sets out:

- the subjects taught
 - the knowledge, skills and understanding required in each subject
 - standards or attainment targets in each subject - teachers can use these to measure the child's progress and plan the next steps in their learning
 - how the child's progress is assessed and reported
-
- The National Curriculum is organised into blocks of years called 'key stages'.
 - There are four key stages as well as an **Early Years Foundation Stage (EYFS)**.
The EYFS covers education for children before they reach five (compulsory school age).

- **Understand The National Curriculum Structure**

EYFS

All providers of education and care to children from birth to the age of five must follow the standards set in the early years foundation stage (EYFS) framework.

3-4	KG 1	EYFS
4-5	KG2	EYFS

Primary

Key stage 1: Ages 5-7 (Years 1-2)

Key stage 2: Ages 7-11 (Years 3-6)

Middle School

Key stage 3: Ages 11-14 (Years 7-9)

High School (Secondary)

Key stage 4: Ages 14-16 (Years 10-12).

Understand The National Curriculum Structure - Key Stage

Age	Year	Key Stage (KS)	Assessment
3-4	KG 1	EYFS	
4-5	KG 2	EYFS	
5-6	Year 1	KS1	Teacher assessment in Eng.,Math,Science
6-7	Year 2	KS1	SATs tests and teacher assessment in Eng. Math and science
7-8	Year 3	KS2	Optional tests and teacher assessment in Eng. Math and science
8-9	Year 4	KS2	Optional tests and teacher assessment in Eng. Math and science
9-10	Year 5	KS2	Optional tests and teacher assessment in Eng. Math and science
10-11	Year 6	KS2	SATs tests and teacher assessments in English, maths and science
11-12	Year 7	KS3	Optional tests and teacher assessment in Eng. Math and science
12-13	Year 8	KS3	Optional tests and teacher assessment in Eng. Math and science
13-14	Year 9	KS3	Teacher assessments in English, maths and science and the other foundation subjects
14-15	Year 10	KS4	Some children take IGCSEs
15-16	Year 11	KS4	Most children take IGCSEs or other national qualifications

Subjects of The National Curriculum

Core Subjects	Other Subjects
English Mathematics Science	Art and design Citizenship Design and technology Geography History ICT Music Physical education Personal, social and health education Religious education

Understand The National Curriculum Phases (EYFS & Primary)

1- EYFS Framework

All providers of education and care to children from birth to the age of five must follow the standards set in the early years foundation stage (EYFS) framework.

<http://nationalstrategies.standards.dcsf.gov.uk/earlyyears>

2- Primary Frame Work

A clearer structure for teaching has been provided by simplifying the structure of the objectives, with the identification of strands of learning, giving a broad overview of the curriculum in the primary phase.

<http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework>

3- Programs of study (Objectives)

The programmes of study (as defined by the Education Act 1996, section 353b) set out what pupils should be taught in each subject at each key stage with the guidance of the frame work strategies and provide the basis for planning schemes of work.

<http://curriculum.qcda.gov.uk/key-stages-1-and-2/subjects/index.aspx>

4- Scheme of Work

Consist of plans and methodologies which helps to translate the National Curriculum's objectives into teaching and learning activities.

<http://www.standards.dfes.gov.uk/schemes3/>

New Scheme Web Site

<http://webarchive.nationalarchives.gov.uk/20090608182316/standards.dfes.gov.uk/schemes3/>

5- Assessing Pupils Progress (APP)

Assessing pupils' progress (APP) is a structured approach to assessment that equips teachers to recognise and make consistent judgements about their pupils' learning using AFs as per program of study.

<http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework/assessment/app/ags>

6- Standard Assessment Tests (SATS)

SATS (Standard Assessment Tests) tests are given at the end of year 2 and year 6 . They are used to show the child's progress compared with other children in the same year. SATs are prepared based on program of study.

http://www.satsguide.co.uk/what_are_sats.htm

1- EYFS Framework of The National Curriculum

<http://nationalstrategies.standards.dcsf.gov.uk/earlyyears>

The Early Years Foundation Stage is a comprehensive framework which sets the standards for early years development, learning and welfare from birth to five years of age. It provides a structure to guide practitioners with providing effective provision in their settings and builds on previous guidance. There is also guidance on children's development and useful hints on planning and resourcing. This framework combines previous guidance for the Foundation Stage, the non-statutory Birth to Three Matters Framework and the regulatory frameworks in the National Standards.

The EYFS profile sums up and describes each child's development and learning achievements at the end of the EYFS. It is based on ongoing observation and assessment in six areas of learning and development, namely:

- personal, social and emotional development
- communication, language and literacy
- problem solving, reasoning and numeracy
- knowledge and understanding of the world
- physical development
- creative development

2- Framework of The National Curriculum - Primary Frame Work

<http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework>

The Primary National Strategy is a set of tools for primary schools, aimed at helping them to raise standards – and to deliver the National Curriculum more effectively.

The Primary Framework is a central part of the strategy. Schools can use the approaches it recommends to support teaching, learning and assessment across the whole curriculum.

The National Curriculum, taught to all pupils in state or maintained schools, is made up of blocks of years, known as key stages:

- Year 1 and Year 2 of primary school are known as Key Stage 1
- Years 3 to 6 of primary school are known as Key Stage 2

Core National Curriculum subjects are the same for Key Stages 1 and 2:

- English
- Maths
- Science

Compulsory National Curriculum subjects are the same for Key Stages 1 and 2:

- Design and technology
- Information and Communication Technology (ICT)
- History
- Geography
- Art and design
- Music
- Physical education

Schools also have to teach religious education, though parents have the right to withdraw children for all or part of the religious education curriculum. In addition, schools are advised to teach personal, social and health education (PSHE) and citizenship, together with at least one modern foreign language.

The school may cover these subjects under different names, and may teach more than one subject together under the same name. This is left up to individual schools, as long as they are covering the National Curriculum.

Within the framework of the National Curriculum, schools are free to plan and organise teaching and learning in the way that best meets the needs of their pupils.

Many schools use the Qualifications and Curriculum Development Agency (QCDA) **Schemes of Work** to plan their curriculum. These help to translate the National Curriculum's objectives into teaching and learning activities.

3- Programs of Study (Objectives)

<http://curriculum.qcda.gov.uk/key-stages-1-and-2/subjects/index.aspx>

For each National Curriculum subject, there is a programme of study. The programmes of study describe the subject knowledge, skills and understanding pupils are expected to develop during each key stage.

A clearer structure for teaching the national curriculum has been provided by The National Strategies, simplifying the structure of the objectives. The strands of learning give a broad overview of the curriculum in the primary phase. Objectives are aligned to the strands to demonstrate progression in each strand. The strands are not equally weighted. For example in constructing the strands for Math, knowledge of number facts has been separated from calculation, methods of calculation have been unified, measures have been kept separate from shape and space, and problem solving has been embedded into the broader strand of using and applying mathematics.

The strands relate very readily to the 1999 Framework and the programmes of study in the National Curriculum Orders.

Covering the objectives in the strands will support children in their progression towards the Early Learning Goals and the appropriate National Curriculum levels at Key Stages 1 and 2.

Example of Year 2 KS1 Program of Study (Objectives)	
Program of Study (Objectives)	
1	Using and Applying Numbers
2	Numbers and the Number System
3	Calculations
4	Solving Numerical Problems
5	Using and Applying Shape, Space and Measures
6	Understanding Patterns and Properties of Shape
7	Understanding Properties of Position and Movement
8	Understanding Measures
9	Processing, Representing and Interpreting Data

4- Scheme of Work

<http://webarchive.nationalarchives.gov.uk/20090608182316/standards.dfes.gov.uk/schemes3/>

Schemes of work covering Key Stages 1, 2 and 3 of the revised national curriculum have been designed by panels of subject specialists from the **Qualifications and Curriculum Authority** (QCA) and practicing teachers. They are designed to be used flexibly and QCA will be responsive to feedback from teachers in planning further developments or revisions. Head teachers should:

- make sure staff know that schemes of work are available
- make sure that staff know that schemes of work are not compulsory, but might be a valuable resource for lesson planning
- inform all staff that there are teachers' guides for each scheme
- encourage development meetings for staff to discuss how they might use the schemes.

Using schemes of work

The schemes of work are non-statutory and are designed to relieve teachers of some of the pressures of planning. It is not compulsory to use all or any of them. They are intended to help teachers to turn the new programmes of study into what the **national curriculum** handbook calls 'practical and manageable teaching programmes'. At the same time, they will provide challenging materials which will raise expectations and standards at all levels. Teachers select elements they think would work well with their pupils.

Each scheme of work is accompanied by a teacher's guide. These guides highlight:

- links within key stages across subjects and between different key stages within the same subject, showing ways in which units can build with preceding work and how they link to other units
- ways in which out-of-school activities can enhance learning in school and develop breadth of study across the whole of the **school curriculum**
- how units can link with and support literacy, numeracy, thinking skills and key skills.

It is important that teachers know these resources are available to support them.

5– Assessing Pupil’s Progress (APP) , Attainment Targets and Level Description

<http://nationalstrategies.standards.dcsf.gov.uk/primary/assessment>

At the end of each key stage, the child's teacher will formally assess their performance to measure the child's progress.

Of course, the child's teacher will be informally assessing their learning at other times to help them plan future teaching. They may, for example, listen to the child read or look at their maths work. Some schools will also use optional tests to assess children's progress.

National Curriculum levels

During Key Stages 1-3, progress in most National Curriculum subjects is assessed against eight levels. At the end of Key Stages 1, 2 and 3 the school will send parents a report telling them what level their child is working at.

At Key Stage 1 the level will be based on the teacher's assessment, taking into account the child's performance in several tasks and tests.

At Key Stage 2 the level will reflect the teacher's assessment and the child's national test results.

At Key Stage 3 the level will be based on the teacher's assessment.

Attainment Targets and Level Description

The National Curriculum has established national targets for the proportion of 11-year-olds achieving level 4 in English and mathematics at the end of key stage 2. Schools are required to set targets for the proportions of their pupils reaching these targets. Optional tests in English and mathematics are available to assist schools in monitoring pupils' progress towards these targets.

For some aspects of statutory assessment in English and mathematics at the end of key stage 1, level 2 has been subdivided into **2a, 2b, 2c** so that it is possible to differentiate between the attainment of different groups of pupils who achieve level 2.

To support target setting for pupils who achieve significantly below age-related expectations, performance criteria have been developed in English and mathematics leading to level 1 and within levels 1 and 2. In addition, performance criteria have been developed for pupils' personal and social development. These criteria were published in 'Supporting the target setting process'

The programmes of study also map out a scale of attainment within the subject. In most Key Stage 1, 2, and 3 subjects, these “attainment targets” are split into eight levels, plus a description of “exceptional performance”. The exception is Citizenship, which has separate attainment targets for the end of Key Stages 3 and 4.

Children develop at different rates, but National Curriculum levels can give an idea of how the child's progress compares to what is typical for their age. For example, by the end of Key Stage 1, most children will have reached level 2, and by the end of Key Stage 2, most will be at level 4.

The school will send a report telling parents what National Curriculum levels the child has reached in any formal assessments.

An attainment target sets out the 'knowledge, skills and understanding which pupils of different abilities and maturities are expected to have by the end of each key stage'. Attainment targets consist of eight level descriptions of increasing difficulty, plus a description for exceptional performance above level 8. Each level description describes the types and range of performance that pupils working at that level should characteristically demonstrate.

The level descriptions provide the basis for making judgements about pupils' performance at the end of key stages 1, 2 and 3. At key stage 4, national qualifications are the main means of assessing attainment in National Curriculum subjects.

Target Setting

By indicating expectations at particular levels and progression in the subjects, the level descriptions can also inform planning, teaching and assessment.

The majority of pupils are expected to work at:

- levels 1-3 in key stage 1 and attain level 2 at the end of the key stage
- levels 2-5 in key stage 2 and attain level 4 at the end of the key stage
- levels 3-7 in key stage 3 and attain level 5/6 at the end of the key stage.

Level Comments

Level W Working towards level 1, very weak

Level 1 Average for a typical 5 year old

Level 2 Average for a typical 7 year old

Level 3 Average for a typical 9 year old

Level 4 Average for a typical 11 year old

Level 5 Average for a typical 13 year old

Level 6 Average for a typical 14 year old

Level 7 Above average for typical 14 yr old

Level 8 Only available in maths

Level	Age	Year	
Level W Working towards level 1, very weak	5	Primary 1	
Level 1 Average	6	Primary 1	
Level 2 Average	7	Primary 2	
Level 2 High	8	Primary 3	At least Level 2a
Level 3 Average	9	Primary 4	
Level 3 High	10	Primary 5	At least Level 3a
Level 4 Average	11	Primary 6	
Level 4 High	12	Year 7	At least Level 4a
Level 5 Average	13	Year 8	
Level 6 Average	14	Year 9	
Level 7 Average	15	Year 10	
Level 8 Only available in maths	16	Year 11	

So, if a child is sitting the Year 6 Key Stage 2 SATs and achieves level 4, well done: level 5 signals a very able or gifted child: level 3 is below average and indicates the school, the class teacher and the parents should work together to identify what can be done to give extra help and promote confidence and a desire to learn.

Additionally you may find bands 'a', 'b' and 'c' are given within the levels. This simply indicates a range within the level, a being the highest and c being the lowest.

SATS results, together with the teacher's assessment are used to stream the child at secondary school so it is imperative that you focus on them.

Teacher Assessment

Teacher will carry out regular checks on their progress in each subject as a normal part of their teaching. At the end of Key Stages 1, 2 and 3 they will carry out a formal "teacher assessment", indicating which National Curriculum level best describes their child's performance in each area of learning.

The school may use the results of teacher's assessment during the year to be compared with the result of the optional tests and the national test at the end of the year to assess the teacher judgment.

The Importance of APP:

The national tests SATs won't give parents a complete picture of how the child is doing at school – they provide a "snapshot", showing how he performed in selected parts of a subject on a particular day. But schools can use the test results as an independent measure of how they, and their pupils, are doing compared to standards across the British National Curriculum, but the School and the Parents may get a complete picture from teacher's assessment APP

Assessment Criteria (Assessment Focus - AF)

Assessment criteria (AFs) has been set for each subject to assess the child's learning outcome from the program of study (Objectives).

What are assessment focuses (AFs)?

<http://nationalstrategies.standards.dcsf.gov.uk/node/20234>

Assessment focuses (AFs) are based on the National Curriculum programmes of study and level descriptions. They cover the areas for assessment and provide the framework for National Curriculum tests. Using AFs for classroom-based assessment enables a direct link to be made to National Curriculum standards in a subject and the Primary Framework learning objectives.

- The AFs sit between the National Curriculum programmes of study and the level descriptions. They provide a more detailed assessment framework against which teachers can judge the outcomes of their teaching and their pupils' learning. They are tools for assessment. Evidence for the AFs comes from all parts of the curriculum.

For each AF there are one to three bullet points at every level. These are level-related criteria, which identify what to look for as you observe pupils' classroom work.

- The process of making a periodic teacher assessment judgement using APP involves matching the criteria for a given AF to qualities you have noted in your pupils' work, then refining your judgement by checking the criteria above and below.

What is the relation between the National Curriculum programs of study and the Assessment Focus – AF?



To explain this let us take an example of the Math AF in and the Math Objective in the National Primary Framework

Math Objectives

Year 2 KS1 SATs, Level 2 Maths QCA Program of Study (Objectives)	
1	Using and Applying Numbers
2	Numbers and the Number System
3	Calculations
4	Solving Numerical Problems
5	Using and Applying Shape, Space and Measures
6	Understanding Patterns and Properties of Shape
7	Understanding Properties of Position and Movement
8	Understanding Measures
9	Processing, Representing and Interpreting Data

Math assessment focuses (Strands) for Objective (1) Using and Applying Numbers – for level 1

Use mathematics as an integral part of classroom activities
 Represent their work with objects or pictures
 Discuss their work
 Draw simple conclusions from their work
 Recognise and use a simple pattern or relationship

Now Look at the Assessment Sheet of :

APP Primary Math Assessment Guidelines: levels 1

APP Primary Math Assessment Guidelines: levels 1

Pupil name	Class/Group	Date
Ma 1 Using and applying mathematics		
	Problem solving	Communicating
L2	<ul style="list-style-type: none"> ◆ select the mathematics they use in some classroom activities, e.g. with support - find a starting point, identifying key facts/relevant information - use apparatus, diagrams, role-play, etc. to represent and clarify a problem - move between different representations of a problem, e.g. a situation described in words, a diagram, etc. - adopt a suggested model or systematic approach - make connections and apply their knowledge to similar situations - use mathematical content from levels 1 and 2 to solve problems and investigate 	<ul style="list-style-type: none"> ◆ discuss their work using mathematical language, e.g. with support - describe the strategies and methods they use in their work - engage with others' explanations, compare... evaluate... ◆ begin to represent their work using symbols and simple diagrams, e.g. with support - use pictures, diagrams and symbols to communicate their thinking, or demonstrate a solution or process - begin to appreciate the need to record and develop their own methods of recording
L1	<ul style="list-style-type: none"> ◆ use mathematics as an integral part of classroom activities, e.g. with support - engage with practical mathematical activities involving sorting, counting and measuring by direct comparison - begin to understand the relevance of mathematical ideas to everyday situations by using them in role-play 	<ul style="list-style-type: none"> ◆ represent their work with objects or pictures ◆ discuss their work, e.g. with support - respond to questions and ideas from peers and adults - refer to the materials they have used and talk about what they have done, patterns they have noticed, etc.
BL (Below level 1)		
IE (Insufficient evidence)		

Ma1 overall level

Read the complete level descriptions overleaf to confirm the level. Then consider whether the level is low, secure or high.

QCA 00022-2009DWO-EN-01

Below level 1

Level 1		
low	secure	high

Level 2		
low	secure	high

6 – Standard Assessment Tests (SATs)

End of Key Stage Test

At the end of Key Stage 1, the teacher's assessment of the child's progress will take account of their performance in English and maths, measured by tasks and tests that are administered informally.

At the end of Key Stages 2, the child will take national tests in English, maths and science. The child will not take a national test at the end of Key Stage 3. At the end of Key Stage 4 they will probably sit exams for GCSEs and/or equivalent qualifications. (IGCSEs).

The National Curriculum teacher assessments and/or tests are designed to give parents the child's school information about how well the child is doing.

Standard Assessment Tests (SATS)

SATS (Standard Assessment Tests) tests are given at the end of year 2, year 6 and year 9. They are used to show the child's progress compared with other children in the same age.

Key Stage 1

SATs take place in year 2. Each child is teacher assessed in Reading, writing (including spelling and handwriting), maths (including number, shape, space and measurement) and science. The child's class teacher will set short pieces of work in English and maths to judge what level of ability the child is considered to be.

Key Stage 2

SATs take place in May and are far more formal than Key Stage 1, hence they seem much more stressful! The tests which are taken in year 6 cover the three core subjects, English, Maths and Science. Very bright children may be assessed by teachers to see if they can reach higher levels. The results being available before the child leaves primary school in July.

Years 3, 4 and 5 optional tests

QCDA optional tests are designed to help teachers evaluate the progression of pupils through years 3, 4 and 5. Also for year 7 and 8

Optional tests provide teachers with further evidence to support their teacher assessment. Developed and piloted to consistently high standards, the tests can help teachers to identify pupils' strengths and weaknesses and provide targeted support and challenge where needed.

Schools can use optional tests as part of a repertoire of assessment tools. The tests will be marked internally and results will not be collected or published.

The Optional ASTs Tests

At the end of years 3, 4 and 5, schools decide whether or not to make use of official test papers. These papers follow the same format as the statutory year 2, 6 SATs, and also come with an official mark book to help establish standardised results.

Most schools make use of these tests in order to help children become used to the look and feel of the official tests, and because the outcomes are used to support a teacher's own assessments of each child's achievements.

Simple Example for the primary phase:

The National Strategies Issue the Primary Framework

Count from 1-30 At the end of KS2 – Level 1
--

QCA – Program of Study – Learning Objectives

Pr 1 – Count from 1-15 Pr2 – Count from 15 -30

DCSF – Scheme of Work

Pr 1		
Unit 1	Unit 2	Unit 3
Count to 5	Count to 10	Count to 15
Pr 2		
Count to 20	Count to 25	Count to 30

App

Pr 1 AF		
Count to 5	Count to 10	Count to 15
L 1 Low	L 1 Secure	L 1 High
Pr 2 AF		
Count to 20	Count to 25	Count to 30
L 1 Low	L 1 Secure	L 1 High

Pr 1 Q1 Count to 10 Cover PS 1
Pr 2 Count to 25 Cover PS 2

7- How to reach SATs standard and how SATs test is written

1- Let us take Example KS1 Math SATs 2007

2- Look at the Program of Study (NC Objectives) for KS 1 Math: (9 Objectives) :

- 1 - Using and Applying Numbers
- 2 - Numbers and the Number System
- 3 - Calculations
- 4 - Solving Numerical Problems
- 5 - Using and Applying Shape, Space and Measures
- 6 - Understanding Patterns and Properties of Shape
- 7 - Understanding Properties of Position and Movement
- 8 - Understanding Measures
- 9 - Processing, Representing and Interpreting Data

2- Now apply **(NC Objectives) for KS 1 Math: (9 Objectives) to KS1 Math SATs 2007** Which will be as follows :

Example KS1 Math SATs 2007

Year 2 KS1 SATs, Level 2 Maths QCA

Year 2 KS1 SATs, Level 2 Maths QCA	
Program of Study (Objectives)	Questions
1 Using and Applying Numbers	12, 17i, 19
2 Numbers and the Number System	6, 11, 20, 22, 26, 28
3 Calculations	1, 4, 7, 8, 10, 14, 17ii, 18, 21, 24, 25
4 Solving Numerical Problems	3, 15
5 Using and Applying Shape, Space and Measures	23
6 Understanding Patterns and Properties of Shape	2
7 Understanding Properties of Position and Movement	13
8 Understanding Measures	5, 22, 23, 27
9 Processing, Representing and Interpreting Data	9, 16a, 16b

<i>Question</i>	<i>Topic</i>
1	Topic 3 Calculations
2	Topic 6 Understanding Patterns and Properties of Shape
3	Topic 4 Solving Numerical Problems
4	Topic 3 Calculations
5	Topic 8 Understanding Measures
6	Topic 2 Numbers and the Number System
7	Topic 3 Calculations
8	Topic 3 Calculations
9	Topic 9 Processing, Representing and Interpreting Data
10	Topic 3 Calculations
11	Topic 2 Numbers and the Number System
12	Topic 1 Using and Applying Numbers
13	Topic 7 Understanding Properties of Position of Movement
14	Topic 3 Calculations
15	Topic 4 Solving Numerical Problems
16a	Topic 9 Processing, Representing and Interpreting Data
16b	Topic 9 Processing, Representing and Interpreting Data
17i	Topic 1 Using and Applying Numbers
17ii	Topic 3 Calculations
18	Topic 3 Calculations
19	Topic 1 Using and Applying Numbers
20	Topic 2 Numbers and the Number System
21	Topic 3 Calculations
22	Topic 2 Numbers and the Number System Topic 8 Understanding Measures
23	Topic 5 Using and Applying Shape, Space and Measures Topic 8 Understanding Measures
24	Topic 3 Calculations
25	Topic 3 Calculations
26	Topic 2 Numbers and the Number System
27	Topic 8 Understanding Measures
28	Topic 2 Numbers and the Number System

Compare the topics with the Program of study , scheme of work and AAP - AFs.

Year 2 KS1 SATs 2007, Level 2 Maths
Topic 1: Using and Applying Numbers
3 marks in all

This sentence is correct.

10 is less than **12** ✓

Two of these sentences are correct.

Tick (✓) them.

19 is more than **36**

28 is less than **52**

50 is more than **15**

45 is less than **23**

Anna's mum hides some chocolate eggs.

Sara finds **10** eggs
Carl finds **13** eggs
Lee finds **11** eggs
Anna finds **12** eggs

How many eggs do they find altogether?

Show how you work it out in the box.

eggs

Lee buys **two** of these things to eat.

He spends **£1** altogether.

Tick (✓) the **two** things he buys.

70p

40p

50p

30p

Year 2 KS1 SATs 2007, Level 2 Maths
Topic 2: Numbers and the Number System
6 marks in all

6. Practice question

How many people are in this queue?

queue ends here

queue starts here

people

11. Write the missing numbers in this pattern.

20. Write each number in the correct box.

One is done for you.

~~33~~ 17 12 28

rounds to 10	rounds to 20	rounds to 30
		33

26. This number line goes up in tens.

Write the correct number in each box.

28. Write the missing numbers in each of these patterns.

count in steps of **2**

count in steps of **5**

22.

How much does the bag weigh?

kilograms

Year 2 KS1 SATs 2007, Level 2 Maths
Topic 3: Calculations
11 marks in all

1.

Question 1

Find box b.
What number is double ten?

Write the number in box b.

b

14.

Write the answer.


$$6 \times 2 =$$

4.

Question 4

Find box e.
What is thirty subtract nineteen?

Write your answer in box e.



e

7.

Write the answer.

$$7 + 5 + 7 =$$

8.

Look at these signs.

+

=

-

Write a sign in each box to make this correct.

$$18 \square 7 \square 11$$

10.

Write numbers in the boxes to make these correct.


$$3 + \square = 8$$

$$\square + 5 = 9$$

17ii

Anna's mum hides some chocolate eggs.

Sara finds	10	eggs
Carl finds	13	eggs
Lee finds	11	eggs
Anna finds	12	eggs



How many eggs do they find altogether?
Show how you work it out in the box.

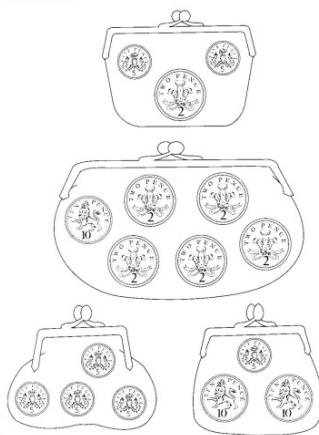
eggs

Year 2 KS1 SATs 2007, Level 2 Maths
Topic 3: Calculations
11 marks in all

18.

Two purses hold the **same** amount of money.

Tick (✓) them.



21.

Write the total.

$$24 + 68 =$$

24.


Write the answer.

$$75 - 43 =$$

25.

Anna has **50** pencils.

She puts **5** pencils in each party bag.



How many bags does she put pencils in?

bags

**Year 2 KS1 SATs 2007, Level 2 Maths
Topic 4: Solving Numerical Problems**

2 marks in all

3.

Question 3

Look at the next page.

Find box d.

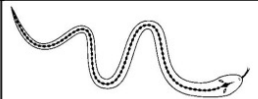
Sixty children visit the zoo.

[Clearly emphasise sixty to avoid confusion with sixteen.]

Half of the children visit the snakes.

How many children visit the snakes?

Write your answer in box d.



children

d

15.



There are **29** children.

5 children are painting.

How many children are **not** painting?

children

**Year 2 KS1 SATs 2007, Level 2 Maths
Topic 5 - Using and Applying Shape,
Space and Measure**

1 mark in all

2

Here is a pattern of lines.

Draw the missing line in the pattern.

Use a ruler.

2 cm ———

4 cm —————

6 cm —————

cm

10 cm —————

Year 2 KS1 SATs 2007, Level 2 Maths
Topic 6 - Understanding Patterns & Properties of Shape
1 mark in all

2.

Question 2

Turn over the page.

Look at the shape names in box c.

They say:

pentagon, rectangle, triangle, square.

Two of these shapes have four corners.

Tick the names of these shapes.

pentagon

rectangle

triangle

square

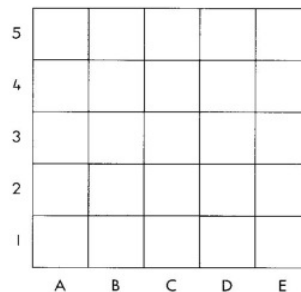
C

Year 2 KS1 SATs 2007, Level 2 Maths
Topic 7 – Understanding Properties of Position & Movement
1 mark in all

13.

Look at this grid.

Some squares are grey.



Write which squares are grey.

One is done for you.

A5

Year 2 KS1 SATs 2007, Level 2 Maths
Topic 8 – Understanding Measures
4 marks in all

5

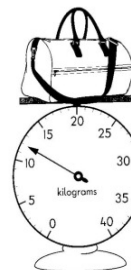
Question 5

Turn over the page.
 Look at the words in box f.
 They are used for measuring.
 The words say:
one metre, one centimetre, one kilogram, one litre.
 One of these shows the weight of a bunch of bananas.
 Which one?
 Tick it.

- 1 metre
- 1 centimetre
- 1 kilogram
- 1 litre

f

22.



How much does the bag weigh?

kilograms

23.

Here is a pattern of lines.

Draw the missing line in the pattern.

Use a ruler.

2 cm	—
4 cm	————
6 cm	—————
cm	—————
10 cm	—————

27.

Look at this toy car.

Lee turns the car one quarter turn.

Tick (✓) the picture which shows how the car looks **after** the turn.

Year 2 KS1 SATs 2007, Level 2 Maths
Topic 9 – Processing, Interpreting & Representing Data

3 marks in all

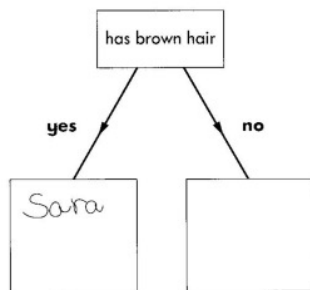
9.

Anna made this table.

name	has brown hair
Sara	yes
Lee	no
Anna	no
Carl	yes

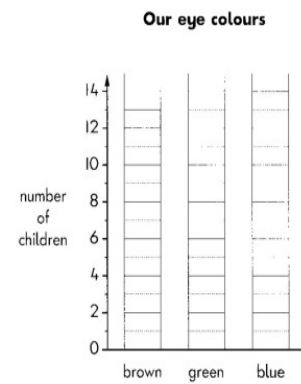
Write each child's name in the correct box to sort them.

One name is done for you.



16.

Class 2 make a graph.



a.

5 children have **blue** eyes.

Show this on the graph.

b.

More children have **brown** eyes than **green** eyes.

How many more?

children

8- What to tell the parents about SATs

most parents feel confused and concerned about their child's forthcoming Key Stage1 and 2 SATs tests.

At parent- teacher meetings more time is often given over to answering questions about the tests than to actually discussing the child!

As a result, we have written this booklet in an attempt to answer many of those confusing questions in a format that the parents can take home, read through, digest and revisit at your leisure.

Our purpose is:

- ★ to translate some of the key teacher-speak jargon that surrounds the tests
- ★ to inform parents of the length and format of each of the tests
- ★ to explain exactly what is being assessed in each subject area

It is vitally important to remember that schools do not use these tests in order to “separate the wheat from the chaff” but, rather, to inform and support the teachers' own assessments of each child's progress in order to best provide for that child's continued education.

The tests need NOT and should NOT be something for any parent or child to worry about!

If, however, you would like to be better informed concerning the nature of the tests, we hope that this booklet will provide you with the key information needed and will then free you up to discuss your child, rather than the tests, at your next parent-teacher meeting!

Translating a little of the jargon

FS / Foundation Stage - Children entering school aged 4 or 5 years ('Reception class', as it used to be called) now enter the 'Foundation Stage' of school where they begin to get used to the school environment.

KS1 / Key Stage 1 - Following on from Foundation Stage, children enter into Key Stage 1 (equivalent to what used to be called 'The Infants') which includes year 1 and year 2 for children aged between 5 and 7 years.

KS2 / Key Stage 2 – After KS1 follows KS2 (equivalent of 'The Juniors') for children aged 7 to 11 in years 3, 4, 5 and 6.

The National Curriculum – an official Government based document, produced by the QCA, setting out the subjects and aspects that should be taught in each Key Stage.

SAT - Standard Assessment Test

Optional SATs – At the end of years 3, 4 and 5, schools decide whether or not to make use of official test papers. These papers follow the same format as the statutory year 6 SATs, and also come with an official mark book to help establish standardised results.

Most schools make use of these tests in order to help children become used to the look and feel of the official tests, and because the outcomes are used to support a teacher's own assessments of each child's achievements.

Year 6 SATs – These statutory tests are administered in the Summer term of a child's final year in primary school (year 6)..

Results of the tests are used to monitor the effectiveness of primary schools and to give the child's receiving secondary school an indication of a child's achievement and understanding at the point of transfer.

SATs papers are fresh every year and they are only delivered in time to be administered under strict guidelines and test conditions.

English test

Consists of the following papers:

- ★ Reading test
- ★ Short writing task
- ★ Spelling test
- ★ Longer writing task

The Maths test

Consists of the following papers:

- ★ Mental Maths
- ★ Paper A – no calculators allowed
- ★ Paper B – calculators allowed

Conclusion

Curriculum At Cambridge Schools – Sudan-

At Cambridge Schools – Sudan - the curriculum is taught in ways appropriate to children's ages and abilities, and planning by the teachers takes account of Government Statutes and School's own Policies and Schemes of Work. All teachers establish a timetable that varies across the year to ensure appropriate time and attention to all subjects are made.

Assessment

Staff maintain a record of the work they have achieved, notes about their attitudes, strengths and weaknesses.

At the end of the academic year this information is passed onto the new teacher. Children take formal tests twice a year, allowing us to track the children's progress and to set individual targets for them.

At Cambridge Schools – Sudan - we aim to identify, assess and make provision for any child who may have special educational needs as early as possible.

The Curriculum at Cambridge Schools – Sudan -:

Core subjects

- English as Second Language
- Maths
- Science
- Information-Communication Technology*

Foundation subjects

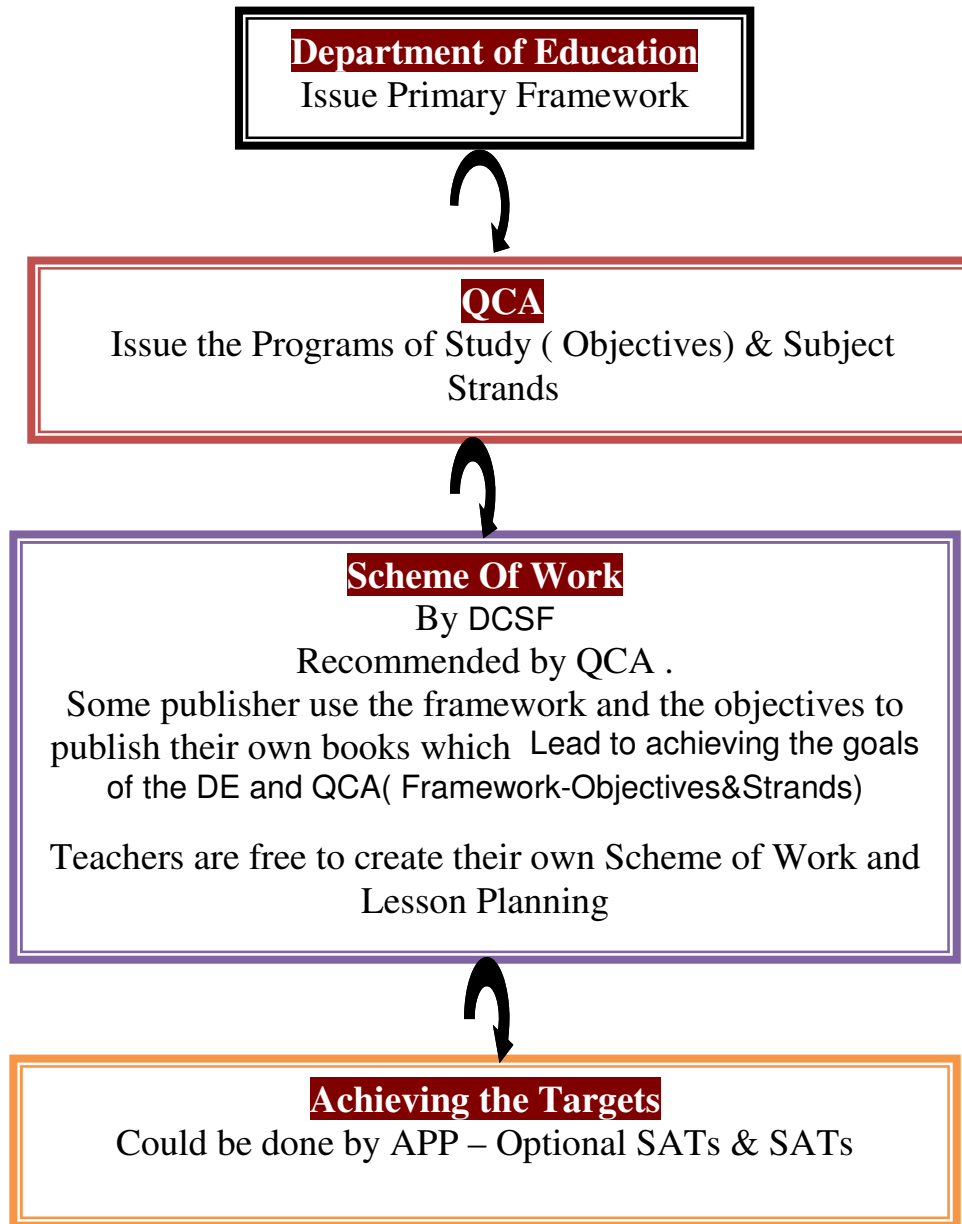
- History
- Design-Technology **
- Music
- Religious Education (R.E)
- Arabic
- Geography
- Art **
- Physical Education (P.E) *

** Need to be added to the school time table

*Need more consideration

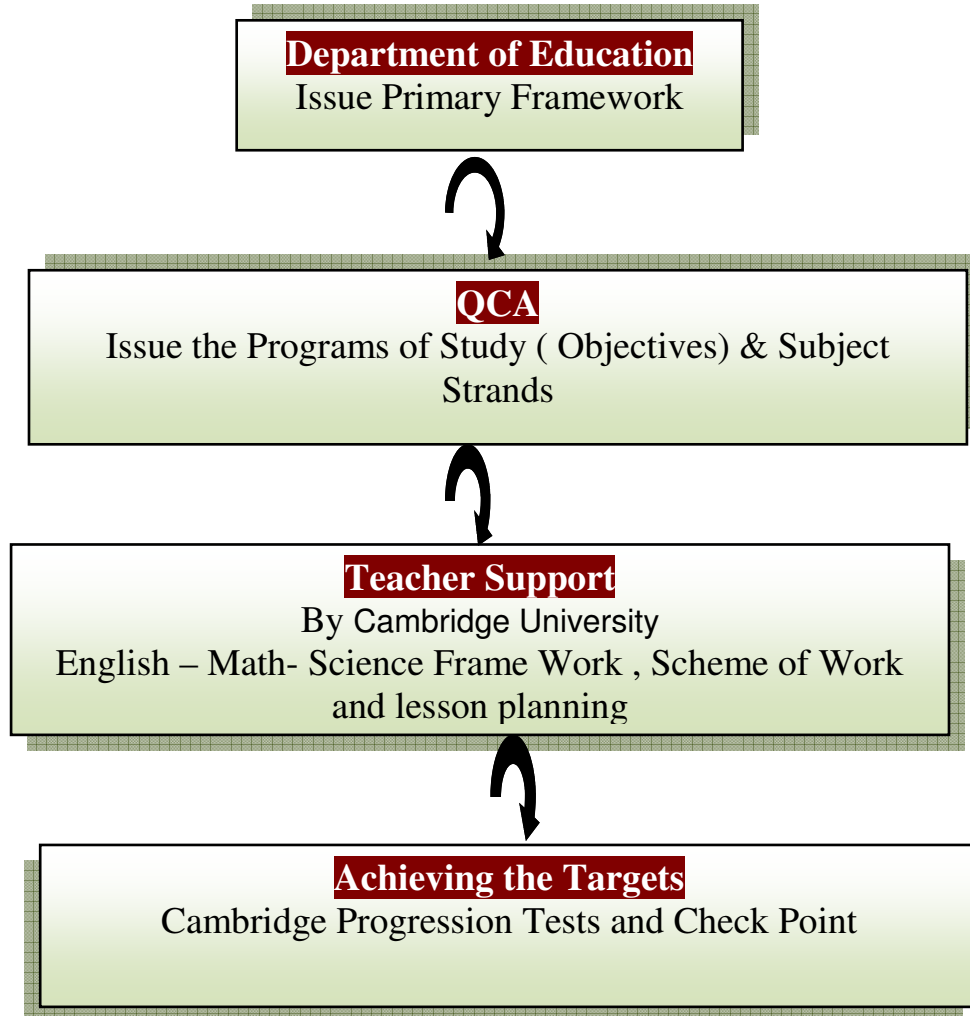
QCA Primary Framework

How it Works:



Cambridge University Primary Framework

How it Works:



Cambridge University Cambridge Primary Program

Overview

Cambridge Primary, typically for 5-11 year olds, gives schools a curriculum framework to develop English, Mathematics, and Science skills, knowledge and understanding in younger learners. Cambridge Primary provides guidance for curriculum development and classroom teaching and learning. It enables teachers to assess children's learning as they progress with two optional assessments: Cambridge Primary Progression Tests and Cambridge Primary Checkpoint. Cambridge curriculum frameworks for English also include an English as a second language option.

Understand Cambridge University Curriculum Phases

Cambridge Primary, typically for 5-11 year olds, gives schools a curriculum framework to develop English, Mathematics, and Science skills, knowledge and understanding in younger learners. Cambridge Primary provides guidance for curriculum development and classroom teaching and learning. It enables teachers to assess children's learning as they progress with two optional assessments: Cambridge Primary Progression Tests and Cambridge Primary Checkpoint.

Cambridge University Framework)

<http://www.cie.org.uk/qualifications/academic/primary/cambridgeprimary>

The National Curriculum Structure and Cambridge University Structure

QCA	Cambridge
<u>Primary</u>	<u>Primary</u>
Key stage 1: Ages 5-7 (Years 1-2)	Key stage 1: Ages 5-7 (Years 1-2)
Key stage 2: Ages 7-11 (Years 3-6)	Key stage 2: Ages 7-11 (Years 3-6)
<u>Middle School</u>	<u>Lower Secondary</u>
Key stage 3: Ages 11-14 (Years 7-9)	Key stage 3: Ages 11-14 (Years 7-9)
<u>High School (Secondary)</u>	<u>Secondary</u>

Benefits

Foundation for secondary education

Cambridge Primary aids identification of a learner's strengths and weaknesses and can be used to support learning and development. It provides learners with excellent preparation so they can progress seamlessly into Cambridge Secondary 1 and beyond.

International curriculum

Appropriate and relevant internationally, Cambridge Primary has been designed to be culturally sensitive. It includes top-quality teaching and assessment resources appropriate for teaching and learning in local and international schools.

Flexibility

Cambridge Primary complements a range of teaching methods and curricula. No part of the programme is compulsory and schools have freedom to choose the parts that best suit their situation.

Using Cambridge Primary with other curricula

The modular nature of Cambridge Primary means that it can either be used as the central teaching curriculum or to complement other curricula.

Teachers may continue to follow a local curriculum, to meet the statutory requirements of their national system, whilst using the Cambridge Primary Progression Tests to enhance their teaching and reporting. Similarly, Cambridge Primary can be used for teaching and tracking the core skills in English, Mathematics and Science while another curriculum is used for any other subjects that may be taught.

- use test results to report to parents
- provide learners with a Statement of Achievement at the end of their primary schooling

The tests comprise structured questions with a selection of item types, including multiple choice, matching, short answer and long answer.

Cambridge Primary forms part of Cambridge International Education for 5-19 years, offering routes learners can follow from post-kindergarten stage through to university entrance. Our provision also includes first-class support for teachers through publications, online resources, training, workshops and professional development.

Using Cambridge Primary with QCA

- 1- Continue to use QCA Scheme of work beside teacher support web site from Cambridge University.
- 2- Continue to use SATs Tests beside Cambridge progression tests and Cambridge Check point.

Cambridge Programs

Cambridge Primary (5-11 years)	Cambridge Primary Cambridge Primary Checkpoint Cambridge ICT Starters
Cambridge Secondary 1 (11-14 years)	Cambridge Secondary 1 Cambridge Checkpoint Cambridge ICT Starters
Cambridge Secondary 2 (14-16 years)	Cambridge IGCSE Cambridge O Level Cambridge ICE
Cambridge Advanced (16-19 years)	Cambridge International A/AS Levels Cambridge AICE Cambridge Pre-U

Tests

The Cambridge Primary curriculum frameworks provide an optional testing structure - to assess learner performance and report progress to learners and parents - through internationally benchmarked tests.

There are two assessment options within the Cambridge Primary stage:

- Cambridge Primary Progression Tests (marked in school)
- Cambridge Primary Checkpoint Tests (marked by Cambridge examiners)

Cambridge Primary Checkpoint is a new test which replaces the Cambridge Primary Achievement Tests. These were marked by teachers in school and moderated by us. The last sessions for the Primary Achievement Tests will be in 2011. From 2012, learners can take Cambridge Primary Checkpoint, diagnostic tests which are set and marked by Cambridge.

The Cambridge Primary testing structure enables teachers to:

- track the progress of their learners
- identify strengths and weaknesses within individuals and class groups
- develop further teaching and learning support using information from test results

• Cambridge Primary progression tests

Cambridge Primary Progression Tests provide valid internal assessment of knowledge, skills and understanding in English, Mathematics and Science. The tests:

- are available from stage 3 for English (including English as a second language from September 2011), Mathematics and Science.
- are optional (schools can choose any quantity of tests to take or just follow the curriculum without testing at all)
- can be used at any point during the year
- are culturally sensitive without being culture-free, which makes them ideal for use in the international school context

- comprise structured questions with a selection of item types including matching, short answer and longer answers

are marked by teachers in the school; full mark schemes and marking guidance are provided for this Analysis tool software is part of Cambridge Primary. This software enables teachers to track learner progress and to produce diagnostic feedback, enabling comparison between individuals and between groups of learners, and facilitating the identification of the strengths and weaknesses of individuals and groups.

The tests are freely available on the Cambridge Primary teacher support website and teachers can download them and make as many copies as they wish for internal school use.

Cambridge Check Point

<http://www.cie.org.uk/qualifications/academic/primary/primarycheckpoint/index.html>

Schools registered with us to teach Cambridge Primary can also use Cambridge Primary Checkpoint to assess learning at the end of the Cambridge Primary stage.

Cambridge Primary Checkpoint offers feedback on a learners' strengths and weaknesses in the key curriculum areas of English, Mathematics and Science. Developed exclusively for existing customers of Cambridge Primary, the tests are marked by us and provide schools with an external international benchmark for learner performance. The first tests will be held in 2012.

The feedback gained from Cambridge Primary Checkpoint is an invaluable source of information for learners, parents and teachers. Learners and parents will have a transferable indication of academic progress and achievement. Schools will be able to make strategic decisions, drawing upon a pool of information and specialist reporting tools built into Cambridge Primary Checkpoint.

Cambridge Primary Checkpoint tests are available in English, Mathematics and Science and can be offered at two sessions during the year. The tests cover all major areas of learning in the Cambridge Primary curriculum frameworks for English, Mathematics and Science.

Cambridge Primary website

Schools which have registered for Cambridge Primary have free and unlimited access to the Cambridge Primary website. The site contains administration and support resources, including schemes of work for each part of Cambridge Primary. News and information on primary events and training are also provided. Cambridge Primary registration includes subscription to an introductory online training course. The course enables an unlimited number of teachers within the school to learn at their own pace over the first year.

A suite of support materials is available on the website to help teachers plan and deliver the course.

Cambridge teacher training

Cambridge teacher training events include a range of face-to-face and online subject-specific training courses. Cambridge offers a range of courses enabling teachers to select training which best suits their own learning level and school timetable.

In addition, Cambridge offers Professional Development Qualifications for Cambridge teachers, enabling teaching professionals to develop further their skills by improving the quality of their teaching and learning.

Cambridge teacher resources

Primary Framework

<http://www.cie.org.uk/qualifications/academic/primary/cambridgeprimary/resources>

Primary Check Point

<http://www.cie.org.uk/qualifications/academic/primary/primarycheckpoint/resources>

QCA

Cambridge

Age	Year	Key Stage (KS)	Assessment	Age	Year	Key Stage (KS)	Assessment
3-4		EYFS		3-4		EYFS	
4-5	Reception	EYFS		4-5	Reception	EYFS	
5-6	Year 1	KS1	Teacher assessment in Eng.,Math,Science	5-6	Year 1	KS1	Teacher assessment in Eng.,Math,Science
6-7	Year 2	KS1	SATs tests and teacher assessment in Eng. Math and science	6-7	Year 2	KS1	
7-8	Year 3	KS2	Optional tests and teacher assessment in Eng. Math and science	7-8	Year 3	KS2	Cambridge progression Tests and teacher assessment in Eng. Math and science
8-9	Year 4	KS2	Optional tests and teacher assessment in Eng. Math and science	8-9	Year 4	KS2	Cambridge progression Tests and teacher assessment in Eng. Math and science
9-10	Year 5	KS2	Optional tests and teacher assessment in Eng. Math and science	9-10	Year 5	KS2	Cambridge progression Tests and teacher assessment in Eng. Math and science
10-11	Year 6	KS2	SATs tests and teacher assessments in English, maths and science	10-11	Year 6	KS2	Cambridge Check Point Tests and teacher assessments in English, maths and science
11-12	Year 7	KS3	Optional tests and teacher assessment in Eng. Math and science	11-12	Year 7	KS3	Cambridge progression Tests and teacher assessment in Eng. Math and science
12-13	Year 8	KS3	Optional tests and teacher assessment in Eng. Math and science	12-13	Year 8	KS3	Cambridge progression Tests teacher assessment in Eng. Math and science
13-14	Year 9	KS3	Teacher assessments in English, maths and science and the other foundation subjects	13-14	Year 9	KS3	Cambridge Check Point Tests Teacher assessments in English, maths and science and the other foundation subjects
14-15	Year 10	KS4	Some children take GCSEs	14-15	Year 10	KS4	Some children take GCSEs
15-16	Year 11	KS4	Most children take GCSEs or other national qualifications	15-16	Year 11	KS4	Most children take GCSEs or other national qualifications

Further Learning Books

1. Cambridge Primary English as Second Language Framework
2. Cambridge Primary Mathematics Framework
3. Cambridge Primary Science Framework
4. Assessing Pupils' Progress Teacher's Handbook
5. Strand and Objectives
6. Early years foundation stage Profile handbook
7. Statutory Framework for the Early Years Foundation Stage
8. Assessment Criteria
9. Framework for the Early Years Foundation Stage
10. Early Years Foundation Stage Profile Handbook

Links

All Framework

<http://nationalstrategies.standards.dcsf.gov.uk/>

Primary Framework

<http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework>

EYFS Framework

<http://nationalstrategies.standards.dcsf.gov.uk/earlyyears/eyfsareasoflearninganddevelopment>

<http://nationalstrategies.standards.dcsf.gov.uk/search/earlyyears/results/nav:46528>

<http://www.qcda.gov.uk/assessment/4363.aspx>

Assessment

<http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework/assessment/app/ags>

<http://www.qcda.gov.uk/assessment/354.aspx>

<http://nationalstrategies.standards.dcsf.gov.uk/node/20683>

Scheme of Work

<http://webarchive.nationalarchives.gov.uk/20100612050234/http://www.standards.dfes.gov.uk/schemes3/subjects/?view=get>

Program of Study

<http://curriculum.qcda.gov.uk/key-stages-1-and-2/subjects/index.aspx>

Cambridge Primary

<http://www.cie.org.uk/qualifications/academic/primary/cambridgeprimary>

Teachers TV

<http://www.teachers.tv>

Primary Resources

<http://www.primaryresources.co.uk/ict/ict.htm>