



Guidance

Curriculum and Standards

# Primary National Strategy

Using curricular targets in Year 2: materials for teachers, parents and carers

**Year 2 teachers**

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## Using curricular targets in Year 2: materials for teachers and parents/carers

### Introduction

These materials have been designed to support teaching in Year 2. This leaflet identifies six curricular targets for literacy and six for mathematics with associated targets for the children, which are linked to key NLNS teaching resources and QCA *National Curriculum Tests: Implications for Teaching and Learning* leaflets. Also included in the pack is a leaflet for parents/carers, about work they can do with their children at home that is designed to complement teachers' own work with the children. The leaflet outlines the children's targets and suggests activities that can be done at home to support children in achieving these targets.

### Curricular target setting

Curricular targets are based on learning objectives. They are translated into year-group targets based on age-related expectations; they steer improvements, guide teaching and set the focus for assessments linked to what has been taught. Basing the targets on children's personal achievements helps them to recognise how well they are doing and make their own assessments of what they need to do next in order to progress.

The process of curricular target setting is already well established and effective in many primary schools and settings. Curricular targets are informed by the analysis of children's work, discussions with children, teacher assessment information and test performance. These curricular targets are translated into school and class targets.

Most schools that are successfully using curricular targets have embedded their use within literacy and mathematics. The focus is deliberately on a small number of targets that can be applied within other areas across the curriculum.

Curricular target setting has been a particularly effective part of the Intensifying Support Programme, where focusing on four targets a term (two targets for literacy and two for mathematics) helped teachers to focus their teaching and to help their class achieve age-related expectations.

### Using these materials

These materials support the curricular target setting already established in schools. Six curricular targets have been identified for literacy (three targets for reading and three for writing) and six targets for mathematics. It is expected that teachers would probably focus on about four targets each term. These materials also offer a structure to support teachers to set their own curricular targets.

#### **The process of using these targets would be as follows.**

- Identify two literacy and two mathematics targets to focus on during the term.
- The aim is that as many children as possible work at age-related expectations (or above). The targets will need to be personalised for children with diverse needs, so, as appropriate, differentiate the year-group target into targets for different groups and/or individuals (based on the teacher's specific knowledge of the class and individuals).

The Reading and Writing sections include examples of targets differentiated into age-related targets, above age-related (extension) targets and below age-related targets. In mathematics there are example age-related and above age-related (extension) targets. This is because in mathematics the objectives can be tracked back in the NNS Framework to earlier year groups for children working below or well below age-related expectations. However, reaching at least age-related targets for all children should be the starting point and it is important to avoid the assumption that there are three fixed ability groups in a class. These targets have been turned into language accessible to children in the 'I can' statements.

- Link the curricular targets to teaching and ongoing day-to-day assessment.
  - Teachers identify the necessary subject-specific knowledge related to each target.
  - Teachers identify on their medium-term plans when they would teach the relevant literacy and mathematics to enable the children to meet their targets. They include opportunities for children to consolidate and apply this knowledge across the curriculum.
  - Teachers identify in their half-term plans when they will focus on assessing progress towards the target.
  - Targets are shared with the children in the class and displayed in the classroom, along with learning prompts to support the achievement of the targets and examples of success from children and adults.
  - Teachers share with parents/carers the leaflet about the targets.
- Review progress against the targets using day-to-day assessment strategies and adjust planning and teaching accordingly.
  - Teachers and children assess and record progress using the shared success criteria.
- The assessments feed into the school tracking system.

The leaflet for parents/carers is designed to be used over the year. The leaflet makes it clear that the 'I can' statements indicate some of the things most children will be able to do by the end of Year 2 and that the activities suggested will help children work towards these achievements. It also clarifies that children learn at different rates – some children will find the activities easy, other children will take longer to be able to do them. This might be something to suggest that parents/carers discuss with their child's teacher.

These materials complement all the other Primary National Strategy literacy and mathematics materials. For more information or to order materials please go to the Primary National Strategy website:  
[www.standards.dfes.gov.uk/primary](http://www.standards.dfes.gov.uk/primary)

## Year 2 Example curricular targets – Reading

Year-group curricular targets (The curricular targets in bold have been exemplified into differentiated targets)	Examples of differentiated children's targets (age-related in bold)	Example questions to support planning, teaching and assessment	Success criteria	PNS useful resources/ references
<p><b>Interpretation and response to literary texts (two targets)</b> (QCA Assessment focuses 2, 3, 5 and 6)</p> <p>Definition: Interpretation and understanding of texts including the ability to infer, deduce and evaluate ideas and themes presented in texts</p> <p><b>Begin to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere</b></p> <p><b>Related targets in this strand</b> Identify key themes and discuss reasons for events in stories Go beyond own experience or general impression and refer to text to explain meaning</p>	<p>I can listen out for interesting words in stories and poems</p> <p><b>I can talk about what I can see in my head when I am reading a story</b></p> <p><b>Extension:</b> I can explain to a friend which part of the story or poem I think is the scariest/ funniest/saddest, etc... and say why</p>	<p>Which words do you like most? Why?</p> <p>Which words do you think are the most important?</p> <p>Why do you think these [words/phrases] are important?</p> <p>Which words or phrases make you feel [happy/sad/angry/scared, etc.]?</p> <p>How does the writer try to make you [laugh/feel sad/feel angry, etc.]?</p> <p>What does this [picture/word/phrase/sentence] tell you?</p> <p>Why do you think [word/phrase] is used a lot?</p> <p>What does this [word/phrase] tell us about [something]?</p> <p>What other words could the writer have used here?</p> <p>Why do you think the writer chose to use this [word]?</p>	<p><b>Identifying, understanding and explaining</b></p> <p>The children:</p> <ul style="list-style-type: none"> <li>– use a range of reading strategies to get meaning from a text (searchlights model)</li> <li>– understand that words can have an effect on the reader</li> <li>– are able to locate important words and phrases to justify their ideas</li> <li>– are able to express opinions and preferences about ideas in stories and poems, giving reasons</li> </ul>	<p>NLS Units: Narrative and Poetry</p> <p>PNS <i>Speaking and listening</i> leaflets</p> <p>Book Bands for Guided Reading (Institute for Education)</p>
<p><b>Identify key themes and discuss reasons for events in stories</b></p> <p><b>Related targets in this strand</b> Go beyond own experience or general impression and refer to text to explain meaning</p> <p><b>Begin to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere</b></p>	<p>I can tell a friend what a story or poem is about</p> <p><b>I can talk about the theme of a story and about why things happen</b></p> <p><b>Extension:</b> I can say why important things happen in a story and think about other events that could have happened</p>	<p>Who is in the story?</p> <p>What happens in the story?</p> <p>Is this story [happy/sad/funny/telling us something, etc.]?</p> <p>Why is this story [happy/sad/funny/exciting, etc.]?</p> <p>How would you feel here in the story?</p> <p>What would you do?</p> <p>How do you think [a character] feels here in the story?</p> <p>Why did [a character] do/say/think [something – extract words/phrases from the text]?</p> <p>How did [a character] help or upset [another character] in the story? Why?</p> <p>Has anything like this ever happened to you or somebody you know?</p> <p>What advice would you give [a character]?</p>	<p><b>Identifying, understanding and explaining</b></p> <p>The children:</p> <ul style="list-style-type: none"> <li>– use a range of reading strategies to get meaning from a text (searchlights model)</li> <li>– understand that there are reasons for events in stories and make links to themes</li> </ul>	<p>NLS Units: Narrative and Poetry</p> <p>PNS <i>Speaking and listening</i> leaflets</p> <p>Book Bands for Guided Reading (Institute for Education)</p>

Year-group curricular targets <i>(The curricular targets in bold have been exemplified into differentiated targets)</i>	Examples of differentiated children's targets <i>(age-related in bold)</i>	Example questions to support planning, teaching and assessment	Success criteria	PNS useful resources/ references
<p><b>Know how texts work – non-fiction texts</b> Definition: Understanding of text layout, organisation and structure and being able to recognise different text-types and their characteristics</p> <p><b>Gain an overall impression of a text by making predictions about content/subject of a book by skim-reading, referring to title, contents, illustrations</b></p> <p><b>Related targets in this strand</b> <i>Understand how to use alphabetically ordered texts to retrieve information</i> <i>Make comparisons between books, noting similarities and differences, e.g. in layout, themes, characters, settings</i></p>	<p>I can tell a friend what a book might be about by looking at the cover and title</p> <p><b>I can use a contents list and index and tell a friend what a book might be about by looking at the cover, title, and illustrations</b></p> <p><b>Extension:</b> I can understand how to use a contents list and index and tell a friend what a text is about by skim-reading a double-page spread</p>	<p>What is the first thing you see on this page? How has the writer done this (e.g. use of colour, the size/position of words/pictures)?</p> <p>How does the page layout help you find information quickly?</p> <p>What is this [simple presentational device] called? What does it show or tell us?</p> <p>Can you find one, two or three facts about ...?</p> <p>How do you use the contents/index to find out about ...?</p> <p>If you want to find out about [a topic], what can you do? Where in the book or page does it tell you something about ...?</p>	<p><b>Identifying and understanding</b></p> <p>The children:</p> <ul style="list-style-type: none"> <li>– use a range of reading strategies to get meaning from a text (searchlights model)</li> <li>– know that an index is organised alphabetically</li> <li>– know that the contents are organised in logical sections</li> <li>– begin to use skim-reading</li> <li>– are able to locate and name simple presentational features</li> <li>– know that the title is a brief summary of the content</li> </ul>	<p>NLS Units: Non-narrative</p> <p>PNS <i>Speaking and listening</i> leaflets</p> <p>Book Bands for Guided Reading (Institute for Education)</p> <p>ICT web pages</p>

**Year 2 Example curricular targets – Writing**

Purpose and organisation – engaging the reader in narrative (QCA Assessment focuses 1, 3, 4, 5, 6 and 7)	Success criteria	PNS useful resources/ references
<p><b>Apply knowledge of story elements such as setting, dialogue, characterisation, story language and structures, so that own writing begins to sound like a story, with some consistency of genre and tense. Give sufficient detail to engage readers' interest</b></p>	<p>The children:</p> <ul style="list-style-type: none"> <li>– are able to write simple noun phrases in stories</li> <li>– are able to use time connectives in stories</li> <li>– are able to select other words for <i>said</i> and <i>went</i></li> <li>– begin to use past tense accurately</li> <li>– begin to be aware of the reader</li> </ul>	<p><i>Developing Early Writing (DEW)</i> Year 2 Units 10, 12</p> <p>DEW p78 'Concept of a sentence'</p> <p>NLS Units: Narrative</p> <p><i>Progression in Phonics and Playing with Sounds</i></p> <p>PNS <i>Speaking and listening</i> leaflets</p>
<p>Can you use the words and phrases collected from our reading in your writing?</p> <p>Can you use the time connectives from our class display in your writing, e.g. <i>Later that day ...</i>, <i>Next morning ...</i>, <i>All of a sudden ...</i>?</p> <p>Can you write a [word/phrase/sentence] to describe the [weather/place/person]?</p> <p>How does the character move in the story? Can you choose a more powerful verb than <i>went</i>?</p> <p>How does the character say things? Can you choose a more powerful verb than <i>said</i>?</p> <p>Can you use the powerful verbs from our display in your writing? When you read your sentence aloud does it sound as if the action happened in the past?</p>	<p>The children:</p> <ul style="list-style-type: none"> <li>– are able to write simple noun phrases in stories</li> <li>– are able to use time connectives in stories</li> <li>– are able to select other words for <i>said</i> and <i>went</i></li> <li>– begin to use past tense accurately</li> <li>– begin to be aware of the reader</li> </ul>	<p><i>Developing Early Writing (DEW)</i> Year 2 Units 10, 12</p> <p>DEW p78 'Concept of a sentence'</p> <p>NLS Units: Narrative</p> <p><i>Progression in Phonics and Playing with Sounds</i></p> <p>PNS <i>Speaking and listening</i> leaflets</p>

**Purpose and organisation – non-fiction structure** (QCA Assessment focuses 2, 3, 4, 6 and 7)

<p>Begin to show some characteristics of chosen form, e.g. write non-chronological reports, based on structure of known texts, incorporating appropriate language to sequence and categorise ideas</p>	<p>I can begin to set out my writing clearly using simple connectives  <b>I can write an information text using connectives</b>  <b>Extension:</b> I can organise my writing using connecting words and phrases making sure that the layout is clear for the reader</p>	<p>Think about the order of your ideas. What needs to come first, second ..., last?          Can you use some of the connecting words and phrases from our display?          Does the most important information stand out?          Where do you need to place the title and subheadings on your page?          Should you write captions for your pictures?          Does your non-fiction writing look like the one we read together?</p>	<p>The children:          – are able to structure ideas using time connectives          – begin to be aware of the reader to make decisions about layout          – use headings and subheadings          – use captions appropriately</p>	<p>NLS Units: Non-narrative          PNS <i>Speaking and listening</i> leaflets          Book Bands for Guided Reading (Institute for Education)          ICT web pages</p>
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**Sentence construction** (QCA Assessment focuses 5, 6 and 7)

<p>Begin to use conjunctions to write compound sentences  <b>Note:</b> this target should be taught in the context of real writing opportunities  <b>Related targets in this strand</b>  <i>Use sentences from texts as models for writing</i>  <i>Write simple sentences (using some prepositions)</i></p>	<p>I can write clearly using simple sentences  <b>I can write simple sentences and join some with and, but</b>  <b>Extension:</b> I can use conjunctions like <i>because, so, if</i> and <i>when</i> in sentences to join my ideas</p>	<p>How many ideas are in your sentence? Try to have just one idea in a simple sentence.          Have you said your sentence or idea aloud before trying to write it down?          How many words are in your sentence or idea?          Where do you need to start your writing?          What do you need to do between words?          What do you start your sentence with?          What do you need to do at the end of your sentence or idea?          Have you reread your last sentence aloud before writing your next idea or sentence down?          Can you join two ideas in one sentence with <i>and</i> or <i>but</i>?          Can you join two ideas in one sentence with <i>because, so, when</i> or <i>if</i>?</p>	<p>The children:          – consolidate the sense of a sentence and demarcate sentences          – apply phonic knowledge to represent words          – begin to use compound sentences</p>	<p><i>Developing Early Writing</i> p78          ‘Concept of a sentence’          DEW Teaching units 10 to 12 and sentence units B, D, H          NLS Units: Narrative, non-narrative and poetry  <i>Progression in Phonics and Playing with sounds</i>          PNS <i>Speaking and listening</i> leaflets</p>
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- **These example curricular targets for reading and writing have been selected based on the QCA leaflet National Curriculum Tests: Implications for teaching and learning from the 2003 tests.**
- The example questions could be turned into statements to support the sharing of success criteria with children towards the achievement of the curricular targets.
- Teachers will need to consider the appropriate reading strategies (see searchlights model, NLS Framework) that would need to be taught and assessed based on the context of the texts selected.
- Children will need plenty of opportunities to practise and consolidate the writing targets in a variety of purposeful writing contexts, including the use of cross-curricular writing outcomes.

## Year 2 Example curricular targets – Mathematics

Year-group curricular targets <i>(The curricular targets in bold have been exemplified into differentiated targets)</i>	Examples of differentiated children's targets <i>(age-related in bold)</i>	Example questions to support planning, teaching and assessment	Success criteria	PNS useful resources/ references
<b>Calculation: Multiplication</b>	To develop children's understanding of multiplication, methods of recording and written procedures			
<p>Understand the operation of multiplication as repeated addition or as describing an array</p> <p><b>I know that 5 added together 3 times can be written as <math>5 + 5 + 5</math> or <math>5 \times 3</math> and 3 added together 5 times is <math>3 + 3 + 3 + 3 + 3</math> or <math>3 \times 5</math></b></p> <p><b>I can write a multiplication sentence to record how many counters there are in an array</b></p> <p><b>Extension:</b> I can work out multiplication calculations such as <math>3 \times 5</math> by counting in 3s or 5s or by using multiplication facts I know</p>	<p>How could you arrange 12 counters in equal rows? Can you record your arrangement in a number sentence using addition? Can you record it using multiplication? <math>\heartsuit \times \spadesuit = 6</math>. What could the missing numbers be? How can you use your knowledge of number facts to find a quicker way of working out <math>3 + 3 + 3 + 3 + 3</math> that does not involve addition? Can you draw a picture to confirm that <math>3 \times 2 = 6</math>? How many jumps of 2 would you make on the number line to work out <math>2 \times 6</math>? What is the answer? Can you work out <math>3 \times 5</math> in this way? Does <math>2 \times 6</math> give the same answer as <math>6 \times 2</math>? Can you draw an array of dots to show why this is true? Explain your thinking to your partner.</p>	<p>The children:</p> <ul style="list-style-type: none"> <li>– know that repeated addition such as <math>2 + 2 + 2 + 2</math> could be represented by the multiplication calculation <math>2 \times 4</math></li> <li>– are able to interpret and use images and models (e.g. sets, arrays, jumps along a number line) to carry out simple multiplication calculations</li> <li>– can read and record number sentences</li> </ul>	<p>NNS Framework Section 5, p47 PNS Models &amp; Images charts PNS ITPs: Multiplication facts Number dials</p>	
<p><b>Calculation: Division</b></p> <p><b>Know and use halving as the inverse of doubling</b></p> <p>Begin to understand division as grouping or sharing</p> <p><b>Related objectives in this strand</b></p> <p>Use the <math>\times</math>, <math>\div</math> and <math>=</math> signs to record mental calculations in a number sentence</p> <p>Use and begin to read the related vocabulary</p>	<p><b>I can solve division problems by sharing equally or by making equal groups of objects, and know how to record division in a number sentence</b></p> <p><b>I can halve and double numbers up to 20</b></p> <p><b>Extension:</b> I can arrange objects into an array to help me solve division problems and know that sometimes there are objects left over</p>	<p>What is half of 16? What is double 8? Can you record these as number sentences? What do you notice? Divide 12 counters equally between four children. How many counters will each child get? Record your answer in a number sentence. If we arrange the 12 counters in to groups of 4 how many groups will we make? Record your calculation in a number sentence. What do you notice about the two number sentences? Using counters (for sharing) or a number line (for repeated subtraction), can you show me how you would work out <math>14 \div 2</math>, <math>15 \div 3</math>? Explain how you found the answer. If we hop in 2s on a number line starting from 12 how many hops will we make to get to zero? How many hops would you need to make to get to zero if you started from 18?</p>	<p>The children:</p> <ul style="list-style-type: none"> <li>– associate repeated subtraction with division and know that for calculations such as 10 divided by 2 the number of subtracted 2s represents the answer</li> <li>– associate division with sharing equally and recognise that for calculations such as <math>12 \div 3</math> the number in each equal share is the answer</li> <li>– are able to record division calculations in number sentences using the appropriate symbols</li> </ul>	<p>NNS Framework Section 5, p49 PNS Models &amp; Images charts PNS ITPs: Grouping Number Dials Remainders after division</p>

## Numbers and the number system Developing an understanding of place value and ordering

**Know what each digit in a two-digit number represents, including zero as a placeholder**

**Related objectives in this strand**

Extend to three-digit numbers. Begin to order three-digit numbers in ascending/descending order

**I can partition and recombine two-digit numbers and use this method to add and subtract two numbers with two digits, e.g.**

$$\begin{aligned} 42 + 29 &= (40 + 2) + (20 + 9) \\ &= (40 + 20) + (2 + 9) \\ &= 60 + 10 + 1 \\ &= 70 + 1 = 71 \end{aligned}$$

**Extension:** I can make the largest/smallest three-digit numbers given the digits. I can make all the possible numbers given three digits

Can you partition 78 for me? Can you recombine 50 and 9 for me? What about 40 and 19?

What does the digit 6 represent in the number 64?

I pay for my sweets in 10p and 1p coins. Using the fewest number of coins, how many of each coin would I need if my sweets cost 49p?

Which number is equivalent to seven tens and three ones?

Explain to me how you use partitioning to work out:

$$37 + 48, 35 - 19?$$

What are the missing numbers

$$64 = \blacktriangle + 4, 53 = 50 + \blacktriangledown?$$

Which is larger/smaller, 503 or 530?

Can you arrange these numbers for me, smallest first: 421, 332, 409, 371, 330, 415?

The children:

- can partition and recombine a two-digit number, say out loud the values of the digits and record as number sentences
- know that each digit within a two-digit number represents a value of either tens or units (ones)
- know that zero is a placeholder in two-digit multiples of 10
- order three-digit numbers and identify the largest/smallest number
- use partitioning to add and subtract two-digit numbers

NNS  
Framework  
Section 5, p9  
PNS Models & Images charts  
PNS Unit Plan: Y2T1  
Unit 2 Place value  
PNS ITPs:  
Number facts  
Place value

## Numbers and the number system To increase children's understanding and use of fractions

**Related objectives in this strand**

Begin to recognise and find one half and one quarter of a shape and small numbers of objects

Begin to recognise that two halves or four quarters make one whole and that two quarters and one half are equivalent

**I can use the vocabulary: fraction, whole, half and quarter to explain parts of a shape**

**I can find a quarter of, for example, a packet of sweets.**

**I know that if I fold a piece of paper in half and then in half again I have four quarters and that two of those quarters make one half**

**Extension:** I can find thirds and fifths of a shape, etc.

Referring to suitable drawings of shapes, ask the following:

Which of these shapes is divided in half? Which of the shapes are not divided into halves?

What fraction of this shape is shaded?

Which is greater,  $\frac{1}{4}$  of 16, or  $\frac{1}{2}$  of 6?

Can you ring one half of a set of 10 buttons? How many buttons is that?

Show me one quarter of this square. Now show me one half of this square. How many quarters make up the half?

The children:

- can describe fractions that refer to objects (half a cake, a quarter of 12 biscuits) or sets (half of 10 beads) or numbers (half of 20)
- can find fractional parts of shapes and objects and compare them
- recognise that two-quarters is equivalent to one-half

NNS  
Framework  
Section 5, pp21 and 23  
PNS Models & Images charts  
PNS ITPs:  
Fractions  
Grouping

## Measures Understanding and using units of length

**Estimate, measure and compare lengths using standard units**

**Read a simple scale to the nearest labelled division, including using a ruler to draw and measure lines to the nearest centimetre**

**I can estimate the lengths of different objects, compare their size and measure them and compare their length**

**Extension:** I can measure a length in centimetres, find half and double the length in centimetres and millimetres

Using a metre stick marked in centimetres what is the reach and stride of your partner, measured to the nearest centimetre?

In the classroom what can you see that is about 1 cm, 10 cm, 1 m long/tall/wide?

Can you tell me five things that could be measured in centimetres/metres?

Draw four lines of different lengths on your paper using a straight edge. Estimate the length of one of the lines in centimetres. Measure its length to the nearest centimetre division. Compare it to one of your partner's lines. Which line is the shorter? What is the difference in length between your line and your partner's?

The children:

- are able to find out which of two or more things is the longest/shortest by measuring in metres or centimetres using a metre stick or ruler
- know which unit of measure is appropriate for measuring different things and objects, e.g. the width of the classroom, the height of a flower
- can measure simple scales to the nearest labelled division

NNS  
Framework – section 5, pp73 and 75 and 77 resp.  
PNS Models & Images charts  
PNS ITP:  
Ruler

## Year 2 Example curricular targets – Mathematics

Year-group curricular targets <i>(The curricular targets in bold have been exemplified into differentiated targets)</i>	Examples of differentiated children's targets <i>(age-related in bold)</i>	Example questions to support planning, teaching and assessment	Success criteria	PNS useful resources/ references
<b>Solving problems</b>	Reasoning and generalising about numbers			
<b>Related objectives in this strand</b> Investigate a general statement about familiar numbers by finding examples that satisfy it	<p><b>I can investigate and explain patterns in numbers and find other examples that fit different rules</b></p> <p>For example: I know that 3 + 4 = 7 so adding 10 and 20 I worked out that</p> <p>13 + 4 = 17 23 + 4 = 27 3 + 14 = 17 3 + 24 = 27 13 + 14 = 27 23 + 24 = 47</p> <p><b>Extension:</b> I can make and test my own rules and begin to explain why the rules work, and when they don't work, the reason why</p>	<p>When you subtract 10 from a number the units digit does not change. Can you find examples and test this? e.g. <math>43 - 10 = 33</math>, <math>57 - 10 = 47</math>. What happens when we subtract 20, 30?</p> <p>Tell your partner which of the following numbers are odd and which are even: 17, 13, 45, 76. How did you decide?</p> <p>I can use my knowledge of subtracting 10 to subtract 9. Can you explain this to me? What about subtracting 19?</p> <p>'When I add two consecutive numbers the answer is always an odd number.' Is this true? Can you find examples to help you find out?</p> <p>If we add together a number from each of these sets, what answers are an even number bigger than 10? A: 12, 11, 8, 7, 5, 16 B: 6, 2, 14, 9, 3, 17</p> <p>How many answers can you find? Can you make 20? Sue doubled some numbers and subtracted 3. She said 'My answer is always an odd number.' Can you find answers for me? Do you agree with Sue's comment? Can you think why this might be true?</p>	<p>The children:</p> <ul style="list-style-type: none"> <li>– use their knowledge of number to investigate general statements and find examples that satisfy them</li> <li>– can explain why their examples satisfy a general statement, or why they do not</li> <li>– can frame their statements and explore them using their knowledge of properties of numbers</li> </ul>	<p>NNS Framework section 5, p65</p> <p>PNS Models &amp; Images charts</p> <p>PNS ITPs: Number grid Number line Counting on and back</p>

- **These example curricular mathematics targets have been selected based on the QCA leaflet *National Curriculum Tests: Implications for teaching and learning from the 2003 tests*.**
- The example questions could be turned into statements to support the sharing of success criteria with children towards the achievement of the curricular targets.
- Children will need plenty of opportunities to practise and consolidate the mathematics targets in a variety of contexts, including the use of cross-curricular outcomes.

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