



	<b>Page</b>
Introduction	2
Website Links	2
Apps	3
End of Year Expectations	6
English at Hustwaite	13
Reading Bands Information	16
Maths at Hustwaite	17



## Introduction

At Husthwaite we aim for our children to be independent learners who are on a quest for knowledge! We try to bring as many first hand opportunities into the classroom as we can to bring the curriculum web to life.

You can support this learning at home.

Below are a number of resources that we hope you will find useful and a fun way to consolidate, support and enhance your child's learning.

## Website Links

Below are a number of website links that you may find useful:

### Purple Mash

Purple Mash is an award-winning website for nursery and primary school children. It enables children to explore and enhance their knowledge in a fun and creative way. Purple Mash is a wonderful resource to support children's learning both in and beyond the classroom. Children should have received a login for this resource – please request one from your class teacher if this is not the case.

<https://www.purplemash.com/sch/husthwaite>

### Phonics

Jolly Phonics guide:

<http://husthwaite.n-yorks.sch.uk/data/documents/Jolly-Phonics-guide-for-Parents.pdf>

Other phonics resources:

[https://www.youtube.com/watch?v=BqhXUW\\_v-1s&feature=youtu.be](https://www.youtube.com/watch?v=BqhXUW_v-1s&feature=youtu.be)

[http://www.familylearning.org.uk/phonics\\_games.html](http://www.familylearning.org.uk/phonics_games.html)

<http://www.phonicsplay.co.uk/>

### Grammar & Punctuation Jargon Buster

[http://husthwaite.n-yorks.sch.uk/data/documents/primary\\_grammar\\_jargon\\_buster\\_19\\_1\\_16.pdf](http://husthwaite.n-yorks.sch.uk/data/documents/primary_grammar_jargon_buster_19_1_16.pdf)

### Spelling

Spelling lists for the current (2014) curriculum:

[http://husthwaite.n-yorks.sch.uk/data/documents/English\\_Appendix\\_1\\_-\\_Spelling.pdf](http://husthwaite.n-yorks.sch.uk/data/documents/English_Appendix_1_-_Spelling.pdf)

### Times tables

[http://www.mad4maths.com/multiplication\\_table\\_math\\_games/](http://www.mad4maths.com/multiplication_table_math_games/)

<http://www.bbc.co.uk/skillswise/game/ma13tabl-game-tables-grid-find>

<http://www.maths-games.org/times-tables-games.html>

<http://www.ictgames.com/spitfireufo.html>



## **Maths**

10 Great Math Apps for Kids

<http://www.parents.com/kids/education/math-and-science/best-math-apps-for-kids/>

Maths Zone

<http://mathszone.co.uk/>

Interactive maths games & activities

<http://www.primaryhomeworkhelp.co.uk/maths/>

Top Marks – Early Year, KS1, KS2

<https://www.topmarks.co.uk/Search.aspx?Subject=16&AgeGroup=3>

Oxford Owl

<https://www.oxfordowl.co.uk/for-home/maths-owl/expert-help--2/fun-maths-at-home>

## **Other**

<http://www.oxfordowl.co.uk/>

<http://www.bbc.co.uk/bitesize/ks2/english/>

<http://www.bbc.co.uk/bitesize/ks1/literacy/>

<http://www.poetryarchive.org/>

<http://learnenglishkids.britishcouncil.org/en/fun-games/story-maker>

<http://www.spellingplay.co.uk/>

Practice Maths & English, by objective, by Year Group

<https://uk.ixl.com/promo?partner=google&campaign=1715&adGroup=snappymaths.com&gclid=CJ3g-aGs7cwCFcFAGwodYegKfQ>



## Apps



### ABC Mysteriez Hidden

<https://itunes.apple.com/gb/app/abc-mysteriez-hidden-letters/id453428792?mt=8>

Our children love this app. All the letters of the alphabet are hidden away within super detailed images. There is a sense of competition with a timer ticking away as they seek all the letters. It is great for visual discrimination, developing their eye for detail. We have linked to the free versions on both the App Store and Google Play, but additional levels can be purchased.



### Phonics Tic-Tac-Toe

<https://itunes.apple.com/gb/app/phonics-tic-tac-toe-interactive/id465184366?mt=8>

This provides a great interactive opportunity for children to work on their phonics skills through play. Each grid provides a range of questions aimed at developing and testing children's word skills, knowledge of letter sounds, blends and rhymes. Our children enjoy the variety and the opportunity it offers. It is best used by two children with an adult available to support some of the reading if needed.

Price: Free



### Phonics Lilies

<https://itunes.apple.com/us/app/phonics-with-letter-lilies/id501307373?mt=8>

This is a simple, progressive phonics app with a friendly bee guiding you through the activities. It has a British accent which is a real bonus! The app is free and well worth having for Foundation stage. Children can develop their knowledge of individual letter sounds and then blends and vowel digraphs. If you want your children to use the reward feature of planting their seeds in a virtual garden you'll need to buy the full version.

Price: Free



### Pirate Treasure Hunt

<https://itunes.apple.com/gb/app/pirate-treasure-hunt-eight/id392208108?mt=8>

This is an app providing a variety of problem solving opportunities for the children. As you help Pirate Jack to find the hidden treasure you take part in mathematical and literacy based tasks: shapes, spelling, addition sums, sequencing, and time problems, etc. It is great for the variety it offers and encouraging the children to adapt from one type of skill to another.

Price: Free



### PopWords!

<https://itunes.apple.com/gb/app/popwords!/id472853634?mt=8>

A classic wordfinder app. As you make words from adjoining letters they 'pop' and new letters fall into the spaces. There are a variety of options and you can build up from practising to timed challenges. This is a popular game based loosely on the old 'Boggle' game. It's one of many similar games available in the App Store. We tried a few and liked this one the best!

Price: Free



### Word Bingo

<https://itunes.apple.com/gb/app/word-bingo/id406264088?mt=8>

This is from the same company as Maths Bingo. It follows the same format as the number version. Children locate the correct words, tap on them and try to get a complete row. With success comes rewards – they can collect bugs and play a target game, flinging the bugs around the screen. It doesn't teach as such, it is mainly useful to practise reading words. Our children really enjoy it. It has the added advantage of being able to enter multiple players on one app. Strangely, many maths apps don't have this feature which limits their use in the classroom!

Price: £0.69



# End of Year Expectations

This section provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum (2014) outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content below or want support in knowing how best to help your child please talk to your child's teacher.

## Year 1



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



- Write clearly demarcated sentences.
- Use 'and' to join ideas.
- Use conjunctions to join sentences (e.g. so, but).
- Use standard forms of verbs, e.g. go/went.
- Introduce use of:
  - capital letters
  - full stops
  - question marks
  - exclamation marks
- Use capital letters for names and personal pronoun 'I'.
- Write a sequence of sentences to form a short narrative [*as introduction to paragraphs*].
- Use correct formation of lower case – finishing in right place.
- Use correct formation of capital letters.
- Use correct formation of digits.



- Count to and across 100, forwards & backwards from any number.
- Read and write numbers to 20 in numerals & words.
- Read and write numbers to 100 in numerals.
- Say 1 more/1 less to 100.
- Count in multiples of 2, 5 & 10.
- Use bonds and subtraction facts to 20.
- Add & subtract 1 digit & 2 digit numbers to 20, including zero.
- Solve one-step multiplication and division using objects, pictorial representation and arrays.
- Recognise half and quarter of object, shape or quantity.
- Sequence events in chronological order.
- Use language of day, week, month and year.
- Tell time to hour & half past.

## Year 2



- Secure with year group phonic expectations.
- Recognise simple recurring literary language.
- Read ahead to help with fluency and expression.
- Comment on plot, setting & characters in familiar & unfamiliar stories.
- Recount main themes and events.
- Comment on structure of the text.
- Use commas, question marks and exclamation marks to vary expression.
- Read aloud with expression and intonation.
- Recognise:
  - commas in lists
  - apostrophe of omission and possession (singular noun)
- Identify past/present tense and why the writer has used a tense.
- Use content and index to locate information.



- Write different kinds of sentence: statement, question, exclamation, command.
- Use expanded noun phrases to add description and specification.
- Write using subordination (when, if, that, because) and co-ordination (or, and, but).
- Correct and consistent use of present tense & past tense.
- Correct use of verb tenses.
- Write with correct and consistent use of:
  - capital letters
  - full stops
  - question marks
  - exclamation marks
- Use commas in a list.
- Use apostrophe to mark omission and singular possession in nouns.
- Write under headings.
- Write lower case letters correct size relative to one another.
- Show evidence of diagonal and horizontal strokes to join handwriting.



- Compare and order numbers up to 100 and use  $<$   $>$   $=$ .
- Read and write all numbers to 100 in digits & words.
- Say 10 more/less than any number to 100.
- Count in steps of 2, 3 & 5 from zero and in 10s from any number (forwards and backwards).
- Recall and use multiplication & division facts for 2, 5 & 10 tables.
- Recall and use  $+/-$  facts to 20.
- Derive and use related facts to 100.
- Recognise place value of any 2-digit number.
- Add & subtract:
  - 2-digit nos & ones
  - 2-digit nos & tens
  - Two 2-digit nos
  - Three 1-digit nos
- Recognise and use inverse  $(+/-)$ .
- Calculate and write multiplication & division calculations using multiplication tables.
- Recognise, find, name and write  $1/3$ ;  $1/4$ ;  $2/4$ ;  $3/4$ .
- Write and recognise equivalence of simple fractions.
- Tell time to five minutes, including quarter past/to.

### Year 3



- Comment on the way characters relate to one another.
- Know which words are essential in a sentence to retain meaning.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Recognise how commas are used to give more meaning.
- Recognise inverted commas
- Recognise:
  - plurals
  - pronouns and how used
  - collective nouns
  - adverbs
- Explain the difference that the precise choice of adjectives and verbs make.



- Use conjunctions (when, so, before, after, while, because).
- Use adverbs (e.g. then, next, soon).
- Use prepositions (e.g. before, after, during, in, because of).
- Experiment with adjectives to create impact.
- Correctly use verbs in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person.
- Use perfect form of verbs to mark relationships of time and cause.
- Use inverted commas to punctuate direct speech.
- Group ideas into basic paragraphs.
- Write under headings and sub-headings.
- Write with increasing legibility, consistency and fluency.





- Compare & order numbers up to 1000.
- Read & write all numbers to 1000 in digits and words.
- Find 10 or 100 more/less than a given number.
- Count from 0 in multiples of 4, 8, 50 and 100.
- Recall & use multiplication & division facts for 3, 4, 8 tables.
- Recognise place value of any 3-digit number.
- Add and subtract:
  - 3-digit nos and ones
  - 3-digit nos and tens
  - 3-digit nos and hundreds
- Add and subtract:
  - Numbers with up to 3-digits using written columnar method.
- Estimate and use inverse to check.
- Multiply:
  - 2-digit by 1-digit
- Count up/down in tenths.
- Compare and order fractions with same denominator.
- Add and subtract fractions with same denominator with whole.
- Tell time using 12 and 24 hour clocks; and using Roman numerals.
- Tell time to nearest minute.
- Know number of days in each month and number of seconds in a minute.

## Year 4



- Give a personal point of view on a text.
- Re-explain a text with confidence.
- Justify inferences with evidence, predicting what might happen from details stated or implied.
- Use appropriate voices for characters within a story.
- Recognise apostrophe of possession (plural)
- Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.
- Explain why a writer has used different sentence types or a particular word order and the effect it has created.
- Skim & scan to locate information and/or answer a question.



- Vary sentence structure, using different openers.
- Use adjectival phrases (e.g. biting cold wind).
- Use appropriate choice of noun or pronoun.
- Use fronted adverbials.
- Use apostrophe for plural possession.
- Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).
- Use commas to mark clauses.
- Use inverted commas and other punctuation to punctuate direct speech.
- Use paragraphs to organise ideas around a theme.
- Use connecting adverbs to link paragraphs.
- Write with increasing legibility, consistency and fluency.



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

## Year 5



- Summarise main points of an argument or discussion within their reading and make up own mind about issue/s.
- Compare between two texts
- Appreciate that people use bias in persuasive writing.
- Appreciate how two people may have a different view on the same event.
- Draw inferences and justify with evidence from the text.
- Vary voice for direct or indirect speech.
- Recognise clauses within sentences.
- Explain how and why a writer has used clauses to add information to a sentence.
- Use more than one source when carrying out research.
- Create a set of notes to summarise what has been read.



- Add phrases to make sentences more precise and detailed.
- Use range of sentence openers – judging the impact or effect needed.
- Begin to adapt sentence structure to text type.
- Use pronouns to avoid repetition.
- Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).
- Use the following to indicate parenthesis:
  - brackets
  - dashes
  - comma
- Use commas to clarify meaning or avoid ambiguity.
- Link clauses in sentences using a range of subordinating and coordinating conjunctions.
- Use verb phrases to create subtle differences (e.g. she began to run).



- Consistently organize into paragraphs.
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
- Write legibly, fluently and with increasing speed.



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

## Year 6



- Refer to text to support opinions and predictions.
- Give a view about choice of vocabulary, structure, etc.
- Distinguish between fact and opinion.
- Appreciate how a set of sentences has been arranged to create maximum effect.
- Recognise:
  - complex sentences with more than one subordinate clause
  - phrases which add detail to sentences
- Explain how a writer has used sentences to create particular effects.
- Skim and scan to aide note-taking.



- Use subordinate clauses to write complex sentences.
- Use passive voice where appropriate.
- Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).
- Use a sentence structure and layout matched to requirements of text type.
- Use semi-colon, colon or dash to mark the boundary between independent clauses.
- Use colon to introduce a list and semi colon within a list.



- Use correct punctuation of bullet points.
- Use hyphens to avoid ambiguity.
- Use full range of punctuation matched to requirements of text type.
- Use wide range of devices to build cohesion within and across paragraphs.
- Use paragraphs to signal change in time, scene, action, mood or person.
- Write legibly, fluently and with increasing speed.



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



## English at Husthwaite

### - Reading

Reading at Husthwaite is designed to be exciting, and foster a love of reading using a variety of techniques. Reading is also focussed on in-depth understanding. Children are encouraged to read across a wide range of subjects and realise that reading helps them access all different texts-it is a transferable skill.

Children are encouraged to see the links between accurate reading skills and becoming articulate communicators in spoken language, and communicating clearly in written form. We encourage accuracy in accessing written text and also in the application of comprehension skills in reading. Children will be exposed to age appropriate books of different genres, i.e. fiction, non-fiction and poetry.

### Aims

To create an outstanding reading school by:

- encouraging reading for pleasure using our wonderful library facilities and class reading areas
- teaching an inspiring reading curriculum and encouraging deep knowledge of books from staff
- starting early
- reading with others and independently
- narrowing gaps quickly ensuring children keep up not catch up
- engaging parents to support their child's reading
- establishing an inviting reading environment both in the library and in classrooms
- using targeted resources
- celebrating reading

### Our approach

It is an expectation that every child will read aloud and be read to at home from Reception onwards. Children should be reading at least four times a week at home. We have the 'minion reasons to read' celebration board for assembly. Children can take part in various reading challenges each term to achieve minions and star reader awards. There is an ongoing dialogue between teacher and parents in a home-school reading diary. With this strong focus on reading from an early age, children feel at ease with books and this ensures that they are fully prepared for their phonics, KS1 and KS2 SATS tests or equivalents.

We follow the 'coloured level' book bands and all children are assessed and a book band assigned. Children are assessed against these each half term and parents should be informed of colour band changes or given reasons why children haven't progressed on and what they need to practice to help them move on.

### Early Years Foundation Stage

Children are taught Phonics **DAILY** alongside provision areas. Children are taught in small age-appropriate groups with an adult to ensure effective teaching and progression of skills. We follow the 'Letters and Sounds Document' as well as using the Jolly Phonics scheme to back up learning. Children will begin guided reading sessions from Reception onwards, during these sessions children read and discuss the text in a group. Parents are taught how to support learning at home through



Phonics workshops each year/parent induction evenings. Parents can change books freely from the correct colour band book boxes in the library.

The reading area is welcoming, comfortable and provides a range of books for children to look at independently, with friends or with adults. The classroom has labelled signs and a variety of text and font for children to look at, read and use. The class get together to listen to a story or learn rhymes off by heart on a daily basis.

Children from nursery upwards are allowed to take a book from the school library once a week.

## Key Stage 1

Children are taught daily phonics sessions in both Y1 and Y2. Small, targeted groups ensure effective teaching and

progression of skills at the correct phase level. Children take part in guided reading sessions where phonics skills,

comprehension, discussion and following a text are all encouraged.

We have parent readers/volunteers who come into school to listen to individual children read. Our reading areas are welcoming, comfortable and provide a range of books for children to look at independently and with friends. Children can take a book for our library every week and will enjoy a library session once a week to do this. Children will still enjoy having stories read to them daily/almost daily by the class teacher to encourage reading for pleasure.

## Key Stage 2

Children are encouraged to read for pleasure and have a wide range of texts available alongside their banded reading books. We have active guided-reading sessions, where independent learners will keep reading journals, write book reviews, read plays, complete reading comprehension tasks and develop their vocabulary. Our children will also be prepared for reading in a technological society which uses electronic books and apps for pleasure and study with Ipad use.

We still have parent readers/volunteers who come into school to listen to individual children read throughout key stage 2 up to Y6. Children can take a book for our library every week and will enjoy a library session once a week to do this. In key stage 2 children experience a 'class reader' where they are read a longer book by an adult, this is done regularly at least 3-4 times a week.

## - Writing

Writing at Hushwaite is a creative subject which engages and encourages children to write for relevant and meaningful purposes. Writing is focused on the National Curriculum and ensures the development of skills. We use cross curricular writing and 'talk for writing' to stimulate children's creativity. Teachers have a deep knowledge and understanding of the subject and use a range of resources and techniques to support children in producing quality writing.

## Aims

- To develop a positive attitude and stamina for writing
- To develop skills through creative and inspiring teaching of appropriate learning objectives
- To focus on the National Curriculum aims
- For children to write in a range of styles and genres
- To understand grammar and spelling terminology correctly to support their English knowledge
- To use questioning effectively and demonstrate understanding of the ways pupils think about subject content.



## Our approach

### Early Years Foundation Stage

Children are taught Phonics alongside provision areas. Small, targeted groups ensure effective teaching and progression of skills. Children are encouraged to mark make and write in provision areas and are encouraged to produce relevant and meaningful writing. Opportunities for writing and using fine motor skills are visible in all provision areas- which follow children's interests. Provision areas are stimulating and welcoming and are rich in resources. Observations lead to teachers furthering learning through having target children. Target children are observed, assessed and teachers plan activities to further skills. Children are taught cursive script from EYFS.

### Key Stage 1

Children are taught phonics and SPAG (spelling, punctuation and grammar) alongside English lessons. Small, targeted groups ensure effective teaching and progression of skills. English lessons are focused on enhancing skills and progression and learning intentions link directly to the National Curriculum. Teachers differentiate and focus on age related expectations and mastery. Teachers encourage creativity through inspiring, relevant and varied experiences.

### Key Stage 2

Children are taught SPAG alongside English lessons. English lessons are focused on enhancing and developing skills and learning intentions linked directly to the National Curriculum. Teachers differentiate and focus on age related expectations and mastery. Teachers encourage creativity through inspiring, relevant and varied experiences. Children are taught to recognise the form, audience and purpose of the genre they are studying and explore the construction of a variety of text types. This allows them to produce more focused writing specific to the genre.

## Working walls

Our working walls are inviting, interactive and include resources. Children are encouraged to use them to support and further their learning. This creates independence and ownership. Our English working walls are backed in blue.

They include:

- **The learning intention**
- **The learning journey** – think it, plan it, write in, edit it, and revise it
- **Examples of writing along the learning journey**
- **Relevant prompts** – linked to the LI and to support children's learning in general
- **Growth Mind-set** links
- **WAGOLL** – 'What a good one looks like' demonstrates an example of work produced by the children, which highlights the expected standard of learning.
- **Useful words** – words that children might want to include in their writing.



## Reading Bands Information:

National Curriculum Level	Book Band	Reading Year Group	Reading Ages
	<b>1. PINK</b>	Foundation	4.0 yrs To 5.5 yrs
	<b>2. RED</b>	Foundation	
National Expectation- End of Year Reception	<b>3. YELLOW</b>	Foundation	
	<b>4. BLUE</b>	1	
	<b>5. GREEN</b>	1	
	<b>6. ORANGE</b>	1	
National Expectation- End of Year 1	<b>7. TURQUOISE</b>	1/2	6.0 – 6.5 yrs
	<b>8. PURPLE</b>	2	6.5 – 7.0 yrs
	<b>9. GOLD</b>	2	6.5– 7.0 yrs
National Expectation- End of Year 2	<b>10. WHITE</b>	2	7.0 – 7.5 yrs
	<b>11. LIME (EMERALD)</b>	2/3	7.5 – 8.0 yrs
National Expectation- End of Year 3	<b>12. BROWN</b>	3	8.0-8.5 yrs
National Expectation- End of Year 4	<b>13. GREY</b>	4	8.5-9.5 yrs
National Expectation- End of Year 5	<b>14. SAPPHIRE</b>	5	9.5 – 11.0 Yrs
National Expectation- End of Year 6	<b>15. RUBY</b>	6	10.5 – 12.0 yrs





## **Maths Calculation**

Husthwaite's Maths Calculation Progression Guide:

<http://husthwaite.n-yorks.sch.uk/data/documents/Husthwaite-Primary-School-Calculation-Policy-2017.pdf>