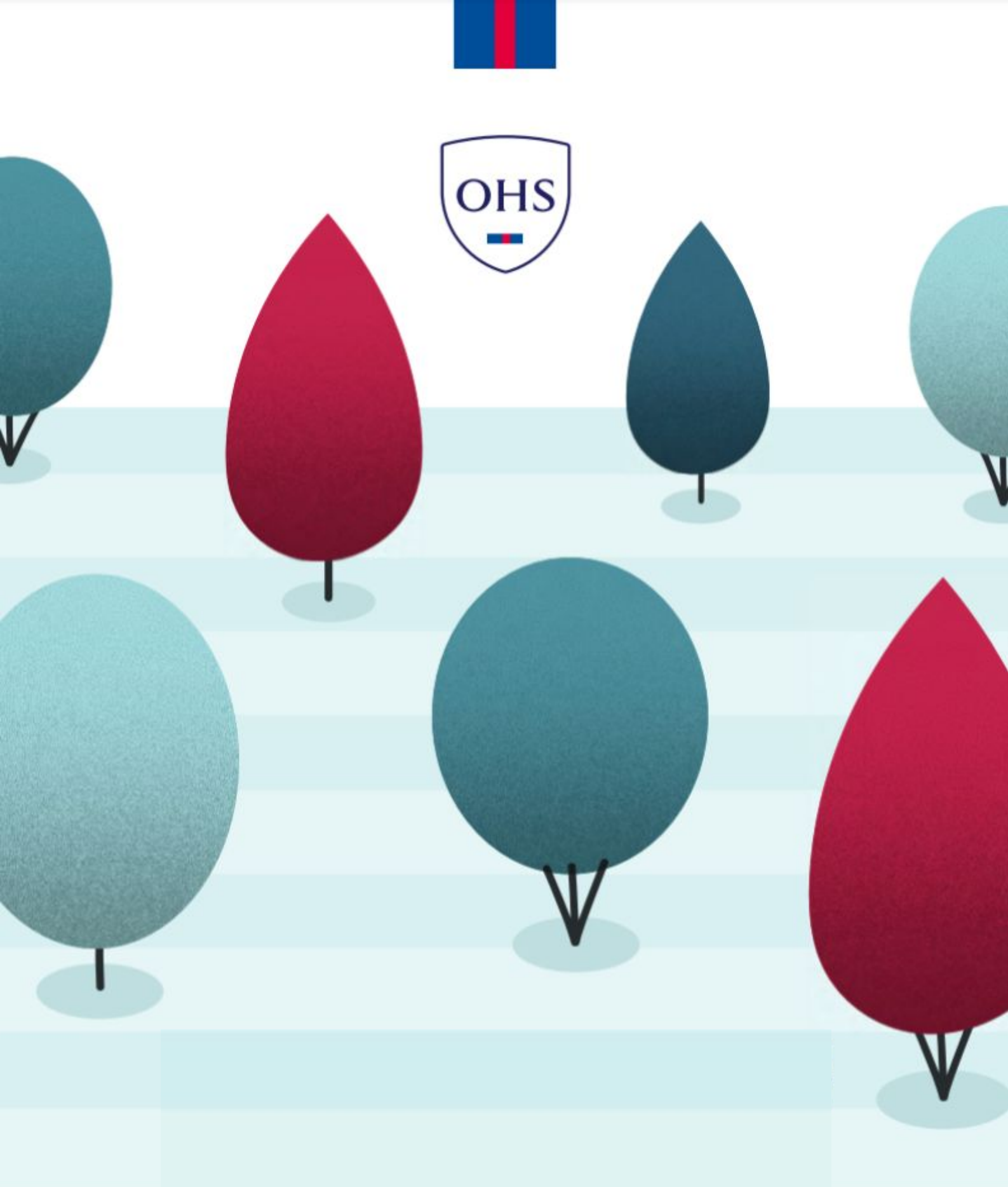


Learning in Form 2
Summer Term 2025

CONTENTS

Overview of Summer Term Curriculum Form 2

	Summer 1	Summer 2
English	**Ossiri and the Bala Mengro** by Richard O' Neill **Northern Europe -** Non Chronological Report	**Spoken Word - Malala's Magic Pencil** **Hummingbird** by Nicola Davies
Mathematics	**Place Value & Money, Addition & Subtraction, Measures & Data, Multiplication & Division**	
Science	**Plants**	**Habitats from Around the World**
Knowledge (History)		**Powerful Voices**
Knowledge (Geography)	**Northern Europe**	
Art	**History Painting**	**Murals and Tapestries**
STEAM	**LEGO Spike: - Amazing Amusement Park**	

ENGLISH

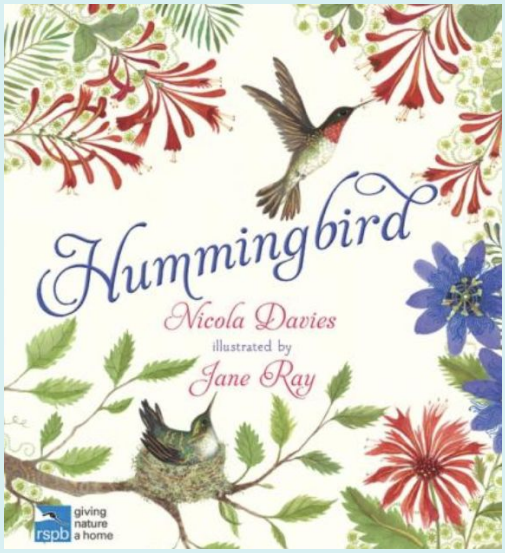
To support children to read and write with accuracy, we place high quality, challenging children's literature at the heart of our approach to English.

Ossiri's family is adept at recycling to support themselves. Her love of music leads her to fashion her own instrument using these skills and she creates what she calls a Tattin Django. The sounds she makes with it are not pleasing to the ears of her community at first but Ossiri perseveres and her music awakes the ogre known as the Bala Mengro, with unexpected consequences.

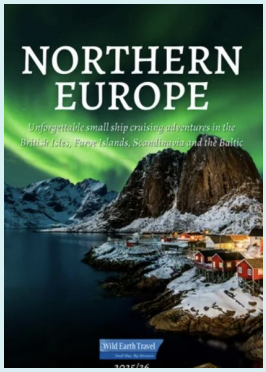
Potential Writing Outcomes : Role on the wall, information writing – scientific processes, thought bubbles, questions and suggestions, persuasive note and letter, diary entry, recipes, instructions for making instruments

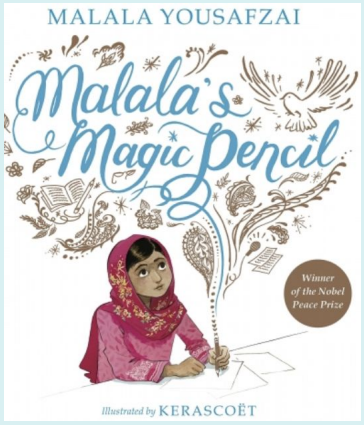
After revealing the amazing information that there are 300 different kinds of hummingbird, this book then focuses on one of them - the ruby-throated hummingbird - and makes connections with the paths of migration of these tiny creatures and of humans between Central and North America. Jane Ray's jewel-like illustrations encourage paying close attention to detail and interact with Nicola Davies's text which combines elements of intercultural family life with factual information about the hummingbird.

Potential Writing Outcomes : Shared reading journal, captions and sentences, mind map notes, dictogloss notes, odes, explanation texts and writing in role



The design of this unit is to encourage pupils to write a travel leaflet which persuades someone to visit Northern Europe. Travel writing is a popular genre and used across many contexts. It is often interwoven with facts, description and observation. Therefore, the purpose of the unit is to create a piece of writing which informs and persuades. The audience is someone interested in travel. The language is informal and persuasive and vocabulary using subject specific words is explicitly taught. The layout includes an opening, main body and closing. Pupils will be encouraged to use a mixture of statements, commands and questions.





The title of this picture book refers to the childhood wish of Malala Yousafzai, for a magic pencil with which she could redraw reality, drawn from an idea from a favourite TV programme. Malala is the brave young woman from Pakistan who achieved international fame after her fearless campaigning for girls' rights to education. She is the youngest ever winner of the Nobel Peace Prize.

Potential Outcomes : Speech writing to share ideas, make a point and inspire

SPELLING

Orchard House School follows the Read, Write, Inc programme for the teaching of phonics and spelling. Children are grouped for spelling to accommodate varying paces of learning. Below are the sound covered this term.

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

Sound	Example Words
The ***ee*** sound spelt ***ey***	key, donkey, monkey, chimney, honey, journey, turkey, trolley, alley keys, monkeys, trolleys (**with suffix -s for plurals)**
The ***n*** sound spelt ***kn***	Knit, knight, know, kneels, knife, knock, knees, knew, knot, knuckle, knead
Adding the suffix **-ness**	Kindness, illness, goodness, silliness, dizziness, cheekiness
Words ending **-le**	Rattle, triangle giggle, purple, jingle, tickle, simple, middle. table, bubble, shuttle, kettle
Adding the suffix **-ing (2)**	Battling, ruling, tackling, bakin, sliding, choking Lying, dying, tying
Words ending in **-al**	Capital, crystal, tropical, magical, sandal, festival, animal
Adding the suffix **-ful**	Cheerful, wonderful, joyful, peaceful, beautiful
Adding the suffix **-less**	Thankless, hopeless, fearless, careless, cloudless
Adding the suffix **-ment**	Measurement, replacement, treatment, judgement punishment, movement

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 Summer 1
21/04/25	Shape and Data: Tally charts, block graphs and pictogram
28/04/25	Calculation Strategies: Add by partitioning or counting on; Choose strategies to subtract
05/05/25	Numbers, Fractions, Money: Count in 2s, 3s, 5s, 10s; multiples of 2,5,10; Count in fractions; fractions of amounts
12/05/25	Revision: Revision: addition and subtraction Shape and Data: 3-D shapes; identify edges, faces, vertices
19/05/25	Puzzles and Problems: Number puzzles; Logic and Shape puzzles

Week commencing	Learning Objectives for Summer 2
02/06/25	Numbers, Fractions, Money: How to find amounts of money Revision: multiplication, fractions, time
09/06/25	More Calculation: Ready for Year 3?:Fractions of amounts; count in fractions; Tell digital and analogue time confidently
16/06/25	More Calculation: Ready for Year 3? : 2- and 3- digit numbers on line; round to 10; Place value in 3-digit numbers
23/06/25	Multiplication and Division: Multiplication / division facts: 3x and 4x ; Division using facts and remainders
30/06/25	Puzzles and Problems:Problem solving and investigations
07/07/25	Puzzles and Problems: Maths Games

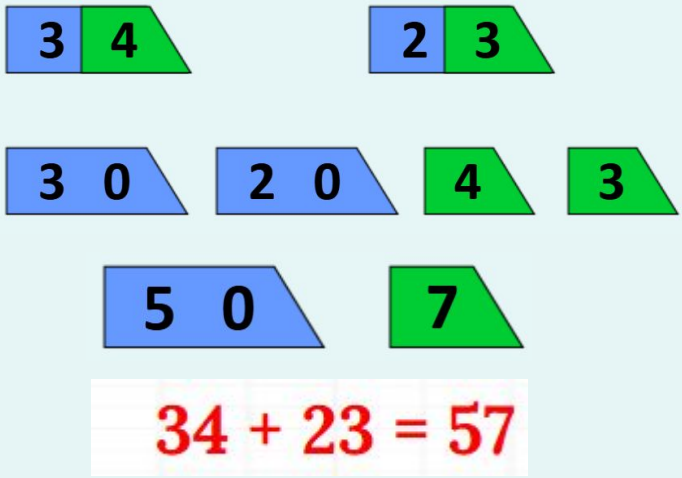
MATHEMATICS

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



Partition each number.

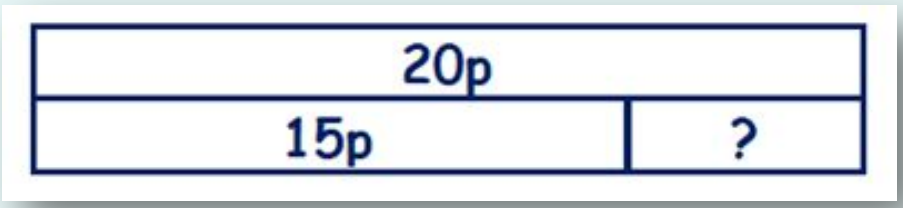
Re-order the numbers.
Can you see how?

Add the 10s then the 1s.

Re-combine the numbers.
Same method used for doubles and halves.

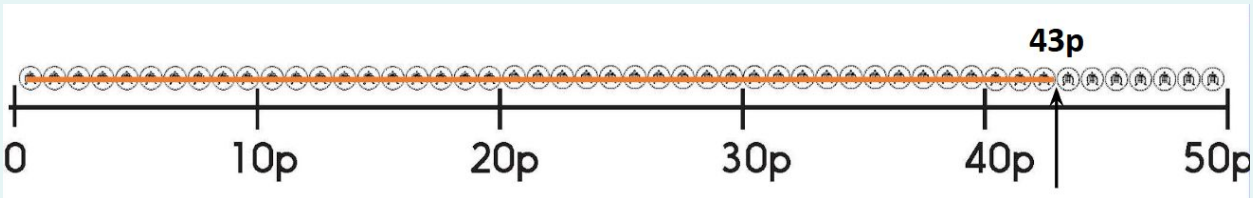
Money

Giving Change



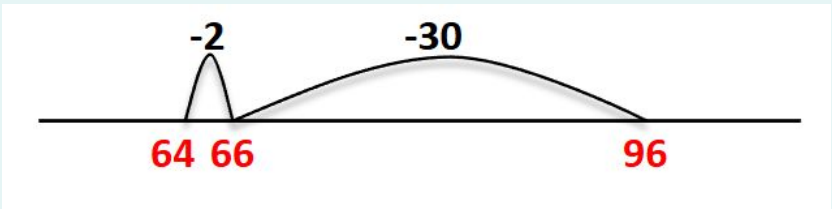
We can use a bar model to help.
15 + ? = 20

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

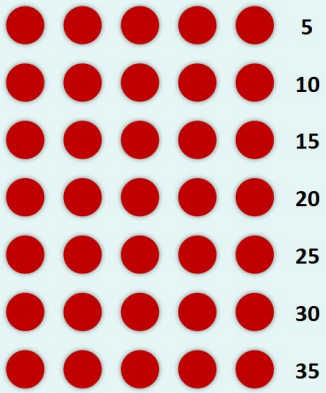
Recognise multiples of 2, 5 and 10 and describe patterns

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

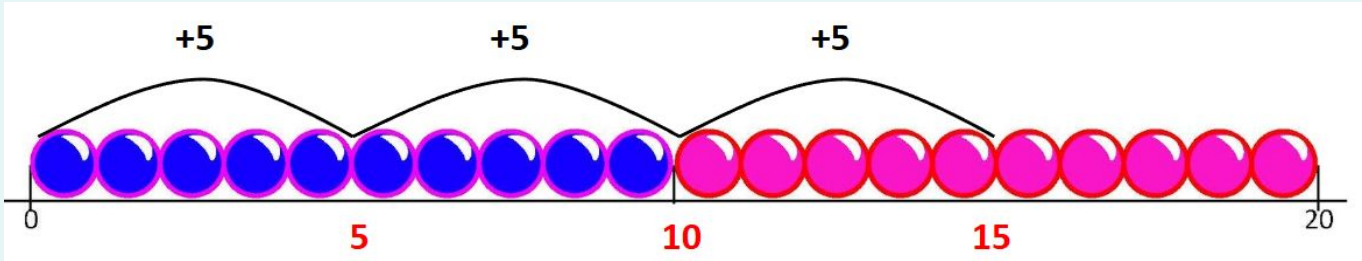
Multiplication as arrays

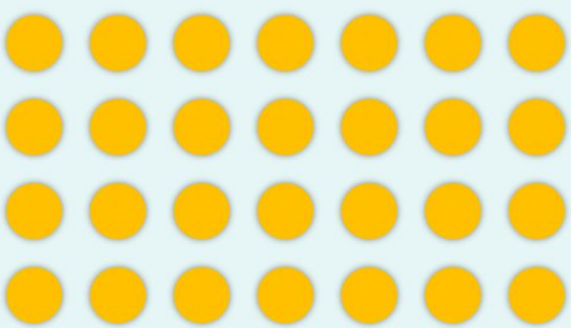
This array of counters has 7 rows of 5.
Let's count in 5s.
7 x 5 = 35



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

How many lots of 5 are in 15?
__x 5 =15
3 lots of 5 in 15.





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

7 x 4 = 28
4 x 7 = 28
28 ÷4 = 7
28÷ 7 = 4

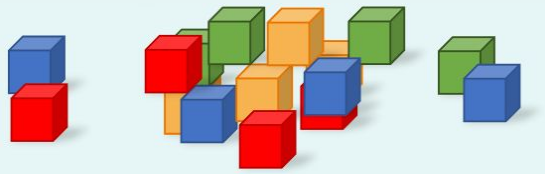
MATHEMATICS

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.

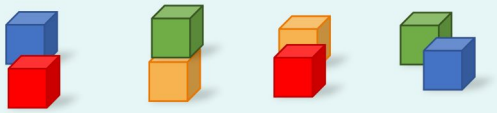
Fractions

Finding $^1/_2$, $^1/_4$ and $^1/_3$ of amounts by sharing.



$^1/_4$ of 8 = 2

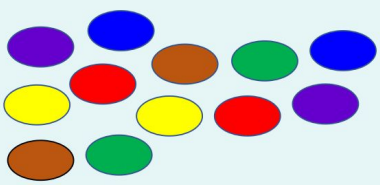
We could share 8 into 4 equal piles.

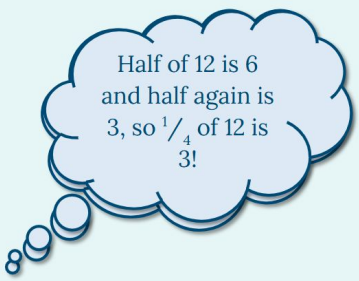


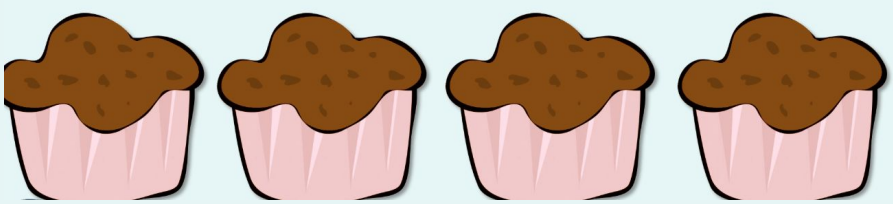
Finding $^1/_2$, $^1/_4$ and $^1/_3$ of amounts by using number facts.

What do you notice about the numbers in the 1/2s and 1/4s columns?

I have 4 cakes and 12 sweets. I want $^1/_4$ of the sweets on each cake.







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

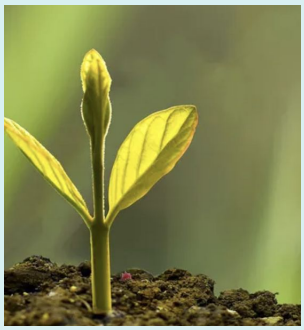
	$\frac{1}{2}$	$\frac{1}{4}$
4		
8		
12		
16		
20		
24		
28		
32		
36		

SCIENCE

Plants

During this unit, the children will:

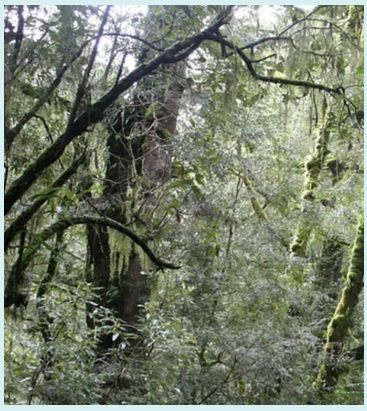
- Know the difference between seeds and bulbs.
- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- Understand the requirements of plants for germination, growth and survival, and the processes of reproduction and growth in plants.
- Describe the life cycle of a plant.
- Observe and record plant growth over time.



Habitats from Around the World

During this unit, the children will:

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including microhabitats.
- Appreciate that habitats are constantly changing.
- Explore the rainforest and its problems.
- Describe life in the ocean.
- Discover the Arctic and Antarctic habitat.

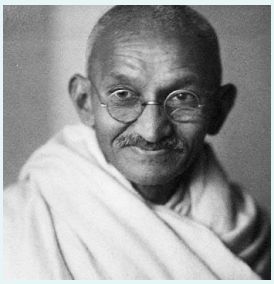


GEOGRAPHY

Northern Europe	
Topic	**Knowledge Goals**
Countries in Northern Europe	• Countries in northern Europe include: Denmark, Finland, Norway, Sweden and Iceland. • Denmark, Sweden and Norway are known as 'Scandinavia'. • Northern Europe is cooler than the UK because it is closer to the North Pole.
Human and physical features of Northern Europe	• The countries of Northern Europe have large capital cities. • Northern Europe has mountains, valleys and lakes. • Most people in Northern Europe live further south where it is usually warmer.
Climate in Northern Europe	• Much of northern Europe is closer to the North Pole than the UK. • It is very cold in the winter in northern Europe. • Animals, plants and people have adapted to the cold whether
Animals found in Northern Europe	• Mammals such as bears, moose, beavers and lynx live in northern Europe. • Some animals have adapted to live in the cold climate. • Some animals migrate, which means they travel and live in other places at different times of the year.
Roald Amundsen	• Roald Amundsen was an explorer from Norway. • He learned about surviving in a cold climate from the Inuit. • He led the first successful expedition to the South Pole.

History

Powerful Voices	
Topic	**Knowledge Goals**
Gandhi	• When Gandhi was alive, India was ruled as part of the British Empire • Gandhi wanted India to rule itself • Gandhi is known as 'Mahatma' meaning 'great soul' and remembered for his peaceful protests
Rosa Parks and Martin Luther King	• Rosa Parks was arrested for refusing to give up her seat to a white man on a public bus • Rosa Park's arrest led to the Montgomery Bus Boycott, led by Martin Luther King • Martin Luther King led the Civil Rights Movement in America and gave powerful speeches
Malala Yousafzai	• The Taliban banned girls from going to school • Malala Yousafzai spoke out publicly on behalf of girls and their right to learn • Malala Yousafzai set up a charity to help girls and won a Nobel Peace Prize
Greta Thunberg	• Greta Thunberg raised awareness for Climate Change by going on strike from school on Fridays • Greta speaks at important events and tries to convince people to help save the planet • Greta has Asperger's Syndrome and raises awareness for people with learning differences
Local: David Attenborough	• David Attenborough has made lots of natural history documentaries teaching people about the planet earth • David Attenborough speaks out about Climate Change and asks people to take care of the earth • The first electronic TV was invented in 1927 but it wasn't until the 1970s that most homes in Britain had a television




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.

SPIKE LEGO - Amazing Amusement Parks

This unit introduces pupils to engineering design skills. They'll learn about the steps that are involved in defining a problem, brainstorming solutions and testing and refining prototypes to improve their ideas. They'll learn observation skills by gathering information about a problem and modifying a solution to meet others' needs. The Children will build a ferris wheel, twirling teacup, swing and snack shack using motion and colour senses.

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.

Relationships	Changing Me
Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

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 during 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 Ugly Duckling	A traditional tale used as a stimulus for discussion on themes such as patience, belonging, confidence and pride.
Last Command of the King	A highly collaborative enquiry that requires pupils to elect a new King, based on the monarchy of Bhutan.
Changes by Anthony Browne	A children's book used to explore the concept of change: What is change? Do things have to change? Can things change yet remain the same? How have you changed?
The Naughtyometer	In the Naughtyometer, each group of players arranges their set of cards from most to least naughty, discussing and debating throughout the lesson.
Spot and Stripe Discussions • **Letters or Numbers** • **Tidying** • **Thinking** • **Bravery** • **Children as teachers** • **Happiness**	Spot and Stripe are the two characters used by **The Philosophy Man** to create philosophical videos for children. The videos usually raise a question and hand it over to the children to discuss.

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.

Summer 1	Summer 2
Key Vocabulary : landscape, seascape, method, sketch, brushstroke, symmetry / symmetrical, natural materials, temporary	
<u>Court Jester- Art History</u> • To learn about line and space and draw a jester drawing. • To learn about colour and identify the primary colours and mix to create the secondary colours. • To learn about line and draw action lines that create movement and curved lines on my circles for highlights that create form. <u>Jousting knights- Art History</u> • To learn about medieval times and draw a jousting knight. • To learn about line and shape and draw a variety of lines and shapes to create a knight. • To learn about collages and draw, cut, and paste a shield and lance to the knight.	<u>Rafael López Mural Collage</u> • To learn about the artist Rafael Lopez and observe his artwork and use his murals for inspiration to create my collage. • To learn about line and shape and add a pattern to my painted paper to give it more visual interest. • To learn about geometric and organic shapes and draw organic shapes to make the mural and combine both geometric and organic shapes to create the collaged person. <u>Mural Scene</u> • To learn about collaborative art and work on a piece of art with others to create a large mural. • To learn about shapes and cut a variety of shapes from paper to create objects or people. • To learn about lines and add details like patterns on the objects that I cut and glue them on the mural.

BEYOND THE ORCHARD

SPORT

PHYSICAL EDUCATION

Summer 1: Athletics

- To understand why a warm up is important in athletics and PE.
- To introduce sprinting - what is it and how is it different to normal running?
- To understand the key teaching points for sprinting.
- To enjoy fun team races including, egg and spoon, skipping, sack race and hurdles.
- To understand the correct technique for overarm throwing and jumping.
- To improve coping strategies for winning and losing.

Summer 2: Tennis

- Develop basic hand-eye coordination.
- To develop forehand and backhand technique..
- To understand the teaching points for a volley.
- To be able to return a forehand and backhand from a teacher's feed.
- To look at basic rallying.

GAMES

Striking and Fielding

- Through variations of games such as cricket and rounders
- To improve throwing and catching practise
- To understand how to hold a bat, batting technique
- To enjoy fun games related to striking and fielding
- To work in a team successfully.

SWIMMING

- To improve water confidence and safety in the water.
- To gain an understanding and improve technique across front crawl, breaststroke and backstroke.
- To develop swimming endurance.

BEYOND THE ORCHARD

Computing

Creating media: Stop motion
Storyboarding and simple animation creation using either tablet devices or devices with cameras.

Data handling: International Space Station
Learning how astronauts survive on the ISS, including identifying necessary items, designing sensor displays and exploring habitable planets. Children gain an understanding of living in space and how space exploration can benefit life on Earth.

French

- Superheroes: colours and verbs
- Saying what I have
- Saying what I can do
- Where I live
- Little Red RIding Hood in French

Music & Performance

Drama & Performing Arts

During the summer term, Form 2 will be introduced to the structure and elements of a play. Through practical activities and guided exploration, they will learn how a performance is created, from script to stage. Children will continue exploring characterisation using voice and movement and will develop their understanding of how stories are brought to life through drama.

Music

Form 2 will benefit from group recorder lessons by a specialist teacher as well as class singing, music appreciation through orchestral works and rhythm workshops.

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

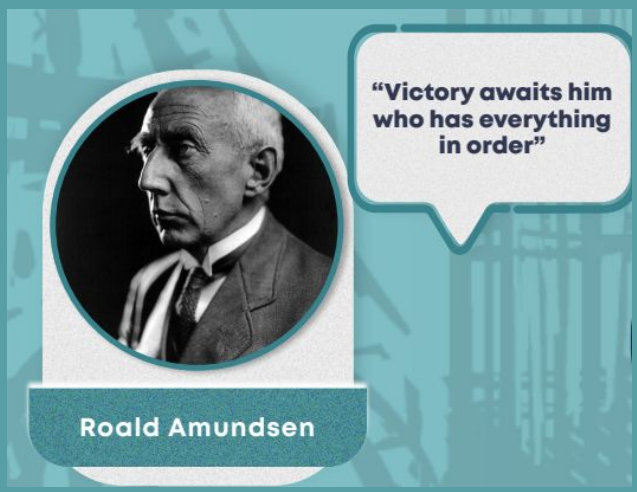
The Benefits of Knowledge Organisers

- 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 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.

Northern Europe



flags of Northern European countries

Norway
capital city: Oslo

Denmark
capital city : Copenhagen

Sweden
capital city : Stockholm

Finland
capital city : Helsinki

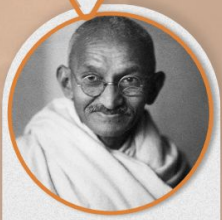
Iceland
capital city : Reykjavik

KEY VOCABULARY

Scandinavia	**Denmark, Sweden and Norway**
Nordic	**Denmark, Sweden, Norway, Finland and Iceland**
weather	what the sky and air are like outside at a particular time, e.g., **rainy, windy, cloudy**
climate	the weather **in a place** over a long period of time
migration	movement of animals or people from **one place to another**
compass	an object that **indicates direction**: north, south, east and west
adapt	to **change**
explorer	a **person who travels** through new areas to learn about them
human features	things built or **created by humans**, such as the Oresund bridge that links Demark and Sweden
physical features	things **found in the natural environment**, not made by humans
Sámi People	people who have lived in the **coldest and most northern** parts of Northern Europe for a very long time

Powerful Voices

"In a gentle way, you can shake the world"



born in India in 1869 and fought for independence from British rule

Gandhi

"Each person must live their life as a model for others"

born in the USA in 1913 and known as the "mother of the civil rights movement" for refusing to give up her seat on a public bus

Rosa Parks

"I have a dream"

born in the USA in 1929 and led the American Civil Rights Movement

Martin Luther King

"One child, one teacher, one pen, and one book can change the world"

born in Pakistan in 1997 and stood up for a girls' right to attend school

Malala Yousafzai

"The future of humanity and indeed all life on earth depends on us"

born in the UK in 1926 and a British broadcaster who speaks out about protecting the world

David Attenborough

"I have learned you are never too small to make a difference"

born in Sweden in 2003 and an environmental activist

Greta Thunberg

KEY VOCABULARY

empire	a **group of states or countries ruled over by a single person** or ruling power
protest	to **complain and speak out against something they disagree** with in an organised way
boycott	when **people refuse to buy, use, or go somewhere in protest** to bring about a change
activist	**a person who** feels passionately about something and **wants to make a change**
civil rights	**the rights that belong to every person**: the American Civil Rights Movement was a movement that fought for equal rights for black people
campaign	**planned actions** to achieve a goal
climate change	the process of our **planet heating up**

Knowledge Organiser: Plants

Careers connected to plants: horticultural management, plant biologist, plant pathologist

What Plants Need to Grow

Plants need **water** to survive. Plants get water through their roots.

Plants need the right **temperature** to grow.

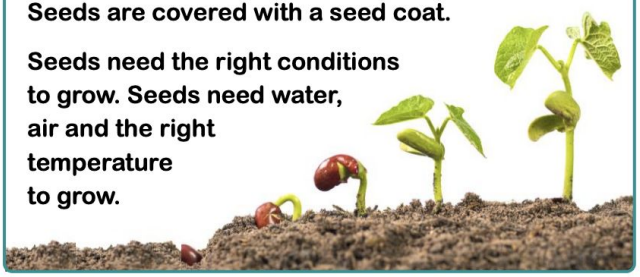
Plants need **sunlight** to help them grow and make their own food.

Plants need **room** to grow. Plants need time to grow. It can take days, months or even years for them to grow.

Life Cycle of a Plant

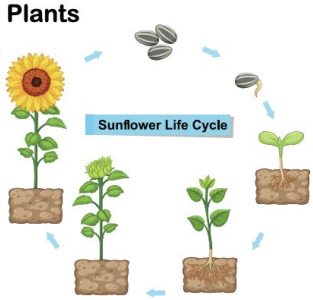
A plant **germinates** when it starts to grow. Inside a seed/bulb is the baby plant. Seeds are covered with a seed coat.

Seeds need the right conditions to grow. Seeds need water, air and the right temperature to grow.



Life Cycle of a Plant

Plants begin life as **seeds or bulbs**. They need soil, air and water to grow. Plants grow into young plants called **seedlings**. Plants grow **flowers and fruits**. These produce seeds. When the plant is pollinated, the seeds find their soil. The process starts again!



Rocket Words

photosynthesis	the process in which green plants use sunlight to make their own food
carbon dioxide	plants use this to make their own food in a process called photosynthesis
oxygen	one of the main gases that make up air
glucose	a sugar that plays a vital role in the metabolism of most living organisms
pollination	the process that allows plants to reproduce
germination	the process by which a plant grows from a seed
crop	a plant or plant product that is grown and harvested
forests	places where there are mostly trees

Knowledge Organiser: Living things and their habitats - around the world

Habitats

- A habitat is a place where organisms live.
- A microhabitat is a small area within a habitat which differs somehow from the surrounding habitat.

How habitats change

- Cutting down forests
- Polluting land and water
- Taking away resources

If a habitat changes too much, it can cause the animals that live there to become endangered or extinct.

The rainforests

Rainforests are rich in biodiversity. They contain lots of helpful resources to help us make food, clothes and medicine. It is important to protect the rainforests.

Examples of habitats


desert


rainforest


ocean

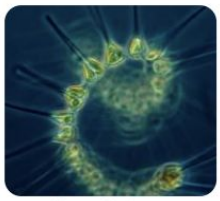

wetlands

The Arctic and Antarctic

- Tundra ecosystems are treeless regions found in the Arctic.
- Polar animals – like polar bears – have adapted by having thick fur or feathers.
- Polar bears, narwhals, caribou, seabirds and indigenous peoples live in the Arctic.

Ocean life


coral reef


plankton


stingray


turtle

Rocket Words

organism	a living thing made up of one or more cells and able to carry on the activities of life
rainforest	a forest in a tropical area that receives a lot of rain
endangered	animals or plants that may soon not exist because there are very few left alive
biodiversity	a variety of plant and animal life in a particular habitat or place
ocean	a very large area of sea; they cover 70% of the world's surface
ecosystem	an area where animals and plants live, and where they rely on one another to survive
desert	an area, often covered with sand or rocks, where there is very little water and not many plants
Arctic	the northern polar region

Assessments Summer 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 (depending on the test). 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. 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 Summer Term

PTM (Progress Test in Maths)

The Progress Test in Maths (PTM) is an attainment test that reflects current approaches to the assessment of Mathematics. Each test assesses key aspects of Maths appropriate to the age of the students, including Mental Maths for students. PTM measures students' mathematical skills and knowledge in areas such as number, shape, data handling and algebra, as well as their mathematical reasoning and problem solving. This paper based test yields both raw scores and standardised scores, which provides teachers with much useful information that can be used for both formative and summative purposes. This test will be taken in week 6 of the Summer term during Maths lessons.

PTE (Progress Test in English)

The Progress Test in English (PTE) is a test designed to assess each student's attainment in English. It is a paper based test and is tailored to the age of the child. For example, phonic knowledge and skills will be tested in the youngest age groups; spelling, punctuation and grammar will be tested in later years. This test will be taken in week 6 of the Summer term during English lessons.

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.