

	Reading - Comprehension
<p>skills as the route to decode words</p> <p>act sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, ends for graphemes</p> <p>ounds in unfamiliar words containing GPCs that have been taught</p> <p>s, noting unusual correspondences between spelling and sound and where these occur in</p> <p>GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>one syllable that contain taught GPCs</p> <p>or example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted</p> <p>at are consistent with their developing phonic knowledge and that do not require them to words</p> <p>o their fluency and confidence in word reading.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>§ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond read independently</li> <li>§ being encouraged to link what they read or hear read to their own experiences</li> <li>§ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and particular characteristics</li> <li>§ recognising and joining in with predictable phrases</li> <li>§ learning to appreciate rhymes and poems, and to recite some by heart</li> <li>§ discussing word meanings, linking new meanings to those already known</li> <li>§ understand both the books they can already read accurately and fluently and those they like</li> <li>§ drawing on what they already know or on background information and vocabulary provided</li> <li>§ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>§ discussing the significance of the title and events</li> <li>§ making inferences on the basis of what is being said and done</li> <li>§ predicting what might happen on the basis of what has been read so far</li> <li>§ participate in discussion about what is read to them, taking turns and listening to what other</li> <li>§ explain clearly their understanding of what is read to them.</li> </ul>
	Handwriting
<p>1)</p> <p>0+ phonemes already taught</p> <p>st:</p> <p>bet in order</p> <p>sh between alternative spellings of the same sound</p> <p>ng –s or –es as the plural marker for nouns and the third person singular marker for</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ sit correctly at a table, holding a pencil comfortably and correctly</li> <li>§ begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>§ form capital letters</li> <li>§ form digits 0-9</li> <li>§ understand which letters belong to which handwriting 'families' (i.e. letters that are formed and practise these.</li> </ul>

where no change is needed in the spelling of root words [for example, helping, helped,

guidance, as listed in English Appendix 1

sentences dictated by the teacher that include words using the GPCs and common

**Grammar and punctuation**

**Writing - Composition**

the concepts set out in English Appendix 2 by:

- using and
- using a capital letter and a full stop, question mark or exclamation mark
- of people, places, the days of the week, and the personal pronoun 'I'
- 1 in English Appendix 2
- in English Appendix 2 in discussing their writing.

Pupils should be taught to:

- § write sentences by:
- § saying out loud what they are going to write about
- § composing a sentence orally before writing it
- § sequencing sentences to form short narratives
- § re-reading what they have written to check that it makes sense
- § discuss what they have written with the teacher or other pupils
- § read aloud their writing clearly enough to be heard by their peers and the teacher.

**to be introduced (statutory requirement)**

regular **plural noun suffixes** –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun

**suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)

the **prefix un-** changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or *undoing: untie the boat*]

how **words** can combine to make **sentences**

joining **words** and joining **clauses** using *and*

sequencing **sentences** to form short narratives

separation of **words** with spaces

introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**

capital letters for names and for the personal **pronoun I**

ter, capital letter  
 ord, singular, plural  
 ntence  
 nctuation, full stop, question mark, exclamation mark

e Value	Number - Addition and Subtraction
<p>ards and backwards, beginning with 0 or 1, or from any given number</p> <p>s to 100 in numerals; count in multiples of twos, fives and tens</p> <p>more and one less</p> <p>s using objects and pictorial representations including the number line, and use the , less than (fewer), most, least</p> <p>1 to 20 in numerals and words.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ read, write and interpret mathematical statements involving addition (+), subtraction (–) an</li> <li>§ represent and use number bonds and related subtraction facts within 20</li> <li>§ add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>§ solve one-step problems that involve addition and subtraction, using concrete objects and missing number problems such as <math>7 = \quad - 9</math>.</li> </ul>
Division	Number - Fractions
<p>ving multiplication and division, by calculating the answer using concrete objects, pictorial the support of the teacher.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>§ recognise, find and name a quarter as one of four equal parts of an object, shape or quant</li> </ul>
	Geometry - Properties of shapes
<p>practical problems for:</p> <p>ole, long/short, longer/shorter, tall/short, double/half]</p> <p>avy/light, heavier than, lighter than]</p> <p>uple, full/empty, more than, less than, half, half full, quarter]</p> <p>wer, earlier, later]</p> <p>he following:</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ recognise and name common 2-D and 3-D shapes, including:</li> <li>§ 2-D shapes [for example, rectangles (including squares), circles and triangles]</li> <li>§ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</li> </ul>

)  
of different denominations of coins and notes  
ical order using language [for example, before and after, next, first, today, yesterday, and evening]  
elating to dates, including days of the week, weeks, months and years  
alf past the hour and draw the hands on a clock face to show these times.



**Section**

and movement, including whole, half, quarter and three-quarter turns.

**Animals, including humans**

common wild and garden plants, including deciduous and evergreen trees  
structure of a variety of common flowering plants, including trees.

Pupils should be taught to:  
§ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  
§ identify and name a variety of common animals that are carnivores, herbivores and omnivores  
§ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)  
§ identify, name, draw and label the basic parts of the human body and say which part of the body is used for each sense.

**Seasonal changes**

and the material from which it is made  
everyday materials, including wood, plastic, glass, metal, water, and rock  
roperties of a variety of everyday materials  
t variety of everyday materials on the basis of their simple physical properties.

Pupils should be taught to:  
§ observe changes across the four seasons **We plan to cover this 4 times a year as**  
§ observe and describe weather associated with the seasons and how day length varies.

1  
entary information regarding suggested Artists, Craft makers and Designers can be found on Google Drive

tively to design and make products

ulpture to develop and share their ideas, experiences and imagination

nd design techniques in using colour, pattern, texture, line, shape, form and space

ists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

rithms are. ns.	<b>Information Technology</b> <ul style="list-style-type: none"> <li>• Use technology purposefully to create digital content.</li> <li>• Use technology purposefully to store digital content.</li> <li>• Use technology purposefully to retrieve digital content.</li> </ul>
ation private. ses of information technology beyond school.	

### gy Year 1

practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of rele  
d playgrounds, the local community, industry and the wider environment].  
ils should be taught to:

	<b>Make</b>
<p>peeling products for themselves and other users based on design criteria</p> <p>I communicate their ideas through talking, drawing, templates, mock-ups and, and communication technology This will be on going</p>	<p>§ select from and use a range of tools and equipment to perform practical tasks [for example, finishing]</p> <p>§ select from and use a wide range of materials and components, including construction materials according to their characteristics</p>
	<b>Technical Knowledge</b>
<p>of existing products This will be on going</p> <p>ucts against design criteria</p>	<p>§ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p>

### ject Content

pils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human  
les pupils to feed themselves and others affordably and well, now and in later life.

m.  
fruit and vegetables.

hygienically-without using a heat source.

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

about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical information awareness.

	Place Knowledge
of the United Kingdom and its surrounding seas.	§ understand geographical similarities and differences through studying the human and physical geography of the United Kingdom
Geography	Geographical skills and fieldwork
weather patterns in the United Kingdom This will be on going vocabulary to refer to: season and weather village, town, farm, house, office, and shop	§ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the location of the United Kingdom in the world § use simple compass directions (North, South, East and West) and locational and directional terms (near, next to, between, close to, far, left and right), to describe the location of features and routes on a map § use aerial photographs to recognise landmarks and basic human and physical features; describe and construct basic symbols in a key § use simple fieldwork and observational skills to study the geography of their school and its surrounding environment.

of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify historical periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented. In line with the provision described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key

teaching about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life and to identify individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, William Shakespeare and Charles Darwin, James Watt and Benjamin Franklin, Albert Einstein and Marie Curie, William Shakespeare and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

vents, people and places in their own locality

ould play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and re  
to:

ssively and creatively by singing songs and speaking chants and rhymes  
nts musically  
on and understanding to a range of high-quality live and recorded music  
e, select and combine sounds using the inter-related dimensions of music.