



**Learning in Form 2
Spring Term 2025**



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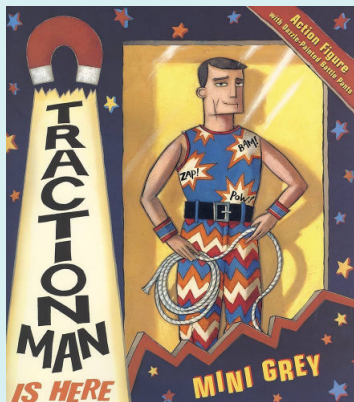
Overview of Spring Term Curriculum

Form 2

	Spring 1	Spring 2
English	Traction Man by Mini Grey Look Up by Nathan Bryon	The fox and the Star by Coralie Bickford Smith
Mathematics	Place Value & Money, Addition & Subtraction, Measures & Data, Multiplication & Division	
Science	Animals - Life Cycles	Materials
Knowledge (History)		The Tudors
Knowledge (Geography)	The British Isles	
Art	Portraits and Self Portraits	Landscape and Symmetry
STEAM	CREST All Star Challenges	

ENGLISH

To support children to read and write with accuracy, we place high quality, challenging children's literature at the heart of our approach to English.

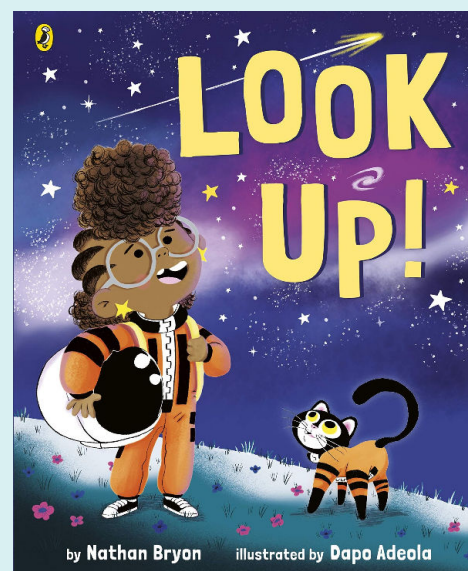


A boy receives an action figure as a Christmas present and the first half of this inventive picture book shows Traction Man's exciting adventures in house and garden, sink and bath. Then comes the visit to Granny who has knitted a green romper suit with matching bonnet for our hero. Will Traction Man be able to overcome the embarrassment of this inappropriate costume and put it to good use with the aid of his trusty pet, Scrubbing Brush?

Potential Writing Outcomes : Writing in role, caption writing, narrative writing and letter writing

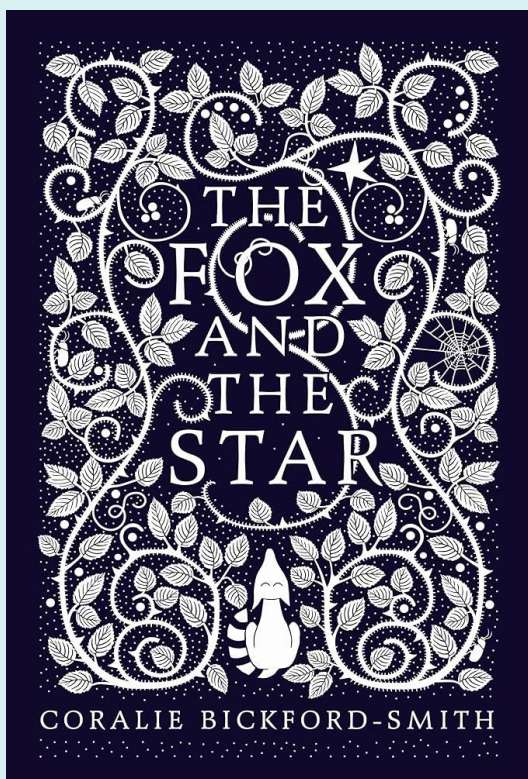
Rocket is a small black girl who is always looking up at the sky planning for the day when she will become an 'astronaut, star-catcher, space-traveller' like African-American astronaut Mae Jemison. Rocket isn't just a dreamer – she's a doer, organising people to go to the park to witness 'The Amazing Phoenix Meteor Shower'. Her mum says that her big brother Jamal must accompany her, but will he ever stop looking down at his mobile phone and look up and see the wonders of the sky that Rocket sees?

Potential Writing Outcomes : Personal stories, persuasive flyers, scripts for a press conference, note taking, making lists, writing in role, poetry and biographies.



A fox lives in a deep, dense forest depicted in stylised pictures which are strikingly and strongly patterned while evoking fresh sensations on every spread, using a predominantly blue, white and grey colour palette. The permanent bright splash of colour in the forest is Fox with his yellow-speckled orange coat. Fox's only friend is Star who lights his way through life. Then one night, Star does not appear. In a story which resembles the pattern of a traditional tale, Fox goes in search of his lost companion.

Potential Outcomes : List poems, language banks, odes, thought bubbles, notes, non-chronological reports, writing in role, story predictions, riddles, persuasive letters, responses to reading, story maps, oral retellings and written retellings from an alternative perspective.





SPELLING

Orchard House School follows the Read, Write, Inc programme for the teaching of phonics and spelling. Children are set for spelling to accommodate varying paces of learning.

Sound	Example Words
The or sound spelt a before l and ll	all, small, tall, wall, always, fall, stalk, already, altogether
Soft c	face, race, price, certain, circus, except, exercise, concert, notice, police, concentrate
Adding the suffix -y	spotty, saggy, funny, runny, nutty, foggy, slippery
Adding the suffix -y	breezy, wheezy, curvy, simply, greasy, whiny, spicy, shiny, smoky, cheesy
Adding the suffix -ly	softly, loudly, slowly, weakly, kindly, quietly, bravely, badly
The n sound spelt kn and gn	Knew, know, knight, kneed, knuckle, knock, gnat, gnome
The igh sound spelt y	Fly, cry, rely, nearby, terrify, petrify, multiply, butterfly
Adding the suffix -ing	Putting, knotting, drumming, tripping, nodding, clapping
Red word focus (odd spelling words)	Where, could, there, want, was, would, what, money, people, busy, half
The tious , cious and tion sound	Addition, vicious, precious, nutritious

Sound	Example Words
Adding the suffix -ing (2) Drop the e before adding ing and swap ie for y before adding ing	making, rattling, chuckling, shading, taking lying, dying, tying
The j sound	jam, jar, jacket, join, gentle, gem, giant, giraffe, energy, charge, large, fringe, barge, badge, ledge, bridge, spodge, fudge
The o sound spelt with a after qu and w	was, wash, want, wander, wallet, squash, quantity, quarrel
Adding the suffix -ed	hunted, jumped, licked, buzzed, chanted, pulled chatted, stepped, flipped, slopped, hummed, spotted, strummed, popped
Adding the suffix -ed (2) Swap y for i before adding ed	copied, replied, tried, hurried, fried, multiplied, studied
Adding the suffix -ed (3) Drop the e before adding ed	Tickled, rattled, shaded, fined, phoned, ruled
The r sound spelt wr	Wrap, wrong, wrote, wrestle, wrinkle, wrist, wriggle, wreck
Adding suffixes -er or -est	Taller, tallest, harder, hardest, faster, fastest, nicer, nicest, closer, closest, wiser, wisest



MATHEMATICS

**Please note : subject to adjustment and adaptation to accommodate reinforcement or allow for further differentiation as required by cohort. May also be subject to change to allow for other educational events.*

Week commencing	Learning Objectives for Spring 1
07/01/25	Place Value: Ordinal numbers; properties of numbers
13/01/25	Multiplication and Division: Count in 2s, 5s, 10s; 5 x table facts Division as the inverse of multiplication
20/01/25	Addition & Subtraction: Use facts, patterns and PV to add / subtract Place Value: Properties of number, e.g. odd/even
27/01/25	Addition & Subtraction: Use number lines of 100 grid to +/-
03/02/25	Multiplication and Division: Solve multiplication and division problems
10/02/25	Addition & Subtraction: Find money totals: solve word problems Find change

Week commencing	Learning Objectives for Spring 2
24/02/25	Addition and Subtraction: Add and double by partitioning Measures: Units of time and telling time
03/03/25	More Addition and Subtraction: Subtract by counting up; choose a strategy
10/03/25	Fractions: Find fractions of shapes ($\frac{1}{2}$, $\frac{1}{4}$ / $\frac{1}{3}$) Find fractions of amounts ($\frac{1}{2}$, $\frac{1}{4}$ / $\frac{1}{3}$)
17/03/25	More Multiplication and Division: Division as the inverse of multiplication Multiplying and doubling inverses
24/03/25	More Multiplication and Division: Solve divisions as inverse of multiplication Shape and Data: Left, right clockwise, anti clockwise turns
31/03/25	Shape and Data: Draw and describe 2-D shapes and polygons Sort shapes: Venn and Carroll diagrams



MATHEMATICS

CALCULATION METHODS

Below you will find a reference for some of the methods used to teach the mental and written calculation aspects of mathematics this term.

Addition and Subtraction

Add pairs of 2-digit numbers by partitioning



$$34 + 23 = 57$$

Partition each number.

Re-order the numbers.
Can you see how?

Add the 10s then the 1s.

Re-combine the numbers.

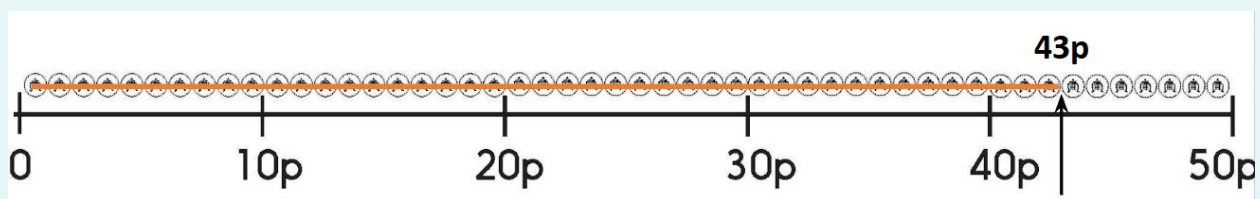
Same method used for doubles and halves.

Money Giving Change



We can use a bar model to help.
 $15 + ? = 20$

Find change by counting up to find the difference.
The pencils costs **43p**. Find the change from 50p.



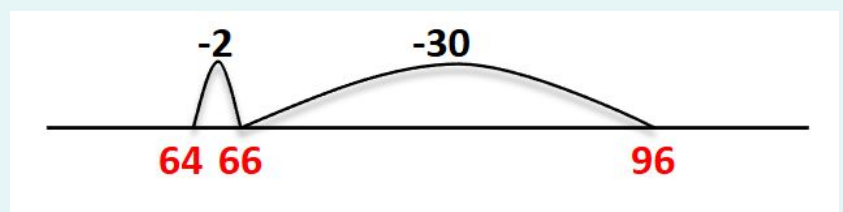
Subtraction by counting back

96-32 using an **empty number line**.

Draw a line on and mark **96**.

Draw a **jump back of 30** and mark on **66**.

Then a **smaller jump back of 2** and mark on **64**.





MATHEMATICS

CALCULATION METHODS

Below you will find a reference for some of the methods used to teach the mental and written calculation aspects of mathematics this term.

Multiplication and Division

Recognise multiples of 2, 5 and 10 and describe patterns

What do you notice about the multiples of 5?

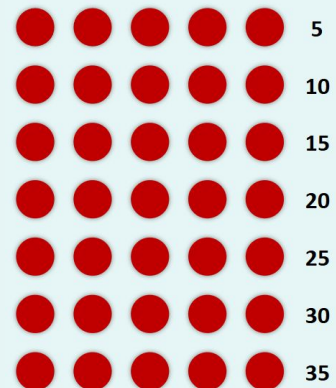
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Multiplication as arrays

This array of counters has 7 rows of 5.

Let's count in 5s.

$$7 \times 5 = 35$$

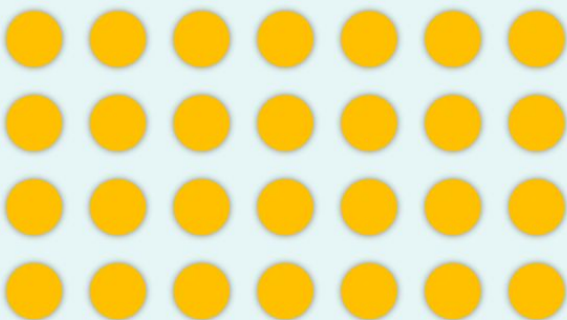
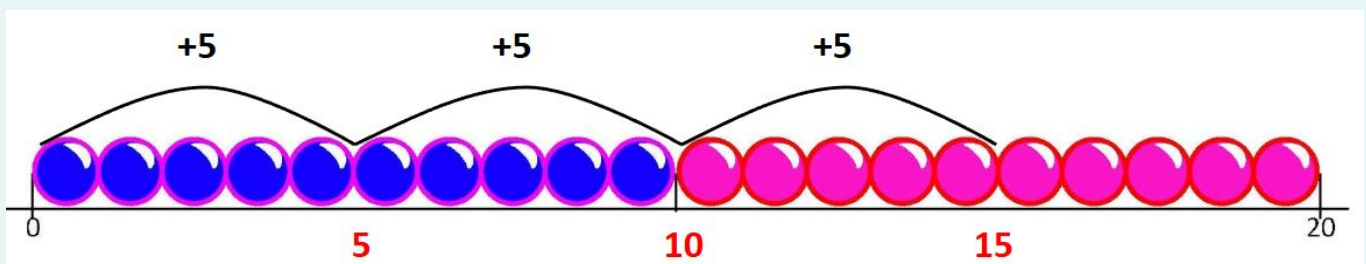


Use multiplication sentences to describe an array and make links to division

How many lots of 5 are in 15?

$$__\times 5 = 15$$

3 lots of 5 in 15.



Use multiplication sentences to describe an array and make links to division

$$7 \times 4 = 28$$

$$4 \times 7 = 28$$

$$28 \div 4 = 7$$

$$28 \div 7 = 4$$



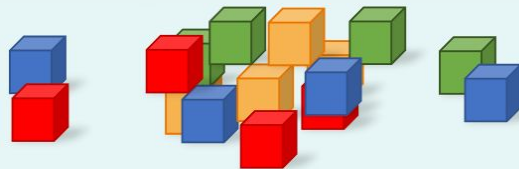
MATHEMATICS

CALCULATION METHODS

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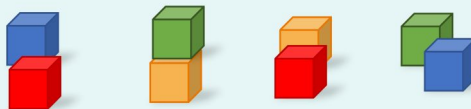
Fractions

Finding $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$ of amounts by sharing.



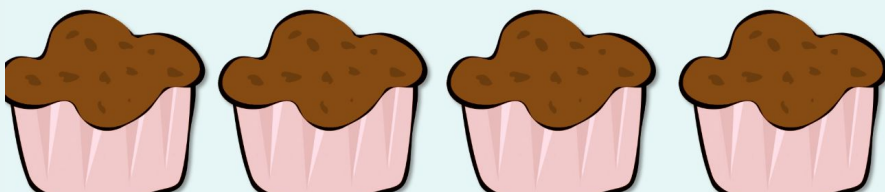
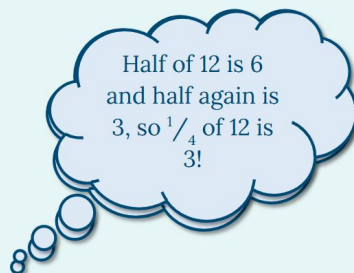
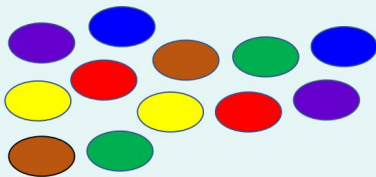
$$\frac{1}{4} \text{ of } 8 = 2$$

We could share 8 into 4 equal piles.



Finding $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$ of amounts by using number facts.
What do you notice about the numbers in the $\frac{1}{2}$ s and $\frac{1}{4}$ s columns?

I have 4 cakes and 12 sweets. I want $\frac{1}{4}$ of the sweets on each cake.



Complete the table by finding half, then a quarter of each of the numbers.

	$\frac{1}{2}$	$\frac{1}{4}$
4		
8		
12		
16		
20		
24		
28		
32		
36		

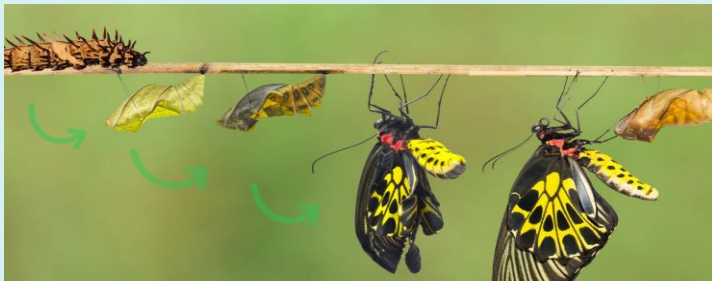


SCIENCE

Animals, including humans - Life Cycles

During this unit, the children will:

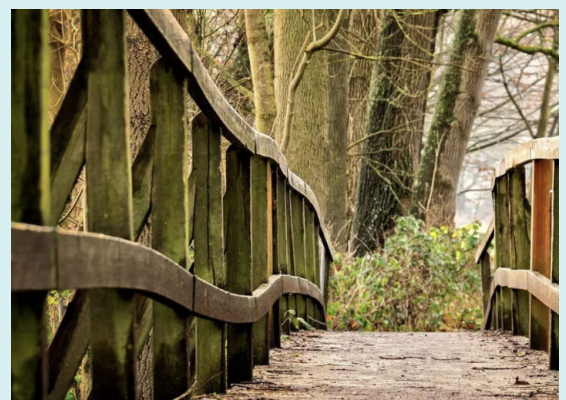
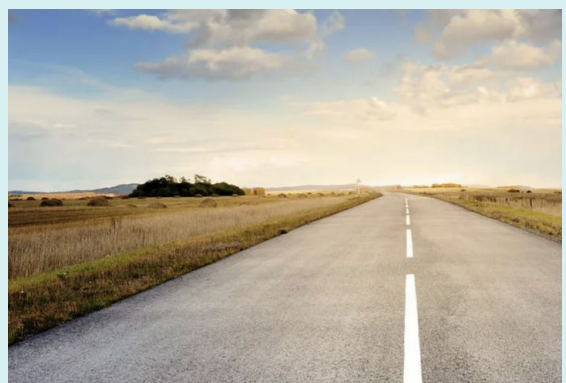
- Learn how to order the stages of the human life cycle
- Describe the stages of life from adulthood to old age
- Learn how to match offspring to their parent
- Explore the life cycle of a chicken
- Describe the life cycle of a butterfly
- Explore the life cycle of a frog



Materials

During this unit, the children will:

- Identify different materials and their uses
- Understand how to select the right materials to build a bridge
- Explore and test the stretchiness of materials
- Understand materials can change their shape by twisting, bending, squashing or stretching
- Learn about Charles Macintosh and explore how materials are suitable for different purposes
- Discover which materials change shape when making a road with John McAdam





GEOGRAPHY

The British Isles



Topic

Knowledge Goals

The British Isles and England

- An island is a body of land entirely surrounded by water.
- The main islands of the British Isles are Britain and Ireland.
- England is one country in the British Isles.

Scotland

- Scotland is a country in the British Isles.
- Scotland is located to the north of England.
- The mainland of Scotland is part of the island of Great Britain

Wales

- Wales is one of the countries in the British Isles.
- Wales is part of the island of Britain.
- In the past, many ships were wrecked off the western coast of Wales.

Ireland

- Ireland is one of the islands in the British Isles.
- There are two countries located on the island of Ireland, Northern Ireland and the Republic of Ireland.
- The Giant's Causeway is located in Northern Ireland and has interesting shaped rocks.

A Comparison with Cape Town

- Cape Town is one of South Africa's three capital cities.
- Cape Town is a port, ships come to load and offload their cargo.
- Table Mountain is named after its flat shape



History

The Tudors

Topic	Knowledge Goals
Life in Tudor England	<ul style="list-style-type: none"> The lives of the rich and poor were very different in Tudor England. Boys and girls were treated differently. Historical sources tell us about life in Tudor England.
Henry VIII	<ul style="list-style-type: none"> Henry VIII was the second son of the first Tudor monarch- Henry VII Henry VIII had 6 wives Henry VIII had three children: Mary, Elizabeth and Edward
The English Reformation	<ul style="list-style-type: none"> Before the Reformation, England was a Roman Catholic country and the Pope was the head of the church. King Henry VIII became head of the Church of England. One of the reasons for the reformation was Henry VIII desire to end his marriage to Catherine of Aragon.
Edward VI and Mary I	<ul style="list-style-type: none"> Edward VI was only 9 when he inherited the throne . Edward VI was a Protestant and Mary I was a Catholic. Mary I was the first queen to rule on her own and is sometimes remembered as 'Bloody Mary' .
Queen Elizabeth I	<ul style="list-style-type: none"> Elizabeth I ruled for 44 years and this time is known as the Elizabethan 'Golden Age'. The Elizabethan Religious Settlement was a compromise between Catholics and Protestants. During Elizabeth's reign, Shakespeare opened the Globe theatre.





STEAM

Skills & Competencies:

Our STEAM curriculum consists of a series of projects that aim to develop a set of fundamental competencies, that empower pupils to effectively navigate personal, cultural, economic, and societal obstacles they will inevitably encounter throughout their lives:

1. **Curiosity:** The ability to ask questions and explore how the world works
2. **Creativity:** The ability to generate new ideas and apply them
3. **Criticism:** The ability to recognise information and ideas and to form reasoned arguments and judgements
4. **Communication:** The ability to express thoughts and feelings clearly and confidently in a range of forms
5. **Collaboration:** The ability to work constructively with others
6. **Compassion:** The ability to empathise with others and to act accordingly
7. **Composure:** The ability to connect with the inner life of feeling and develop a sense of personal harmony and balance
8. **Citizenship:** The ability to engage constructively with society and to participate in the processes that sustain it.

CREST ALL STAR CHALLENGES

Animal Adventures - Children explore minibeasts and habitats through a minibeast hunt.

Be Seen Be Safe - An investigation to explore reflection and light.

Muddy Mess- Children will test different washing materials and methods and record their results.

Music Maker - Form 2 will consider how different sounds are made.

Slippery Slidey shoes - A lesson focusing on friction.

Testing Timers - An activity designed to get children thinking about how sand timers work.

Starting Sounds- Children will explore the variety of sounds that can be made using different materials.

Useless Umbrellas - An activity designed to get children thinking about materials and their water resistance.

A Special New Tree - Form 2 will be able to research different types of trees and their characteristics.

Brilliant Birds - Children will build their own nest and test their strength and stability in different conditions.

Bumblebee Mystery- This activity is designed to get children thinking about pollinators and their habitats.





PSHCEE / RSE

Orchard House School has been implementing the PSHCEE /RSE Programme across the school since September 2020. We would like to reassure you that all the online Jigsaw teaching materials meet the current statutory expectations for RSHE (DfE, 2019) and if and when any new guidance is published, you can be fully confident that our materials will be updated and reviewed to ensure that they are compliant and reflect the needs of our children.

We follow a scheme of work called Jigsaw, a mindful approach to PSHCEE / RSE. The lessons aim to build children's emotional literacy, self- esteem and knowledge of who they are and how they relate to each other and the world in a positive and healthy way.

Dreams and Goals	Healthy Me
<p>Achieving realistic goals Perseverance Learning strengths Learning with others Group cooperation Contributing to and sharing success</p>	<p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>





PHILOSOPHY & ORACY

Philosophy and oracy are integral disciplines at Orchard House School. They are woven throughout the curriculum and we encourage a thoughtful, talk-rich culture within every classroom and incorporate both disciplines into lesson planning. In addition to the opportunities to nurture these elements at school, we invite families to take part in our weekly “Sticky Questions” school initiative.

Weekly Sticky Questions

The aim of sticky questions is to get parents and children talking about interesting questions. Every Wednesday, your child will come home with a Sticky Question stuck to their uniform. There's no writing involved. Just take the time to talk with them about it and see what you each think and why.

What makes Sticky Questions “sticky” is that you can keep arguing about them. It's not like a maths worksheet where a teacher is looking to see a particular answer. What matters is that you and your child talk and think together. If you disagree, so much the better. If you think alike, you might play at disagreeing for the sake of argument.

On Thursday, the class will carry on the talk in Form time, bringing in ideas heard from home. Part of the point of this exercise is to celebrate differences in thinking between children and within families.

Whole Class Philosophy Lessons

The Numbers Strike	A stimulus that explores the consequences of the numbers downing tools and exploring questions such as: Could a world without numbers be better? Can we cope without numbers? What could we replace numbers with?
Sir Wilfred and the Dragon	A traditional story used to explore the themes of heroism, greed, fear and pride, as well as exploring the following questions: Do traditional stories send harmful or untrue messages? Should bravery always be admired?
This is Your Queen Speaking	A stimulus that enables children to explore questions such as: What would you do if you were monarch for a day? Should a monarch be elected?
Gracie and the Lighthouse Keeper's Cat	A story that allows children to talk about: Is adventure dangerous? Are animals more caring than people? Can you be too curious? Are children more adventurous than adults? Should you always rescue someone in need?
The Owl and the Magpie	A story that hints at two “world philosophies” - contentment vs consumerism
Forgetful Storytelling	An oracy activity where the children co-construct an unpredictably wonderful story.



Art

Art is highly valued at Orchard House School. Topics promote creativity and self-expression alongside ambitious teaching of artistic periods, mediums and movements. Learning is interconnected with the Knowledge curriculum, adding colour and texture to people, places and moments in time.

Spring 1	Spring 2
Key Vocabulary : portrait, self portrait, facial features, skin tone, represent, cubism	Key Vocabulary : landscape, seascape, method, sketch, brushstroke, symmetry / symmetrical, natural materials, temporary
<u>Texture</u> <ul style="list-style-type: none">• Texture and facial expressions• The use of lines to create texture• Learn about space (the area around an object) and how to create overlapping lines.• <u>Portraits and self-portraits</u> <ul style="list-style-type: none">• Learn about proportions and facial features.• Animal portrait.• How to use lines to draw a self-portrait• To learn about shape and complete a proportional self-portrait.	<u>Landscape and Symmetry</u> <ul style="list-style-type: none">• To learn about Monet. Study of his painting “Windmill and Tulip Fields”.• To use line and shape and geometric shapes to create the Windmill.• To learn about space and angle lines and use this knowledge in my painting.



Mona Lisa - Leonardo da Vinci
(1503-06)



Tulip Fields - Monet 1886



BEYOND THE ORCHARD



SPORT



PE

Children will continue their rotation of:

Gymnastics

- To learn and practise a wide range of gymnastics skills including; cartwheels, handstands, rolls and balances.
- To put these skills into routines and sequences.

Health Related Fitness

- What happens to the body during exercise (physiological changes)
- Why is exercise important?
- Range of activities to focus on: cardiovascular endurance, speed, agility, balance, coordination, competition.

Ball Skills

- Children develop skills using a wide variety of equipment to practise skills such as throwing and catching, kicking and striking.

GAMES

Tag & Contact Rugby

- To gain an introduction to rugby passing.
- To understand principles of tag rugby and basic rules.
- Demonstrating speed and agility whilst carrying the ball.
- To be able to demonstrate principles of how to tag and how to score a try in various games

Hockey

- To use wooden hockey sticks to learn principles of dribbling, push pass and stopping the ball.
- To play in small, sided games
- To practise attacking and defending in small, sided games



BEYOND THE ORCHARD



Computing



Computing systems and networks 2: Word processing

Learning about word processing and how to stay safe online as well developing touch typing skills. Introducing important keyboard shortcuts, as well as simple editing tools within a word processor including: bold, italics, underline and font colour as well as how to import images.

Programming 2: Introduction to block coding

Exploring block coding using either MakeCode to plan and build a program or Scratch Jr to follow and create an algorithm.



Music & Performance



Music - Using the BBC's 10 Pieces Project "no place like "

- Listen to a new piece of music and describe what they hear
- Listen to the environment around them, and find new sounds
- Practise start and stop
- Conduct the class in starting and stopping
- Make their own 'Home' sound piece
- Think of new words for songs
- Help write a story with sound effects

Exploring pulse and rhythm

- Perform steady beat patterns with songs.
- Perform different rhythms using simple score
- Creating rhythms using a simple score.
- Understand the difference between pulse and rhythm link to western notation

Drama

During Spring term, Form 2 will focus on creating fairytale archetype characters and utilising our physicality, vocality and imagination to bring these fantasy people to life. Children will be encouraged to embrace their inner play and develop their confidence in front of peers. Through fun and engaging activities, they will develop a deeper understanding of character creation, storytelling and self-expression.



French



- The topic of the Seasons / Les Saisons in French and learn to talk about our favourite season.
- The topic of My Home/ Ma maison and learn the names for 7 rooms in the house.
- We will also enjoy French songs, stories and rhymes together.

Knowledge Organisers

What is a Knowledge Organiser?

A knowledge organiser shows the key factual knowledge that we want our children to use and remember to have basic knowledge and understanding of a topic. These are a one page overview of each topic taught over a half term and can include:

- Key vocabulary and technical terms
- Images such as maps, diagrams or photographs
- A timeline
- Famous quotations
- Essential knowledge laid out in easily digestible chunks

The Benefits of Knowledge Organisers

- They help children learn and retain the knowledge of the curriculum.
- They give children the 'bigger picture' of a topic, subject area or concept.
- It provides opportunities for regular retrieval which aids long term retention
- They make the knowledge explicit.

How You Can Use Knowledge Organisers to Help Your Children with Their Learning.

- Using them as a springboard for discussion - Talk to your child about what's on the knowledge organisers.
- Quizzing - Crucially, all information on a knowledge organiser is quizzable. Fun, low stakes quizzes of the information will help children learn and remember the knowledge.
- Displaying them somewhere at home will enable your child to become more familiar with the knowledge.



British Isles

Cape Town



geographers sometimes compare different places (Cape Town is a city in South Africa)



Cape Town, South Africa



the United Kingdom

the British Isles

island

loch

munro

valley

coast

inhabited

uninhabited

the union of the following countries: **England, Wales, Scotland and Northern Ireland**

the **group of islands**, located in north-western Europe, that include **Britain and Ireland and over six thousand smaller islands**

a piece of **land entirely surrounded by water**

the Scottish name for **a large lake**

the Scottish name for **a mountain**

sloping land in between two mountains or hills: valleys often have a river running through them

an **area where land meets sea**: along the coastline, at the edge of land, you could find stony or sandy beaches and cliffs

a place that has **people living in it**

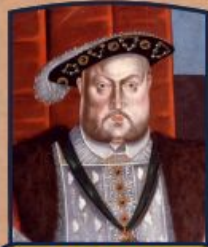
a place that has **no people living there**



The Tudors



Henry VII
(1485-1509)



Henry VIII
(1509-1547)



Edward VI
(1547-1553)



Mary I
(1553-1558)



Elizabeth I
(1558-1603)

first Tudor
Monarch

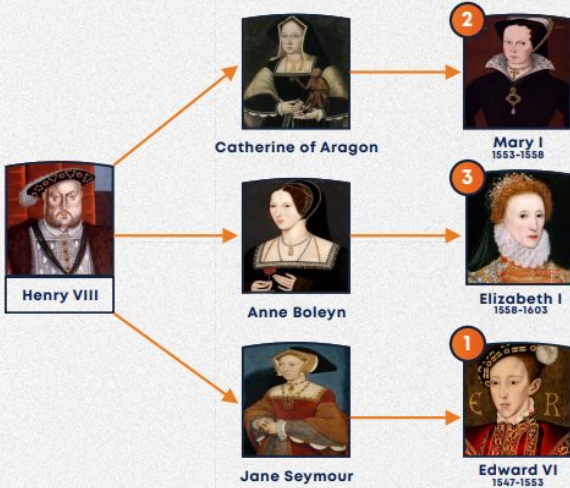
had 6 wives

king at 9
years old

known as
Bloody Mary

last Tudor
Monarch

Henry VIII and his children



the wives of Henry VIII



Catherine of
Aragon

married:1509-1533
divorced



Anne Boleyn

married:1533-1536
beheaded



Jane
Seymour

married:1536-1537
died



Anne of
Cleves

married:1540-1540
divorced



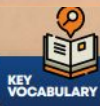
Catherine
Howard

married:1540-1542
beheaded



Catherine
Par

married:1543-1547
survived



KEY VOCABULARY

Protestant

a division of Christianity: Protestantism has simpler churches without much decoration, and **the Pope is not in charge**

Catholic

another division of Christianity: in Catholicism, the bible is in Latin, **the Pope is head of the church**, and churches are beautifully decorated with lots of gold and paintings

The English
Reformation

when **England became a Protestant country** and King Henry VIII became head of the Church of England

Dissolution of
the Monasteries

King Henry VIII closed the monasteries and abbeys (religious places) of England and took their land and wealth

heir

the person who **has a right to be king/queen** after the king or queen dies

execute

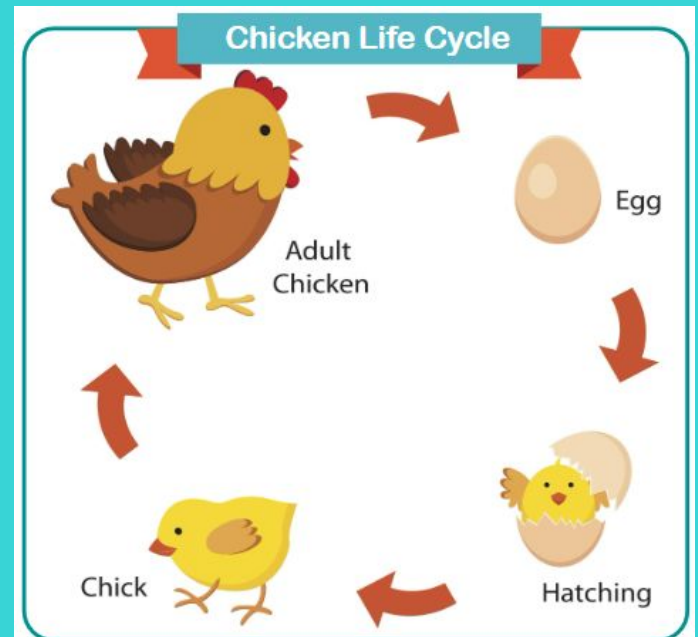
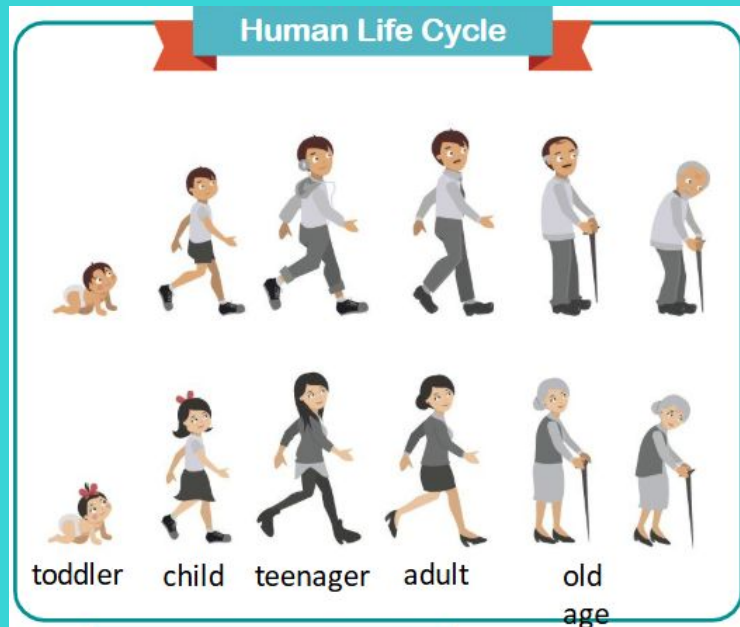
to kill

peasant

a **poor person**

Knowledge Organiser: Animals, including humans 2 - Life cycles

Careers connected to human's life cycle: midwife, medical receptionist, radiologist



Lesson Sequence



1. Learn how to order the stages of the human life cycle



2. Describe the stages of life from adulthood to old age



3. Learn how to match offspring to their parent



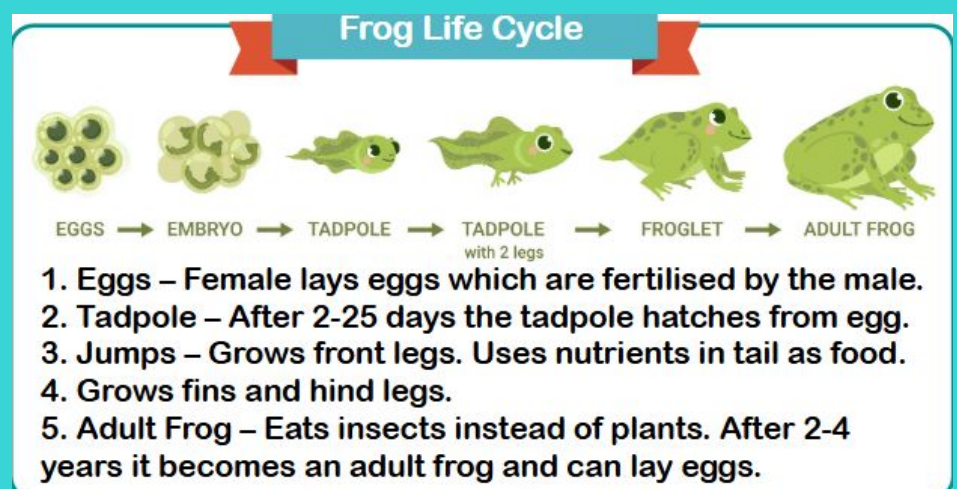
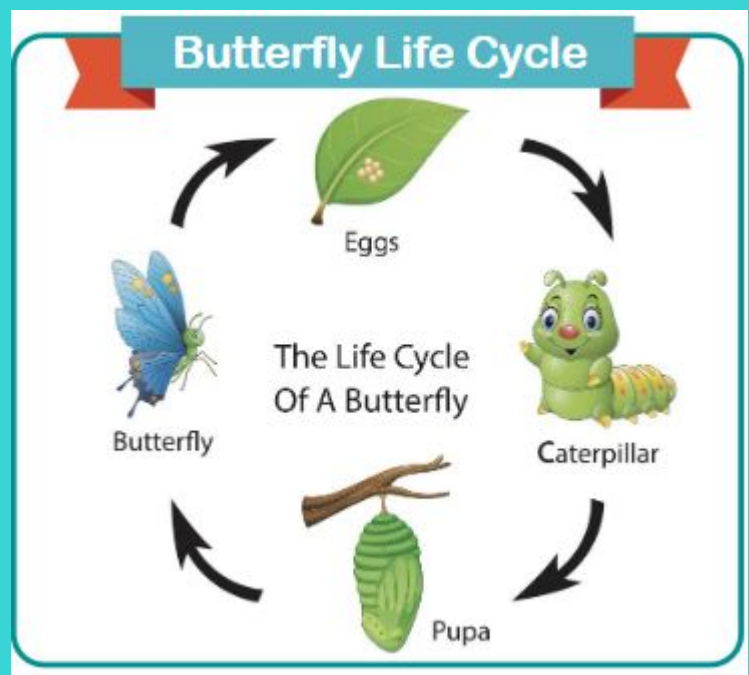
4. Explore the life cycle of a chicken



5. Describe the life cycle of a butterfly



6. Explore the life cycle of a frog



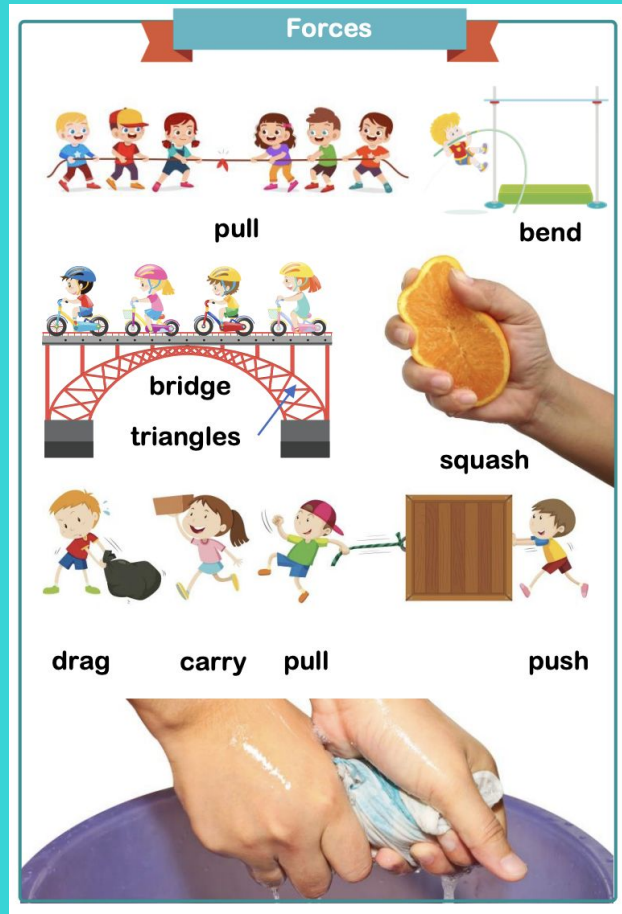
Knowledge Organiser: Materials

Careers connected to materials: materials engineer, road designer, road engineer

Materials

material		uses
wood		window frames, furniture, buildings, floors
metal		furniture, buildings, statues, pipes, jewellery
plastic		containers, toys, bags, pipes
brick		walls, floors
rock		roads, garden paths, floors, kitchen tops
paper		toilet roll, writing paper, newspaper, cardboard
glass		drinking glasses, windowpanes, television screens

Forces



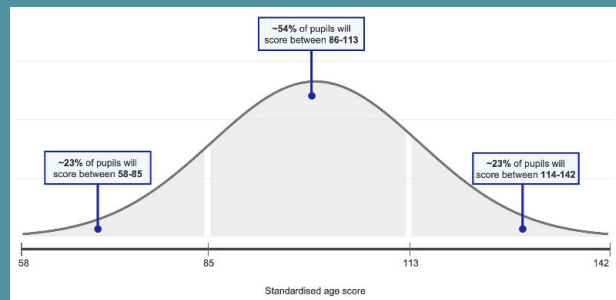
Assessments

Spring Term

Understanding Standardised Scores

Pupil performance in assessments is measured using a standardised age score (SAS). Standardised age scores can range from 58 at the lowest end, to 142 at the highest end. The average standardised age score is 100. Please note that a child's score is an indication of their ability on any one occasion, as performance can be affected by a number of factors and should be considered together with other indicators of ability. The graph below shows a normal distribution of standardised age scores. Standardised age scores allow for a fair comparison of results, as they take into account:

- The number of questions answered correctly
- The difficulty of the questions answered
- The pupil's age at the time of assessment
- The pupil's performance compared to a national sample



Assessments taken by Form 2 children at Orchard House School in the Spring Term

NGRT (New Group Reading Test)

This is a standardised, adaptive, termly assessment to measure reading and comprehension skills against the national average. It is used to identify where intervention may be needed and to monitor progress made. This test will be taken termly in paper form during the 3rd-4th week of term during English lessons.

NGST (New Group Spelling Test)

The New Group Spelling Test (NGST) is an adaptive, digital assessment which allows termly monitoring of spelling skills, benchmarked against the national average. Questions are delivered via audio and the assessment is adaptive – meaning that questions change based on pupil's responses, so more able pupils can be challenged while weaker pupils are kept engaged. This test will be taken termly in its digital form during the 3rd-4th week of term during English lessons.

New PUMA (Progress in Understanding Mathematics Assessment)

This is a standardised, paper based termly mathematics assessment. It is used to track progress over a year and enables teachers to identify gaps in learning at strand level and therefore inform future teaching. It is taken in the 6th - 7th week of term during Maths lessons.