

English

read accurately, by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
read accurately, words of two or more syllables that contain the same graphemes
listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
discussing the sequence of events in books and how items of information are related
being introduced to non-fiction books that are structured in different ways 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
segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones

form lower-case letters of the correct size relative to one another
writing narratives about personal experiences and those of others (real and fictional)
writing about real events
proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
sentences with different forms: statement, question, exclamation, command

RE

Recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them.
Recognise some of the symbols and actions that express a religious community's way of life, looking at similarities between them.

MATHS

Problem Solving

Efficient strategies using all operations

Time

compare and sequence intervals of time
tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
know the number of minutes in an hour and the number of hours in a day

Length, height, mass, capacity and temperature

choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
compare and order lengths, mass, volume/capacity and record the results using >, < and =

PE

master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
participate in team games, developing simple tactics for attacking and defending

SCIENCE

asking simple questions and recognising that they can be answered in different ways
performing simple tests
using their observations and ideas to suggest answers to questions
gathering and recording data to help in answering questions.
Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

Identify and describe the basic structure of a variety of common flowering plants, including trees.

DESIGN

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
Explore and evaluate a range of existing products

Build structures, exploring how they can be made stronger, stiffer and more stable

MUSIC

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

ART

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

COMPUTING

understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

GEOGRAPHY

use basic geographical vocabulary to refer to:
key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
use world maps, atlases and globes to identify the United Kingdom and its countries,
use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;

HISTORY

know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

understand some of the ways in which we find out about the past and identify different ways in which it is represented.
compare aspects of life in different periods



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