

Year 1 – Long Term Plan and Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/key question	Has the sun turned out its light?	Where on Earth are we?	Where did the elephant go?	What toys do you like?	What about me?	Do I live here?
Key Talk for Writing Texts	Peace at Last Can't You Sleep Little Bear	Lost and Found Cops and Robbers	Elmer The Elephant and The Bad Baby	Knuffle Bunny Dogger	Avocado Baby Where The Wild Things Are	The Tiger Who Came to Tea Beegu
Supplementary books	The Everywhere Bear (Julia Donaldson) A book of Bears (Katie Viggers) Just one of those days (Jill Murphy) Hibernation Station (Michelle Meadows) All about bears (National Geographic) Paddington Bear (Michael Bond)	Penguin Flies Home – Flight School (Lita Judge) Be Brave Little Penguin (Giles Andreae) Burglar Bill (Janet and Allan Ahlberg) What the Ladybird Heard at Christmas. (Julia Donaldson)	Elephant Me – (Giles Andreae & Guy Parker-Rees) Noa and the little Elephant (Michael Foreman) Elephant in my Kitchen (Smriti Halls & Ella Okstad)	Lost at the Toy museum (David Lucas) Too many Toys (David Shannon) Toys in Space (Mini Grey)	Eat your Greens Goldilocks (Steve Smallman) The Truth about Babies (Elina Ellis) The Great Kapok Tree (Lynne Cherry)	There's a Tiger in the Garden (Lizzy Stewart) The Worry Tiger (Alexandra Page) The Invisible String (Patrice Karst)
Traditional Tales	Cinderella Pinocchio	The Elves and the shoemaker The Nutcracker	Princess and the Pea	Frog Prince	Sleeping Beauty	Pied Piper
Core Rhymes	Teddy Bear Teddy Bear Alphabet poem – show and tell	The Hokey Cokey If You're Happy and you know it.	Seasons of Trees I went to the Animal Fair	Poetry – Tongue Twisters Peter Piper Busy Buzzy Bee	The Owl and the Pussy-cat	London Bridge is falling down
Themed Rhymes	Hug a Bear Bear hugs	Christmas songs and rhymes	What a Nose! Elephants The Elephant repairman The African Elephant Elephant Eltelephony	Pancakes! 5 Crispy pancakes Miss Polly had a Dolly Night time at the toy shop Lots of different toys The big toy shop	Five Little Senses All in a Row by Andrew Fusek Peters Thanksgiving by Ivy O Eastwick, I Asked the Little Boy Who Cannot See. What Shall I Draw? By Helen Dunmore. Smelly People by Roger Stevens	Children of the sun I'm a little Alien
Wow Moments and Experiences	The take home bear Pyjama day Autumn Disco	Penguin Day Police officer visit Football Fiesta Pantomime trip Christmas After school Event Church visit	Elmer Day Chinese New Year – food tasting Book café Valentines Disco	Trip to the Museum of childhood Making pancakes Mother's day celebration Trip to the Church Go to the Library	Street party / Celebrations King's Coronation – Ball/Disco	Trip to the Seaside Father's day Celebration Tea Party
Whole School Celebrations/	Harvest Black History Month	Diwali Bonfire Night	Chinese New Year – tasting food Valentine Day	Pancake Day Holi	Ramadan Eid	Pride Month Father's Day

Important Dates	Mental Health Awareness day	Halloween Children in need Armistice Christmas Jumper Day Christmas		Mother's Day	King's Coronation School 50 th	
English Spoken Language Knowledge	Know the importance of listening to adults and peers. Know how to communicate effectively. Know how to identify key vocabulary in books.	Know how to communicate effectively. Know how to ask appropriate questions in discussion	Know how to articulate and justify answers Know how to use spoken language to develop understand through speculating	Know how to articulate answers and arguments Know how to use spoken language to develop understanding through speculating and hypothesising	Know how to articulate answers, arguments and opinions Know how to use spoken language to develop understanding through speculating, hypothesising and imagining	Know how to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Know how to articulate and justify answers, arguments and opinions
English Spoken Language Skills	I can listen my adults and peers and respond appropriately to discussion. I can identify question words I can use question words in sentences I can build a work bank of wonderful vocabulary I can have group discussions with my peers and adults I can maintain attention	I can continue listen to my adults and peers and respond appropriately to discussion I can continue maintain attention in group situations I can continue to build a word bank of wonderful vocabulary I can continue to maintain attention	I can think about something and make guesses about it I can identify questions words and know what they mean I can begin to answer questions about a particular topic	I can listen to information given and make an educated guess on something based on what I already know e.g. knowing that flowers need water for survival, therefore if I give the flower water it will grow faster I can begin to answer questions about a topic and give specific reasons for why that answer is relevant	I can use information I already know and have heard to develop an imagination about something new I can appropriately give relevant opinions on what I believe is correct I can understand that my opinion may not be right and others may have differing opinions	I can use everything I know and have been taught to explore new and exciting ideas I can identify what a question word is and when someone is asking me a question I can draw on evidence and prior knowledge to back an argument or opinion I can understand that my peers and adults may have differing views and opinions I can have open discussions with peers and teachers in an appropriate manner
English Writing Knowledge	Transcription Know some common exception words Know the letters of the alphabet	Transcription Know some common exception words Know the days of the week	Transcription Know how to spell some words Know the days of the week Know some common exception words	Transcription Know how to spell some words Know the days of the week	Transcription Know how to spell most words Know the days of the week Know most common exception words for Year 1	Transcription Know how to spell all words containing the phonemes already taught Know the days of the week

<p>Know most of the days of the week</p> <p>Handwriting Know how to sit correctly at a table</p> <p>Know how to hold a pencil comfortably and correctly</p> <p>Know the rules of handwriting (TTT, 6 feet on floor, BBC)</p> <p>Know what 'around' letters are c a o d g q</p> <p>Know the rhyme for the 'around' letters</p> <p>Know what 'down' letters are l t b p k h i j m n r u y</p> <p>Know what 'curly' letters are e f s</p> <p>Know the rhyme for 'curly' letters</p> <p>Know what 'zig-zag' letters are v w z x</p> <p>know the rhyme for 'zig-zag' letters</p> <p>Know the rhyme for 'down' letters</p> <p>Know that some letters are called 'boat letters' a c e I m n o r s u v w x z</p> <p>Know that some letters are called 'water letters' g j p q y</p> <p>Know that some letters are called 'sun letters' b d h k l t f</p> <p>Writing – Composition</p> <p>Know what it means to 'orally compose' a sentence</p>	<p>Know the letters of the alphabet</p> <p>Know some of the alternative spellings of the same sound e.g. 'oi and oy'</p> <p>Handwriting</p> <p>Know what 'around' letters are</p> <p>Know what 'down' letters are</p> <p>Know what 'curly' letters are</p> <p>Know what 'zig-zag' letters are</p> <p>Know some of the capital letters for the around, down, curly and zig-zag letters</p> <p>Writing – Composition</p> <p>Know what it means to 'orally compose' a sentence</p> <p>Know what sequencing a sentence means</p> <p>Know how to read their writing</p> <p>Know what a narrative/story is</p> <p>Know how to segment spoken words</p> <p>Writing – grammar and punctuation</p> <p>Know what a noun is.</p> <p>Know what a personal pronoun is (he, he, they, his, hers, their).</p>	<p>Know the letters of the alphabet</p> <p>Know some of the alternative spellings of the same sound</p> <p>Know what a suffix is</p> <p>Know the spelling rule for prefixes and suffixes</p> <p>Handwriting</p> <p>Know how to sit correctly at a table</p> <p>Know how to hold a pencil comfortably and correctly</p> <p>Know the strategies to achieve best handwriting (TTT, 6 feet on floor, BBC)</p> <p>Know some capital letters and can begin to match them to the lowercase letters</p> <p>Writing – Composition</p> <p>Know what it means to 'orally compose' a sentence</p> <p>Know what sequencing a sentence means</p> <p>Know how to read their writing</p> <p>Know what a narrative/story is</p> <p>Know how to segment spoken words</p> <p>Writing – grammar and punctuation</p> <p>Know what a noun is</p> <p>Know the difference between a past and present verb</p>	<p>Know some common exception words for Year 1</p> <p>Know the letters of the alphabet and most in order</p> <p>Know some of the alternative spelling of the same sound</p> <p>Know what a suffix and prefix is</p> <p>Know the spelling rule for prefixes and suffixes</p> <p>Handwriting</p> <p>Know how to sit correctly at a table</p> <p>Know how to hold a pencil comfortably and correctly</p> <p>Know the strategies to achieve best handwriting (TTT, 6 feet on floor, BBC)</p> <p>Know most capital letter and can match the to the lowercase letters</p> <p>Know the strategies to achieve best handwriting (TTT, 6 feet on floor, BBC)</p> <p>Know most capital letters and can begin to match them to lowercase letters</p> <p>Know how to write simple words using handwriting technique</p> <p>Writing – Composition</p> <p>Know what it means to 'orally compose' a sentence</p> <p>Know what sequencing a sentence means</p> <p>Know how to read their writing</p> <p>Know what a narrative/story is</p> <p>Know how to segment spoken words</p>	<p>Know the letters of the alphabet most in order</p> <p>Know most of the alternative spelling of the same sound</p> <p>Know simple spelling rules</p> <p>Know how to write from memory</p> <p>Handwriting</p> <p>Know how to sit correctly at a table</p> <p>Know how to hold a pencil comfortably and correctly</p> <p>Know the strategies to achieve best handwriting (TTT, 6 feet on floor, BBC)</p> <p>Know most capital letter and can match the to the lowercase letters</p> <p>Know the difference between the sun letters, boat letters and water letters</p> <p>Know how to write short sentences using handwriting technique</p> <p>Writing – Composition</p> <p>Know what it means to 'orally compose' a sentence</p> <p>Know what sequencing a sentence means</p> <p>Know how to read their writing</p> <p>Know what a narrative/story is</p> <p>Know how to segment spoken words</p> <p>Writing – grammar and punctuation</p> <p>Know what a comma is and why it is used</p>	<p>Know all common exception words for Year 1</p> <p>Know the letters of the alphabet in order</p> <p>Know how to name all of the alternative spellings of the same sound for Year 1</p> <p>Know simple spelling rules</p> <p>Know how to write from memory</p> <p>Handwriting</p> <p>Know how to sit correctly at a table</p> <p>Know how to hold a pencil comfortably and correctly</p> <p>Know the strategies to achieve best handwriting (TTT, 6 feet on floor, BBC)</p> <p>Know the capital letters for each lowercase letter</p> <p>Know the difference between the sun letters, boat letters and water letters,</p> <p>Know how to write short sentences using handwriting technique</p> <p>Writing – Composition</p> <p>Know what it means to 'orally compose' a sentence</p> <p>Know what sequencing a sentence means</p> <p>Know how to read their writing</p> <p>Know what a narrative/story is</p>
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	<p>Know what sequencing a sentence means</p> <p>Know how to read their writing</p> <p>Know how to segment spoken words</p> <p>Writing – grammar and punctuation</p> <p>Know what a capital letter is</p> <p>Know the difference between a capital and lowercase letter</p> <p>Know where capital letters should go in a sentence</p> <p>Know what a verb is</p> <p>Know what a suffix is and what it does when you add it to a verb</p> <p>Know the importance of a finger space</p> <p>Know the key features of a ‘Golden Sentence’</p>	<p>Know what happens when you add a suffix to the end of a noun.</p> <p>Know what a prefix is (un-)</p> <p>Know that capital letters are at the beginning of a sentence and a full stop is at the end</p> <p>Know what an adjective is</p> <p>Know the key features of a ‘Golden Sentence’</p>	<p>Know what happens when you add a suffix to the end of a noun</p> <p>Know that capital letters are at the beginning of the days of the week</p> <p>Know the key features to write a ‘Golden Sentence’</p>	<p>Writing – grammar and punctuation</p> <p>Know what a plural noun is</p> <p>Know what a noun suffix is (-es)</p> <p>Know what a compound word is</p> <p>Know how to use a question mark</p> <p>Know how to sequence sentences correctly</p>	<p>Know what a question mark is and why it is used</p> <p>Know what a full stop is and why is it used</p> <p>Know what noun suffixes (-es) are</p> <p>Know what an adjective is</p> <p>Know what an exclamation mark is and why it is used</p> <p>Know that capital letters are used for names of place and people</p> <p>Know what a question word is</p> <p>Know what is needed in a question sentence</p>	<p>Know how to segment spoken words</p> <p>Writing – grammar and punctuation</p> <p>Know what a joining word and why it is used</p> <p>Know what a clause is ‘and’ and why it is used</p> <p>Know that the suffix –er can be added to a word</p> <p>Know how to punctuate sentences and what can be used to do this</p> <p>Know the simple features of a story</p> <p>Know what an exclamation sentence is</p>
English Writing	Transcription	Transcription	Transcription	Transcription	Transcription	Transcription
Skills	<p>I can begin to spell some common exception words</p> <p>I can name the letters of the alphabet e.g. singing the alphabet song</p> <p>I can say the days of the week and identify key sounds in the word</p> <p>Handwriting</p> <p>I can sit at a table correctly</p>	<p>I can spell some common exception words</p> <p>I can say the days of the week and identify key sounds in the word</p> <p>I can name the letters of the alphabet</p> <p>I can begin identify that there are alternative spellings of the same sound</p> <p>Handwriting</p>	<p>I can spell some common exception words</p> <p>I can spell some words using ‘Fred Fingers’ containing the phonemes already taught in RWI</p> <p>I can say the days of the week and begin to write them using key sounds</p> <p>I can name the letters of the alphabet and begin to say them in order</p>	<p>I can spell some words using ‘Fred Fingers’, containing the phonemes already taught</p> <p>I can say the days of the week and begin to write them using key sounds</p> <p>I can spell some common exception words</p> <p>I can name the letters of the alphabet and say most in order</p>	<p>I can spell most words using ‘Fred Fingers’, containing the phonemes already taught</p> <p>I can name the days of the week and spell most accurately</p> <p>I can spell most Year 1 common exception words and use them in my writing</p> <p>I can name the letters of the alphabet in order</p>	<p>I can spell all words containing the phonemes I am familiar with</p> <p>I can name the days of the week and spell them accurately</p> <p>I can spell Year 1’s common exception words and use them in my writing</p>

<p>I can hold a pencil correctly</p> <p>I can follow the simple rules in handwriting – TTT, 6 feet on floor, BBC)</p> <p>I can identify and begin to write ‘around, curly, zig-zag and down’ letters accurately</p> <p>I can identify some ‘boat’ letters</p> <p>I can identify some ‘water’ letters</p> <p>I can identify some ‘sun’ letters.</p> <p>Composition</p> <p>I can begin to talk about the sentence I am going to write before writing it</p> <p>I can begin sequence sentences to form short narratives</p> <p>I can begin to read my work on completion to check that it makes sense</p> <p>I can begin discuss what I have written with my teacher</p> <p>Grammar and Punctuation</p> <p>I can identify that capital letters go at the beginning of a sentence</p> <p>I can begin to identify that capital letters are used for names of places or people</p> <p>I can explore what a verb is</p>	<p>I can sit at a table correctly</p> <p>I can hold a pencil correctly</p> <p>I can follow the simple rules in handwriting – TTT, 6 feet on floor, BBC)</p> <p>I can identify and begin to write ‘around, curly, zig-zag and down’ letters accurately</p> <p>I can identify some ‘boat’ letters and begin to demonstrate this in my writing</p> <p>I can identify some ‘water’ letters and begin to demonstrate this in my writing</p> <p>I can identify some ‘sun’ letters and begin to demonstrate this in my writing</p> <p>Composition</p> <p>I can begin to talk about the sentence I am going to write before writing it</p> <p>I can begin to sequence sentences to form short narratives</p> <p>I can begin to read my work on completion to check that it makes sense</p> <p>I can understand simple features of a narrative/story</p> <p>I can segment spoken words to support my writing</p> <p>Grammar and Punctuation</p> <p>I can give examples of nouns and begin to use them in my writing</p>	<p>I can begin to identify when an alternative spelling of the same sound is needed in my writing</p> <p>I can begin to add prefixes to words</p> <p>Handwriting</p> <p>I can sit at a table correctly</p> <p>I can hold a pencil correctly</p> <p>I can follow the simple rules in handwriting – TTT, 6 feet on floor, BBC)</p> <p>I can form most letters accurately</p> <p>I can match some lowercase letters to capital letters</p> <p>Composition</p> <p>I can talk about the sentence I am going to write before writing it</p> <p>I can begin to sequence sentences to form short narratives</p> <p>I can read my work on completion to check that it makes sense with minimal adult support</p> <p>I can understand simple features of a narrative/story</p> <p>I can segment spoken words to support my writing</p> <p>Grammar and Punctuation</p> <p>I can give examples of nouns and use them in my writing</p> <p>I can recognise the difference between a past and present verb and use them in my writing</p>	<p>I can begin to identify when an alternative spelling of the same sound is needed in my writing</p> <p>I can begin to add prefixes to words</p> <p>I can begin to add suffixes to words</p> <p>Handwriting</p> <p>I can sit at a table correctly</p> <p>I can hold a pencil correctly</p> <p>I can follow the simple rules in handwriting – TTT, 6 feet on floor, BBC)</p> <p>I can form most letters accurately</p> <p>I can match some lowercase letters to capital letters</p> <p>I can write words using letter formation rules</p> <p>Composition</p> <p>I can talk about the sentences I am going to write before writing it</p> <p>I can sequence sentences to form short narratives</p> <p>I can read my work on completion to check that it makes sense with minimal adult support</p> <p>I can recognise simple features of a narrative/story and begin to use this knowledge to write short narratives</p> <p>I can segment spoken words to support my writing</p>	<p>I can recognise most alternative spellings of the same sound and use them in my writing</p> <p>I can begin to use suffixes and prefixes in my writing</p> <p>I can recognise simple spelling rules and evidence this in my writing</p> <p>I can begin to write simple sentences by memory that are dictated by my teacher</p> <p>Handwriting</p> <p>I can sit at a table correctly</p> <p>I can hold a pencil correctly</p> <p>I can follow the simple rules in handwriting – TTT, 6 feet on floor, BBC)</p> <p>I can form most letters accurately</p> <p>I can write most uppercase letters accurately</p> <p>I can write words using the letter formation rules</p> <p>I can write short sentences using letter formation rules</p> <p>Composition</p> <p>I can talk about sentences I am going to write before writing</p> <p>I can sequence sentences to form short narratives</p> <p>I can read my work on completion to check that it makes sense</p> <p>I can recognise simple features of a narratives/story and begin to use this knowledge to write short narratives</p>	<p>I can name the letters of the alphabet in order confidently</p> <p>I can recognise the alternative spellings of the same sound and use them in my writing confidently</p> <p>I can use some suffixes and prefixes in my writing</p> <p>I can write simple sentences by memory that are dictated by my teacher</p> <p>Handwriting</p> <p>I can sit at a table correctly</p> <p>I can hold a pencil correctly</p> <p>I can follow the simple rules in handwriting – TTT, 6 feet on floor, BBC)</p> <p>I can form most letters accurately</p> <p>I can write uppercase letters accurately</p> <p>I can write words using the letter formation rules</p> <p>I can write short sentences using letter formation rules</p> <p>Composition</p> <p>I can confidently talk about sentences I am going to write before writing it</p> <p>I can confidently sequence sentences to form short narratives</p>
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	<p>I can identify a verb in a sentence that is read to me</p> <p>I can explore suffixes and what they mean</p> <p>I can understand the importance of a finger space</p> <p>I can use finger spaces within my writing</p> <p>I can identify and begin to use the key features of a 'Golden Sentence'</p>	<p>I can give examples of personal pronouns and use them in my writing</p> <p>I can give examples of adjectives</p> <p>I can include adjectives in my writing</p> <p>I can begin to add suffixes to the end of a simple noun</p> <p>I can begin to add the prefix un- to the beginning of simple words</p> <p>I can recognise and show that capital letters are at the beginning of a sentence</p> <p>I can recognise and show that full stops are at the end of a sentence</p> <p>I can recognise and demonstrate the key features of a 'Golden Sentence'</p>	<p>I can add a suffix to the end of a noun (-ed)</p> <p>I can recognise and begin to show that capital letters are at the beginning of the days of the week</p> <p>I can recognise and demonstrate the key features of a 'Golden Sentence'</p>	<p>Grammar and Punctuation</p> <p>I can give examples of plural nouns</p> <p>I can add a suffix to the end of a noun and begin to include them in my writing (-es to ch and sh)</p> <p>I can begin to use compound words</p> <p>I can give examples of an adjective</p> <p>I can include adjectives in my writing</p> <p>I can identify what a question mark is used for and begin to use them in my writing</p> <p>I can sequence a sentence correctly</p>	<p>I can segment spoken words to support my writing</p> <p>Grammar and Punctuation</p> <p>I can begin to add commas into simple sentences</p> <p>I can use key words and question marks to write a question sentence</p> <p>I can add a full stop into my writing confidently</p> <p>I can add a suffix onto a noun</p> <p>I can begin to use an exclamation mark in my writing</p> <p>I can use capital letters for names of people and begin to use them for places</p> <p>I can identify question words</p>	<p>I can confidently read my work on completion to check that it makes sense</p> <p>I can confidently recognise simple features of a narrative story</p> <p>I can write simple narratives</p> <p>I can confidently segment spoken words to support my writing</p> <p>Grammar and Punctuation</p> <p>I can begin to use a joining word in simple sentences</p> <p>I can begin to add a 'clause' in simple sentences</p> <p>I can add a suffix to a word (-er)</p> <p>I can begin to punctuate my sentences confidently using exclamation marks, full stops, question marks and commas</p> <p>I can write a story</p> <p>I can begin to write an exclamation sentence</p>
<p>English Writing</p> <p>Vocabulary</p>	<p>Verbs Walk, write, wash, swim, run, paint, jump, skip, read, eat, drink, make, watch, bend, stretch, cry, laugh</p> <p>Adding suffix to verb (-ing) Walking, writing, washing, swimming, running, painting, jumping, skipping, reading, eating, drinking, making,</p>	<p>Adjectives Beautiful, bright, dirty, clean, shiny, dull, colourful, big, small, long, short, round, tiny, square, curved, hard, smooth, bumpy, rough,</p> <p>Nouns Doctor, singer, beach, table, ball, monkey, cat, airport,</p>	<p>Adding suffix to noun (-ed) Walked, talked, painted, joined, played, stayed, stopped, hopped,</p> <p>Days of the week Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</p> <p>Past and present verbs</p>	<p>Adding suffix to noun (-es to ch and sh) Matches, watches, switches, peaches, wishes, dishes, eyelashes, splashes</p> <p>Compound words Toothbrush, runway, rainbow, starfish, football, butterfly, wheelchair, sunflower,</p>	<p>Question words Who, what, where, when, why, how</p> <p>Adding suffix to noun (-es to x) Foxes, taxes, boxes, waxes, lunchboxes, sixes,</p>	<p>Joining words and clauses And, for, but, or, yet, so, because</p> <p>Adding suffix to a word (-er) Higher, taller, helper, mixer, tester, colder, smaller, teacher, singer,</p>

	watching, bending, stretching, crying, laughing	books, horse, dog, chair, shower <i>Personal pronouns</i> He, it, we, she, they, me, I <i>Adding suffix to noun (-s)</i> Dogs, cats, birds, trees, ships, cups, books, cars, friends, apples, frogs <i>Adding prefix to word (-un)</i> Unzip, unwell, unfold, unpack, uneven, unkind, unhappy, uncover, unfair, uncertain, unwrap, unclear, unhealthy, unsafe, unlucky	Break-broke, bring-brought, do-did, drive-drove, eat-ate, fly-flew	cupcake, sunglasses, treehouse, footprint, goldfish <i>Adjectives</i> Sweet, bitter, crunch, chewy, juice, fizzy, prickly, silky, sticky, spiky, shiny, skinny, delicious, salty, stinky, smelly, squeaky, creaky, noisy		painter, catcher, cleaner, prouder, watcher
English Reading Knowledge	Vocabulary Know how to link ideas Know particular stories and rhymes Know what a phrase is in a book Know what vocabulary means Know what a non-fiction text is Inference Know what a character in a story is Know how to identify points and key information within a book Prediction Know what prediction means Know how to predict something Know what a plot means within a story	Vocabulary Know how to link ideas Know what a phrase is in a book Know how to have an open discussion Know key vocabulary around a particular topic/text Know key stories and rhymes Know what a non-fiction text is Inference Know what a character is within a story Know how to identify points and key information within a story/text Know how to identify points and key information within a story/text Know how to identify the title of the book Know how to identify key events within a book Prediction	Vocabulary Know key phrases within a story Know how to have an open discussion with a friend or teacher Know key vocabulary around a particular topic/text Know what a phrase is in a book Know how to join in as a class Inference Know what a character is within a story Know how to identify points and key information with a story/text Know how to identify the title of the book Know how to identify key events within a book Know how to have discussion with a friend or teacher Prediction	Vocabulary Know what a phrase is in a book Know key phrases within a story Know how to have an open discussion with a friend or teacher Know key vocabulary around a particular topic/text Know how to join in as a class Inference Know what a character is within a story Know how to identify points and key information with a story/text Know how to identify points and key information with a story/text Know how to identify the title of the book Know how to identify key events within a book Know how to identify the title of the book Know how to identify key events within a book Know how to have discussion with a friend or teacher	Vocabulary Know how to join in as a class Know particular songs/poems in relation to the current topic Know how to have an open discussion with a friend or teacher Know key vocabulary around a particular topic/text Inference Know what a character is within a story Know how to identify points and key information with a story/text Know how to identify the title of the book Know how to identify key events within a book Know how to have discussion with a friend or teacher Know how to make appropriate opinions based on what they have heard	Vocabulary Know how to have discussions around particular topics with a friend or teacher Know key phrases within a story Know what repeating language is and can give examples Know how to use key vocabulary in their writing Inference Know what a character is within a story Know how to identify points and key information with a story/text Know how to identify the title of the book Know how to identify key events within a book

<p>Explaining</p> <p>Know what an opinion is</p> <p>Know how to share opinions appropriately</p> <p>Know how to identify the characters within a story</p> <p>Know how to identify the key events in the story</p> <p>Know how to talk about key events and characters within a story</p> <p>Retrieval</p> <p>Know what a question is</p> <p>Know how to use question words to ask questions</p> <p>Know how to identify what the title and blurb is on a book</p> <p>Know what fiction books are</p> <p>Know what non-fiction books are</p> <p>Know how to identify key words within text</p> <p>Sequencing</p> <p>Know what a story map is</p> <p>Know what is included in a story map</p> <p>Know how to sequence something</p> <p>Text Structure</p>	<p>Know what prediction means</p> <p>Know what characters are within a story</p> <p>Know how to predict something</p> <p>Know what a plot means within a story</p> <p>Explaining</p> <p>Know what an opinion is</p> <p>Know how to share opinions appropriately</p> <p>Know how 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<p>Know what a question is</p> <p>Know how to scan texts to look for information</p> <p>Know how to identify key information within a book</p>
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<p>Know how to identify the key features of a story book</p> <p>Know how to identify the key features of a fairy tale</p>	<p>Sequencing</p> <p>Know what a story map is</p> <p>Know what is included in a story map</p> <p>Know how to sequence something</p> <p>Text Structure</p> <p>Know how to identify the key features of a story book</p> <p>Know how to identify the key features of a fairy tale</p> <p>Know how to identify the key features of a traditional tale</p> <p>Know what a plot, character and settings are within a story</p>	<p>Know what a story map is</p> <p>Know what is included in a story map</p> <p>Know how to sequence something</p> <p>Know how to talk about a story</p> <p>Know how to retell</p> <p>Know how to retrieve information from a story map</p> <p>Know how to link information</p> <p>Text Structure</p> <p>Know how to identify the key features of a traditional tale</p> <p>Know what a plot, character and settings are within a story</p>	<p>Know what non-fiction books are</p> <p>Know how to identify when something is a fiction/non-fiction book</p> <p>Know how to have open discussions with the class</p> <p>Sequencing</p> <p>Know what a story map is</p> <p>Know what is included in a story map</p> <p>Know how to sequence something</p> <p>Know how to talk about a story</p> <p>Know how to retell</p> <p>Know how to retrieve information from a story map</p> <p>Know how to link information</p> <p>Text Structure</p> <p>Know how to identify the key features of a traditional tale</p> <p>Know what a plot, character and settings are within a story</p>	<p>Know what a story map is</p> <p>Know what is included in a story map</p> <p>Know how to sequence something</p> <p>Know how to talk about a story</p> <p>Know how to retell</p> <p>Know how to retrieve information from a story map</p> <p>Know how to link information</p> <p>Text Structure</p> <p>Know how to identify the key features of a traditional tale</p> <p>Know what a plot, character and settings are within a story</p>	<p>Know what fiction books are</p> <p>Know what non-fiction books are</p> <p>Know how to identify when something is a fiction/non-fiction book</p> <p>Know how to have open discussions with the class</p> <p>Sequencing</p> <p>Know what a story map is</p> <p>Know what is included in a story map</p> <p>Know how to sequence something</p> <p>Know how to talk about a story</p> <p>Know how to retell</p> <p>Know how to retrieve information from a story map</p> <p>Know how to link information</p> <p>Text Structure</p> <p>Know how to identify the key features of a traditional tale</p> <p>Know what a plot, character and settings are within a story</p>
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<p>English Reading Skills</p>	<p>Vocabulary</p> <p>I can discuss new meanings, linking new means to those I already know</p> <p>I can join in with repeated refrains in stories/rhymes</p> <p>I can use vocabulary introduced by the teacher</p> <p>I can discuss my favourite words/phrases</p> <p>I can talk about technical vocabulary that the teacher reads to me when we look at non-fiction texts</p> <p>Inference</p> <p>I can make simple inferences about characters feelings by using what they say or do</p> <p>I can infer basic points with direct reference to the pictures and words in a text</p> <p>I can show simple inference from the text based on what is said and done</p> <p>Prediction</p> <p>I can predict what might happen on the basis of what has been read so far in terms of characters and plot</p> <p>I can make simple predictions based on my own life experiences</p> <p>I can explain my prediction verbally</p> <p>Explaining</p>	<p>Vocabulary</p> <p>I can discuss word meanings, linking to those already known</p> <p>I can discuss my favourite phrases/words</p> <p>I can use vocabulary given by the teacher</p> <p>I can join in with repeated refrains in stories/rhymes confidently</p> <p>I can confidently talk about technical vocabulary that the teacher reads to me when we look at non-fiction texts</p> <p>Inference</p> <p>I can make simple inferences about characters feelings by beginning to use what they say as evidence</p> <p>I can infer simple points with reference to the pictures and words in the text</p> <p>I can begin to discuss the title of a book</p> <p>I can begin to discuss the events in the book</p> <p>Prediction</p> <p>I can predict what might happen on the basis of what has been read so far in terms of character and plot.</p> <p>I can make simple predictions based on my own life experiences</p> <p>I can explain my prediction verbally</p>	<p>Vocabulary</p> <p>I can join in with predictable phrases</p> <p>I can discuss word meanings, linking to those already known</p> <p>I can draw upon knowledge in order to understand the text</p> <p>I can discuss my favourite phrases/words</p> <p>I can use vocabulary given by the teacher</p> <p>Inference</p> <p>I can make simple inferences about characters feelings by beginning to use what they say as evidence</p> <p>I can infer simple points with reference to the pictures and words in the text</p> <p>I can begin to discuss the title of the book</p> <p>I can begin to discuss the events in the book</p> <p>Prediction</p> <p>I can predict what might happen on the basis of what has been read so far in terms of the character and plot.</p> <p>I can begin to predict what might happen in the story on the basis of what has been read so far.</p> <p>I can make simple predictions based on my own life experiences.</p> <p>I can begin to make simple predictions based on the story.</p>	<p>Vocabulary</p> <p>I can discuss my favourite phrases/words and repeat them to a friend</p> <p>I can discuss word meanings, linking to those already known</p> <p>I can draw upon prior knowledge in order to understand a text I am reading or working on</p> <p>I can join in with predicable phrases</p> <p>I can use some vocabulary given by my teacher in my conversations</p> <p>Inference</p> <p>I can make simple inferences about characters feelings by using what they say as evidence</p> <p>I can infer simple points with reference to the pictures and words in the text</p> <p>I can discuss the title and events in the book</p> <p>I can begin to demonstrate simple inference from the text based on what is said and done</p> <p>Prediction</p> <p>I can predict what might happen on the basis of what has been read so far in terms of the character and plot.</p> <p>I can begin to predict what might happen in the story on the basis of what has been read so far.</p>	<p>Vocabulary</p> <p>I can join in with predictable phrase within a story</p> <p>I can join in with predictable phrases within a poem/song</p> <p>I can discuss the meaning of words, linking new means to those already known</p> <p>I can use vocabulary given by my teacher in my conversations</p> <p>Inference</p> <p>I can make simple inferences about characters feelings by using what they say as evidence</p> <p>I can infer simple points with reference to the pictures and words in the text</p> <p>I can discuss the title and events in the book</p> <p>I can demonstrate simple inference from the text based on what is said and done</p> <p>Prediction</p> <p>I can predict what might happen on the basis of what has been read so far in terms of the character and plot.</p> <p>I can begin to predict what might happen in the story on the basis of what has been read so far.</p> <p>I can confidently explain my prediction verbally and begin to explain through pictures</p> <p>I can make simple predictions based on the story and my own life experiences.</p> <p>I can begin to explain these ideas verbally or through pictures.</p>	<p>Vocabulary</p> <p>I can begin to discuss the meanings of words in more detail and linking new meaning to known vocabulary</p> <p>I can begin to discuss my favourite words and phrases in more detail</p> <p>I can begin to recognise some repeating language in stories and poems</p> <p>I can use some vocabulary given by my teacher in my conversations and begin to in my writing</p> <p>Inference</p> <p>I can make confidently make simple inferences about characters feelings by using what they say as evidence</p> <p>I can confidently infer simple points with reference to the pictures and words in the text</p> <p>I can confidently discuss the title and events in the book with a teacher and friend</p> <p>I can demonstrate simple inference from the text based on what is said and done</p> <p>Prediction</p> <p>I can predict what might happen on the basis of what has been read so far – story, character and plot.</p>
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<p>I can share my opinions, including what I like and don't like.</p> <p>I can link what I have had read to me to my own experiences</p> <p>I can explain what has been read to me.</p> <p>I can talk about the characters and events in the story</p> <p>Retrieval</p> <p>I can answer questions about what has just happened</p> <p>I can develop retrieval skills through pictures</p> <p>I can recognise characters, titles, events and key information</p> <p>I can recognise fiction and non-fiction texts</p> <p>I can retrieve information by looking for key words</p> <p>Sequencing</p> <p>I can retell a story using a story map</p> <p>I can put the events in the story in sequence</p> <p>Text Structure</p> <p>I can say what a story book is</p> <p>I can say what a fairy tale is</p>	<p>Explaining</p> <p>I can share my opinions, including what I like and don't like</p> <p>I can link what I have had read to me to my own experiences</p> <p>I can explain what has been read to me</p> <p>I can talk about the characters and events in the story</p> <p>Retrieval</p> <p>I can confidently answer questions about what has just happened</p> <p>I can confidently develop my retrieval skills through pictures</p> <p>I can recognise characters, titles, events and key information</p> <p>I can recognise fiction and non-fiction texts</p> <p>I can retrieve information by looking for key words</p> <p>Sequencing</p> <p>I can retell a story using a story map</p> <p>I can put the events in the story in sequence</p> <p>Text Structure</p> <p>I can confidently say what a story book is</p>	<p>I can confidently explain my prediction verbally</p> <p>Explaining</p> <p>I can give my opinions including likes and dislikes.</p> <p>I can begin to link what I have read or heard to my own experiences</p> <p>I can begin to clearly understand my understanding of what has been read to me</p> <p>I can begin to express my views about characters or events</p> <p>Retrieval</p> <p>I can begin to ask a question about what has just happened</p> <p>I can begin to develop my knowledge of retrieval</p> <p>I can recognise characters, events, titles and information.</p> <p>I can begin to recognise the differences between fiction and non-fiction texts.</p> <p>I can retrieve information by beginning to find a few key words in the text</p> <p>I can begin to contribute ideas and thoughts in discussions</p> <p>Sequencing</p> <p>I can retell the story using a story map</p> <p>I can put the events in the story in sequence</p>	<p>I can make simple predictions based on my own life experiences.</p> <p>I can begin to make simple predictions based on the story.</p> <p>I can confidently explain my prediction verbally</p> <p>Explaining</p> <p>I can give my opinions including likes and dislikes.</p> <p>I can begin to link what I have read or heard to my own experiences</p> <p>I can begin to clearly understand my understanding of what has been read to me</p> <p>I can begin to express my views about characters or events</p> 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am familiar with</p> <p>I can begin to discuss how events are linked</p>	<p>I can make simple predictions based on the story and my own life experiences</p> <p>I can begin to explain these ideas verbally or through pictures.</p> <p>Explaining</p> <p>I can confidently give my opinions including likes and dislikes</p> <p>I can confidently link what I have read or heard to my own experiences</p> <p>I can clearly explain my understanding of what has been read to me</p> <p>I can confidently express my views about characters or events</p> <p>Retrieval</p> <p>I can confidently ask a question about what has just happened.</p> <p>I can confidently develop my knowledge of retrieval.</p> <p>I can confidently recognise characters, events, titles and information.</p> <p>I can confidently recognise differences between fiction and non-fiction texts.</p> <p>I can confidently retrieve information by finding a few key words.</p>	<p>I can make simple predictions based on the story and my own life 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		<p>I can confidently say what a fairy tale is</p> <p>I can begin to recognise a range of stories/traditional tales/fairy stories</p> <p>I can begin to describe the characteristics of the different types of stories I read or listen to</p>	<p>I can begin to retell familiar stories orally</p> <p>I can begin to sequence the events of a story I am familiar with</p> <p>I can begin to discuss how events are linked</p> <p>Text Structure</p> <p>I can confidently say what a story book is</p> <p>I can confidently say what a fairy tale is</p> <p>I can begin to recognise a range of stories/traditional tales/fairy stories</p> <p>I can begin to describe the characteristics of the different types of stories I read or listen to</p>	<p>Sequencing</p> <p>I can retell the story using a story map</p> <p>I can put the events in the story in sequence</p> <p>I can begin to retell familiar stories orally</p> <p>I can begin to sequence the events of a story I am familiar with</p> <p>I can begin to discuss how events are linked</p> <p>Text Structure</p> <p>I can begin to recognise a range of stories/traditional tales/fairy stories</p> <p>I can begin to describe the characteristics of the different types of stories I read or listen to</p>	<p>Text Structure</p> <p>I can recognise a range of stories/traditional tales/fairy stories</p> <p>I can describe the characteristics of the different types of stories I read or listen to</p>	<p>I can confidently contribute ideas and thoughts in discussions.</p> <p>Sequencing</p> <p>I can confidently retell the story using a story map</p> <p>I can confidently put the events in the story in sequence</p> <p>I can confidently retell familiar stories orally</p> <p>I can confidently begin to sequence the events of a story I am familiar with</p> <p>I can begin to discuss how events are linked</p> <p>Text Structure</p> <p>I can confidently recognise a range of stories/traditional tales/fairy stories</p> <p>I can confidently describe the characteristics of the different types of stories I read or listen to</p>
<p>English Reading</p> <p>Read Write Inc.</p> <p>Knowledge</p>	<p>Read Purple Storybooks</p> <p>Read Set 2 sounds</p> <p>47 sounds (all Set 1 and Set 2 sounds)</p> <p>Read Set 2 sounds and matching Phonics Green Words including longer words</p> <p>Review Set 1 Phonics Green Words</p> <p>Read nonsense words</p>	<p>Read Pink Storybooks</p> <p>Read first 9 Set 3 sounds</p> <p>56 sounds (first 9 Set 3 sounds)</p> <p>Read Set 2 sounds and matching Phonics Green Words including longer words.</p> <p>Review Set 1 and 2 Phonics Green Words</p> <p>Read nonsense words</p>	<p>Read Orange Storybooks</p> <p>Read 17 Set 3 sounds</p> <p>64 sounds (17 Set 3 sounds)</p> <p>Read Set 3 sounds and matching Phonics Green Words including longer words</p> <p>Review Set 1 and 2 Phonics Green Words</p> <p>Read nonsense words Spell using Fred Fingers: focus on Set 2 words</p>	<p>Read Yellow Storybooks</p> <p>Read all Set 3 sounds and additional graphemes (e-e, ie, ue, au, kn, wh, ph)</p> <p>74 sounds (20 Set 3 sounds plus e-e, ie, ue, au, kn, wh, ph)</p> <p>Read Set 3 sounds and matching Phonics Green Words including longer words</p> <p>Review Set 1, 2 and 3 Phonics Green Words</p>	<p>Read Yellow Storybooks</p> <p>74 sounds</p> <p>Read Set 3 sounds and matching Phonics Green Words including longer words</p> <p>Review Set 1, 2 and 3 Phonics Green Words</p> <p>Read nonsense words Spell using Fred Fingers: Set 2 and 3 words</p> <p>Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily</p>	<p>Read Blue Storybooks</p> <p>74 sounds</p> <p>Read Set 3 sounds and matching Phonics Green Words including longer words</p> <p>Review Set 1, 2 and 3 Phonics Green Words</p> <p>Read nonsense words Spell using Fred Fingers: Set 2 and 3 words</p>

	<p>Spell using Fred Fingers</p> <p>Once secure, read Set 3 sounds and matching Phonics Green Words</p> <p>Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily</p> <p>Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily</p>	<p>Spell using Fred Fingers: focus on Set 2 words</p> <p>Once secure, read Set 3 sounds and matching Phonics Green Words</p> <p>Read all Set 2 sounds speedily Read these sounds in real words and nonsense words with Fred Talk</p> <p>Read previously taught words with Set 1 and 2 sounds speedily</p>	<p>Read Set 1 and Set 2 sounds in longer words</p> <p>Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words</p> <p>Read previously taught words with Set 1 and Set 2 sounds speedily</p>	<p>Read nonsense words Spell using Fred Fingers: Set 2 and 3 words</p> <p>Read the first six Set 3 sounds (ea, oi, a-e, i-e,o-e, u-e) speedily</p> <p>Read these sounds in real words and nonsense words</p> <p>Read a passage at 60-70 words per minute, attempting intonation to show comprehension</p>	<p>Read these sounds in real words and nonsense words</p> <p>Read a passage at 60-70 words per minute, attempting intonation to show comprehension</p>	<p>Read all Set 3 sounds speedily</p> <p>Read Set 3 Sounds in real words and nonsense words</p> <p>Read a passage at 70-80 words per minute, attempting intonation to show comprehension</p>
<p>English Reading</p> <p>Read Write Inc.</p> <p>Skills</p>	<p>I can apply phonic knowledge to decode words. I can read aloud phonetically-decodable texts. I can re-read books to build fluency and confidence. I can read simple sentences and understand the meaning including what a pronoun is. I can speedily read all the 40+ letters/groups for the 40+ phonemes, including alternative sounds for graphemes. I can read year 1 common exception words noting unusual correspondence between spelling and sound (identifying where they appear). I can read polysyllabic words containing taught GPC's. I can read common suffixes (-s, -es, -ing, -ed, -er and -est). I can read contractions and understand that the apostrophe represents the missing letter(s). I can read accurately by blending the taught GPC's. I can develop some fluency and expression, pausing at full stops.</p>					

<p>Maths</p> <p>Knowledge</p>	<p><i>Place Value (within 10)</i></p> <p>Know number names confidently to 10.</p> <p>Know the order of numbers 0-10.</p> <p>Know how to count be rote to 10 and beyond.</p> <p>Know what 'more' and 'less' mean.</p> <p>Know what 1 more and 1 less is from a given number to 10.</p> <p>Know how to count forwards and backwards beginning with 0 or 1 to 10.</p> <p>Know how to count forwards and backwards from any given number to 10.</p> <p>Know and recognise the numeral 0-10.</p>	<p><i>Addition & Subtraction (within 10) Geometry</i></p> <p>Know how to count to 10 confidently.</p> <p>Know how to recognise numerals 0,1,2,3,4,5,6,7,8,9.</p> <p>Know how to count a given number of objects to 10.</p> <p>Know how to match quantities of objects to numbers.</p> <p>Know how to write numbers to 10.</p> <p>Know and use the language of addition and subtraction.</p> <p>Know how to read and interpret statements involving addition +, subtraction – and the equals = signs.</p> <p>Know what number bonds are.</p>	<p><i>Place Value (within 20) Addition & Subtraction (within 20)</i></p> <p>Know number names confidently to 20.</p> <p>Know the order of numbers 0-20.</p> <p>Know how to count be rote to 20 and beyond.</p> <p>Know what 1 more and 1 less is from a given number to 20.</p> <p>Know how to count forwards and backwards beginning with 0 or 1 to 20.</p> <p>Know how to count forwards and backwards from any given number to 20.</p> <p>Know that 10 is made up of 10 ones.</p> <p>Know that numbers 11-19 are 1 ten and ___ ones.</p>	<p><i>Place Value (within 50) Measurement – Length and Height, Mass and Volume</i></p> <p>Know number names confidently to 50.</p> <p>Know how to count be rote to 50 and beyond.</p> <p>Know what 1 more and 1 less is from a given number to 50.</p> <p>Know how to count forwards and backwards beginning with 0 or 1 to 50.</p> <p>Know how to count forwards and backwards from any given number to 50.</p> <p>Know that 10 is made up of 10 ones.</p> <p>Know that 50 is made up of 5 tens.</p>	<p><i>Multiplication & Division Fractions Geometry</i></p> <p>Know how to count in two's, fives and tens.</p> <p>Know one more and one less than a given number.</p> <p>Know how to count backwards in twos, fives and tens.</p> <p>Know and can talk about the patterns when counting in twos, fives and tens.</p> <p>Know how to make equal groups using manipulatives.</p> <p>Know and understand the language of equal and unequal.</p> <p>Know how to add equal groups.</p> <p>Know what arrays are.</p> <p>Know how to use arrays to support my learning.</p>	<p><i>Place Value (100) Measurement Money & Time</i></p> <p>Know number names confidently to 100.</p> <p>Know how to count to 100.</p> <p>Know what 1 more and 1 less is from a given number to 100.</p> <p>Know how to count forwards and backwards beginning with 0 or 1 to 100.</p> <p>Know how to count forwards and backwards from any given number to 100.</p> <p>Know that 10 is made up of 10 ones.</p>
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	<p>Know that 10 is made up of 10 ones.</p> <p>Know the shape of the numbers to 10 and what they look like in order to write them.</p> <p>Know how to count in multiples of two's fives and tens to develop patterns in the number system.</p> <p>Know how to identify and represent numbers to 10 using objects, pictorial representations including a number line.</p> <p>Know how to use language of equal to, more than, less than (fewer), most and least.</p> <p>Know how to write numbers 1-10 in numerals and words.</p>	<p>Know which two numbers add together to make number bonds to 10.</p> <p>Know how to use number bonds and related subtraction facts to 10.</p> <p>Know how to use a number line to add or subtract.</p> <p>Know what a part part whole model is and how to use it.</p> <p>Know how to add and subtract one digit numbers to 10, including zero.</p> <p>Know that addition is commutative and can be done in any order.</p> <p>Know that subtraction needs to be in order.</p> <p>Know how to use concrete objects and pictorial representation to solve one step addition and subtraction problems.</p> <p>Know what a fact family is.</p> <p>Know that there are shapes all around us.</p> <p>Know how to create a picture using shapes.</p> <p>Know the names of 2d shapes.</p> <p>Know that shapes have properties.</p> <p>Know the difference between 2d and 2d shapes.</p> <p>Know the names of 3d shapes.</p>	<p>Know that 20 is made up of two tens.</p> <p>Know and recognise the numeral 0-20.</p> <p>Know how to count in multiples of two's fives and tens to develop patterns in the number system.</p> <p>Know how to identify and represent numbers to 20 using objects, pictorial representations including a number line.</p> <p>Know how to use language of equal to, more than, less than (fewer), most and least.</p> <p>Know how to write numbers 1-20 in numerals and words.</p> <p>Know how to count a given number of objects to 20.</p> <p>Know how to match quantities of objects to numbers.</p> <p>Know and use the language of addition and subtraction.</p> <p>Know how to read and interpret statements involving addition +, subtraction – and the equals = signs.</p> <p>Know what number bonds are.</p> <p>Know which two numbers add together to make number bonds to 20.</p> <p>Know how to use number bonds and related subtraction facts to 20.</p> <p>Know what a part part whole model is and how to use it.</p> <p>Know how to add and subtract one digit and two digit numbers to 20, including zero.</p>	<p>Know how to partition numbers to 50.</p> <p>Know and recognise the numeral 0-50.</p> <p>Know how to count in multiples of two's fives and tens to develop patterns in the number system.</p> <p>Know how to identify and represent numbers to 50 using objects, pictorial representations including a number line.</p> <p>Know how to use language of equal to, more than, less than (fewer), most and least.</p> <p>Know how to write numbers 1-20 in numerals and words.</p> <p>Know and understand the language for lengths & heights (long, short, longer, shorter, tall, short, double, half).</p> <p>Know and understand the language for mass & weight (heavy, light, heavier than, lighter than).</p> <p>Know and understand the language for capacity & volume (full, empty, more than, less than, half, half full, quarter)</p> <p>Know that some measurements can be the same or equal to.</p> <p>Know how to compare objects or different lengths/heights, mass and weight.</p> <p>Know how to record measurements for lengths,</p>	<p>Know how to double numbers up to 20.</p> <p>Know how to share objects into equal groups.</p> <p>Know and understand the language whole and half.</p> <p>Know that half means one of two equal parts.</p> <p>Know how to find half of an object or shape.</p> <p>Know how to find half of a quantity.</p> <p>Know the meaning of equal and non-equal parts and relate to a shape/object being split up into 4 equal parts.</p> <p>Know and understand the language quarter.</p> <p>Know how to find a quarter of a small quantity.</p> <p>Know and use the language of full, half, quarter and three quarters.</p> <p>Know and use the language of left, right, forwards and backwards.</p> <p>Know and use the language of top, bottom, in between, above, behind, below.</p>	<p>Know that 100 is made up of 10 tens.</p> <p>Know how to partition numbers up to 100.</p> <p>Know and recognise the numeral 0-100.</p> <p>Know how to count in multiples of two's fives and tens to develop patterns in the number system.</p> <p>Know how to identify and represent numbers to 100 using objects, pictorial representations including a number line.</p> <p>Know how to use language of equal to, more than, less than (fewer), most and least.</p> <p>Know how to write numbers 1-20 in numerals and words.</p> <p>Know what money is and why we use it.</p> <p>Know the value of different denominations of coins.</p> <p>Know that for example ten 1 pence coins is equivalent to one 10 pence coin.</p> <p>Know and can talk about the size, colour, shape and value of coins.</p> <p>Know and can talk about different notes.</p> <p>Know that a note can represent many pounds.</p>
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						<p>half way between the hours.</p> <p>Know how to use equipment to measure durations of time. (seconds, minute, hour)</p> <p>Know how to compare time and use related language (faster, slower, earlier, later)</p>
<p>Maths</p> <p>Skills</p>	<p>I can count by rote confidently to 10.</p> <p>I can subitise to 10.</p> <p>I can say which number comes next when counting from 0-10.</p> <p>I can place numbers in order from 1-10.</p> <p>I can say which group has more or less.</p> <p>I can say one more and one less than a number to 10.</p> <p>I can sing counting songs that add and take away.</p> <p>I can count forwards and backwards from 0 or 1 to 10 or from a given number.</p> <p>I can recognise the numerals 1-10.</p> <p>I can form numbers 0-10 correctly.</p> <p>I can count in two's, fives and tens.</p>	<p>I can count by rote to 10.</p> <p>I can recognise numbers 0-10.</p> <p>I can count a group of objects up to 10.</p> <p>I can match the number to the group of objects to 10.</p> <p>I can use the words for addition and subtraction (add, plus, more, total, take away, subtract, minus, less)</p> <p>I can use +, - and = symbols accurately.</p> <p>I can sing songs about number bonds.</p> <p>I can use objects to create number bonds.</p> <p>I can say the number bonds to 10.</p> <p>I can add and subtract using number bonds and related subtraction facts.</p>	<p>I can count by rote confidently to 20.</p> <p>I can say which number comes next when counting from 0-20.</p> <p>I can place numbers in order from 1-20.</p> <p>I can say one more and one less than a number to 20.</p> <p>I can count forwards and backwards from 0 or 1 to 20 or from a given number.</p> <p>I can recognise the numerals 1-20.</p> <p>I can form numbers 0-20 correctly.</p> <p>I can count in two's, fives and tens.</p> <p>I can say how many tens and ones are in numbers to 20.</p> <p>I can represent numbers using objects and pictorial representations.</p> <p>I can use the language of equal to, more than, less than (fewer), most and least accurately.</p>	<p>I can count to 50.</p> <p>I can say which number comes next when counting from 0-50.</p> <p>I can say one more and one less than a number to 50.</p> <p>I can count forwards and backwards from 0 or 1 to 50 or from a given number.</p> <p>I can recognise the numerals 1-50.</p> <p>I can count in two's, fives and tens.</p> <p>I can say how many tens are in 50.</p> <p>I can represent numbers using objects and pictorial representations.</p> <p>I can use the language of equal to, more than, less than (fewer), most and least accurately.</p> <p>I can match a numeral to a word to 20.</p>	<p>I can count in twos, fives and tens.</p> <p>I can count forwards and backwards.</p> <p>I can make equal groups using objects and pictures.</p> <p>I can use the words equal and unequal to describe groups.</p> <p>I can draw pictures, use objects in columns and rows to create arrays.</p> <p>I can double numbers to 20.</p> <p>I can sing doubling songs.</p> <p>I can split objects into equal groups.</p> <p>I can use the language of whole and half.</p> <p>I can show half of something practically.</p> <p>I can find half of a quantity.</p> <p>I can find a quarter of a small quantity.</p> <p>I can talk about quarter, full, half, three quarters.</p>	<p>I can count to 100.</p> <p>I can say which number comes next when counting from 0-100.</p> <p>I can say one more and one less than a number to 100.</p> <p>I can count forwards and backwards from 0 or 1 to 100 or from a given number.</p> <p>I can recognise the numerals 1-100.</p> <p>I can count in two's, fives and tens.</p> <p>I can say how many tens are in 100.</p> <p>I can represent numbers using objects and pictorial representations.</p> <p>I can use the language of equal to, more than, less than (fewer), most and least accurately.</p>

	<p>I can represent numbers using objects and pictorial representations.</p> <p>I can use the language of equal to, more than, less than (fewer), most and least accurately.</p> <p>I can match a numeral to a word to 10.</p> <p>I can write numbers in words to 10.</p>	<p>I can use a part part whole model to support my addition and subtraction problem.</p> <p>I can recognise shapes in the environment.</p> <p>I can relate shapes to everyday objects.</p> <p>I can name 2d and 3d shapes.</p> <p>I can talk about the properties of 2d and 3d shapes.</p> <p>I can recognise patterns in the environment.</p> <p>I can create a pattern.</p> <p>I can create a repeated pattern.</p> <p>I can talk about the repeated pattern.</p>	<p>I can match a numeral to a word to 20.</p> <p>I can write numbers in words to 20.</p> <p>I can count a group of objects up to 20.</p> <p>I can match the number to the group of objects to 20.</p> <p>I can use the words for addition and subtraction (add, plus, more, total, take away, subtract, minus, less)</p> <p>I can use +, - and = symbols accurately.</p> <p>I can sing songs about number bonds.</p> <p>I can use objects to create number bonds.</p> <p>I can use my knowledge of number bonds to 10 to support number bonds to 20.</p> <p>I can add and subtract using number bonds and related subtraction facts.</p> <p>I can use a part part whole model to support my addition and subtraction problem.</p>	<p>I can write numbers in words to 20.</p> <p>I can look at 2 – 3 objects and say which is the longest, shortest, tallest.</p> <p>I can explore that classroom and finding objects of different lengths, heights and mass.</p> <p>I can talk about non-standard and standard units of measurements.</p> <p>I can use a ruler (cms), measuring scales and cups to help me measure.</p> <p>I can record my measurements.</p>	<p>I can use directional and positional language.</p>	<p>I can match a numeral to a word to 20.</p> <p>I can write numbers in words to 20.</p> <p>I can use money in my play.</p> <p>I can talk about why money is used.</p> <p>I can name the coins and notes.</p> <p>I can use place value to help me understand the value of money.</p> <p>I understand the value of coins and notes.</p> <p>I can talk about things I do in the morning, afternoon and evening.</p> <p>I can order and sequence events.</p> <p>I can name the days of the week and months of the year.</p> <p>I can say what day/ month it is today, tomorrow, yesterday, next, before, after.</p> <p>I can use an analogue clock.</p> <p>I can move the hands on the clock to the hour and half past the hour.</p> <p>I can use a stop watch and sand timer to measure durations of time.</p>
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<p>Science Knowledge</p>	<p>The Human Body Seasonal Changes</p>	<p>Materials Seasonal Changes</p>	<p>Planting Animals, including humans</p>	<p>Caring for the planet Seasonal changes Planting</p>	<p>Plants Planting</p>	<p>Growing and Cooking Seasonal Changes</p>
<p>Know how to use their experiences of the world around them to suggest appropriate answers to questions.</p>	<p>Know that observations can be recorded by using photographs, videos, drawings, labelled diagrams or in writing</p>	<p>Know that they can use senses to make observations</p>	<p>Know that measurements can be recorded by using prepared tables and charts.</p>	<p>Know that measurements can be recorded by using prepared tables and charts.</p>	<p>The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing.</p>	<p>Know that measurements can be recorded by using prepared tables and charts.</p>
<p>Know that observations can be recorded by using photographs, videos, drawings, labelled diagrams or in writing</p>	<p>Know that observations can be recorded by using photographs, videos, drawings, labelled diagrams or in writing</p>	<p>Know that observations can be used to support identification</p>	<p>The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing.</p>	<p>Know that observations can be recorded by using photographs, videos, drawings, labelled diagrams or in writing</p>	<p>Know that information can be presented as a picture or diagram.</p>	<p>Know that observations can be used to support identification</p>
<p>Know that measurements can be recorded by using prepared tables and charts.</p>	<p>Know that measurements can be recorded by using prepared tables and charts.</p>	<p>Know that measurements can be used to support identification</p>	<p>Know that information can be presented as a picture or diagram.</p>	<p>Know how to use simple prepared tables and sorting rings to classify</p>	<p>Know how to choose an appropriate method for testing a question</p>	<p>Know that in the UK, the day length is longest at mid-summer</p>
<p>Know that information can be presented as a picture or diagram.</p>	<p>Know that in the UK, the day length gets shorter each day until mid-winter (about 8 hours) before getting longer again.</p>	<p>Know that objects, materials and living things can be sorted and grouped.</p>	<p>Know that information can be presented as a picture or diagram.</p>	<p>Know the change in weather causes many other changes.</p>	<p>Know the different types of test (to classify; comparative tests; pattern seeking enquiries or make observations over time).</p>	<p>Know the names of the four seasons and identify when in the year they occur (Summer)</p>
<p>Know that they can learn by exploring the world around them</p>	<p>Know the change in weather causes many other changes.</p>	<p>Know that they can use secondary sources (books, computers, a person) to find things out</p>	<p>Know that they can use secondary sources (books, computers, a person) to find things out</p>	<p>Know the names of the four seasons and identify when in the year they occur (Spring)</p>	<p>Know how to sort and group objects, identifying their own criteria.</p>	<p>Know that weather is different in seasons over a year (Summer)</p>
<p>Know that careful observations will support comparison.</p>	<p>Know the names of the four seasons and identify when in the year they occur (Winter)</p>	<p>Know that animals eat different things.</p>	<p>Know that animals eat different things.</p>	<p>Know that weather is different in seasons over a year (Spring)</p>	<p>Know the common parts of a tree</p>	<p>Know that weather is different in seasons over a year (Summer)</p>
<p>Know that they can use their observations and ideas to suggest answers to questions</p>	<p>Know that weather is different in seasons over a year (Winter)</p>	<p>Know that some animals eat plants.</p>	<p>Know that some animals eat plants.</p>	<p>Know that some animals eat plants.</p>	<p>Know the names of garden plants in the local area</p>	<p>Know that weather is different in seasons over a year (Summer)</p>
<p>Know how to take measurements, initially by comparisons</p>	<p>Know that objects are made of one or more materials</p>	<p>Know that some animals eat animals.</p>	<p>Know that some animals eat animals.</p>	<p>Know that some animals eat animals.</p>	<p>Know the names of wild flowering plants in the local area</p>	<p>Know that weather is different in seasons over a year (Summer)</p>
<p>Know that people can be classified according to their features</p>	<p>Know that an object can be made from different materials</p>	<p>Know that some animals eat animals and plants.</p>	<p>Know that some animals eat animals and plants.</p>	<p>Know that some animals eat animals and plants.</p>	<p>Know that some trees keep their leaves all year round (evergreen)</p>	<p>Know that weather is different in seasons over a year (Summer)</p>
<p>Know that first-hand close observations can make detailed drawings</p>	<p>Know that materials can be described by their properties</p>	<p>Know that a carnivore eats animals.</p>	<p>Know that a carnivore eats animals.</p>	<p>Know that a carnivore eats animals.</p>	<p>Know that some trees lose their leaves in Autumn (deciduous) and grow them again in Spring</p>	<p>Know that weather is different in seasons over a year (Summer)</p>
<p>Know how to talk about their findings from investigations using appropriate vocabulary</p>	<p>Know that some materials can be in different forms with different properties (plastic)</p>	<p>Know that a herbivore eats plants.</p>	<p>Know that a herbivore eats plants.</p>	<p>Know that a herbivore eats plants.</p>	<p>Know that some trees bear edible fruit/berries</p>	<p>Know that weather is different in seasons over a year (Summer)</p>
<p>Know the weather changes with the seasons.</p>	<p>Know how to carry out a test to answer the questions about</p>	<p>Know that an omnivore eats animals and plants.</p>	<p>Know that an omnivore eats animals and plants.</p>	<p>Know that an omnivore eats animals and plants.</p>	<p>Know that some plants bear edible fruit/berries</p>	<p>Know that weather is different in seasons over a year (Summer)</p>
<p>Know the weather changes with the seasons.</p>	<p>Know how to carry out a test to answer the questions about</p>	<p>Know the names of some animals that eat animals.</p>	<p>Know the names of some animals that eat animals.</p>	<p>Know the names of some animals that eat animals.</p>	<p>Know the names of trees with edible fruit/berries</p>	<p>Know that weather is different in seasons over a year (Summer)</p>
<p>Know the weather changes with the seasons.</p>	<p>Know how to carry out a test to answer the questions about</p>	<p>Know the names of some animals that eat plants.</p>	<p>Know the names of some animals that eat plants.</p>	<p>Know the names of some animals that eat plants.</p>	<p>Know the names of trees with inedible fruit/berries</p>	<p>Know that weather is different in seasons over a year (Summer)</p>

<p>Know the change in weather causes many other changes.</p> <p>Know the names of the four seasons and identify when in the year they occur (Autumn)</p> <p>Know that weather is different in seasons over a year (Autumn)</p> <p>Know the common parts of the human body</p> <p>Know that humans and animals have 5 senses</p> <p>Know that each sense links to a part of the body.</p> <p>Know that humans and animals use their senses to find out about the world.</p> <p>Know that humans are animals</p> <p>Know that humans can explore objects using different senses</p> <p>Know how to take measurements of parts of their body</p> <p>Know how to compare parts of their own body</p> <p>Know how to look for patterns between people e.g. Do people with big hands have big feet?</p>	<p>properties e.g. "Which cloth is the most absorbent?"</p> <p>Know how to classify objects made of one material in different ways e.g. a group of object made of metal.</p> <p>Know how to classify in different ways one type of object made from a range of materials e.g. a collection of spoons made of different materials.</p> <p>Know that we can classify materials based on their properties</p> <p>Know how to test the properties of objects e.g. absorbency of cloths, strength of party hats made of different papers, stiffness of paper plates, waterproofness of shelters.</p>	<p>Know the names of some animals that eat animals and plants.</p> <p>Know that animals have different structures</p> <p>Know that animals have different skin coverings</p> <p>Know that different structures and skin coverings can help us identify an animal</p> <p>Know there are different ways to group animals (fish, reptile, bird, mammal and amphibian)</p> <p>Know insects are not animals</p> <p>Know animals have a range of features.</p> <p>Know the names of animals and what they look like.</p> <p>Know that secondary resources can be used to find out what animals eat</p> <p>Know the common parts of a plant</p> <p>Know that parts of a plant can vary</p> <p>Know that not all plants produce flowers</p> <p>Know that not all stems are green</p> <p>Know that a blossom is a flower</p>		<p>Know the names of plants with edible fruit/berries</p> <p>Know the names of plants with inedible fruit/berries</p> <p>Know that trees are plants</p> <p>Know that not all leaves are green</p> <p>Know that a trunk is a stem</p> <p>Know that observations can support identification</p>	
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<p>Science Skills</p>	<p>I can use my experiences of the world around me to suggest appropriate answers to questions.</p> <p>I can record my observations e.g. using photographs, videos, drawings, labelled diagrams or in writing</p> <p>I can notice change.</p> <p>I can use practical resources to gather evidence to answer questions generated by me or the teacher</p> <p>I can ask a simple question.</p> <p>I can recognise that a simple question can be answered in different ways</p> <p>I can use first-hand close observations to make detailed drawings</p> <p>I can plan how to use resources to answer questions using different types of enquiry</p> <p>I can use equipment to help me observe things (magnifying glass, microscope)</p> <p>I can talk about how the weather changes with the seasons.</p> <p>I can give examples of how the change in weather causes many other changes e.g. less mini beasts in winter, seed and plant growth, type of clothes worn by people</p> <p>I can name the four seasons and identify when in the year they occur (Autumn)</p>	<p>I can use senses to make observations</p> <p>I can label a picture or diagram of an object made from different materials</p> <p>I can notice change</p> <p>I can use equipment to help me observe things (magnifying glass, microscope)</p> <p>I can use practical resources to gather evidence to answer questions generated by me or the teacher</p> <p>I can ask a simple question.</p> <p>I can recognise that a simple question can be answered in different ways</p> <p>I can plan how to use resources to answer questions using different types of enquiry</p> <p>I can talk about how the day length gets shorter each day until mid-winter (about 8 hours) before getting longer again in the UK.</p> <p>I can give examples of how the change in weather causes many other changes e.g. less mini beasts in winter</p> <p>I can name the four seasons and identify when in the year they occur (Winter)</p> <p>I can describe weather in different seasons over a year (Winter)</p> <p>I can collect information about the weather regularly throughout the year.</p>	<p>I can notice change</p> <p>I can use practical resources to gather evidence to answer questions generated by me or the teacher</p> <p>I can plan how to use resources to answer questions using different types of enquiry</p> <p>I can ask a simple question.</p> <p>I can recognise that a simple question can be answered in different ways</p> <p>I can identify some animals that eat plants.</p> <p>I can identify some animals that eat animals.</p> <p>I can identify some animals that eat animals and plants.</p> <p>I can talk about how a carnivore eats animals.</p> <p>I can talk about how a herbivore eats plants.</p> <p>I can talk about how an omnivore eats animals and plants.</p> <p>I can identify and name some animals that eat animals.</p> <p>I can identify and name some animals that eat plants.</p> <p>I can use simple charts etc. to identify unknown animals</p> <p>I can identify and name some animals that eat animals and plants.</p> <p>I can talk about the different structures that animals have (wings, tails, ears)</p>	<p>I can notice change</p> <p>I can use equipment to help me observe things (magnifying glass, microscope)</p> <p>I can use practical resources to gather evidence to answer questions generated by me or the teacher</p> <p>I can ask a simple question.</p> <p>I can recognise that a simple question can be answered in different ways</p> <p>I can plan how to use resources to answer questions using different types of enquiry</p> <p>I can give examples of how the change in weather causes many other changes e.g. seed and plant growth.</p> <p>I can name the four seasons and identify when in the year they occur (Spring)</p> <p>I can describe weather in different seasons over a year (Spring)</p> <p>I can collect information about the weather regularly throughout the year.</p> <p>I can present information about the weather in tables and charts to compare the weather across the seasons.</p> <p>I can collect information, regularly throughout the year, of features that change with the seasons (plants, animals, humans) and present this information in different ways to compare the seasons.</p>	<p>I can use practical resources provided to gather evidence to answer questions generated by myself or the teacher.</p> <p>I can notice change</p> <p>I can use practical resources to gather evidence to answer questions generated by me or the teacher</p> <p>I can ask a simple question.</p> <p>I can recognise that a simple question can be answered in different ways</p> <p>I can plan how to use resources to answer questions using different types of enquiry</p> <p>I can use practical resources provided to gather evidence to answer questions generated by myself or the teacher.</p> <p>I can notice change</p> <p>I can use practical resources to gather evidence to answer questions generated by me or the teacher</p> <p>I can ask a simple question.</p> <p>I can recognise that a simple question can be answered in different ways</p> <p>I can plan how to use resources to answer questions using different types of enquiry</p> <p>I can describe weather in different seasons over a year (Summer)</p> <p>I can collect information about the weather regularly throughout the year.</p> <p>I can present information about the weather in tables and charts to compare the weather across the seasons.</p> <p>I can collect information, regularly throughout the</p>	<p>I can notice change</p> <p>I can use equipment to help me observe things (magnifying glass, microscope)</p> <p>I can use practical resources to gather evidence to answer questions generated by me or the teacher</p> <p>I can ask a simple question.</p> <p>I can recognise that a simple question can be answered in different ways</p> <p>I can plan how to use resources to answer questions using different types of enquiry</p> <p>I can talk about day length being at its longest at mid-summer in the UK</p> <p>I can name the four seasons and identify when in the year they occur (Summer)</p> <p>I can describe weather in different seasons over a year (Summer)</p> <p>I can collect information about the weather regularly throughout the year.</p> <p>I can present information about the weather in tables and charts to compare the weather across the seasons.</p> <p>I can collect information, regularly throughout the</p>
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<p>I can describe weather in different seasons over a year (Autumn)</p> <p>I can collect information about the weather regularly throughout the year.</p> <p>I can present information about the weather in tables and charts to compare the weather across the seasons.</p> <p>I can collect information, regularly throughout the year, of features that change with the seasons (plants, animals, humans) and present this information in different ways to compare the seasons.</p> <p>I can gather data about day length regularly throughout the year and present this to compare the seasons.</p> <p>I can name the common parts of the human body</p> <p>I can talk about how humans and animals have 5 senses</p> <p>I can link each sense to a part of the body.</p> <p>I can talk about how humans and animals use their senses to find out about the world.</p> <p>I can follow instructions involving parts of the body</p> <p>I can label parts of the body on pictures/diagrams</p> <p>I can explore objects using different senses</p> <p>I can compare two people.</p> <p>I can take measurements of parts of my body</p>	<p>I can present information about the weather in tables and charts to compare the weather across the seasons.</p> <p>I can collect information, regularly throughout the year, of features that change with the seasons (plants, animals, humans) and present this information in different ways to compare the seasons.</p> <p>I can gather data about day length regularly throughout the year and present this to compare the seasons.</p> <p>I can describe the properties of different materials</p> <p>I can sort objects and materials using a range of properties</p> <p>I can choose an appropriate method for testing an object for a particular property</p> <p>I can use their test evidence to answer the questions about properties e.g. "Which cloth is the most absorbent?"</p> <p>I can classify objects made of one material in different ways e.g. a group of object made of metal.</p> <p>I can classify in different ways one type of object made from a range of materials e.g. a collection of spoons made of different materials.</p> <p>I can classify materials based on their properties</p> <p>I can test the properties of objects e.g. absorbency of cloths, strength of party hats made of different papers,</p>	<p>I can name different skin coverings that animals have (scales, feathers, hair).</p> <p>I can describe an animal using its key features (structure and skin covering)</p> <p>I can label key features of an animal on a picture/diagram</p> <p>I can write descriptively about an animal</p> <p>I can name a range of animals from each of the vertebrate groups (fish, reptile, bird, mammal and amphibian)</p> <p>I can classify animals using a range of features.</p> <p>I can identify animals by matching them to named images.</p> <p>I can classify animals according to what they eat.</p> <p>I can create a drawing of an imaginary animal labelling its key features</p> <p>I can use secondary resources to find out what animals eat, including talking to experts e.g. pet owners, zookeepers etc.</p> <p>I can point to and name the common parts of a plant.</p> <p>I can talk about how parts of a plant can be different.</p> <p>I can tell someone that not all plants have flowers</p> <p>I can point out that not all stems are green</p> <p>I can talk about how a blossom is a flower</p>	<p>I can gather data about day length regularly throughout the year and present this to compare the seasons.</p>	<p>I can compare two leaves, seeds and flowers.</p> <p>I can classify leaves, seeds and flowers</p> <p>I can identify plants by matching the picture to the word.</p> <p>I can observe how plants change over time.</p> <p>I can use simple secondary sources (such as identification sheets) to name things.</p> <p>I can point out which trees are deciduous and which are evergreen</p> <p>I can identify and name some trees that bear fruit/berries</p> <p>I can identify and name some trees bear edible and inedible fruit/berries</p> <p>I can identify and name some plants that bear fruit/berries</p> <p>I can identify and name some plants that bear edible and inedible fruit/berries</p> <p>I can tell someone that trees are plants</p> <p>I can tell someone that not all leaves are green</p> <p>I can tell someone that a trunk is a stem</p>	<p>year, of features that change with the seasons (plants, animals, humans) and present this information in different ways to compare the seasons.</p> <p>I can gather data about day length regularly throughout the year and present this to compare the seasons.</p>
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	<p>I can compare parts of my own body</p> <p>I can look for patterns between people e.g. Do people with big hands have big feet?</p> <p>I can classify people according to their features</p> <p>I can investigate human senses e.g. Which part of my body is good for feeling, which is not? Which food/flavours can I identify by taste? Which smells can I match?</p> <p>I can name body parts correctly when talking about measurements and comparisons e.g. “My arm is x straws long and my leg is y straws long. My leg is longer than my arm.” “We both have hands, but his are bigger than mine.” “These people have brown eyes and these have blue.”</p> <p>I can talk about their findings from investigations using appropriate vocabulary e.g. “My fingers are much better at feeling than my toes” “We found that the crisps all taste the same.”</p>	stiffness of paper plates, waterproofness of shelters.	I can sort and group parts of plants using similarities and differences			
<p>PSHE</p> <p>Knowledge</p>	<p><i>Jigsaw – Being Me in my World</i></p> <p>Know what rules are and why they are important.</p> <p>Know and understand the words ready, respectful and safe.</p> <p>Know what the word safe means.</p>	<p><i>Jigsaw – Celebrating Difference</i></p> <p>Know that people have differences and similarities.</p> <p>Know what bullying means.</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy.</p>	<p><i>Jigsaw – Dreams and Goals</i></p> <p>Know how to set simple goals.</p> <p>Know how to achieve a goal.</p> <p>Know how to work well with a partner.</p> <p>Know that tackling a challenge can stretch their learning.</p>	<p><i>Jigsaw – Healthy Me</i></p> <p>Know the difference between being healthy and unhealthy.</p> <p>Know some ways to keep healthy.</p> <p>Know how to make healthy lifestyle choices.</p>	<p><i>Jigsaw – Relationships</i></p> <p>Know that everyone’s family is different.</p> <p>Know that there are lots of different types of families.</p> <p>Know that families are founded on belonging, love and care.</p> <p>Know how to make a friend.</p>	<p><i>Jigsaw – Changing Me</i></p> <p>Know that animals including humans have a life cycle.</p> <p>Know that changes happen when we grow up.</p> <p>Know that people grow up at different rates and that is normal.</p>

	<p>Know that situations can be safe and unsafe.</p> <p>Know that they are special.</p> <p>Know how to make someone else feel special</p> <p>Know I belong to my class.</p> <p>Know I have rights and responsibilities.</p> <p>Know how to make my class a safe place for everybody to learn.</p> <p>Know that my views and ideas will be valued and are important.</p> <p>Know what the words proud, pleased and happy mean.</p> <p>Know that and understand that the choices that I make have consequences.</p>	<p>Know how to make friendships.</p> <p>Know that people are unique and that it is OK to be different.</p> <p>Know ways in which they are the same as their friends and ways they are different.</p> <p>Know what is bullying and what isn't.</p> <p>Know and understand how being bullied might feel.</p> <p>Know ways to help a person who is being bullied.</p> <p>Know and identify emotions associated with making a new friend.</p> <p>Know and verbalise some of the attributes that make them unique and special.</p>	<p>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them.</p> <p>Know when a goal has been achieved.</p> <p>Know things that they do well.</p> <p>Know and explain how they learn best.</p> <p>Know how to celebrate an achievement with a friend.</p> <p>Know their own feelings when faced with a challenge.</p> <p>Know their own feelings when they are faced with an obstacle.</p> <p>Know how they feel when they overcome an obstacle.</p> <p>Know how to keep feelings of success so that they can be used in the future.</p> <p><i>Know and understand the Zones of regulation.</i></p>	<p>Know how to keep themselves clean and healthy.</p> <p>Know that germs cause disease / illness.</p> <p>Know that all household products, including medicines, can be harmful if not used properly.</p> <p>Know that medicines can help them if they feel poorly.</p> <p>Know how to keep safe when crossing the road.</p> <p>Know about people who can keep them safe.</p> <p>Know and recognise feeling good when they make healthy choices.</p> <p>Know that they are special.</p> <p>Know and can keep themselves safe.</p> <p>Know ways to look after themselves if they feel poorly.</p> <p>Know when they feel frightened and know how to ask for help.</p> <p>Know how being healthy helps them to feel happy.</p>	<p>Know the characteristics of healthy and safe friends.</p> <p>Know that physical contact can be used as a greeting.</p> <p>Know about the different people in the school community and how they help.</p> <p>Know who to ask for help in the school community.</p> <p>Know and express how it feels to be part of a family and to care for family members.</p> <p>Know and can say what being a good friend means.</p> <p>Know and can show skills of friendship.</p> <p>Know and can identify forms of physical contact they prefer.</p> <p>Know how to say no when they receive a touch they don't like.</p> <p>Know how to praise themselves and others.</p> <p>Know some of their personal qualities.</p> <p>Know and can say why they appreciate a special relationship.</p>	<p>Know the names of male and female private body parts.</p> <p>Know that there are correct names for private body parts and nicknames, and when to use them.</p> <p>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these.</p> <p>Know who to ask for help if they are worried or frightened.</p> <p>Know that learning brings about change.</p> <p>Know and accepts that change is a natural part of getting older.</p> <p>Know some things that have changed and some things that have stayed the same since being a baby (including the body).</p> <p>Know and can express why they enjoy learning.</p> <p>Know and suggest ways to manage change e.g. moving to a new class.</p>
<p>PSHE</p> <p>Skills</p>	<p>I can explore and engage in the learning environment.</p> <p>I can access the resources in the classroom and put them away.</p> <p>I can line up one behind each other quietly with hands by their sides.</p>	<p>I can develop friendships within the classroom.</p> <p>I can talk about things that are similar and different in their friendship. (I like the colour red, he likes green, we both have brown hair)</p> <p>I can talk about what bullying is.</p>	<p>I can develop my independence.</p> <p>I can try new activities and give them a go.</p> <p>I can encourage others to join in with activities and new tasks.</p> <p>I can take turns whilst playing.</p> <p>I can share resources with others.</p>	<p>I can enjoy a range of healthy snacks in class.</p> <p>I can take part in PE lessons, jump start Jonny, mindfulness and yoga.</p> <p>I can independently manage own personal hygiene.</p>	<p>I can ask questions and talk about differences between families, (eg, size, religion, colour of skin, gender)</p> <p>I can share experiences of what they do as a family.</p> <p>I can play and act out family roles.</p> <p>I can talk about things they love about their family.</p>	<p>I can discuss and talk about what they could do as a baby, toddler and now child.</p> <p>I can say how they have changed.</p> <p>I can sing songs and learn about the human body.</p>

<p>I can put my bags, water bottles, coats, reading books and lunch boxes in the correct places in the classroom.</p> <p>I can confidently use the toilets and manage personal hygiene,</p> <p>I can sit with legs crossed, hands on knees and looking at teacher during carpet time.</p> <p>I can say kind things to others.</p> <p>I can help other children in their learning.</p> <p>I can share resources with others.</p> <p>I can develop friendships within my class.</p> <p>I can build relationship with adults in the class.</p> <p>I can say please, thank you and excuse me when communicating with others.</p> <p>I can use kind hands and feet.</p> <p>I can walk in school.</p> <p>I can hold and use equipment correctly.</p> <p>I can play with others.</p> <p>I can say something nice about someone else.</p> <p>I can talk and have conversations with children and adults in the classroom.</p> <p>I can listen to others.</p> <p>I can talk about feelings with others.</p>	<p>I can speak to an adult if they or a friend is being bullied.</p> <p>I can let other children join in with games and activities in school.</p> <p>I can talk about what bullying isn't.</p> <p>I can share feelings on how they would feel if being bullied by someone.</p> <p>I can talk about ways you can be a good friend.</p> <p>I can share with others.</p> <p>I can use kind words, hands and feet.</p>	<p>I can show patience when working with others.</p> <p>I can think of ways to overcome a problems, with some support from adults.</p> <p>I can talk about things they are good at.</p> <p>I can smile and use kind words to others when they have done well.</p> <p>I can talk about and share times they have felt a certain way.</p> <p>I can talk about the Zones of regulation and what colour they feel and what they can do to change how they feel.</p>	<p>I can talk about things that are healthy and un healthy.</p> <p>I can share bedtime routines with others.</p> <p>I can cover their mouths when coughing and use a tissue.</p> <p>I can talk about what germs can do to you.</p> <p>I can join in with games and fitness activities.</p> <p>I can be aware of the people around them who keep them safe.</p> <p>I can name family members and adults in school.</p> <p>I can be able to talk to someone if they need help or are feeling unwell.</p> <p>I can be able to stop, look and listen being safe crossing the road with adult supervision.</p> <p>I can talk about things that are safe and unsafe on the roads.</p> <p>I can share and explore feelings.</p>	<p>I can listen to others and respond appropriately in a conversation.</p> <p>I can share experiences with others.</p> <p>I can take turns with others.</p> <p>I can use kind words, hands and feet.</p> <p>I can wave, shake hands, smile, say hello / goodbye as a greeting to others.</p> <p>I can build relationships with adults and be able to talk to them if they need help.</p> <p>I can name the adults in school and what they do.</p> <p>I can congratulate and praise friends for doing well.</p> <p>I can ask a friend if they would like a hug. Get permission/consent.</p> <p>I can say 'no' or 'stop I don't like that' when they receive a touch they don't like.</p> <p>I can say what I am good at.</p>	<p>Talk about the parts of their body.</p> <p>I can say the names of the male and female private body parts.</p> <p>I can talk about their private parts belonging to them and that nobody has the right to hurt them.</p> <p>I can share with others times they feel frightened or worried and what they did to change that.</p> <p>I have confidence to talk with adults.</p>
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<p>Art Knowledge</p>	<p>Drawing – Make your Mark</p> <p>Formal elements:</p> <p>Shape: Know a range of 2D shapes and confidently draw these.</p> <p>Line: Know that drawing tools can be used in a variety of ways to create different lines.</p> <p>Line: Know lines can represent movement in drawings.</p> <p>Texture: Know that texture means ‘what something feels like’.</p> <p>Texture: Know different marks can be used to represent the textures of objects.</p> <p>Texture: Know different drawing tools make different marks.</p> <p>Making skills:</p> <p>That a continuous line drawing is a drawing with one unbroken line.</p> <p>Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.</p> <p>How to hold and use drawing tools in different ways to create different lines and marks.</p> <p>How to create marks by responding to different stimulus such as music.</p> <p>How to overlap shapes to create new ones.</p>		<p>Painting and mixed media – Colour Splash</p> <p>Formal elements:</p> <p>Colour: Know that the primary colours are red, yellow and blue.</p> <p>Colour: Know primary colours can be mixed to make secondary colours:</p> <p>Red + yellow = orange</p> <p>Yellow + blue = green</p> <p>Blue + red = purple</p> <p>Pattern: Know a pattern is a design in which shapes, colours or lines are repeated.</p> <p>Tone: Know that there are many different shades (or ‘hues’) of the same colour.</p> <p>Tone: Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p> <p>Making skills:</p> <p>How to combine primary coloured materials to make secondary colours.</p> <p>How to mix secondary colours in paint.</p> <p>How to choose suitable sized paint brushes.</p> <p>How to clean a paintbrush to change colours.</p> <p>How to print with objects, applying a suitable layer of paint to the printing surface.</p> <p>How to overlap paint to mix new colours.</p>		<p>Sculpture and 3D – Paper Play</p> <p>Formal elements:</p> <p>Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it.</p> <p>Form: Know that three dimensional art is called sculpture.</p> <p>Shape: Know paper can be shaped by cutting and folding it.</p> <p>Making skills:</p> <p>How to roll and fold paper.</p> <p>How to cut shapes from paper and card.</p> <p>How to cut and glue paper to make 3D structures.</p> <p>How to decide the best way to glue something.</p> <p>How to create a variety of shapes in paper, eg spiral, zig-zag.</p> <p>How to make larger structures using newspaper rolls.</p> <p>Knowledge of artists:</p> <p>Some artists are influenced by things happening around them.</p> <p>Artists living in different places at different times can be inspired by similar ideas or stories.</p> <p>Artists choose materials that suit what they want to make.</p> <p>Evaluating and analysing:</p> <p>Art is made in different ways.</p>	<p>Craft and Design – Woven Wonders</p> <p>Formal elements:</p> <p>Form: Know that three dimensional art is called sculpture.</p> <p>Making skills:</p> <p>What materials can be cut, knotted, threaded or plaited.</p> <p>How to wrap objects/shapes with wool.</p> <p>How to measure a length.</p> <p>How to tie a knot, thread and plait.</p> <p>How to make a box loom.</p> <p>How to join using knots.</p> <p>How to weave with paper on a paper loom.</p> <p>How to weave using a combination of materials.</p> <p>Knowledge of artists:</p> <p>Some artists are influenced by things happening around them.</p> <p>Sometimes artists concentrate on how they are making something rather than what they make.</p> <p>Artists can use everyday materials that have been thrown away to make art.</p>
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	<p>How to use mark making to replicate texture.</p> <p>How to look carefully to make an observational drawing.</p> <p>How to complete continuous line drawing.</p> <p>Knowledge of artists:</p> <p>Artists choose materials that suit what they want to make.</p> <p>Evaluating and analysing:</p> <p>Art is made in different ways.</p> <p>Art is made by all different kinds of people.</p> <p>An artist is someone who creates.</p>		<p>How to use blowing to create a paint effect.</p> <p>How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</p> <p>Evaluating and analysing:</p> <p>Art is made in different ways.</p> <p>Art is made by all different kinds of people.</p> <p>An artist is someone who creates.</p>		<p>Art is made by all different kinds of people.</p> <p>An artist is someone who creates.</p>	<p>Artists choose materials that suit what they want to make.</p> <p>Evaluating and analysing:</p> <p>Art is made in different ways.</p> <p>Art is made by all different kinds of people.</p> <p>An artist is someone who creates.</p> <p>Craft is making something creative and useful.</p>
<p>Art Skills</p>	<p>Drawing – Make your Mark</p> <p>Generating ideas:</p> <p>Explore their own ideas using a range of media.</p> <p>Using sketchbooks:</p> <p>Use sketchbooks to explore ideas.</p> <p>Making skills:</p> <p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p>		<p>Painting and mixed media – Colour Splash</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> Explore their own ideas using a range of media. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> Use sketchbooks to explore ideas. <p>Making skills:</p> <ul style="list-style-type: none"> Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. 		<p>Sculpture and 3D – Paper Play</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> Explore their own ideas using a range of media. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> Use sketchbooks to explore ideas. <p>Making skills:</p> <ul style="list-style-type: none"> Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. 	<p>Craft and Design – Woven Wonders</p> <p>Generating ideas:</p> <p>Explore their own ideas using a range of media.</p> <p>Using sketchbooks:</p> <p>Use sketchbooks to explore ideas.</p> <p>Making skills:</p> <p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p>

	<p>Make choices about which materials to use to create an effect.</p> <p>Develop observational skills to look closely and reflect surface texture.</p> <p>Knowledge of artists:</p> <p>Understand how artists choose materials based on their properties in order to achieve certain effects.</p> <p>Evaluating and analysing:</p> <p>Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>		<ul style="list-style-type: none"> • Make choices about which materials to use to create an effect. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Describe and compare features of their own and others' artwork. • Evaluate art with an understanding of how art can be varied and made in different ways and by different people. 		<ul style="list-style-type: none"> • Explore and analyse a wider variety of ways to join and fix materials in place. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Describe and compare features of their own and others' artwork. • Evaluate art with an understanding of how art can be varied and made in different ways and by different people. 	<p>Make choices about which materials to use to create an effect.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p> <p>Knowledge of artists:</p> <p>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p>Evaluating and analysing:</p> <p>Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>
<p>RE</p> <p>Knowledge</p>	<p>I know something about Christian beliefs about God.</p> <p>I know some Christian beliefs about God and talk about them.</p> <p>I know actions a Christian might take because of their beliefs about God.</p>	<p>I know something about the Christmas story.</p> <p>I know some of the Christmas story.</p> <p>I know the gifts in the Christmas story and say what they said about Jesus.</p>	<p>I know some actions Muslims take to show respect to Allah.</p> <p>I know some of the attributes (names) of Allah and what these might mean.</p> <p>I know how different attributes tell a Muslim something about Allah.</p>	<p>I know something about Palm Sunday.</p> <p>I know the parts of the Easter story and I can recognise some symbols in the story.</p> <p>I know what happened on Palm Sunday and can what some of the symbols in the Easter story mean.</p>	<p>I know key facts from the life of Muhammad.</p> <p>I know how the events in the life of Muhammad might impact on Muslims today.</p>	<p>I know some actions a Muslim might take to show respect to the Qur'an.</p> <p>I know why a Muslim might think the Qur'an is important.</p> <p>I know the Qur'an is important to Muslims and some actions they take to show this.</p>
<p>RE</p> <p>Skills</p>	<p>I can say that Christians believe there is a God.</p> <p>I can express an opinion about some Christian beliefs about God.</p> <p>I can express an opinion about how some Christian beliefs</p>	<p>I can show some awareness that Jesus is special to Christians.</p> <p>I can suggest a gift a Christian might give to Jesus.</p> <p>I can think of a gift a Christian might choose for Jesus and start</p>	<p>I can say what Muslims can learn from one of Allah's names.</p> <p>I can explain how Muslims might show respect for these in their daily lives.</p>	<p>I can show some awareness that Jesus is special to Christians.</p> <p>I can start to show understanding that Jesus is special to Christians and say why.</p>	<p>I can start to express which of these facts a Muslim may think is more important.</p> <p>I can say why I have chosen certain facts about Muhammad's life above others.</p>	<p>I can say an action a Muslim might take to follow the teachings of the Qur'an</p> <p>I can explain how instructions in the Qur'an</p>

	about God lead to good actions.	to explain why he is special to them (incarnation).	I can explain the impact of this on the life of a Muslim today.	I can start to show understanding that Jesus is special to Christians and say why.	I can talk about how a Muslim might feel about the different events and use this knowledge when I rank the events.	might impact on the life of a Muslim today. I can explain some actions a Muslim could take to follow the teachings in the Qur'an.
Music Knowledge	Musical Vocabulary (Under the Sea) To understand that pitch means how high or low a note sounds. To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch. To know that music has layers called 'texture'.	Pulse and Rhythm (All about me) To know that rhythm means a pattern of long and short notes. To know that pulse is the regular beat that goes through music. To understand that the pulse of music can get faster or slower. To know that a piece of music can have more than one section, e.g. a verse and a chorus.	Classical music, dynamics and tempo (Animals) To understand that sounds can be adapted to change their mood, e.g. through dynamics or tempo. To know that sounds can help tell a story. To know that tempo is the speed of the music. To know that dynamics means how loud or soft a sound is.	Pitch and Tempo (Superheroes) To understand that tempo can be used to represent mood or help tell a story. To understand that 'tuned' instruments play more than one pitch of notes. To know that following a leader when we perform helps everyone play together accurately.	Timbre and Rhythmic patterns (Fairytale) To know that an instrument or rhythm pattern can represent a character in a story. To know that my voice can create different timbres to help tell a story. To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.	Vocal and Body sounds (By the Sea) To know that dynamics can change how someone listening feels about music. To know that your voice can be used as a musical instrument. To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees. To understand that music can be represented by pictures or symbols.
Music Skills	Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Listening and responding to other performers by playing as part of a group.	Recognising and understanding the difference between pulse and rhythm. Describing the character, mood, or 'story' of the music they listen to (verbally or through movement). Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. Combining instrumental and vocal sounds within a given structure.	Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group.	Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Listening and responding to other performers by playing as part of a group. Selecting and creating short sequences of sound with voices	Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Listening to and repeating short, simple rhythmic patterns.	Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike)

	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Creating simple melodies using a few notes.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>	<p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Beginning to make improvements to their work as suggested by the teacher.</p> <p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>	<p>or instruments to represent a given idea or character.</p> <p>Creating simple melodies using a few notes.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>	<p>Listening and responding to other performers by playing as part of a group.</p> <p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Using their voices expressively to speak and chant.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>	<p>Listening and responding to other performers by playing as part of a group.</p> <p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Using their voices expressively to speak and chant.</p> <p>Creating a simple graphic score to represent a composition.</p> <p>Using their voices expressively to speak and chant.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Performing from graphic notation.</p>
<p>Design Technology</p> <p>Knowledge</p> <p>Technical Knowledge</p>	<p>Structures: Constructing a windmill</p> <p>To understand that the shape of materials can be changed to improve the strength and stiffness of structures.</p> <p>To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses).</p> <p>To understand that axles are used in structures and mechanisms to make parts turn in a circle.</p>	<p>Mechanisms: Making a moving story book</p> <p>To know that a mechanism is the parts of an object that move together.</p> <p>To know that a slider mechanism moves an object from side to side.</p> <p>To know that a slider mechanism has a slider, slots, guides and an object.</p> <p>To know that bridges and guides are bits of card that purposefully restrict the movement of the slider.</p>	<p>Cooking and Nutrition: Fruit and Vegetables</p> <p>Understanding the difference between fruits and vegetables.</p> <p>To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber).</p> <p>To know that a blender is a machine which mixes ingredients together into a smooth liquid.</p>	<p>Textiles: Puppets</p> <p>To know that 'joining technique' means connecting two pieces of material together.</p> <p>To know that there are various temporary methods of joining fabric by using staples, glue or pins.</p> <p>To understand that different techniques for joining materials can be used for different purposes.</p> <p>To understand that a template (or fabric pattern) is used to cut out the same shape multiple times.</p>	<p>Mechanisms: Wheels and axles</p> <p>To know that wheels need to be round to rotate and move.</p> <p>To understand that for a wheel to move it must be attached to a rotating axle.</p> <p>To know that an axle moves within an axle holder which is fixed to the vehicle or toy.</p>	

		<p>To begin to understand that different structures are used for different purposes.</p> <p>To know that a structure is something that has been made and put together.</p> <p>To know that a client is the person I am designing for.</p> <p>To know that design criteria is a list of points to ensure the product meets the client's needs and wants.</p> <p>To know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity.</p> <p>To know that windmill turbines use wind to turn and make the machines inside work.</p> <p>To know that a windmill is a structure with sails that are moved by the wind.</p> <p>To know the three main parts of a windmill are the turbine, axle and structure</p>	<p>To know that in Design and technology we call a plan a 'design'.</p>	<p>To know that a fruit has seeds and a vegetable does not.</p> <p>To know that fruits grow on trees or vines.</p> <p>To know that vegetables can grow either above or below ground.</p> <p>To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber).</p>	<p>To know that drawing a design idea is useful to see how an idea will look.</p>	<p>To know that the frame of a vehicle (chassis) needs to be balanced.</p> <p>To know some real-life items that use wheels such as wheelbarrows, hamster wheels and vehicles.</p>
<p>Design Technology</p> <p>Skills</p> <p>Design Make Evaluate</p>		<p>Structures: Constructing a windmill</p> <p>Design Learning the importance of a clear design criteria. Including individual preferences and requirements in a design.</p> <p>Make Making stable structures from card, tape and glue. Learning how to turn 2D nets into 3D structures.</p>	<p>Mechanisms: Making a moving story book (Link to Elmer)</p> <p>Design Explaining how to adapt mechanisms, using bridges or guides to control the movement. Designing a moving story book for a given audience.</p> <p>Make Following a design to create moving models that use levers and sliders.</p>	<p>Cooking and Nutrition: Fruit and Vegetables</p> <p>Design Designing smoothie carton packaging by-hand or on ICT software.</p> <p>Make Chopping fruit and vegetables safely to make a smoothie.</p> <p>Evaluate</p>	<p>Textiles: Puppets</p> <p>Design Using a template to create a design for a puppet.</p> <p>Make Cutting fabric neatly with scissors. Using joining methods to decorate a puppet. Sequencing steps for construction.</p> <p>Evaluate Reflecting on a finished product, explaining likes and dislikes.</p>	<p>Mechanisms: Wheels and axles</p> <p>Design Designing a vehicle that includes wheels, axles and axle holders, that when combined, will allow the wheels to move. Creating clearly labelled drawings that illustrate movement.</p> <p>Make</p>

		<p>Following instructions to cut and assemble the supporting structure of a windmill. Making functioning turbines and axles which are assembled into a main supporting structure.</p> <p>Evaluate Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't. Suggest points for improvements.</p>	<p>Evaluate Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed. Reviewing the success of a product by testing it with its intended audience.</p>	<p>Tasting and evaluating different food combinations. Describing appearance, smell and taste. Suggesting information to be included on packaging.</p>		<p>Adapting mechanisms, when:</p> <ul style="list-style-type: none"> • they do not work as they should. • to fit their vehicle design. • to improve how they work after testing their vehicle. <p>Evaluate Testing wheel and axle mechanisms, identifying what stops the wheels from turning, and recognising that a wheel needs an axle in order to move.</p>
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Geography	Our Local Area		Wonderful Weather		Our Country	
Knowledge	<p>Know the four main directions on a compass are North, East, South and West</p> <p>Know that they live in Alvaston</p> <p>Know that the city they live in is Derby</p> <p>Know that the country that they live in is Derbyshire</p> <p>Know that the country they live in is England / United Kingdom</p> <p>Know the different styles of housing</p> <p>Know what style of house they live in</p> <p>Know what the name of their school is</p>		<p>Know what a season is</p> <p>Know the name of the seasons</p> <p>Know the months of the year</p> <p>Know the different types of weather</p> <p>Know the weather changes throughout the year in the United Kingdom</p> <p>Know where the North and South Pole</p> <p>Know what an Equator is</p> <p>Know the hot areas of the world in relation to the Equator</p> <p>Know the cold areas of the world in relation to the Equator</p>		<p>Know that we live in England</p> <p>Know that we live in the United Kingdom</p> <p>Know the names of the four countries in the United Kingdom</p> <p>Know where the countries are in the United Kingdom and can locate them on a map</p> <p>Know the names of the 4 countries in the UK</p> <p>Know the names of the 4 capital cities in the UK</p> <p>Know the names of the surrounding seas of the UK</p> <p>Know what a world map, atlas and globe is</p> <p>Know where the United Kingdom is on a map, atlas and globe</p>	

	<p>Know what the local landmarks are in Alvaston</p> <p>Know the key features of a map</p> <p>Know what having a job is and what it means</p> <p>Know the types of jobs that people do in our local area</p>		<p>Know what you will find in hot and cold places</p> <p>Know appropriate clothing for hot and cold places</p> <p>Know how the weather affects us</p> <p>Know the dangers of some weather</p>		<p>Know what a town is</p> <p>Know what the countryside is</p> <p>Know the difference between the town and the countryside</p> <p>Know what a journey line is</p> <p>Know what an 'aerial view' is</p> <p>Know key information about London as our capital city</p>	
<p>Geography</p> <p>Skills</p>	<p>I can talk about where I live</p> <p>I can talk about what is near my house</p> <p>I can look at pictures of different styles of houses</p> <p>I can talk about my house</p> <p>I can explore the use of the compass</p> <p>I can explore the directions of a compass</p> <p>I can go on a walk around the local area</p> <p>I can visit local landmarks in Alvaston</p> <p>I can observe what my local area is like</p> <p>I can describe where things are on a map</p> <p>I can talk about what I see on the journey to school</p> <p>I can talk about what is in my school</p> <p>I can explore a map of the United Kingdom</p>		<p>I can observe weather changes</p> <p>I can keep a 7 day weather diary</p> <p>I can name the different types of weather</p> <p>I can discuss the weather changes I have seen in the United Kingdom</p> <p>I can discuss the weather changes I have seen on the TV</p> <p>I can perform a pretend weather forecast with friends</p> <p>I can name the 4 seasons of the year</p> <p>I can sing the months of the year song</p> <p>I can match the seasons with the correct months</p> <p>I can use a globe to show someone where the equator is</p> <p>I can explore the use of a thermometer</p> <p>I can explore the use of a wind vane</p> <p>I can explore the use of a sundial</p>		<p>I can find and discuss the differences between a town and countryside</p> <p>I can explore what landmarks are in a town in comparison to a countryside</p> <p>I can look at and explore aerial views of the United Kingdom</p> <p>I can find important landmarks when looking at an aerial view</p> <p>I can explore a globe</p> <p>I can use a globe to discover the surrounding seas of the United Kingdom</p> <p>I can use a map of the United Kingdom to pinpoint the countries</p> <p>I can match the capital cities to the countries in the UK correctly</p> <p>I can talk about the country we live in</p> <p>I can compare two capital cities in the world – London and Brasilia</p> <p>I can use key words to talk about London</p> <p>I can explore key landmarks in London</p>	

	<p>I can identify where Derby is on the map of the country</p> <p>I can draw a picture of my house and talk to a friend about what I have drawn</p> <p>I can draw a map of my classroom</p> <p>I can draw a map of my bedroom</p> <p>I can talk to friends and families outside of school to discover the different types of jobs people do in our local area</p>		<p>I can name some cold countries in the world</p> <p>I can name some hot countries in the world</p> <p>I can discover the animals that live in hot and cold countries</p> <p>I can explore what life is like in hot and cold countries</p> <p>I can discuss and compare what I would wear in a hot and cold country</p> <p>I can talk about how the weather can affect us and day to day life</p> <p>I can explore various ways to identify weather in England</p> <p>I can understand what weather forecasts show</p> <p>I can use key words to describe the weather</p> <p>I can understand the dangers of particular weather</p>		<p>I can draw the flag for the United Kingdom</p> <p>I can draw the flag for England</p> <p>I can discover the different accents in the United Kingdom</p>	
<p>History Knowledge</p>	<p>How am I making History?</p> <ul style="list-style-type: none"> To know some similarities and differences between the past and their own lives. To know that a timeline shows the order events in the past happened. To know that we start by looking at 'now' on 	<p>Armistice Day – 1 Day</p> <p>Know and understand the language of old, new, and a long time ago.</p> <p>Know and understand the language Armistice Day and remembrance.</p> <p>Know that we remember the people who have died in the wars protecting our country.</p>		<p>How have Toys Changed?</p> <ul style="list-style-type: none"> To know that throughout someone's lifetime, some things will change and some things will stay the same. To know that everyday objects have changed over time. To know that everyday objects have changed 		<p>How have explorers changed the world?</p> <ul style="list-style-type: none"> To know that a timeline shows the order events in the past happened. To know that we start by looking at 'now' on a timeline then look back. To know that 'the past' is events that have already happened.

	<p>a timeline then look back.</p> <ul style="list-style-type: none"> • To know that ‘the past’ is events that have already happened. • To know that ‘the present’ is time happening now. • To know that within living memory is 100 years. • To know that people change as they grow older. • To know that throughout someone’s lifetime, some things will change and some things will stay the same. • To know that there are similarities and differences between their lives today and their lives in the past. • To know that people celebrate special events in different ways. • To know that some people and events are considered more ‘special’ or significant than others. • To know that photographs can tell us about the past. • To know that we can find out about the past by asking people who were there. • To know that we remember some (but not all) of the events that we have lived through. • To know that the past can be represented in photographs. 	<p>Know that some stories and events happen in the past / long time ago.</p> <p>Know that some famous people have helped our lives be better today.</p> <p>Know what the poppy symbol means and its importance.</p> <p>Know that we celebrate certain events because of what happened many years ago.</p>		<p>as new materials have been invented.</p> <ul style="list-style-type: none"> • To know some similarities and differences between the past and their own lives. • To know that everyday objects have similarities and differences with those used for the same purpose in the past. • To know that we can find out about the past by asking people who were there. • To know that artefacts can tell us about the past. • To know that we remember some (but not all) of the events that we have lived through. • To know that the past can be represented in photographs. • To know some inventions that still influence their own lives today. 		<ul style="list-style-type: none"> • To know that ‘the present’ is time happening now. • To know that within living memory is 100 years. • To know that there are similarities and differences between their lives today and their lives in the past. • To know some similarities and differences between the past and their own lives. • To know that some people and events are considered more ‘special’ or significant than others. • To know that photographs can tell us about the past. • To know that the past can be represented in photographs. • To know some inventions that still influence their own lives today. <p>To know some achievements and discoveries of significant individuals.</p>
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<p>History Skills</p>	<ul style="list-style-type: none"> • Sequencing three or four events in their own life. • Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). • Placing events on a simple timeline. • Being aware that some things have changed and some have stayed the same in their own lives. • Describing simple changes and ideas/objects that remain the same. • Understanding that some things change while other items remain the same and some are new. • Beginning to look for similarities and differences over time in their own lives. • Recalling special events in their own lives. • Using artefacts, photographs and visits to museums to answer simple questions about the past. • Beginning to identify different ways to represent the past (e.g. photos, stories). • Making simple observations about the past from a source. • Interpreting evidence by making simple deductions. • Describing the main features of concrete evidence of the past or historical evidence. • Communicating findings through discussion and timelines with physical objects/ pictures. • Using vocabulary such as – old, new, long time ago. • Asking how and why questions based on stories, events and people. 	<p>I can say what Armistice day is.</p> <p>I can talk about the poppy and why it is important.</p> <p>I can listen to stories and poems about Remembrance.</p> <p>I can talk about my emotions and feelings.</p> <p>I can talk about why it is important to remember and think about others.</p>		<ul style="list-style-type: none"> • Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). • Sequencing three or four artefacts from different periods of time. • Beginning to look for similarities and differences over time in their own lives. • Describing simple changes and ideas/objects that remain the same. • Understanding that some things change while other items remain the same and some are new. • Asking why things happen and beginning to explain why with support. • Being aware that some things have changed and some have stayed the same in their own lives. • Recalling special events in their own lives. • Using artefacts, photographs and visits to museums to answer simple questions about the past. • Finding answers to simple questions about the past using sources (e.g. artefacts). • Sorting artefacts from then and now. • Beginning to identify different ways to represent the past (e.g. photos, stories). • Asking how and why questions based on stories, events and people. • Asking questions about sources of evidence (e.g. artefacts). • Using sources of information, such as artefacts, to answer questions. 		<ul style="list-style-type: none"> • Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). • Placing events on a simple timeline. • Recording on a timeline a sequence of historical stories heard orally. • Describing simple changes and ideas/objects that remain the same. • Understanding that some things change while other items remain the same and some are new. • Asking why things happen and beginning to explain why with support. • Using artefacts, photographs and visits to museums to answer simple questions about the past. • Finding answers to simple questions about the past using sources (e.g. artefacts). • Beginning to identify different ways to represent the past (e.g. photos, stories). • Asking how and why questions based on stories, events and people. • Asking questions about sources of evidence (e.g. artefacts). • Using sources of information, such as artefacts, to answer questions. • Drawing out information from sources. • Making simple observations about the past from a source.
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				<ul style="list-style-type: none"> • Drawing out information from sources. • Making simple observations about the past from a source. • Interpreting evidence by making simple deductions. • Making simple inferences and deductions from sources of evidence. • Describing the main features of concrete evidence of the past or historical evidence. • Drawing simple conclusions to answer a question. • Communicating findings through discussion and timelines with physical objects/ pictures. 		<ul style="list-style-type: none"> • Interpreting evidence by making simple deductions. • Making simple inferences and deductions from sources of evidence. • Describing the main features of concrete evidence of the past or historical evidence. • Drawing simple conclusions to answer a question. • Communicating findings through discussion and timelines with physical objects/ pictures. • Using vocabulary such as – old, new, long time ago. • Discussing and writing about past events or stories in narrative or dramatic forms. • Expressing a personal response to a historical story or event.
P.E Knowledge	<p>Fundamentals</p> <p>Know how to change direction when moving at speed.</p> <p>Know what changes happen in my body when I do exercise.</p> <p>Know how to run at different speeds.</p> <p>Know how to select my own actions in response to a task.</p> <p>Know how to show hopping and jumping movements with soft bent knees.</p> <p>Know how to work co-operatively with others to complete tasks.</p>	<p>Dance</p> <p>Know how to use counts.</p> <p>Know how to copy, remember and repeat actions.</p> <p>Know how to move confidently and safely.</p> <p>Know how to use different parts of the body in isolation and together.</p> <p>Know how to work with others to share ideas and select actions.</p> <p>Know how to choose appropriate movements for different dance ideas.</p> <p>Know what I liked about someone else's performance.</p>	<p>Fitness Yoga</p> <p>Know how to recognise changes in my body when I do exercise.</p> <p>Know how to share my ideas with other people in the class.</p> <p>Know what exercise does to my body.</p> <p>Know how exercise makes me feel.</p> <p>Know how to try my best in the challenges I am set.</p> <p>Know why it is important to warm up.</p> <p>Know about how exercise makes me feel.</p>	<p>Gymnastics</p> <p>Know how to perform in front of others with confidence.</p> <p>Know how to link simple actions together to create a sequence.</p> <p>Know how to make my body tense, relaxed, stretched and curled.</p> <p>Know that there are changes in my body when I do exercise.</p> <p>Know how to remember and repeat actions and shapes.</p> <p>Know what I liked about someone else's performance.</p> <p>Know how to use apparatus safely and wait for my turn.</p>	<p>Invasion Ball skills</p> <p>Know what dribbling a ball means.</p> <p>Know what a defender is.</p> <p>Know how to change direction to move away from a defender.</p> <p>Know how to recognise space when playing games.</p> <p>Know how to throw and catch a ball.</p> <p>Know how to send and receive a ball with hands and feet.</p> <p>Know how to use simple rules to play fairly.</p> <p>Know how to move to stay with another player when defending.</p>	<p>Athletics</p> <p>Know how to aim and throw towards a target.</p> <p>Know how to show balance and co-ordination when changing direction.</p> <p>Know what overarm throwing is and how to do it.</p> <p>Know what changes happen in my body when I do exercise.</p> <p>Know how to run at different speeds.</p> <p>Know how to work with others and make safe choices.</p>

<p>Know how to show balance and co-ordination when static and moving at a slow speed.</p> <p>Know to look ahead when I land.</p> <p>Know how to keep a steady breath.</p> <p>Know how to move my arms faster to help me to move forward quickly.</p> <p>Know how to run on the balls of my feet.</p> <p>Know which direction I am going to move into.</p> <p>Know how to move my feet to change direction.</p> <p>Know how to push off in a new direction, staying on balance.</p> <p>Know how to land on the balls of my feet to stay balanced.</p> <p>Know how to move from one foot to another with soft bent knees.</p> <p>Know how to swing my arms to help me move forward.</p> <p>Know how to bend my knees to jump and land.</p> <p>Know how to count in time to the beat 1,2,3,4.</p> <p>Know how to keep my body upright.</p> <p>Know how to lift a skipping rope over my head to my feet.</p> <p>Know how to turn a skipping rope from my wrists.</p>	<p>Know how to show some sense of dynamic and expressive qualities in my dance.</p> <p>Know how to count evenly to the beat.</p> <p>Know how to use clear actions to help to tell the story.</p> <p>Know how to use levels to make my dance look interesting.</p> <p>Know how to show respect when watching others perform.</p> <p>Know how to show empathy in the way I provide feedback.</p> <p>Know how to choose my own pose and creatively use counts.</p> <p>Know how to draw the shape of the pathway as I travel.</p> <p>Know how to use a change of direction, level and speed to make my dance look interesting.</p> <p>Know what a count of 8 is.</p> <p>Know how to use counts of 8 to help me stay in time with the music and each other.</p> <p>Know how to move safely around others.</p> <p>Know strategies that help me be confident to move and perform to others.</p> <p>Know how to choose my own actions to travel, move and pose to create my dance.</p> <p>Know how to discuss and share ideas with a partner to</p>	<p>Know how to share my ideas and listen to others.</p> <p>Know how to use kind words in my feedback.</p> <p>Know how to consider ways of improving my mood.</p> <p>Know how my heart beat changes during exercise.</p> <p>Know how to talk to a partner about my ideas.</p> <p>Know how to try my hardest even when I find things hard.</p> <p>Know how to create ideas for my partner to copy.</p> <p>Know how exercise changes my breathing.</p> <p>Know how to work well with a partner.</p> <p>Know how to share my ideas and contribute to whole class discussions.</p> <p>Know how to suggest ideas to solve a problem.</p> <p>Know what skills/activities can be improved by exercise.</p> <p>Know how to safe decisions when working with others.</p> <p>Know how to tell the truth about what I have achieved.</p> <p>Know how to score points.</p> <p>Know how my muscles feel after exercise.</p> <p>Know how to encourage others to keep trying.</p>	<p>Know how to use different body parts to travel on.</p> <p>Know how to use high and low levels to travel.</p> <p>Know how to show respect when watching others perform.</p> <p>Know how to share my ideas with confidence.</p> <p>Know that using a starting and finishing position will let people know when my sequence has begun and when it has ended.</p> <p>Know how to squeeze my muscles to make them feel hard and tense when in a shape.</p> <p>Know how to collaborate with a partner to create shapes.</p> <p>Know how to be accepting if my ideas are not used.</p> <p>Know how to improve my shapes by extending parts of my body.</p> <p>Know how to be as still as a statue in my balance.</p> <p>Know how to hold my balances for 5 seconds.</p> <p>Know how to squeeze my muscles so that they feel hard.</p> <p>Know how to share a workspace being considerate of others.</p> <p>Know how to share my sequence with others confidently.</p>	<p>Know what changes can happen in my body when I do exercise.</p> <p>Know when I am a defender and when I am an attacker.</p> <p>Know how to keep the ball close to my feet using soft touches.</p> <p>Know to push the ball slightly ahead of me when dribbling at speed.</p> <p>Know to congratulate my partner and say 'well done' at the end of a game.</p> <p>Know how to persevere in the games that I play.</p> <p>Know to look where my teammate is before sending the ball.</p> <p>Know how to pass away from the defender so that they cannot gain possession.</p> <p>Know to use the inside of my foot to pass.</p> <p>Know how to come to decisions with others by communicating my ideas.</p> <p>Know how to be confident to share my ideas.</p> <p>Know how to identify with a partner what we can do to improve our score.</p> <p>Know how to keep the ball close to me to keep control of it.</p> <p>Know to keep my head up to see the defender.</p> <p>Know to move away from a defender and into space.</p>	<p>Know how to try my best.</p> <p>Know the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</p> <p>Know how to run using opposite leg forward to arm.</p> <p>Know how to take bigger strides when running faster.</p> <p>Know how to use a slower pace for longer distances.</p> <p>Know how to make safe decisions when moving around others.</p> <p>Know to persevere when things get hard.</p> <p>Know how different exercises affect the body.</p> <p>Know how to jump and land with soft knees.</p> <p>Know how to keep my chest up whilst moving.</p> <p>Know how to move slowly to help maintain balance.</p> <p>Know what it means to work independently.</p> <p>Know what helps you maintain balance.</p> <p>Know how to bend low and push off quickly to change direction.</p> <p>Know that I should keep my feet shoulder width apart when changing direction.</p>
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<p>Know how to praise others in the class.</p> <p>Know how to use teaching points to help me improve.</p> <p>Know how to help others.</p> <p>Know what persevere means.</p> <p>Know how to persevere when learning something new.</p> <p>Know how to listen to and follow instructions accurately.</p> <p>Know how to support and encourage others.</p> <p>Know how to challenge myself to get the best score for me.</p> <p>Know how to identify what movement to choose to succeed in a task.</p> <p>Know how to move around whilst keeping myself and others safe.</p> <p>Know how to play honestly and abide by the rules.</p> <p>Know how to show an awareness of others when moving around.</p> <p>Know how to control my emotions.</p> <p>Know how to identify the difference between walking, jogging and sprinting.</p> <p>Know how to interact with others pupils in the class.</p>	<p>create our actions and pathways.</p> <p>Know how choose my own actions to create my dance.</p> <p>Know how to discuss and agree on a preferred speed.</p> <p>Know how to select my actions when performing.</p> <p>Know how to use expression to help tell the story.</p> <p>Know strategies that help me show confidence to move in character.</p> <p>Know how to copy and repeat actions.</p> <p>Know strategies that help me accept ideas that differ from my own.</p> <p>Know how to create actions that represent the theme.</p> <p>Know that I can communicate my ideas through movement.</p> <p>Know strategies that I can use to help me try my best in the performance I give.</p> <p>Know how to select my actions to link together.</p> <p>Know what expression is in dance.</p> <p>Know how to use expression to help show my character.</p> <p>Know how to provide feedback to a partner helping them to improve.</p> <p>Know how to create actions that relate to the idea.</p>	<p>Know how to explore skills before asking for help.</p> <p>Know about when and why I succeed.</p> <p>Know how to try my best in the challenges I am set.</p> <p>Know how to use kind words.</p> <p>Know how to complete the challenges and tasks set for me.</p> <p>Know how to use key words to give people feedback.</p> <p>Know how yoga makes me both feel physically and mentally.</p> <p>Know how to remember and repeat actions, linking poses together.</p> <p>Know what I liked about someone else's flow.</p> <p>Know how to show an awareness of space when travelling.</p> <p>Know how to work with others to create poses.</p> <p>Know how to match yoga poses to the story.</p> <p>Know how to move safely around others.</p> <p>Know how to focus and concentrate when completing breathing exercises.</p> <p>Know how yoga makes me feel.</p> <p>Know how to breathe as I hold my yoga poses to help me</p>	<p>Know how to choose travelling actions and balances to link together.</p> <p>Know to bend my knees when landing.</p> <p>Know to look straight ahead when landing.</p> <p>Know how to work safely with and around others.</p> <p>Know how to persevere when learning new skills.</p> <p>Know how to create a sequence using different actions and remember which actions I have included.</p> <p>Know to keep in the same shape throughout a roll.</p> <p>Know how to work sensibly and safely in a small group.</p> <p>Know how to persevere when learning new skills.</p> <p>Know how to make shapes with my body that help me to roll.</p> <p>Know to use a starting and finishing position.</p> <p>Know how to use rolls, jumps, balances and travelling movements in my sequence.</p> <p>Know how to work safely with others whilst using apparatus.</p> <p>Know how to perform in front of others and show confidence.</p> <p>Know how to select and link actions to create a sequence.</p>	<p>Know how to work co-operatively with others, taking turns at being the attacker and the defender.</p> <p>Know how to show honesty and play fairly.</p> <p>Know where to move to help me keep possession.</p> <p>Know to point my hands in the direction of the pass.</p> <p>Know to communicate with my team to let them know when I am in space.</p> <p>Know to try my best in the games that I play.</p> <p>Know who to pass to, to keep possession.</p> <p>Know to call to my teammate when I am free.</p> <p>Know to look out for defenders and move into space towards my goal.</p> <p>Know how to support and encourage others in my team.</p> <p>Know how to show fair play and play within the rules.</p> <p>Know where to move to, to support a teammate.</p> <p>Know to stand sideways so that I can see my attacker and the ball.</p> <p>Know to stay close to my attacker using quick changes of direction.</p> <p>Know how to show kindness towards my teammate and others.</p> <p>Know how to play games honestly and within the rules.</p> <p>Know when my team is in defence.</p>	<p>Know how to play to the rules.</p> <p>Know what helped me to change direction.</p> <p>Know how to bend my knees and land with control.</p> <p>Know that I need to look forwards as I jump.</p> <p>Know that I need to swing my arms forward when jumping.</p> <p>Know how to be aware of others and move safely.</p> <p>Know how to work to my personal best.</p> <p>Know that landing on the balls of my feet helps me to land with control.</p> <p>Know that I need to step forward with opposite foot to throwing arm.</p> <p>Know how to throw with a balanced stance.</p> <p>Know that I need to use an underarm throw for a short distance and an overarm throw for a longer distance.</p> <p>Know how to work safely showing an awareness of others.</p> <p>Know how to show determination to improve on my previous throw.</p> <p>Know that I need to choose a throw that will</p>
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		<p>Know how to work safely around others.</p> <p>Know strategies to help me be confident to share ideas.</p> <p>Know how to share ideas with others and work together to decide on the best approach to the task.</p> <p>Know strategies to help me attempt challenges outside of my comfort zone.</p> <p>Know how to feedback on another group's performance and suggest areas for improvement.</p> <p>Know how to listen to each other's ideas when creating.</p> <p>Know how to provide feedback using key words.</p>	<p>stretch further and stay balanced.</p> <p>Know how to work with focus.</p> <p>Know how to remember and perform the correct action for the instruction given.</p> <p>Know how to stretch a little further each breath.</p> <p>Know how to listen to other people's creative input.</p> <p>Know how to focus on my own actions and movements.</p> <p>Know how to take notice of my breathing when in yoga poses.</p> <p>Know how to focus on something still when balancing.</p> <p>Know how to use my breath to help me remain stable.</p> <p>Know how to work with others and share ideas.</p> <p>Know how to concentrate and remain still.</p> <p>Know how to concentrate on breathing whilst in a yoga pose.</p> <p>Know how to make sensible decisions to keep myself and others safe.</p> <p>Know how to focus and try my best.</p> <p>Know how to select and apply the yoga poses I have learnt.</p> <p>Know how to hold each yoga pose for three breaths in and out.</p>		<p>Know how to catch with two hands.</p> <p>Know how to dribble a ball with my hands and feet.</p> <p>Know some simple tactics.</p> <p>Know how to roll and throw with some accuracy towards a target.</p> <p>Know when someone was successful.</p> <p>Know how to track a ball that is coming towards me.</p> <p>Know how to work co-operatively with a partner.</p> <p>Know how to use soft touches with my hands to keep good control.</p> <p>Know how to use wide fingers to move and control the ball.</p> <p>Know how to communicate with other pupils in my class.</p> <p>Know how to persevere in the challenges I am set.</p> <p>Know how to explore actions.</p> <p>Know to keep my eyes on the target.</p> <p>Know to release the ball when my fingertips are pointing at the target.</p> <p>Know how to support others in my class.</p> <p>Know how to show honesty in the games I play.</p> <p>Know to face my body and target arm towards the target.</p> <p>Know how to stand with my legs split (one in front of the other).</p>	<p>make it harder for the opposition to return.</p> <p>Know that I should increase the swing of my arm to throw the beanbag further.</p> <p>Know to point my hand at my target after I throw.</p> <p>Know how to work collaboratively with others.</p> <p>Know that where my hand releases an object has an effect on the throw.</p>
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			<p>Know how to share resources with others.</p> <p>Know how yoga makes me feel.</p> <p>Know how to match the yoga poses to the ones I see on a resource card.</p>		<p>Know how to co-operate with other children in my class.</p> <p>Know to challenge myself in the tasks I am set.</p> <p>Know to make my own decisions in the games I play.</p> <p>Know to keep my eyes on the ball.</p> <p>Know how to use a ready position with knees bent, feet shoulder width apart, on my toes.</p> <p>Know how to use wide fingers with little fingers together (hands-down position).</p> <p>Know what changes happen in my body when I exercise.</p> <p>Know to keep the ball close to me (under my nose).</p> <p>Know to keep my head up.</p> <p>Know how to use both feet to move the ball.</p> <p>Know how to use different parts of my foot (sole, toe, heel, inside, outside).</p> <p>Know how to use simple tactics.</p> <p>Know to adjust my body so that it is in line with the ball.</p> <p>Know to keep my eyes on the ball.</p> <p>Know what the teaching points are and how they help me to improve.</p>	
<p>P.E</p> <p>Skills</p>	<p>I can change direction when moving at speed.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can run at different speeds.</p>	<p>I can use counts.</p> <p>I can copy, remember and repeat actions.</p> <p>I can move confidently and safely.</p>	<p>I can recognise changes in my body when I do exercise.</p> <p>I can share my ideas with other people in the class.</p> <p>I can talk about what exercise does to my body.</p>	<p>I am confident to perform in front of others.</p> <p>I can link simple actions together to create a sequence.</p> <p>I can make my body tense, relaxed, stretched and curled.</p>	<p>I can begin to dribble a ball with my hands and feet.</p> <p>I can change direction to move away from a defender.</p> <p>I can recognise space when playing games.</p>	<p>I can throw towards a target.</p> <p>I can begin to show balance and co-ordination when changing direction.</p>

<p>I can select my own actions in response to a task.</p> <p>I can show hopping and jumping movements with soft bent knees.</p> <p>I can work co-operatively with others to complete tasks.</p> <p>I show balance and co-ordination when static and moving at a slow speed.</p> <p>I can look ahead when I land.</p> <p>I can keep a steady breath.</p> <p>I can move my arms faster to help me to move forward quickly.</p> <p>I can run on the balls of my feet.</p> <p>I can decide which direction I am going to move into.</p> <p>I can move my feet to change direction.</p> <p>I can push off in a new direction, staying on balance.</p> <p>I can land on the balls of my feet to stay balanced.</p> <p>I can move from one foot to another with soft bent knees.</p> <p>I can swing my arms to help me move forward.</p> <p>I can bend my knees to jump and land.</p> <p>I can count in time to the beat 1,2,3,4.</p> <p>I can keep my body upright.</p>	<p>I can use different parts of the body in isolation and together.</p> <p>I can work with others to share ideas and select actions.</p> <p>I choose appropriate movements for different dance ideas.</p> <p>I say what I liked about someone else's performance.</p> <p>I show some sense of dynamic and expressive qualities in my dance.</p> <p>I can count evenly to the beat.</p> <p>I can use clear actions to help to tell the story.</p> <p>I can use levels to make my dance look interesting.</p> <p>I can show respect when watching others perform.</p> <p>I can show empathy in the way I provide feedback.</p> <p>I can choose my own pose and creatively use counts.</p> <p>I can draw the shape of the pathway as I travel.</p> <p>I can use a change of direction, level and speed to make my dance look interesting.</p> <p>I can use counts of 8 to help me stay in time with the music and each other.</p> <p>I can move safely around others.</p> <p>I can be confident to move and perform to others.</p>	<p>I can recognise how exercise makes me feel.</p> <p>I can try my best in the challenges I am set.</p> <p>I can understand why it is important to warm up.</p> <p>I can think carefully about how exercise makes me feel.</p> <p>I can share my ideas and listen to others.</p> <p>I can use kind words in my feedback.</p> <p>I can consider ways of improving my mood.</p> <p>I can notice how my heart beat changes during exercise.</p> <p>I can talk to a partner about my ideas.</p> <p>I can continue to try my hardest even when I find things hard.</p> <p>I can create ideas for my partner to copy.</p> <p>I can notice how exercise changes my breathing.</p> <p>I can work well with a partner.</p> <p>I can share my ideas and contribute to whole class discussions.</p> <p>I can suggest ideas to solve a problem.</p> <p>I can consider what skills/activities can be improved by exercise.</p>	<p>I can recognise changes in my body when I do exercise.</p> <p>I can remember and repeat actions and shapes.</p> <p>I can say what I liked about someone else's performance.</p> <p>I can use apparatus safely and wait for my turn.</p> <p>I can use different body parts to travel on.</p> <p>I can use high and low levels to travel.</p> <p>I can show respect when watching others perform.</p> <p>I can be confident to share my ideas.</p> <p>I can understand that using a starting and finishing position will let people know when my sequence has begun and when it has ended.</p> <p>I can squeeze my muscles to make them feel hard and tense when in a shape.</p> <p>I can collaborate with a partner to create shapes.</p> <p>I can be accepting if my ideas are not used.</p> <p>I can improve my shapes by extending parts of my body.</p> <p>I can be as still as a statue in my balance.</p> <p>I can hold my balances for 5 seconds.</p> <p>I can squeeze my muscles so that they feel hard.</p>	<p>I can send and receive a ball with hands and feet.</p> <p>I can use simple rules to play fairly.</p> <p>I can move to stay with another player when defending.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can understand when I am a defender and when I am an attacker.</p> <p>I can keep the ball close to my feet using soft touches.</p> <p>I can push the ball slightly ahead of me when dribbling at speed.</p> <p>I can congratulate my partner and say 'well done' at the end of a game.</p> <p>I can persevere in the games that I play.</p> <p>I can look where my teammate is before sending the ball.</p> <p>I can pass away from the defender so that they cannot gain possession.</p> <p>I can use the inside of my foot to pass.</p> <p>I can come to decisions with others by communicating my ideas.</p> <p>I can be confident to share my ideas.</p> <p>I can identify with a partner what we can do to improve our score.</p> <p>I can keep the ball close to me to keep control of it.</p>	<p>I can begin to show overarm throwing.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can run at different speeds.</p> <p>I can work with others and make safe choices.</p> <p>I can try my best.</p> <p>I can understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</p> <p>I can run using opposite leg forward to arm.</p> <p>I can take bigger strides when running faster.</p> <p>I can use a slower pace for longer distances.</p> <p>I can make safe decisions when moving around others.</p> <p>I can persevere when things get hard.</p> <p>I can reflect on how different exercises affect the body.</p> <p>I can jump and land with soft knees.</p> <p>I can keep my chest up whilst moving.</p> <p>I can move slowly to help maintain balance.</p> <p>I can work independently.</p>
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<p>I can lift a skipping rope over my head to my feet.</p> <p>I can turn a skipping rope from my wrists.</p> <p>I can praise others in the class.</p> <p>I can use teaching points to help me improve.</p> <p>I can help others.</p> <p>I can persevere when learning something new.</p> <p>I can listen to and follow instructions accurately.</p> <p>I can support and encourage others.</p> <p>I can challenge myself to get the best score for me.</p> <p>I can identify what movement to choose to succeed in a task.</p> <p>I can move around whilst keeping myself and others safe.</p> <p>I can play honestly and abide by the rules.</p> <p>I can show an awareness of others when moving around.</p> <p>I can control my emotions.</p> <p>I can identify the difference between walking, jogging and sprinting.</p> <p>I can interact with others pupils in the class.</p>	<p>I can choose my own actions to travel, move and pose to create my dance.</p> <p>I can discuss and share ideas with a partner to create our actions and pathways.</p> <p>I can choose my own actions to create my dance.</p> <p>I can discuss and agree on a preferred speed.</p> <p>I can select my actions when performing.</p> <p>I can use expression to help tell the story.</p> <p>I can show confidence to move in character.</p> <p>I can copy and repeat actions.</p> <p>I can accept ideas that differ from my own.</p> <p>I can create actions that represent the theme.</p> <p>I can communicate my ideas through movement.</p> <p>I can try my best in the performance I give.</p> <p>I can select my actions to link together.</p> <p>I can use expression to help show my character.</p> <p>I can provide feedback to a partner helping them to improve.</p> <p>I can create actions that relate to the idea.</p> <p>I can work safely around others.</p>	<p>I can make safe decisions when working with others.</p> <p>I can tell the truth about what I have achieved.</p> <p>I can understand how to score points.</p> <p>I can consider how my muscles feel after exercise.</p> <p>I can encourage others to keep trying.</p> <p>I can explore skills before asking for help.</p> <p>I can think about when and why I succeed.</p> <p>I can try my best in the challenges I am set.</p> <p>I can use kind words.</p> <p>I can complete the challenges and tasks set for me.</p> <p>I can use key words to give people feedback.</p> <p>I can recognise how yoga makes me both feel physically and mentally.</p> <p>I can remember and repeat actions, linking poses together.</p> <p>I can say what I liked about someone else's flow.</p> <p>I can show an awareness of space when travelling.</p> <p>I can work with others to create poses.</p> <p>I can match yoga poses to the story.</p>	<p>I can share a workspace being considerate of others.</p> <p>I can be confident to share my sequence with others.</p> <p>I can choose travelling actions and balances to link together.</p> <p>I can bend my knees when landing.</p> <p>I can look straight ahead when landing.</p> <p>I can work safely with and around others.</p> <p>I can persevere when learning new skills.</p> <p>I can create a sequence using different actions and remember which actions I have included.</p> <p>I can keep in the same shape throughout a roll.</p> <p>I can work sensibly and safely in a small group.</p> <p>I can persevere when learning new skills.</p> <p>I can understand how to make shapes with my body that help me to roll.</p> <p>I can use a starting and finishing position.</p> <p>I can use rolls, jumps, balances and travelling movements in my sequence.</p> <p>I can work safely with others whilst using apparatus.</p> <p>I can show confidence to perform in front of others.</p>	<p>I can keep my head up to see the defender.</p> <p>I can move away from a defender and into space.</p> <p>I can work co-operatively with others, taking turns at being the attacker and the defender.</p> <p>I can show honesty and play fairly.</p> <p>I can understand where to move to help me keep possession.</p> <p>I can point my hands in the direction of the pass.</p> <p>I can communicate with my team to let them know when I am in space.</p> <p>I can try my best in the games that I play.</p> <p>I can understand who to pass to, to keep possession.</p> <p>I can call to my teammate when I am free.</p> <p>I can look out for defenders and move into space towards my goal.</p> <p>I can support and encourage others in my team.</p> <p>I can show fair play and play within the rules.</p> <p>I can understand where to move to, to support a teammate.</p> <p>I can stand sideways so that I can see my attacker and the ball.</p> <p>I can stay close to my attacker using quick changes of direction.</p> <p>I can show kindness towards my teammate and others.</p>	<p>I can identify what helped me maintain balance.</p> <p>I can bend low and push off quickly to change direction.</p> <p>I can keep my feet shoulder width apart when changing direction.</p> <p>I can play to the rules.</p> <p>I can identify what helped me to change direction.</p> <p>I can bend my knees and land with control.</p> <p>I can look forwards as I jump.</p> <p>I can swing my arms forward when jumping.</p> <p>I can be aware of others and move safely.</p> <p>I can work to my personal best.</p> <p>I can understand that landing on the balls of my feet helps me to land with control.</p> <p>I can step forward with opposite foot to throwing arm.</p> <p>I can throw with a balanced stance.</p> <p>I can use an underarm throw for a short distance and an overarm throw for a longer distance.</p> <p>I can work safely showing an awareness of others.</p>
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		<p>I can be confident to share ideas.</p> <p>I can share ideas with others and work together to decide on the best approach to the task.</p> <p>I can attempt challenges outside of my comfort zone.</p> <p>I can feedback on another group's performance and suggest areas for improvement.</p> <p>I can listen to each other's ideas when creating.</p> <p>I can provide feedback using key words.</p>	<p>I can move safely around others.</p> <p>I can focus and concentrate when completing breathing exercises.</p> <p>I can recognise how yoga makes me feel.</p> <p>I can breathe as I hold my yoga poses to help me stretch further and stay balanced.</p> <p>I can work with focus.</p> <p>I can remember and perform the correct action for the instruction given.</p> <p>I can stretch a little further each breath.</p> <p>I can listen to other people's creative input.</p> <p>I can focus on my own actions and movements.</p> <p>I can take notice of my breathing when in yoga poses.</p> <p>I can focus on something still when balancing.</p> <p>I can use my breath to help me remain stable.</p> <p>I can work with others and share ideas.</p> <p>I can concentrate and remain still.</p> <p>I can concentrate on breathing whilst in a yoga pose.</p> <p>I can make sensible decisions to keep myself and others safe.</p> <p>I can focus and try my best.</p>	<p>I can select and link actions to create a sequence.</p>	<p>I can play games honestly and within the rules.</p> <p>I can recognise when my team is in defence.</p> <p>I can begin to catch with two hands.</p> <p>I can begin to dribble a ball with my hands and feet.</p> <p>I can begin to understand simple tactics.</p> <p>I can roll and throw with some accuracy towards a target.</p> <p>I can say when someone was successful.</p> <p>I can track a ball that is coming towards me.</p> <p>I can work co-operatively with a partner.</p> <p>I can use soft touches with my hands to keep good control.</p> <p>I can use wide fingers to move and control the ball.</p> <p>I can communicate with other pupils in my class.</p> <p>I can persevere in the challenges I am set.</p> <p>I can explore actions.</p> <p>I can keep my eyes on the target.</p> <p>I can release the ball when my fingertips are pointing at the target.</p> <p>I can support others in my class.</p> <p>I can show honesty in the games I play.</p>	<p>I can show determination to improve on my previous throw.</p> <p>I can choose a throw that will make it harder for the opposition to return.</p> <p>I can increase the swing of my arm to throw the beanbag further.</p> <p>I can point my hand at my target after I throw.</p> <p>I can work collaboratively with others.</p> <p>I can understand that where my hand releases an object has an effect on the throw.</p>
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			<p>I can select and apply the yoga poses I have learnt.</p> <p>I can hold each yoga pose for three breaths in and out.</p> <p>I can share resources with others.</p> <p>I can identify how yoga makes me feel.</p> <p>I can match the yoga poses to the ones I see on a resource card.</p>		<p>I can face my body and target arm towards the target.</p> <p>I can stand with my legs split (one in front of the other).</p> <p>I can co-operate with other children in my class.</p> <p>I can challenge myself in the tasks I am set.</p> <p>I can make my own decisions in the games I play.</p> <p>I can keep my eyes on the ball.</p> <p>I can use a ready position with knees bent, feet shoulder width apart, on my toes.</p> <p>I can use wide fingers with little fingers together (hands-down position).</p> <p>I can recognise changes in my body when I exercise.</p> <p>I can keep the ball close to me (under my nose).</p> <p>I can keep my head up.</p> <p>I can use both feet to move the ball.</p> <p>I can use different parts of my foot (sole, toe, heel, inside, outside).</p> <p>I can use simple tactics.</p> <p>I can adjust my body so that it is in line with the ball.</p> <p>I can keep my eyes on the ball.</p> <p>I can understand the teaching points and how they help me to improve.</p>	
Computing and IT	Online Safety & Exploring Purple Mash	Grouping & Sorting	Lego Builders	Animated Story Books Know what an e-book is	Coding Know what coding means	Spreadsheets

<p>Knowledge</p>	<p>Know what technology is</p> <p>Know what an iPad is</p> <p>Know how to login to the iPad safely</p> <p>Know how to find saved work</p> <p>Know what it means to be safe on the internet</p> <p>Know how to add pictures and texts to work</p> <p>Know how to log out</p> <p>Know how to save, print, open and create new documents</p>	<p>Know how to sort items into groups using a range of criteria</p> <p>Pictograms</p> <p>Know that data can be represented in picture format</p> <p>Know what a class pictogram is</p> <p>Know how to use a pictogram to record things</p>	<p>Know the importance of following instructions</p> <p>Know how to follow simple instructions on the iPad</p> <p>Know how to create simple instructions on the iPad</p> <p>Know how to order and organise instructions</p> <p>Know that an algorithm is a precise step by step instructions used to solve a problem</p> <p>Know that an algorithm written for a computer to follow is called a programme</p> <p>Know that computers need precise instructions to follow</p> <p>Maze Explorers</p> <p>Know how to use basic direction keys on the iPad</p> <p>Know how to create and debug a set of instructions (algorithm)</p> <p>Know how to use additional direction keys as part of their algorithm</p> <p>Know how to change and extend the algorithm</p> <p>Know how to create a longer algorithm for an activity</p>	<p>Know the difference between a traditional book and an e-book</p> <p>Know how to animation on 2Create</p> <p>Know how to add sound on 2Create</p> <p>Know how to enhance their story on 2Create</p> <p>Know how to save their work</p> <p>Know how to revisit their work</p>	<p>Know what coding means in computing</p> <p>Know what 2Code is</p> <p>Know how to create instructions</p> <p>Know that for the computer to make something happen, it needs to follow clear instructions</p> <p>Know what a block of code is</p> <p>Know how to design a scene for a programme</p> <p>Know how to write a programme that controls how something is moved</p>	<p>Know what a spreadsheet is</p> <p>Know what a spreadsheet does</p> <p>Know what rows and columns are</p> <p>Know how to save and open sheets</p> <p>Know how to add images to a spreadsheet</p> <p>Technology Outside School</p> <p>Know what technology is</p> <p>Know the types of technology used in school and out of school</p>
<p>Computing and IT</p> <p>Skills</p>	<p>Online Safety & Exploring Purple Mash</p> <p>I can login safely</p> <p>I can find saved work in the Online Work Area on Purple Mash and find teacher comments</p>	<p>Grouping & Sorting</p> <p>I can sort items on the carpet as a class and in pairs</p> <p>I can use Purple Mash activities to sort items on the iPad using a variety of criteria</p>	<p>Lego Builders</p> <p>I can follow accurate instructions in the classroom</p> <p>I can follow accurate instructions on Purple Mash</p>	<p>Animated Story Books</p> <p>I can use different drawing tools to create a picture on the page</p> <p>I can add text to a page and change the colour, font and size of the text</p>	<p>Coding</p> <p>I can explain to someone what coding means</p> <p>I can build one and two-step instructions using the printable code cards</p>	<p>Spreadsheets</p> <p>I can navigate around a spreadsheet</p> <p>I can explain what rows and columns are</p>

	<p>I can search Purple Mash to find resources</p> <p>I can explore the types of resources in the Topics section of Purple Mash</p> <p>I can explore the icons used in the Topics section</p> <p>I can use the iPad to add pictures and text to my work</p> <p>I can explore the games section on Purple Mash</p> <p>I can log out safely</p>	<p>Pictograms</p> <p>I can contribute to the collection of class data</p> <p>I can use illustrations to create a simple pictogram</p> <p>I can contribute to a class pictogram and discuss what it shows</p> <p>I can collect data and record the results</p> <p>I can represent results as a pictogram</p>	<p>I can discuss the effect of carrying out a task with no instructions</p> <p>I can organise instructions for a simple recipe</p> <p>Maze Explorers</p> <p>I can use the direction keys in 2Go to move forwards, backwards, left and right</p> <p>I can add a unit of measurement to the direction in 2Go</p> <p>I can undo my last move</p> <p>I can move my character back to the starting point</p> <p>I can use diagonal direction keys to move the characters in the right direction</p> <p>I can create a simple algorithm</p> <p>I can debug my algorithm</p> <p>I can use additional directional keys to create a new algorithm</p>	<p>I can save my work</p> <p>I can open work that I have saved previously</p> <p>I can add an animation to my picture</p> <p>I can play the pages I have created</p> <p>I can save my changes and overwrite the file</p> <p>I can add sound to a page</p> <p>I can add my own voice recording to the page</p> <p>I can create my own music and add it to my e-book</p> <p>I can add a background to the page</p> <p>I can copy and paste a page in the book</p> <p>I can share my storybook</p>	<p>I can use the 2Code program to create a simple program</p> <p>I can explain what a block code is</p> <p>I can read through combined blocks of code</p> <p>I can use Design Mode to add and change backgrounds and characters</p> <p>I can make a background using Design Mode</p> <p>I can add characters using Design Mode</p> <p>I can change backgrounds and characters</p> <p>I can use code blocks to make characters move automatically</p> <p>I can design a simple program and then create</p> <p>I can create a program using 2Code</p> <p>I can write a program that controls how a character will move</p> <p>I can program a character to move given a variety of input events</p>	<p>I can save and open sheets</p> <p>I can enter data into cells</p> <p>I can open the image toolbox and find and add clipart</p> <p>I use tools on the spreadsheet</p> <p>I can give images a value that the spreadsheet can use to count them</p> <p>I can add the count tool to count items</p> <p>I can add the speak tool so that the items are counted out loud</p> <p>I can use a spreadsheet to help work out a fair way to share items</p> <p>I can record 4 examples of where technology is used away from school</p>
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