

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/key question	Why do we need friends? What happens in autumn?	Why does it get dark? How do we stay safe?	Why do we need to look after our planet? What happens when fairy tales collide?	Why is sharing important? How can we stay happy and healthy?	What makes humans special? Can we be anything we want?	Why is nature so amazing? There's no place like me...?
Key Talk for Writing Texts	Frog and Toad Together Pumpkin Soup	The Owl Who Was Afraid of the Dark The Hodgeheg	The Flower Who's Afraid of the Big Bad Book?	Not Now Bernard Flat Stanley	Dr Xargles Book of Earthlets Amazing Grace	Gorilla Meercat Mail
Supplementary books	Something Else Pip and Egg Meesha Makes Friends Walk Tall The Leaf Thief	Books from Jill Tomlinson Collection Owl Babies The Very Helpful Hedgehog Herbie's Big Adventure	The tiny seed Bloom The little gardener Mixed up fairy tales. The Tin Forest	The Squirrels Who Squabbled Fair Shares It's Mine Noris, The Bear Who Shared The Sharing Circle	Once upon an ordinary school day. The dot Kindness is my superpower Peter pan	Class 2 at the Zoo One night in the Zoo The Jolly Postman Herman's letter
Wow moments and experiences	Autumn disco Poem performance Reading Cafe	Remembrance assembly with a visit from a soldier. Forest school work shop 'Hibernating Hedgehogs' Nativity in church performance. Local carol singing in the community. Christmas panto trip to the theatre.	Reading café Poem performance Spring disco Fire safety talks. Walk to the local library.	Science week Reading café Poem performance	Art day Reading café Poem performance	School trip Reading café Poem performance Leaver's performance.
Spoken Language Knowledge	•How to listen and respond appropriately to adults and their peers	•How to listen and respond appropriately	•How to listen and respond appropriately to adults and their peers	How to listen and respond appropriately to adults and their peers	How to listen and respond appropriately to adults and their peers	How to listen and respond appropriately

<ul style="list-style-type: none"> •How to ask relevant questions to extend their understanding and knowledge •How to use relevant strategies to build their vocabulary •How to articulate and justify answers, arguments and opinions <p>How to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <ul style="list-style-type: none"> •How to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <p>How to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <ul style="list-style-type: none"> •How to speak audibly and fluently with an increasing command of Standard English •How to participate in discussions, presentations, performances, role play/improvisations and debates •How to gain, maintain and monitor the interest of the listener(s) 	<p>to adults and their peers</p> <ul 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	How to consider and evaluate different viewpoints, attending to and building on the contributions of others •How to select and use appropriate registers for effective communication	to gain, maintain and monitor the interest of the listener(s) •How to consider and evaluate different viewpoints, attending to and building on the contributions of others •How to select and use appropriate registers for effective communication	and building on the contributions of others •How to select and use appropriate registers for effective communication	How to consider and evaluate different viewpoints, attending to and building on the contributions of others How to select and use appropriate registers for effective communication	How to consider and evaluate different viewpoints, attending to and building on the contributions of others How to select and use appropriate registers for effective communication	performances, role play/improvisations and debates How to gain, maintain and monitor the interest of the listener(s) How to consider and evaluate different viewpoints, attending to and building on the contributions of others How to select and use appropriate registers for effective communication
Spoken Language Skills	Listen and respond appropriately to adults and my peers. Ask relevant questions to extend my understanding and knowledge. Example: my questions are related to the topic of discussion and I use them to deepen and extend my learning. Use relevant strategies to build my vocabulary. Example: the vocabulary flowers, dictionaries etc. Articulate and justify my answers, arguments and opinions clearly. Give well-structured descriptions,	Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating,	Listen and respond appropriately to adults and my peers. Ask relevant questions to extend my understanding and knowledge. Use relevant strategies to build my vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating,	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating

	<p>explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop my understanding through speculating, hypothesising, imagining and exploring my ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Actively participate in discussions, presentations, performances, role play/improvisations and debates.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play/improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication</p>	<p>hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play/improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Can select and use appropriate registers for effective communication</p>	<p>hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances, role play/improvisations and debates.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Select and use appropriate registers for effective communication</p>	<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play/improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication</p>	<p>and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play/improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication</p>
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	Select and use appropriate registers for effective communication.					
Writing Knowledge Transcription	<ul style="list-style-type: none"> •How to segment spoken words into phonemes and represent these by graphemes, spelling many correctly? •How to spell common exception words 	<ul style="list-style-type: none"> •How to segment spoken words into phonemes and represent these by graphemes, spelling many correctly? •How to spell common exception words 	<ul style="list-style-type: none"> •How to segment spoken words into phonemes and represent these by graphemes, spelling many correctly? •How to spell common exception words 	<p>How to segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Know how to apply new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>How to spell common exception words</p> <p>How to spell more words with contracted forms</p> <p>Know the possessive apostrophe (singular) [for example, the girl's book]</p> <p>How to distinguish between homophones and near-homophones</p> <p>How to add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</p> <p>How to apply spelling rules and guidance</p> <p>How to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>How to segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>How to learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>How learn to spell common exception words</p> <p>How learn to spell more words with contracted forms</p> <p>How learn the possessive apostrophe (singular) [for example, the girl's book]</p> <p>How to distinguish between homophones and near-homophones</p> <p>How to add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</p> <p>How to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>How to segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>How to use new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>How to spell common exception words</p> <p>How to spell more words with contracted forms</p> <p>How to use the possessive apostrophe (singular) [for example, the girl's book]</p> <p>How to distinguish between homophones and near-homophones</p> <p>How to add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</p> <p>How to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception</p>

						words and punctuation taught so far.
Handwriting	<p>How to form lower-case letters of the correct size relative to one another</p> <p>How to start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>How to write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>How to use spacing between words that reflects the size of the letters.</p>	<p>How to form lower-case letters of the correct size relative to one another</p> <p>How to start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>How to write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>How to use spacing between words that reflects the size of the letters.</p>	<p>How to form lower-case letters of the correct size relative to one another</p> <p>How to start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>How to write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>How to use spacing between words that reflects the size of the letters.</p>	<p>How to form lower-case letters of the correct size relative to one another</p> <p>How to start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>How to write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>How to use spacing between words that reflects the size of the letters</p>	<p>How to form lower-case letters of the correct size relative to one another</p> <p>How to start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>How to write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>How to use spacing between words that reflects the size of the letters</p>	<p>How to form lower-case letters of the correct size relative to one another</p> <p>How to start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>How to write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>How to use spacing between words that reflects the size of the letters</p>
Composition	<ul style="list-style-type: none"> •How to write narratives about personal experiences and those of others (real and fictional) •How to write about real events •How to write for different purposes •How to plan or say out loud what they are going to write about How to write down ideas and/or key words, 	<ul style="list-style-type: none"> •How to write narratives about personal experiences and those of others (real and fictional) •How to write about real events •How to write for different purposes •How to plan or say out loud what they are going to write about •How to write down ideas and/or key words, 	<ul style="list-style-type: none"> •How to write narratives about personal experiences and those of others (real and fictional) •How to write about real events •How to write for different purposes •How to plan or say out loud what they are going to write about •How to write down ideas and/or key words, including new vocabulary 	<p>Develop positive attitudes towards and stamina for writing by:</p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p>

	<p>including new vocabulary</p> <ul style="list-style-type: none"> •How to encapsulate what they want to say, sentence by sentence •How to reread to check that their writing makes sense 	<p>including new vocabulary</p> <ul style="list-style-type: none"> •How to encapsulate what they want to say, sentence by sentence •How to reread to check that their writing makes sense 	<ul style="list-style-type: none"> •How to encapsulate what they want to say, sentence by sentence •How to reread to check that their writing makes sense. •How to make simple additions, revisions and corrections to their own writing by: •How to evaluate their writing with the teacher and other pupils <p>How to reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <ul style="list-style-type: none"> •How to proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) •How to read aloud what they have written with appropriate intonation to make the meaning clear 	<p>consider what they are going to write before beginning by:</p> <p>planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p> <p>make simple additions, revisions and corrections to their own writing by:</p> <p>evaluating their writing with the teacher and other pupils</p> <p>rereading to check that their writing makes <u>Writing composition</u></p> <p>Pupils should be taught how to:</p> <p>sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p> <p>read aloud what they have written with appropriate</p>	<p>consider what they are going to write before beginning by:</p> <p>planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p> <p>make simple additions, revisions and corrections to their own writing by:</p> <p>evaluating their writing with the teacher and other pupils</p> <p>rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>consider what they are going to write before beginning by:</p> <p>planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p> <p>make simple additions, revisions and corrections to their own writing by:</p> <p>evaluating their writing with the teacher and other pupils</p> <p>rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear</p>
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				intonation to make the meaning clear.		
Grammar and punctuation	Use capital letters for names of people, places, days of the week and personal pronoun I Use full stops, capital letters, exclamation marks, question marks How words can combine to make sentences Joining words and clauses with and Use commas for lists Use expanded noun phrases to describe and specify, for example: The blue butterfly	Know subordination when, if, that, because Use co-ordination or, and, but Understand sentence types, how the grammatical patterns in a sentence indicate its function as a question or a command	Use of -ly in standard English Know apostrophes to mark omissions and singular possession, for example: The girl's name Understand sentence types, how the grammatical patterns in a sentence indicate its function as an exclamation or a statement	Know how to use the past and present tense correctly and consistently, including the progressive form How to format nouns using suffixes such as -ness; -er and by compounding, for example: Whiteboard; superman Formation of adjectives using suffixes such as -ful;	Move from generic nouns to specific nouns, eg, "dog" to "terrier" Similes using "like": ...like hot chillies... ...cold like a glacier Temporal connectives: next, last, an hour later Use the prepositional phrases: behind, above, along, before, between, after Use first, second and third person with subject-verb agreement Using determiners/generalisers: most some all many much more	Onomatopoeia Alliteration (verb + noun): dancing dandelions hiding hyenas
Writing Skills Transcription	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. <i>Example: P-u-m-p-k-i-n, D-u-ck etc</i> Spell common exception words. <i>Example: cold, water, because, kind, old etc</i>	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly? Spell common exception words. For example: because, great, pretty, beautiful etc	Segment spoken words into phonemes and representing these by graphemes, spelling many correctly Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones Learn to spell common exception words Learn to spell more words with contracted forms	Segment spoken words into phonemes and representing these by graphemes, spelling many correctly. Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones Spell common exception words Spell more words with contracted forms	Segment spoken words into phonemes and representing these by graphemes, spelling many correctly Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones Spell common exception words Spell more words with contracted forms	Segment spoken words into phonemes and representing these by graphemes, spelling many correctly Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones Spell common exception words

			<p>Learn the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguish between homophones and near-homophones</p> <p>Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Use possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguish between homophones and near-homophones</p> <p>Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>Use the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguish between homophones and near-homophones</p> <p>Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Spell more words with contracted forms</p> <p>Use possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguish between homophones and near-homophones</p> <p>Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>
Handwriting	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Begin to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use clear spacing between words that</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <ul style="list-style-type: none"> I can use spacing between words that

	Put a space between words that reflects the size of the letters.	reflects the size of the letters.				reflects the size of the letters
Composition	<p>Write narratives about personal experiences and those of others (real and fictional)</p> <p><i>Example: I can write the story of pumpkin soup.</i></p> <p>Write about real events</p> <p><i>Example: I can write about Halloween.</i></p> <p>Write for different purposes</p> <p><i>Example: I can write letters as characters from the story. I can write descriptions using my senses.</i></p> <p>Plan or say out loud what I am going to write about.</p> <p>Write down ideas and/or key words, including new vocabulary I have learnt.</p> <p><i>Example: pumpkin, cabin, rumpus etc</i></p> <p>Encapsulate what I want to say and do this sentence by sentence.</p> <p>Re-read to check that my writing makes sense and that my sentences have the right punctuation.</p>	<p>Write about real events</p> <p>Write for different purposes</p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary. For example vocabulary we will focus on for this book is: hedgehog, hibernation, prey, hunt, habitat, appearance, information, non-fiction etc.</p> <p>Encapsulate what I want to say, sentence by sentence</p> <p>Evaluate my writing with the teacher and other children</p> <p>Reread to check that my writing makes sense.</p> <p>Proofread to check for errors in spelling, grammar and punctuation</p> <p>Read aloud what I have written with appropriate intonation to make the meaning clear</p>	<p>Develop a positive attitude towards and stamina for writing by:</p> <p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events.</p> <p>Write poetry.</p> <p>Write for different purposes. For example: I can write a narrative based on a well known story but with an alternative ending.</p> <p>Consider what I am going to write before beginning by:</p> <p>Plan or saying out loud what I am going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what I want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>Evaluate my writing with the teacher and other pupils</p> <p>Reread to check that their writing makes sense and</p>	<p>Develop positive attitudes towards and stamina for writing.</p> <p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Write for different purposes</p> <p>Consider what I am going to write before beginning.</p> <p>Plan or say out loud what I am going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what I want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to my writing.</p> <p>Evaluate my writing with the teacher and other pupils</p> <p>Rereading to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proofread to check for errors in spelling, grammar and punctuation (for</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Write for different purposes</p> <p>Consider what I am going to write before beginning by:</p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what I want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>Evaluate my writing with the teacher and other pupils</p> <p>Reread to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including</p>	<p>Develop positive attitudes towards and stamina for writing.</p> <p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Write for different purposes</p> <p>Consider what I am going to write before beginning by:</p> <p>Plan or say out loud what I am going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what I want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>Evaluate my writing with the teacher and other pupils</p> <p>Reread to check my writing makes sense and that verbs to indicate time are used</p>

			<p>that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>example, ends of sentences punctuated correctly).</p> <p>Read aloud what I have written with appropriate intonation to make the meaning clear.</p>	<p>verbs in the continuous form</p> <p>Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p> <p>I can read aloud what I have written with appropriate intonation to make the meaning clear</p>	<p>correctly and consistently, including verbs in the continuous form</p> <p>Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p> <p>Read aloud what I have written with appropriate intonation to make the meaning clear.</p>
Grammar and punctuation	<p>What is a noun</p> <p>What is a vowel</p> <p>What is a consonant</p> <p>How to demarcate a sentence</p> <p>How to form a noun using -ness</p>	<p>What is an adjective</p> <p>How to form and recognise compound words</p> <p>How to form adjectives using -er; -est</p> <p>How to use and recognise subordination</p> <p>How to use exclamations</p>	<p>How to develop noun phrases</p> <p>What is a homophone</p> <p>How to form adjectives using -ful and -less</p> <p>How to frame questions and commands</p>	<p>What is a verb</p> <p>How to use singular and plural</p> <p>How to create adverbs with -ly</p> <p>How to use commas in lists</p> <p>How to change an adjective in to an adverb</p>	<p>Using adverbs</p> <p>Identifying word classes- nouns; adjective; verb; adverb</p> <p>How to use apostrophes for possession</p> <p>How to use past and present tense</p>	<p>Recap pronouns</p> <p>How to form nouns using -er</p> <p>How to use the progressive tense</p> <p>Recap on apostrophes for contraction</p>
Word Reading Knowledge	<p>Read Blue Storybooks with increasing fluency and comprehension</p> <p>Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage</p>	<p>Read Blue Storybooks with increasing fluency and comprehension</p> <p>Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage</p>	<p>Read Grey Storybooks Read unfamiliar multi-syllabic words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words Read all Set 3 sounds in nonsense words Read multi-syllabic words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute</p>	<p>Read Grey Storybooks with fluency and comprehension</p> <p>Read unfamiliar multi-syllabic words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words Read all Set 3 sounds in nonsense words Read multi-syllabic words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words</p>	<p>How to continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>How to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p>	<p>How to continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>How to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>How to read accurately words of two or more</p>

	<p>Re-read books to build fluency and confidence in word reading.</p> <p>Note punctuation to read with appropriate expression.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read year 2 common exception words, noting unusual correspondences.</p> <p>Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically.</p> <p>Read polysyllabic words containing taught graphemes.</p> <p>Read most words quickly and accurately without overt sounding and blending.</p>	<p>Re-read books to build fluency and confidence in word reading.</p> <p>Note punctuation to read with appropriate expression.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read year 2 common exception words, noting unusual correspondences.</p> <p>Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically.</p> <p>Read polysyllabic words containing taught graphemes.</p> <p>Read most words quickly and accurately without overt sounding and blending.</p>	<p>Re-read books to build fluency and confidence in word reading.</p> <p>Note punctuation to read with appropriate expression.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read year 2 common exception words, noting unusual correspondences.</p> <p>Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically.</p> <p>Read polysyllabic words containing taught graphemes.</p> <p>Read most words quickly and accurately without overt sounding and blending.</p>	<p>Re-read books to build fluency and confidence in word reading.</p> <p>Note punctuation to read with appropriate expression.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read year 2 common exception words, noting unusual correspondences.</p> <p>Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically.</p> <p>Read polysyllabic words containing taught graphemes.</p> <p>Read most words quickly and accurately without overt sounding and blending.</p>	<p>Re-read books to build fluency and confidence in word reading.</p> <p>Note punctuation to read with appropriate expression.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read year 2 common exception words, noting unusual correspondences.</p> <p>Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically.</p> <p>Read polysyllabic words containing taught graphemes.</p> <p>Read most words quickly and accurately without overt sounding and blending.</p>	<p>Re-read books to build fluency and confidence in word reading.</p> <p>Note punctuation to read with appropriate expression.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read year 2 common exception words, noting unusual correspondences.</p> <p>Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically.</p> <p>Read polysyllabic words containing taught graphemes.</p> <p>Read most words quickly and accurately without overt sounding and blending.</p>
Reading comprehension Knowledge		<p>How to discuss and express views about a story at a level beyond that at which they can read independently.</p> <p>How to draw on what they already know or on background information and</p>	<p>How to discuss and express views about a story at a level beyond that at which they can read independently.</p> <p>How to draw on what they already know or on</p>	<p>How to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>How to listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-</p>	<p>How to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>How to listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-</p>	<p>How to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>How to listen to, discuss and express views about a wide range of contemporary</p>

		<p>vocabulary provided by the teacher</p> <p>How to make inferences based on what is being said and done and predict what might happen based on what has been read so far?</p> <p>How to answer and ask questions</p> <p>How to participate in discussions about books taking turns and listening to</p>	<p>background information and vocabulary provided by the teacher</p> <p>How to make inferences based on what is being said and done and predict what might happen based on what has been read so far?</p> <p>How to answer and ask questions?</p> <p>How to participate in discussions about books taking turns and listening to what others say?</p>	<p>fiction at a level beyond that at which they can read independently</p> <p>How to discuss the sequence of events in books and how items of information are related</p> <p>How to becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>How to be introduced to non-fiction books that are structured in different ways</p> <p>How to recognise simple recurring literary language in stories and poetry</p> <p>How to discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>How to understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • making inferences on the basis of 	<p>fiction at a level beyond that at which they can read independently</p> <p>How to discuss the sequence of events in books and how items of information are related</p> <p>How to becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>How to be introduced to non-fiction books that are structured in different ways</p> <p>How to recognise simple recurring literary language in stories and poetry</p> <p>How to discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>How to discuss their favourite words and phrases</p> <p>How to continue to build up a repertoire of poems learnt by heart, appreciating these and recite some, with appropriate intonation to make the meaning clear</p> <p>How to understand both the books that they can already read accurately and fluently and those that they listen to by:</p>	<p>and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>How to discuss the sequence of events in books and how items of information are related</p> <p>How to becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>How to be introduced to non-fiction books that are structured in different ways</p> <p>How to recognise simple recurring literary language in stories and poetry</p> <p>How to discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>How to discuss their favourite words and phrases</p> <p>How to continue to build up a repertoire of poems learnt by heart, appreciating these and recite some, with appropriate intonation to make the meaning clear</p> <p>How to understand both the books that they can already read accurately and fluently</p>
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				<p>what is being said and done</p> <ul style="list-style-type: none"> • answering and asking questions • predicting what might happen on the basis of what has been read so far <p>How to participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>How to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far <p>How to participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>How to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>and those that they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far <p>How to participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>
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						How to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Reading comprehension Skills	<p>I can discuss the meanings of words: link new meanings to known vocabulary</p> <p>I can discuss my favourite words and phrases</p> <p>I can recognise some repeating language in stories and poems</p> <p>I can make inferences about characters feelings using what they say and do.</p> <p>I can infer simple points and begin, with support, to pick up on evidence.</p> <p>I can answer and ask questions and modify answers as the story progresses.</p> <p>I can use pictures or words to make inferences.</p>	<p>I can discuss and express my views about a story. For example: sharing ideas on likes and dislikes within the book, discussing favourite parts of the story and why etc (at a level beyond that at which they can read independently).</p> <p>I can draw on what I already know or draw on background information and vocabulary provided by the teacher</p> <p>I can make inferences based on what is being said and done and predict what might happen based on what has been read so far?</p> <p>I can confidently answer and ask questions.</p> <p>I can participate in discussions about books taking turns and listening to what others</p>	<p>I can predict what might happen on the basis of what has been read in terms of plot, character and language so far.</p> <p>I can make predictions using my own knowledge as well as what has happened so far.</p>	<p>I can explain and discuss my understanding of narrative, information books and poems.</p> <p>I can express my own views about a book or a poem.</p> <p>I can discuss some similarities between books.</p> <p>I can listen to the opinion of others.</p>	<p>I can independently read and answer simple questions about what I have just read.</p> <p>I can ask and answer retrieval questions.</p> <p>I can draw on previously taught knowledge to find the cue in the question.</p> <p>I can remember significant events and key information about the text that I have read.</p> <p>I can monitor my reading, checking words I have decoded, to ensure that they fit within the text I have already read.</p>	<p>I can discuss the sequencing of vents in books and how items of information are related.</p> <p>I can retell using a wider variety of story language.</p> <p>I can order events from the text.</p> <p>I can begin to discuss how events are linked focusing on the main contents of the story.</p>

<p>Mathematics</p>	<p><u>Number and Place Value</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Be able to count in steps of 2 and 5 from 0, and in tens from any number, forward and backward • Be able to recognise the place value of each digit in a two-digit number (tens, ones) • Be able to identify, represent and estimate numbers using different representations, including the number line • Be able to compare and order numbers from 0 up to 100; use and = signs • Be able to read and write numbers to at least 100 in numerals and in words • Be able to use place value and number facts to solve problems. <p><u>Skills</u></p>	<p><u>Addition and Subtraction</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Be able to read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • Be able to represent and use number bonds and related subtraction facts within 20 • Be able to add and subtract one-digit and two-digit numbers to 20, including zero • Be able to solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. <p><u>Addition and Subtraction Skills</u></p> <ul style="list-style-type: none"> • I can confidently read, write and interpret mathematical signs and say what they mean. • I know my number bonds to 20 and can use these to solve problems. • I can add and subtract one-digit and two-digit 	<p><u>Money</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Be able to recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value? • Be able to find different combinations of coins that equal the same amounts of money? • Be able to solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change? <p><u>Skills</u></p> <ul style="list-style-type: none"> • I can recognise the symbols for pounds £ and pence p. • I can recognise different coins and notes. I can say the value of each coin and note. • I can make amounts using coins and notes. • I can make the same amount in different 	<p><u>Measurement - Length and Height.</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Be able to choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers, scales. • Be able to compare and order lengths and record the results using >, < and = ? <p><u>Skills</u></p> <ul style="list-style-type: none"> • I can choose the correct standard unit to measure length and height in. • I can use different equipment to measure accurately Example: rulers, tape measure, meter stick etc • I can estimate to the nearest appropriate unit when measuring. 	<p><u>Fractions</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Be able to recognise, find, name and write fractions $1/3$, $1/4$, $2/4$ and $3/4$ of a length, shape, set of objects or quantity? • Be able to write simple fractions For example, $1/2$ of 6 = 3 and recognise the equivalence of $2/4$ and $1/2$? <p><u>Skills</u></p> <ul style="list-style-type: none"> • I can recognise and name $1/3$, $1/4$ $2/4$ and $3/4$ of a length, shape, set of objects and a quantity. • I can find $1/3$, $1/4$ $2/4$ and $3/4$ of a length, shape, set of objects and a quantity. • I can write $1/3$, $1/4$ $2/4$ and $3/4$ of a length, shape, set of objects and a quantity. • I can write simple fractions and 	<p><u>Statistics</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Be able to interpret and construct simple pictograms, tally charts, block diagrams and simple tables. • Be able to ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. • Be able to ask and answer questions about totalling and comparing categorical data. <p><u>Skills</u></p> <ul style="list-style-type: none"> • I can interpret simple pictograms, tally charts, block diagrams and simple tables. • I can construct simple pictograms, tally charts, block diagrams and simple tables. • I can ask simple questions about
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<ul style="list-style-type: none"> I can count in multiples of 2, 5 and 10 forwards and backwards. I know that a 2 digit number is made of tens and ones. I can identify a number and discuss the tens and ones that make that number. I can show my understanding of numbers in different ways. Example: I can draw the dienes to represent the tens and ones in a 2 digit number, I can show the same number in different ways using objects and pictures. I can compare numbers using the correct mathematical signs ($<$ $>$ $=$). I can order numbers to 100. I can read numbers to 100 in numerals and words. 	<ul style="list-style-type: none"> numbers and can do this in different ways. <i>Example: show it using objects, drawing dienes, using numicon and show formal written methods such as column method.</i> I can solve problems using my addition and subtraction methods. I can explain how I reached my answer to someone else. <p>Shape Knowledge</p> <ul style="list-style-type: none"> • Be able to identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line? • Be able to identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces? • Be able to identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]? • Be able to compare and sort common 2-D and 3-D shapes and everyday objects? <p>Shape Skills</p>	<p>ways using a range of coin combinations. <i>Example: 20p = 10p + 10p or 5p + 5p + 10p etc</i></p> <ul style="list-style-type: none"> I can solve problems using money and my addition and subtraction skills. <i>Example = The toy cost 43p and the bag is 5p. You have 50p do you have enough money to pay for the bag and toy?</i> I can solve problems that include giving change. <i>Example = The bag of sweets cost 20p you pay with a 50p coin. How much change will you get back?</i> <p>Multiplication and Division Knowledge</p> <ul style="list-style-type: none"> • Be able to recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • Be able to calculate mathematical 	<ul style="list-style-type: none"> I can compare lengths and heights and use the mathematical symbols to do this ($<$ $>$ $=$). I can order lengths and heights. <i>Example: longest to shortest, tallest to smallest but also shortest to longest and smallest to tallest etc.</i> <p>Measurement – Mass, capacity and Temperature.</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Be able to choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels? • Be able to compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$? <p>Skills</p>	<p>recognise simple equivalence <i>Example - $\frac{2}{4}$ is the same as $\frac{1}{2}$.</i></p> <p>Time</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Be able to compare and sequence intervals of time? • Be able to tell and write the time to 15 minutes, including quarter past/to the hour and draw the hands on a clock face to show these times? • Be able to know the number of minutes in an hour and the number of hours in a day? <p>Skills</p> <ul style="list-style-type: none"> • I can compare intervals of time <i>Example – 1 hour is longer than 1 minute.</i> • I can sequence intervals of time <i>Example: 10am comes before 1pm etc. I can order my routine of the day to match the times I do things.</i> 	<p>simple pictograms, tally charts, block diagrams and simple tables.</p> <ul style="list-style-type: none"> I can answer questions about simple pictograms, tally charts, block diagrams and simple tables by counting number of each objects in each category. <i>Example: which one was the most popular? Which one had fewer votes?</i> I can ask questions about totalling and comparing categorical data I can answer questions about totalling and comparing categorical data <i>Example: how many children took part in the survey all together? How do you know this?</i> <p>Position and Direction Knowledge</p> <ul style="list-style-type: none"> • Be able to order and arrange
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<ul style="list-style-type: none"> I can write numbers to 100 in numerals and words. Example: 21, Twenty One. I can solve problems using my understanding of place value. <i>Example: The 2 represents 2 tens which is 20. The 7 represents 7 ones.</i> <ul style="list-style-type: none"> I can solve problems using number facts. Example: $7 + 3 = 10$ so $17 + 3 = 20$ <p><u>Addition and Subtraction</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> Be able to read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Be able to represent and use number bonds and related subtraction facts within 20 	<ul style="list-style-type: none"> I can identify 2D shapes. •I can describe the properties of 2D shapes by saying how many sides and vertices the shape has. <i>Example: a square has 4 sides that are all the same and 4 vertices.</i> I can say if a shape has lines of symmetry and what symmetrical means. I can identify 3D shapes. •I can describe the properties of 3D shapes by saying how many faces, edges and vertices the shape has. <i>Example: A cube has 6 faces, 12 edges and 8 vertices.</i> I can identify the 2D shapes that are on the surface of the 3D shapes. <i>Example: a cylinder has a circle face on each end.</i> I can compare and sort 2D and 3D shapes including everyday objects. I can discuss my reasoning for the choices I make. 	<p>statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs</p> <ul style="list-style-type: none"> Be able to show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Be able to solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. <p><u>Skills</u></p> <ul style="list-style-type: none"> I can count in multiples of 2, 5 and 10. I can recall and use multiplication and division facts for 2, 5 and 10s. 	<ul style="list-style-type: none"> I can choose the correct unit of measurement to use. I can discuss my reasons for choosing that unit. <i>Example: I chose to measure this in kg not g because we know it will be heavy.</i> I can estimate and measure to the nearest appropriate unit. I can measure mass, capacity and temperature in different ways using different equipment. <ul style="list-style-type: none"> Scales Thermometer Jugs with different scales Containers with different scales. I can compare mass, capacity and temperatures using the mathematical symbols ($<$ $>$ $=$) I can order mass, lengths and capacity. 	<ul style="list-style-type: none"> I know what the different hands show on the clock. I know that the numbers on the clock represent 5 minute intervals. I know my time facts. <i>Example: there are 24 hours in a day. I know there are 365 days a year. I know there are 60 minutes in an hour. I know there are 60 seconds in a minute.</i> I can tell the time to 15 minutes confidently. Including using the language quarter past, half past, quarter to. I can draw the hands on the clock face to represent a given time. I know the difference between the hands and how to show this in my drawing. 	<p>combinations of mathematical objects in patterns and sequences?</p> <ul style="list-style-type: none"> Be able to use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)? <p><u>Skills</u></p> <ul style="list-style-type: none"> I can order and arrange objects in patterns and sequences. I can spot a mistake in a pattern and correct it. I can describe the position, direction and movement using the following
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	<p>• Be able to add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>• Be able to solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$.</p> <p>Skills</p> <p>• I can read, write and interpret mathematical statements.</p> <p><i>Example: I can recognise mathematical signs + - = and say what they are and mean.</i></p> <p>• I can represent number bonds and related facts to 20.</p> <p><i>Example: I can show different ways to make the numbers to and including 20. I know my number bonds to 10 and use these to know related facts to 20. I can show related facts from a number sentence eg: $17 + 3 = 20$ so $3 + 17 = 20$ so $20 - 17 = 3$ and $20 - 3 = 17$.</i></p> <p>• I can add and subtract one-digit number and 2-digit numbers to 20, including 0. I can do this using object, pictures or in my head.</p>		<p><i>Example: I know that numbers in the 5 times table always end in 5 or a 0. Therefore, I know the number 105 would be in the 5 times table.</i></p> <ul style="list-style-type: none"> • I know my odd and even numbers. I can say if a number is odd or even by looking at the last digit of the number. • I recognise the mathematical symbols for multiplication (\times), division (\div) and equals (=). • I can use the mathematical symbols correctly when writing calculations. • I can show that multiplication can be done in any order. <i>Example: $2 \times 5 = 10$ so $5 \times 2 = 10$</i> • I know that division cannot be done in any order. • I can use the above knowledge to create 4 multiplication and division facts from one calculation. <i>Example: $2 \times 5 = 10$ so $5 \times 2 = 10$ so $10 \div 2 = 5$ so $10 \div 5 = 2$</i> 			<p>mathematical vocabulary:</p> <ul style="list-style-type: none"> ○ Straight line ○ Turn ○ Quarter turn ○ Right angle ○ Half turn ○ Three quarter turn ○ Clockwise ○ Anti clockwise. <ul style="list-style-type: none"> • I can use the above terminology to create instructions to a location.
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	<ul style="list-style-type: none"> •I can solve one step problems that involve addition and subtraction. I can do these using objects. I can show these using pictures. •I can solve missing number problems. 		<p>$\div 2 = 5$ and $10 \div 5 = 2$.</p> <ul style="list-style-type: none"> • I can solve multiplication and division problems and show my understanding in different ways. • I can use arrays • I can use repeated addition. <i>Example: $2 + 2 + 2 = 6$</i> • I can use mental methods • I can use my number facts. <i>Example $2 \times 5 = 10$ so $20 \times 5 = 100$.</i> 			
Science knowledge	<p><u>Living things and their habitat</u></p> <p>Know the basic needs of animals, including humans for survival (water, food, air).</p> <p>Know how to describe the life processes common to plants and animals, including humans.</p> <p>Know the difference between living things, dead and non-living things.</p>	<p><u>Living things and their habitat</u></p> <p>Know what a fair test is and know how to carry out a simple fair test (DT link nest).</p> <p>Know how plants and animals are suited to their habitat.</p> <p>Know a habitat provides the basic needs of things living there.</p> <p>Know how animals adapt to live in different habitats.</p>	<p><u>Plants</u></p> <p>Know what plants need to survive and link it to where they are found.</p> <p>Know and describe how plants are suited to their habitat.</p> <p>Know how plants grow and reproduce in different ways.</p> <p>Know how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><u>Materials</u></p> <p>Know how to organise things into groups (materials, natural or man-made)</p> <p>Know and explain the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Know and explain the simple physical properties of a variety of everyday materials (transparent, opaque, and flexible).</p>	<p><u>Animals, including humans</u></p> <p>Know how to gather information/data to answer a question (health choices).</p> <p>Know why exercise, a balanced diet and hygiene are important for humans.</p> <p>Know and be able to explain that animals grow and reproduce.</p> <p>Know and be able to explain that animals reproduce in different ways.</p>	<p><u>Materials and caring for our planet.</u></p> <p>Know how the shapes of solid objects can be changed (squashing, bending, twisting, and stretching).</p> <p>Know how materials are changed by a heating or cooling process.</p> <p>Know materials cannot be changed back after being heated, cooled, bent or twisted.</p>

<p>Science skills</p>	<p><u>Living things and their habitat</u></p> <p>I can ask questions and use secondary sources to find out about the life cycles of some animals.</p> <p>I can organise things into groups (living, non-living).</p> <p>I can gather information/data to answer a question (is a pumpkin a fruit or vegetable?).</p> <p>I can explain the life cycle of some living things (frog, pumpkin) using diagrams and text.</p>	<p><u>Living things and their habitat</u></p> <p>I can match certain living things to the habitats they are found.</p> <p>I can name characteristics of an animal that help it live in a particular habitat.</p> <p>I can identify animals/plants by a specific criteria.</p> <p>I can suggest more than one way of grouping animals and plants and explain their reasons.</p> <p>I can describe a range of habitats.</p>	<p><u>Plants</u></p> <p>I can explain why it might not be fair to compare two things.</p> <p>I can explain whether things happened or not, as predicted and why.</p> <p>I can measure using simple equipment.</p> <p>I can use scientific words to describe what they have seen and measured.</p> <p>I can observe and describe how seeds and bulbs grow into mature plants.</p>	<p><u>Materials</u></p> <p>I can compare and group together a variety of different materials based on their physical properties.</p> <p>I can find simple patterns.</p> <p>I can sort materials into natural or which are man-made groups.</p> <p>I can investigate how things move on different surfaces.</p>	<p><u>Animals, including humans</u></p> <p>I can classify foods in a range of ways.</p> <p>I can investigate the effect of exercise on bodies.</p> <p>I can use pictures, charts, or tables to record my observations.</p> <p>I can measure and observe how animals including humans grow.</p>	<p><u>Materials and caring for our planet</u></p> <p>I can suggest ways of finding out through listening, hearing, smelling, touching and tasting.</p> <p>I can discuss ways to protect our planet.</p> <p>I can find out about people who developed new material.</p>
<p>History Knowledge</p>		<p><u>Schools</u></p> <p>To know a decade is ten years.</p> <p>To know that beyond living memory is more than 100 years ago.</p> <p>To know that daily life has changed over time but that there are some similarities to life today.</p> <p>To know that changes may come about because of</p>		<p><u>Flying</u></p> <p>To know that beyond living memory is more than 100 years ago.</p> <p>To know that changes may come about because of improvements in technology.</p> <p>To know that some events are more significant than others.</p> <p>To know the impact of a historical event on society.</p>		<p><u>Monarch</u></p> <p>To know that beyond living memory is more than 100 years ago</p> <p>To know that events in history may last different amounts of time.</p> <p>To know that some events are more significant than others.</p> <p>To know the impact of a historical event on society.</p>

		<p>improvements in technology.</p> <p>To know that there are explanations for similarities and differences between children's lives now and in the past.</p> <p>To know that we can find out about how places have changed by looking at maps.</p> <p>To know that historians use evidence from sources to find out more about the past.</p>		<p>To know that 'historically significant' people are those who changed many people's lives.</p> <p>To know that historians use evidence from sources to find out more about the past.</p> <p>To know that the past is represented in different ways.</p> <p>To begin to identify achievements and inventions that still influence their own lives today.</p> <p>To know the legacy and contribution of the inventions.</p> <p>To be aware of the achievements of significant individuals.</p>		<p>To know that 'historically significant' people are those who changed many people's lives.</p> <p>To know that historians use evidence from sources to find out more about the past.</p> <p>To know that the past is represented in different ways</p> <p>To know that a monarch in the UK is a king or queen.</p> <p>To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.</p> <p>To know that Britain was organised into kingdoms and these were governed by monarchs.</p> <p>To be aware of the achievements of significant individuals.</p>
History skills		<p>Sequencing up to six photographs, focusing on the intervals between events.</p> <p>Knowing where people/events studied fit</p>		<p>Sequencing up to six photographs, focusing on the intervals between events.</p>		<p>Sequencing up to six photographs, focusing on the intervals between events.</p>

		<p>into a chronological framework.</p> <p>Recognising some things which have changed/stayed the same as the past.</p> <p>Identifying simple reasons for changes.</p> <p>Identifying similarities and difference between ways of life at different times.</p> <p>Finding out about people, events and beliefs in society.</p> <p>Making comparisons with their own lives.</p> <p>Using artefacts, photographs and visits to museums to ask and answer questions about the past.</p> <p>Making simple observations about a source or artefact.</p> <p>Using sources to show an understanding of historical concepts.</p> <p>Recognising different ways in which the past is represented (including eye-witness accounts).</p>		<p>Placing events on a timeline, building on times studied in Year 1.</p> <p>Beginning to recognise how long each event lasted.</p> <p>Knowing where people/events studied fit into a chronological framework.</p> <p>Recognising some things which have changed/stayed the same as the past.</p> <p>Identifying simple reasons for changes.</p> <p>Asking questions about why people did things, why events happened and what happened as a result.</p> <p>Recognising why people did things, why events happened and what happened as a result.</p> <p>Finding out about people, events and beliefs in society.</p> <p>Discussing who was important in a historical event.</p> <p>Using artefacts, photographs and visits to museums to ask and answer questions about the past.</p>		<p>Placing events on a timeline, building on times studied in Year 1.</p> <p>Beginning to recognise how long each event lasted.</p> <p>Knowing where people/events studied fit into a chronological framework.</p> <p>Recognising some things which have changed/stayed the same as the past.</p> <p>Identifying simple reasons for changes.</p> <p>Asking questions about why people did things, why events happened and what happened as a result.</p> <p>Recognising why people did things, why events happened and what happened as a result.</p> <p>Identifying similarities and difference between ways of life at different times.</p> <p>Finding out about people, events and beliefs in society.</p>
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		<p>Comparing pictures or photographs of people or events in the past.</p> <p>Developing their own interpretations from photographs and written sources.</p>		<p>Making simple observations about a source or artefact.</p> <p>Using sources to show an understanding of historical concepts.</p> <p>Identifying a primary source.</p> <p>Recognising different ways in which the past is represented (including eye-witness accounts).</p> <p>Comparing pictures or photographs of people or events in the past.</p> <p>Developing their own interpretations from photographs and written sources.</p>		<p>Discussing who was important in a historical event.</p> <p>Using artefacts, photographs and visits to museums to ask and answer questions about the past.</p> <p>Making simple observations about a source or artefact.</p> <p>Using sources to show an understanding of historical concepts.</p> <p>Recognising different ways in which the past is represented (including eye-witness accounts).</p> <p>Comparing pictures or photographs of people or events in the past.</p>
Geography knowledge	<p>To know that a globe is a spherical model of the Earth.</p> <p>To know that the Equator is an imaginary line around the middle of the Earth.</p> <p>To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.</p>		<p>To know that maps need a title and purpose.</p> <p>To know that maps need a key to explain what the symbols and colours represent.</p> <p>To know that a tally chart is a way of collecting data quickly.</p> <p>To know some key physical features of the UK.</p>		<p>To know that maps need a title and purpose.</p> <p>To know that a tally chart is a way of collecting data quickly.</p> <p>To know that a pictogram is a chart that uses pictures to show data.</p> <p>To know that coasts (and other physical features) change over time.</p>	

	<p>To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</p> <p>To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</p> <p>To know some similarities and differences between their local area and a contrasting non European country.</p>		<p>To know some key human features of the UK.</p> <p>To name some characteristics of the four capital cities of the UK.</p> <p>To know the four capital cities of the UK.</p> <p>To know that a capital city is the city where a country's government is located.</p>		<p>To know that a sea is a body of water that is smaller than an ocean.</p> <p>To know that human features change over time.</p> <p>To know some key human features of the UK.</p> <p>To know the key physical features of a coast using subject specific vocabulary.</p> <p>To know the differences between a city, town and village.</p> <p>To know the key human features of a coastal town using subject specific vocabulary.</p>	
Geography skills	<p>Using a world map, globe and atlas to locate all the world's seven continents on a world map.</p> <p>Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</p> <p>Recognising human features on aerial photographs and plan perspectives.</p> <p>Recognising physical features on aerial</p>		<p>Recognising why maps need a title.</p> <p>Using an atlas to locate the four capital cities of the UK.</p> <p>Using a world map, globe and atlas to locate all the world's seven continents on a world map.</p> <p>Using a world map, globe and atlas to locate the world's five oceans.</p> <p>Using locational language and the compass points (N, S, E, W) to describe</p>		<p>Recognising why maps need a title.</p> <p>Using an atlas to locate the four capital cities of the UK.</p> <p>Using a world map, globe and atlas to locate all the world's seven continents on a world map.</p> <p>Using a world map, globe and atlas to locate the world's five oceans.</p> <p>Using locational language and the compass points (N, S, E, W) to describe</p>	

	<p>photographs and plan perspectives.</p> <p>Recognising there are different ways to answer a question.</p> <p>Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</p>		<p>the location of features on a map.</p> <p>Using locational language and the compass points (N, S, E, W) to describe the route on a map.</p> <p>Recognising landmarks of a city studied on aerial photographs and plan perspectives.</p> <p>Recognising human features on aerial photographs and plan perspectives.</p> <p>Recognising physical features on aerial photographs and plan perspectives.</p> <p>Drawing a map and using class agreed symbols to make a simple key.</p> <p>Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.</p> <p>Finding a given OS symbol on a map with support.</p> <p>Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).</p>		<p>the location of features on a map.</p> <p>Using locational language and the compass points (N, S, E, W) to describe the route on a map.</p> <p>Using a map to follow a prepared route.</p> <p>Recognising human features on aerial photographs and plan perspectives.</p> <p>Recognising physical features on aerial photographs and plan perspectives.</p> <p>Drawing a map and using class agreed symbols to make a simple key.</p> <p>Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.</p> <p>Finding a given OS symbol on a map with support.</p> <p>Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).</p>	
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			<p>Using an aerial photograph to draw a simple sketch map using basic symbols for a key.</p> <p>Recognising there are different ways to answer a question.</p> <p>Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</p> <p>Classifying the features they notice into human and physical with teacher support.</p>		<p>Using an aerial photograph to draw a simple sketch map using basic symbols for a key.</p> <p>Recognising there are different ways to answer a question.</p> <p>Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</p> <p>Classifying the features they notice into human and physical with teacher support.</p>	
Design technology knowledge	Skills practised in provision	<p><u>Ferris wheel project</u></p> <ul style="list-style-type: none"> • To know that different materials have different properties and are therefore suitable for different uses. • To know the features of a ferris wheel include the wheel, frame, pods, a base an axle and an axle holder. • To know that it is important to test my design as I go along so that I can solve any problems that may occur. 	Skills practised in provision	<p><u>Designing a sandwich wrap</u></p> <ul style="list-style-type: none"> • To know that ‘diet’ means the food and drink that a person or animal usually eats. • To understand what makes a balanced diet. • To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. • To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. 	Skills practised in provision	<p><u>Textiles: Pouches</u></p> <ul style="list-style-type: none"> • To know that sewing is a method of joining fabric. • To know that different stitches can be used when sewing. • To understand the importance of tying a knot after sewing the final stitch. • To know that a thimble can be used to protect my fingers when sewing.

				<ul style="list-style-type: none"> • To know that 'ingredients' means the items in a mixture or recipe. 		
Design technology Skills	Skills practised in provision	<ul style="list-style-type: none"> • Selecting a suitable linkage system to produce the desired motion. • Designing a wheel. • Selecting materials according to their characteristics. • Following a design brief. • Evaluating different designs. • Testing and adapting a design. 	Skills practised in provision	<ul style="list-style-type: none"> • Designing three wrap ideas based on a food combination which work well together. • Chopping foods safely to make a wrap. • Constructing a wrap that meets a design brief. • Grating foods to make a wrap. • Snipping smaller foods instead of cutting. • Describing the taste, texture and smell of fruit and vegetables. • Taste testing food combinations and final products. • Describing the information that should be included on a label. • Evaluating food by giving a score. 	Skills practised in provision	<ul style="list-style-type: none"> • Designing a pouch. • Selecting and cutting fabrics for sewing. • Decorating a pouch using fabric glue or running stitch. • Threading a needle. • Sewing running stitch, with evenly spaced, neat, even stitches to join fabric. • Neatly pinning and cutting fabric using a template. • Troubleshooting scenarios posed by teacher. • Evaluating the quality of the stitching on others' work. • Discussing as a class, the success of their stitching against the success criteria. • Identifying aspects of their peers' work that they particularly like and why.
Art Knowledge	<p>Drawing</p> <p>Pupils know:</p> <ul style="list-style-type: none"> • How different marks can be used to represent words and sounds. • That a combination of materials can achieve the desired effect. • That charcoal is made from burning wood. 	Practising skills in provision.	<p>Painting</p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> • Mix a variety of shades of a secondary colour. • Make choices about amounts of paint to use when mixing a particular colour. • Match colours seen around them. 	Practising skills in provision.	<p>Sculpture</p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> • Smooth and flatten clay. • Roll clay into a cylinder or ball. • Make different surface marks in clay. • Make a clay pinch pot. • Mix clay slip using clay and water. 	Practising skills in provision.

	<p>Pupils know how to:</p> <ul style="list-style-type: none"> ● Use different materials and marks to replicate texture. ● Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. ● Use marks and lines to show expression on faces. ● Make a concertina book. ● Use drawing to tell a story. ● Use charcoal to avoid snapping and to achieve different types of lines. ● Use drawing pens. 		<ul style="list-style-type: none"> ● Create texture using different painting tools. ● Make textured paper to use in a collage. ● Choose and shape collage materials eg cutting, tearing. ● Compose a collage, arranging and overlapping pieces for contrast and effect. ● Add painted detail to a collage to enhance/improve it. 		<ul style="list-style-type: none"> ● Join two clay pieces using slip. ● Make a relief clay sculpture. ● Use hands in different ways as a tool to manipulate clay. ● Use clay tools to score clay. 	
Art skills	<p>I can begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>I can experiment in sketchbooks, using drawing to record ideas.</p> <p>I can use sketchbooks to help make decisions about what to try out next.</p> <p>I can further demonstrate increased control with a greater range of media.</p> <p>I can make choices about which materials</p>	Practising skills in provision.	<p>I can begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>I can use sketchbooks to help make decisions about what to try out next.</p> <p>I can further demonstrate increased control with a greater range of media.</p> <p>I can make choices about which materials and techniques to use to create an effect.</p> <p>I can use hands and tools with confidence when cutting, shaping and</p>	Practising skills in provision.	<p>I can begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>I can experiment in sketchbooks, using drawing to record ideas.</p> <p>I can use sketchbooks to help make decisions about what to try out next.</p> <p>I can further demonstrate increased control with a greater range of media.</p> <p>I can use hands and tools with confidence when cutting, shaping and</p>	Practising skills in provision.

	<p>and techniques to use to create an effect.</p> <p>I can develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in my work.</p> <p>I can talk about art I have seen using some appropriate subject vocabulary.</p> <p>I can apply my own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p> <p>I can explain my ideas and opinions about my own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <p>I can begin to talk about how I could improve my own work.</p>		<p>joining paper, card and malleable materials.</p> <p>I can develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p> <p>I can talk about art I have seen using some appropriate subject vocabulary.</p> <p>I can apply my own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p> <p>I can explain my ideas and opinions about my own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why I may have made it.</p> <p>I can begin to talk about how I could improve my own work.</p> <p>I can talk about how art is made.</p>		<p>joining paper, card and malleable materials.</p> <p>I can talk about art I have seen using some appropriate subject vocabulary.</p> <p>I can create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>I can explain my ideas and opinions about my own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why I may have made it.</p> <p>I can begin to talk about how I could improve my own work.</p> <p>I can talk about how art is made.</p>	
Music Knowledge	Know how to read, respond and perform word-pattern chants (eg ca-ter-pil-lar)	Know how to sing with a pitch range and increasing vocal control.	Know how to identify the beat of a tune.	Know how to compose and improvise musical conversation with a partner.	Know how to use graphic symbols, dot notation and stick notation as appropriate.	Know and understand the graphic symbols of stick notations such as

	Know how to create, retain and perform their own chanted rhythm patterns.	Know the meaning of dynamics (loud/quiet) and tempo (fast/slow)	Know and understand the stories, origins, traditions, history and social context of the music that they are listening to, singing and playing.	Know the speed of a beat can change, creating a faster or slower pace (tempo).	Know the graphic symbols crescendo, decrescendo and pause.	crochet, quavers and crochet rests. Know how to represent chanted rhythm patterns with stick notations.
Music Skills	I can listen to sounds in the local school environment, comparing high and low sounds. I can copy a rhythm, copy a leader, and invent a rhythm for others to copy.	I can sing short verses independently within a singing game. I can respond to pitch change in a song.	I can group beats in twos and threes by tapping knees on the strongest beat and clapping the remaining beats. I can explore percussion sounds to enhance storytelling eg. Ascending xylophone notes to suggest Jack climbing the beanstalk.	I can explore and create music from a non-musical stimulus (eg storm, rocket launch).	I can recognise visual symbols and stick notation. I can sing and respond to visual symbols.	I can explore and create my own chanted rhythm patterns. I can perform my own chanted rhythm pattern with stick notations.
Religious education	Christianity Is it possible to be kind to everyone all of the time?	Christianity Why do Christians believe God gave Jesus to the world?	Islam – Enquiry 1 Who is God to Muslims? Lesson 4, 5, 6	Christianity How important is it to Christians that Jesus came back to life after his crucifixion?	Islam – Enquiry 2 How important is the prophet Muhammad to Muslims? Lesson 4, 5, 6	Islam – Enquiry 3 How important is the Qur’an to Muslims? Lesson 4, 5, 6
Religious education Knowledge	I know something Jesus said or did to be kind. I know how to re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I know some ways Christians might try	I know some of the Christmas story. I know the Christmas story and start to explain that Christians believe Jesus was a gift from God. I know how Jesus coming to the world might show Christians how they	I know how to describe some of the attributes (names) of Allah and what these might mean. I know how to explain how different attributes tell a Muslim something about Allah	I know how to recall parts of the Easter story. I know what Christians believe happened on or after Easter Sunday. I know about the Christian belief in the resurrection of Jesus and start to explain why this might be so important to them.	I know key facts from the life of Muhammad. I know how the events in the life of Muhammad might impact on Muslims today.	I know why a Muslim might think the Qur’an is important. I know how to explain how the Qur’an is important to Muslims and some actions they take to show this.

	to follow Jesus' example of being kind.	could love or help people and the world.				
Religious education Skills	<p>I can say if I think most Christians think they should be kind.</p> <p>I can say if I think most Christians think they should be kind and give a reason.</p> <p>I can say why I think Christians might think they should be kind and start to explain how they might do this.</p>	<p>I can start to say why some Christians think God gave Jesus to the world.</p> <p>I can tell you why Christians think God gave Jesus to the world.</p> <p>I can explain the Christian belief that God gave Jesus to the world to rescue or save it.</p>	<p>I can talk about how 'The creator' tells Muslims that Allah made the world and them.</p> <p>I can explain the impact of this on the life of a Muslim today.</p>	<p>I can talk about what I think happened to Jesus.</p> <p>I can suggest what I think happened to Jesus after the tomb was found empty.</p> <p>I can start to explain what Christians might believe about the resurrection of Jesus, and give my own opinion, and to evaluate how important this might be to them.</p>	<p>I can say why I have chosen certain facts about Muhammad's life above others.</p> <p>I can talk about how a Muslim might feel about the different events and use this knowledge when I rank the events.</p>	<p>I can explain how instructions in the Qur'an might impact on the life of a Muslim today.</p> <p>I can explain some actions a Muslim could take to follow the teachings in the Qur'an.</p>
Physical Education Knowledge	<p>Team building</p> <p>Know how to participate in team games, developing simple tactics for attacking and defending</p> <p>Know how to develop their communication and problem-solving skills</p> <p>Know how to work individually, in pairs and small groups</p> <p>Know what a leader is and how to demonstrate good leadership skills</p> <p>Know how to develop strategies and tactics to form a plan</p>	<p>Gymnastics</p> <p>Know how to explore and develop basic gymnastic actions on the floor and using apparatus</p> <p>Know how to jump, roll, balance and travel individually and in combination to create short sequences and movement phrases</p> <p>Know how to develop sequences to include the use of shapes, levels and directions</p> <p>Know how to work safely with and around</p>	<p>Yoga</p> <p>Know different yoga poses and techniques that will help them to connect their mind and body and perform these with control</p> <p>Know how to develop strength, flexibility and balance</p> <p>Know how to develop mindfulness and body awareness</p> <p>Fitness</p> <p>Know how to explore and develop agility, balance, co-ordination, speed and</p>	<p>Sending and receiving</p> <p>Know to throw, catch, roll, kick, track and stop a ball</p> <p>Know how to use equipment to send and receive a ball</p> <p>Know how to develop the skills learnt in Year 1</p> <p>Target games</p> <p>Know how to develop their aim using both underarm and overarm actions with control and consistency</p>	<p>Striking and fielding</p> <p>Know how to throw, catch, stop a rolling ball, retrieve a ball and strike a ball</p> <p>Have an understanding of striking and fielding games such as Rounders and Cricket</p> <p>Know rules of games and how to use them fairly</p> <p>Know how to score points and how to create and use tactics</p> <p>Ball skills</p> <p>Know how to develop their fundamental ball</p>	<p>Athletics</p> <p>Know how to run at various speeds, change direction, jump and throw</p> <p>Know how to perform skills and measure performance, competing to improve on their own score and against others</p> <p>Know how to work collaboratively as well as independently</p> <p>Know how to improve by identifying areas of strength as well as areas to develop</p>

	<p>Compete with some awareness in team games</p> <p>Dance</p> <p>Know how to perform dances using simple movement patterns</p> <p>Know how to explore space and how their body can move to express and idea, mood, character or feeling</p> <p>Expand their knowledge of travelling actions and use them in relation to a stimulus</p> <p>Know how to respond and provide helpful feedback to others' performances</p>	<p>others and whilst using apparatus</p> <p>Know how to provide feedback to others and recognise elements of high quality performance</p>	<p>stamina showing control and consistency</p> <p>Know how to develop their balance and co-ordination skills</p> <p>Know how to control speed and develop stamina</p> <p>Know how to develop perseverance and determination</p>	<p>Know how to select and apply the appropriate action for the target considering the size and distance of the challenge</p> <p>Know how to apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities</p>	<p>skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball</p> <p>Know how to set challenges for themselves</p> <p>Know how to explore their own ideas in response to tasks</p>	
Physical Education Skills	<p>Team building</p> <p>Demonstrate some leadership skills</p> <p>Play a game applying the skills.</p> <p>Demonstrate school games values.</p> <p>React quickly</p> <p>Show a sense of anticipation</p>	<p>Gymnastics</p> <p>Develop spatial awareness</p> <p>Use space safely and effectively</p> <p>Develop gymnastics actions on the floor and on apparatus</p> <p>Be able to create a short movement sequences using a</p>	<p>Yoga</p> <p>Devlop body awareness and control</p> <p>Show different yoga poses and develop techniques</p> <p>Engage in breathing and meditation activities</p> <p>Work well with others</p> <p>Create own poses in response to a theme</p>	<p>Sending and receiving</p> <p>Throw and catch a ball accurately</p> <p>Track and stop a ball consistently</p> <p>Use equipment to send and receive a ball with control</p> <p>Work independently and in a group successfully</p>	<p>Striking and fielding</p> <p>Throw, catch, stop, track and receive a ball with control and accuracy</p> <p>Explain the rules of different games</p> <p>Play in different sized groups with success</p> <p>Score points correctly</p>	<p>Athletics</p> <p>Run at a range of speeds</p> <p>Change direction quickly and controlled</p> <p>Jump and throw with accuracy</p> <p>Measure their performance and show competitive aim to improve against themselves and others</p>

	<p>Demonstrate agility, balance and coordination</p> <p>Pass in different ways.</p> <p>Pass accurately</p> <p>Dance</p> <p>Support peers with feedback</p> <p>Travel in different ways</p> <p>Copy and perform actions</p> <p>Use dynamics, pathways, expression and speed</p> <p>Develop balance and co-ordination</p>	<p>range of shape and levels</p> <p>Show confidence when performing</p> <p>Observe and give feedback to others</p>	<p>Fitness</p> <p>React quickly</p> <p>Show a sense of anticipation</p> <p>Demonstrate agility, balance and coordination</p> <p>Jump in a variety of ways.</p> <p>Coordinate a run with a jump.</p> <p>Leap, hop, jump</p> <p>Jump in a variety of ways competently</p> <p>Develop speed and stamina</p>	<p>Target games</p> <p>Perform underarm and overarm actions correctly with control</p> <p>Organise and manage their activity independently</p> <p>Know the importance of rules and safety</p>	<p>Explain the rules and the importance of playing fairly</p> <p>Explain/demonstrate simple tactics</p> <p>Ball skills Throw, roll and catch a ball accurately</p> <p>Aim and hit a target</p> <p>Dribble a ball using both hands and feet</p> <p>Kick a ball accurately</p> <p>Discuss their areas of strength and weaknesses and set personal goals</p>	<p>Broad jump for distance</p> <p>Add a short run to the jump. Throw with good technique</p> <p>Throw with a run-up</p>
<p>Personal, Social and Emotional Development Knowledge</p>	<p>Being Me In My World – Jigsaw Piece 1</p> <p>Identifying hopes and fears for the year ahead</p> <p>Understand the rights and responsibilities of class members</p> <p>Know that it is important to listen to other people</p> <p>Understand that their own views are valuable</p>	<p>Celebrating Difference – Jigsaw Piece 2</p> <p>Know there are stereotypes about boys and girls</p> <p>Know that it is OK not to conform to gender stereotypes</p> <p>Know it is good to be yourself</p> <p>Know that sometimes people get bullied because of difference</p>	<p>Dreams and Goals – Jigsaw Piece 3</p> <p>Know how to choose a realistic goal and think about how to achieve it</p> <p>Know that it is important to persevere</p> <p>Know how to recognise what working together well looks like</p> <p>Know what good group working looks like</p>	<p>Healthy Me – Puzzle Piece 4</p> <p>Know what their body needs to stay healthy</p> <p>Know what relaxed means</p> <p>Know what makes them feel relaxed / stressed</p> <p>Know how medicines work in their bodies</p> <p>Know that it is important to use medicines safely</p>	<p>Relationships – Puzzle Piece 5</p> <p>Know that everyone's family is different</p> <p>Know that families function well when there is trust, respect, care, love and co-operation</p> <p>Know that there are lots of forms of physical contact within a family</p> <p>Know how to stay stop if someone is hurting them</p>	<p>Changing Me – Puzzle Piece 6</p> <p>Know that life cycles exist in nature</p> <p>Know that aging is a natural process including old-age</p> <p>Know that some changes are out of an individual's control</p> <p>Know how their bodies have changed from when they were a baby and that they will</p>

	<p>Know about rewards and consequences and that these stem from choices</p> <p>Know that positive choices impact positively on self-learning and the learning of others</p>	<p>Know the difference between right and wrong and the role that choice has to play in this</p> <p>Know that friends can be different and still be friends</p> <p>Know where to get help if being bullied</p> <p>Know the difference between a one-off incident and bullying</p>	<p>Know how to share success with other people</p>	<p>Know how to make some healthy snacks</p> <p>Know why healthy snacks are good for their bodies</p> <p>Know which foods given their bodies energy</p>	<p>Know some reasons why friends have conflicts</p> <p>Know that friendships have ups and downs and sometimes change with time</p> <p>Know how to use the Mending Friendships or Solve-it-together problem-solving methods</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets</p> <p>Know what trust is</p>	<p>continue to change as they age</p> <p>Know the physical differences between male and female bodies</p> <p>Know the correct names for private body parts</p> <p>Know that private body parts are special and that no one has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know there are different types of touch and that some are acceptable and some are unacceptable</p>
<p>Personal, Social and Emotional Development Skills</p>	<p>Being Me In My World – Jigsaw Piece 1</p> <p>Recognise own feelings and know when and where to get help</p> <p>Know how to make their class a safe and fair place</p> <p>Show good listening skills</p> <p>Recognise the feeling of being worried</p>	<p>Celebrating Difference – Jigsaw Piece 2</p> <p>Understand that boys and girls can be similar in lots of ways and that is OK</p> <p>Understand that boys and girls can be different in lots of ways and that is OK</p> <p>Explain how being bullied can make someone feel</p>	<p>Dreams and Goals – Jigsaw Piece 3</p> <p>Be able to describe their own achievements and the feelings linked to this</p> <p>Recognise their own strengths as a learner</p> <p>Recognise how working with others can be helpful</p> <p>Be able to work effectively with a partner</p>	<p>Healthy Me – Puzzle Piece 4</p> <p>Desire to make healthy lifestyle choices</p> <p>Identify when a feeling is weak and when a feeling is strong</p> <p>Feel positive about caring for their bodies and keeping it healthy</p> <p>Have a healthy relationship with food</p>	<p>Relationships – Puzzle Piece 5</p> <p>Can identify the different roles and responsibilities in their family</p> <p>Can recognise the value that families can bring</p> <p>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</p>	<p>Changing Me – Puzzle Piece 6</p> <p>Can appreciate that changes will happen and that some can be controlled and others not</p> <p>Be able to express how they feel about changes</p> <p>Show appreciation for people who are older</p> <p>Can recognise the independence and</p>

	<p>Be able to work cooperatively</p>	<p>Can choose to be kind to someone who is being bullied</p> <p>Know how to stand up for themselves when they need to</p> <p>Recognise that they shouldn't judge people because they are different</p> <p>Understand that everyone's differences make them special and unique</p>	<p>Be able to choose a partner with whom they work well</p> <p>Be able to work as part of a group</p> <p>Recognise how it feels to be part of a group that succeeds and store this feeling</p>	<p>Express how it feels to share healthy food with their friends</p>	<p>Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict</p> <p>Can identify the negative feelings associated with keeping a worry secret</p> <p>Can identify the feelings associated with trust</p> <p>Can identify who they trust in their own relationships</p> <p>Can give and receive compliments</p> <p>Can say who they would go to for help if they were worried or scared</p>	<p>responsibilities they have now compared to being a baby or toddler</p> <p>Can say what greater responsibilities and freedoms they may have in the future</p> <p>Can say who they would go to for help if worried or scared</p> <p>Can say what types of touch they find comfortable/uncomfortable</p> <p>Be able to confidently ask someone to stop if they are being hurt or frightened</p> <p>Can say what they are looking forward to in the next year</p>
Computing knowledge	<p>Know how to refine searches using the search tool</p> <p>Know how to stay safe online and what to do if they come across something that makes them feel uncomfortable</p> <p>Know how to use information technology safely</p>	<p>Know and understand what an algorithm is and how to create a simple program</p> <p>Know how to create a series of instructions as a sequence</p> <p>Know and understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and</p>	<p>Know common uses of information technology beyond school</p> <p>Know how to use the iPads to retrieve information from the internet</p>	<p>Know how to present information using a computer</p> <p>Know how to create a pictogram</p>	<p>Know how to use a computer to create music for a purpose</p> <p>Know that music is made from a series of notes</p>	<p>Know that photos can be changed and know how to improve them</p> <p>Know how to use tools to change an image</p>

		unambiguous instructions				
Computing skills	<p>I can use the internet safely</p> <p>I can search using a search engine on the internet</p> <p>I know how to keep myself safe on the internet</p>	<p>I can use a program to develop a simple sequence</p> <p>I can follow and create simple instructions for others to follow</p>	<p>I can tell you what the internet can be used for</p> <p>I can find information from the internet</p> <p>I can use a search engine such as google</p>	<p>I can use different software to present information</p> <p>I can create a simple pictogram using a computer</p>	<p>I can use music software to create short piece of music</p> <p>I can identify music notes</p>	<p>I can edit an image</p> <p>I can improve a photo using the correct editing skills</p>