



English

Reading

Based on 'Letters and Sounds'

Decoding

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Speaking and Listening

- Articulate & justify answers
- Initiate & respond to comments
- Use spoken language to develop understanding

Reading

Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Grammar

- To identify and use capital letters to start sentences, for names of people, places, shops, days of the week, months, titles (Mr, Mrs), festivals (Christmas) and the personal pronoun 'I'.
- To begin to understand the different types of nouns and use them in writing. E.g. proper nouns, common nouns and abstract nouns (Pupils only need to know the terminology 'nouns' at this stage).
- To add adjectives to expand words to make noun phrases, e.g. butterfly becomes beautiful butterfly.
- To understand simple verbs in the present and past tense, e.g. play/played, borrow/borrowed, jump/ jumped, hunt/hunted, buzz/buzzed, cook/cooked, show/showed.
- To identify and write 'to be' or 'helping verbs' (auxiliary), e.g. am, is, are, was, were, being, been, have, has We are here/she is happy/we were/we have/she has. Link to subject and verb agreement, e.g. we were and not we was.
- To begin to identify simple pronouns in the context of subject and verb agreement, e.g. he, she, we, it, I etc.
- To identify and write irregular verbs, e.g. eat/ate, buy/bought, speak/spoke, take/took, come/came, meet/met, hide/hid, see/saw, sing/sang, catch/ caught, see/saw, go/went, make/made, run/ran. Pupils should apply this knowledge to their spoken language.
- To recognise and write different types of sentences, including statements, questions, commands and exclamations.
- To understand when to use full stops, capital letters, question marks and exclamation marks in context.
- To be able to add subordinate clauses to sentences using conjunctions (e.g. when, if, because). (Pupils do not need to know the terms 'conjunction', 'clause' or 'subordinate clause' until Year 3. It might be helpful to call conjunctions 'joining words'.)
- To use the suffixes -er and -est to form comparative and superlative adjectives, e.g. the beetle is bigger than the ant/the fastest car in the world.
- To turn adjectives into adverbs by using '-ly', e.g. happy becomes happily; merry becomes merrily. For adverbs ending in -y, change the 'y' to an 'i' and add '-ly'. Other adverbs include 'slowly', 'quickly', 'carefully'.
- To understand and use apostrophes to mark where letters are missing in spelling, e.g. don't, can't. (Remember to emphasise that the apostrophe goes where letters are missing and that the two words are then put together. Pupils should be able to change contracted words to full words and vice versa.)
- To understand and begin to use the apostrophe to mark singular possession in nouns, e.g. the girl's coat/the boy's shoes.
- To use commas to separate items in a list of single words. (Remember that you do not use a comma for the final word, e.g. apples, pears and oranges.)
- To begin to identify and become familiar with the different word classes and their use in context, e.g. nouns, verbs, adjectives, adverbs and pronouns.
- To write from memory simple sentences, dictated by the teacher, that include words using the GPCs, common exception words and punctuation taught so far.

Writing

Spelling

- segment spoken words into phonemes and represent these by graphemes, spelling many correctly
- learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learn to spell common exception words
- learn to spell more words with contracted forms
- learn the possessive apostrophe (singular) [for example, the girl's book]
- distinguish between homophones and near-homophones
- add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters
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Composition

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Maths

Measures

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show

Statistics

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data.

Geometry

Properties of Shape

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects.

Position and Direction

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Number

Place Value

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

Addition and Subtraction

- solve problems with addition and subtraction:
 - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and ones
 - a two-digit number and tens
 - two two-digit numbers
 - adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Multiplication and Division

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Fractions

- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, of a length, shape, set of objects or quantity
- write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Science

Working Scientifically

- ask simple questions and recognising that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- identify and classify
- use their observations and ideas to suggest answers to questions
- gather and record data to help in answering questions.

Living Things and their Habitats

- explore and compare the differences between things that are living, dead, and things that have never been alive
- 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 micro-habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Plants

- 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.

Animals, including Humans

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Everyday Materials

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

RE

- Why are some stories special? (Focus on Christianity, Islam and Judaism)
 - What stories and books are special to me and my family?
 - What stories and books are special to people within religions and beliefs?
 - How are stories told and books used within religions and beliefs?
 - What do some stories and books say about how people should live?
- Belonging (Focus Judaism)
 - Where do I belong? (Feelings, experiences)
 - Where do people belong? (Family, local community, group, club, place, country, faith)
 - What do people do because they belong to a faith or belief community?
 - How might ideas of family and community be reflected in our own lives?
- How should we live our lives? (Focus Judaism)
 - How does what I do affect other people?
 - What rules and codes of behaviour help me know what to do?
 - What values are important to me, and how can I show them in how I live? (Fairness, honesty, forgiveness, kindness)
 - How do some stories from religions and beliefs and the example set by some people show me what to do?

Foundation Subjects

Design and Technology

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.

Cooking & Nutrition

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

Art and Design

- Use a range of materials
- Use drawing, painting and sculpture
- Develop techniques of colour, pattern, texture, line, shape, form and space
- Learn about artists, craftsman and designers.

History

- changes within living memory. =
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality.

Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

PE

- Master basic movement e.g. running, jumping, throwing, catching, balance, agility and coordination
- Participate in team games
- Perform dances using simple movements
- Create simple gymnastic sequences.
- Swimming and Water safety
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Computing

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school.
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Geography

Location Knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place Knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.