

**Purpose of assessment:** To read, view or listen to a poem, identifying language features and vocabulary used in poetry and recognising literal and implied meaning.

Knowledge and understanding (Receptive)	Comprehending texts (Receptive)	
Understands the different purposes of texts. Identifies that texts serve different purposes and that this affects how they are organised. Describes characters, settings and events in literature.	Recalls key ideas and recognises literal and implied meaning in texts.	
◀ Explains the use of repetition. ( <i>Q8 : Frustration that he can't hide</i> )	◀ Explains inferences with reference to the poem. ( <i>Q6, Q7 : emotions</i> )	A
◀ Identifies how the author uses vocabulary to enhance description of characters and events. ( <i>Q7</i> )	◀ Comprehends vocabulary using context and language features. ( <i>Q4, Q5</i> )	B
Identifies the different purposes of a text. ( <i>Q2, Q3</i> ) Identifies that texts serve different purposes and that this affects how they are organised. ( <i>Q3 (rhyme, repetition, rhythm)</i> ) Describes characters, settings and events in literature. ( <i>Q1, Q6: low level</i> ) <i>Visualisation, Labelling</i>	◀ Recalls key ideas and recognises literal ( <i>Visualisation: too big to hide easily in picture, Labelling of picture</i> ) and implied meaning in a text. ( <i>Q1</i> )	C
◀ Identifies words related to characters and events. ( <i>Visualisation: Did they draw an elephant?, Labelling</i> )	◀ Recalls ideas about the main character in a poem. ( <i>Visualisation, Q1</i> )	D
◀ Identifies words.	◀ Listens to a poem.	E

**Feedback:**

**Purpose of assessment:** To perform a recitation or reading of a poem for a familiar audience.

**Creating texts (Productive)**

Makes short presentations.

◀ Uses gestures and facial expressions to emphasise ideas, express emotion and recreate the poem imaginatively.

A

◀ Adjusts volume and pace to enhance meaning; imitates sound patterns to engage the audience.

B

◀ Makes short presentations.

C

◀ Reads a poem.

D

◀ Chooses a favourite poem.

E

**Feedback**

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**Purpose of assessment:** To identify representations of one half.

Understanding and Fluency		Problem-solving and Reasoning	
Identify representations of one half.		Describe partitioning of collections to represent one half.	
<p>Partitions collections to show one half. Q2a, Q4</p>	<p>Partitions a collection to show one half. Q2a, Q4</p>	<p>Describes why halves of different collections may look different. (Q3) Describes why a partition shows a half using mathematical language (Q3)</p>	<b>A</b>
<p>Identifies all diagrams which represent one half of collections and shapes. Q1</p>	<p>Identifies a diagram which represents one half of a collection or a diagram which represents half of a shape. Q1</p>	<p>Describes reasoning used to partition a collection to represent one half using mathematical language (e.g. equal parts, whole).- Q2a</p>	<b>B</b>
<p>Circles a picture. Q1</p>	<p>Writes a statement using everyday language. Q2b</p>	<p>Describes reasoning used to partition a collection to represent one half using everyday language. Q2b</p>	<b>C</b>
	<p>Partitions a collection. Q2a</p>		<b>D</b>
			<b>E</b>

**Feedback:**

**Purpose of assessment:** To collect data by asking questions, draw and describe data displays and make simple inferences.

Understanding and Fluency	Problem-solving and Reasoning	
Represent data.	Describe data displays. Ask simple questions to collect data and make inferences.	
<p>◀ Accurately represents data using symbols. (Q5b)</p>	<p>◀ Composes an appropriate question that could be asked to collect data. Q4a</p>	A
<p>◀ Accurately represents data collected where one drawing or object represents one data value. Q4</p>	<p>◀ Interprets data representation of animals to answer a question. Q5a</p>	B
<p>Collects data relevant to the question. Q2 ◀ Draws simple data displays. Q4</p>	<p>◀ Chooses the most appropriate question to collect fruit data. Q1 ◀ Makes a simple accurate inference about which fruit is preferred. Q3a Describes information about preferred fruit data. Q3b</p>	C
<p>◀ Represents data. Q4 Q2</p>	<p>◀ Uses fruit data collected to record a total. Q2</p>	D
<p>◀ Draws an image. Q4</p>	<p>◀ Chooses a question. Q1</p>	E

Feedback:

**Purpose of assessment:** To carry out simple addition and subtraction.

Understanding and Fluency	Problem-solving and Reasoning	
Represent addition and subtraction problems.	Solve addition and subtraction problems.	
<ul style="list-style-type: none"> <li>Represents addition and subtraction problems with a number sentence. (Q1-4)</li> <li>Solves complex unfamiliar additive problem (Q5)</li> </ul>	<ul style="list-style-type: none"> <li>Solves a range of addition and subtraction problems using efficient strategies. (Q 1 – 4)</li> <li>Solves multistep problem (Q5)</li> </ul>	A
<ul style="list-style-type: none"> <li>Represents addition and subtraction problems demonstrating an understanding of part-part-whole relationships (e.g. part-part-whole model). (Q1, 2, 4)</li> <li>Solves problem using connection between addition and subtraction (Q3)</li> </ul>	<ul style="list-style-type: none"> <li>Solves a range of addition and subtraction problems using concrete materials.(Q1- 4)</li> </ul>	B
<ul style="list-style-type: none"> <li>Represents addition and subtraction problems with materials, images or structures (e.g. ten frames or number lines). (Q 1, 2, 4)</li> </ul>	 <ul style="list-style-type: none"> <li>Solves addition and subtraction problems, using counting strategies. (Q1,2, 4)</li> </ul>	C
<ul style="list-style-type: none"> <li>Identifies a problem as addition or subtraction.</li> </ul>	<ul style="list-style-type: none"> <li>Writes a solution to an addition or subtraction problem using drawings (e.g. drawings of ice-creams, ten frame).</li> </ul>	D
<ul style="list-style-type: none"> <li>Draws a picture or uses materials to represent a number.</li> </ul>	<ul style="list-style-type: none"> <li>Writes a number.</li> </ul>	E

**Feedback:**

**Purpose of assessment:** Students will demonstrate their understanding about sound using shakers. They will record their thinking throughout the investigation. Students will sort objects according to criteria and share observations with others.

Science Understanding	Science Inquiry Skills	
Physical sciences	Planning and conducting; Questioning and predicting; Processing and analysing data and information	Communicating
Describe objects they encounter in their everyday lives and the effect of interacting with objects.	Make predictions and participate in guided investigations. Follow instructions to record observations.	Share observations with others.

<p>Explains why a change causes an effect. <a href="#">Part B Q3 because...</a></p>	<p>Independently conducts investigation. Poses a question to investigate and gives a reason for a prediction. <a href="#">Part B Q3</a></p>	<p>Shares using appropriate scientific language. (see modelled response for 'Above')</p>	<b>A</b>
<p>Compares the effects caused by a change. <a href="#">Part B Q3 I think...</a></p>	<p>Poses a question and makes a related prediction. Identifies own observations to sort/explain thinking. <a href="#">Part B Q2</a></p>	<p>Shares using some scientific language.</p>	<b>B</b>
<p>Describes the effects of interacting with an object. <a href="#">Part B Q 1</a> Identifies sound objects they encounter in their everyday lives <a href="#">Part A</a></p>	<p>Participates and makes a prediction in a guided investigation. Follows instructions to record observations and sort observations. <a href="#">Part B drawing</a></p>	<p>Shares observations with others. (see modelled response for 'At')</p>	<b>C</b>
<p>With guidance, identifies sound objects they encounter in their everyday lives.</p>	<p>States a prediction.</p>	<p>Contributes to making a shared observation.</p>	<b>D</b>
<p>States an object or an action.</p>	<p>Follows directions in guided investigations. Makes an observation.</p>	<p>Engages in observation when directed.</p>	<b>E</b>

**Feedback**

