

English, Maths & Science

Writing

Narrative

- Write stories with familiar settings.(Yr1 & 2)
- Write Stories from a range of cultures/stories with predictable and patterned language. (Yr1)
- Write traditional and fairy tales. (Yr1)
- Write stories about fantasy worlds. (Yr1)
- Write different stories by the same author. (Yr2)
- Write extended stories by significant authors.(Yr2)

Non Fiction

- Write labels, lists and captions related to instructions. (Yr1)
- Write recounts, both fact and fiction. (Yr1 & 2)
- Write information texts.(Yr1 &2)
- Write explanations. (Yr2)
- Write instructions (Yr1 & 2)
- Write non-chronological reports.(Yr2)

Poetry

- Write poetry using the senses.(Yr1)
- Use pattern and rhyme in poetry. (Yr1 & 2)
- Write poems on a theme (performance element related to poetry). (Yr1 & 2)

Reading

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Listen to and discuss and express views on a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Link what they read to their own experiences.
- Discuss the sequence of event in books and how items of information are related.
- Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Recognise and join in with predictable phrases.
- Discuss their favourite words and phrases.
- Learn to appreciate rhymes and poems, and to recite some by heart.
- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

Spoken Language & Communication

- Listens to and understands instructions about what they are doing.
- Understands two to three part spoken instructions.
- Can answer a ‘how’ or ‘why’ question.
- Understands a range of related words to describe concepts.
- Uses words more specifically to make the meaning clearer.
- Retells favourite stories using some of their own words.
- Confidently starts and takes part in individual and group conversations.
- Joins in and organises co-operative role play with friends.
- Uses language to ask, negotiate, give opinions and discuss ideas and feelings.
- Is aware when a message is unclear and comments or asks for explanation.
- Asks lots of questions to find out specific information including ‘how’ and ‘why’.
- Tells stories that set the scene, have a basic plot and a sequence of events.

- Accurately predicts what will happen in a story.
- Takes turns to talk, listen and respond in two way conversations and groups.

Mathematics

Number Sense

- Develop an understanding of our number system, starting with counting numbers to and across one-hundred.
- Build an understanding of how our numbers work and fit together to ensure children develop confidence and mental fluency.
- Explore place value (*recognising the value of each digit in a two-digit number*)
- Compare and order numbers (*including lengths, mass, volumes*) and apply this understanding in different contexts.

Additive Reasoning

- Develop an understanding of addition and subtraction and the relationship between them.
- Solve problems in a range of practical contexts (*using concrete objects and pictorial representations, including those involving numbers, quantities and measures*).
- Choose and use number facts, understanding of place value, counting, and different methods (*applying their increasing knowledge of mental and written methods*), explaining their decision making and justifying their solutions.

Multiplicative Reasoning

- Develop an understanding of multiplication and division together and the relationship between them (*facts for the 2, 5, and 10 times tables*).
- Show that multiplication of two numbers can be done in any order (*commutative*) and division of one number by another cannot.
- Solve problems in different contexts, including measures (*using materials, arrays, repeated addition, measuring tools and mental methods*). An emphasis on practice at this early stage will aid fluency.

Geometric Reasoning

- Develop an understanding in shape and space.
- Recognise and name properties of 2-D and 3-D shapes, then use this understanding to solve problems (*compare and sort common 2-D and 3-D shapes and everyday objects*) including problems related to measures.
- Use mathematical vocabulary to describe position, direction and movement.

Measures and statistics are included throughout as contexts for number sense, additive reasoning and multiplicative reasoning.

Science

Year 1

Knowledge

- Identify and name a variety of common plants and describe their structure
- Identify and name a variety of animals and describe their structure, associating each part with each sense. Classify animals as carnivores, herbivores and omnivores.
- Name, describe and group a variety of materials.
- Observe changes across the four seasons and describe the difference in weather and day length.
- Recognise why light is important and discover how shadows are formed.
- Describe different forces and test how things move on different surfaces.

Working Scientifically

- Ask questions
- Observe closely using equipment
- Perform simple tests
- Identify and classify

Year 2

Knowledge

- Discover how seeds and bulbs grow into plants and what they need to do this
- Describe how animals have offspring which grow into adults. Explain what animals need to survive and describe the importance of exercise, nutrition and nutrition for humans.
- Compare the suitability of materials and describe the effect of squashing, bending, twisting and stretching them.
- Identify how sound is made and describe how we are able to hear things.
- Identify the importance of electricity and appliances that run on electricity. Construct a simple circuit.

Working Scientifically

- Ask questions and recognise they can be answered in different ways
- Perform tests
- Identify and classify
- Use observations and ideas to suggest answers to questions
- Collect and record data to answer questions

