

Maths	English - Reading	English - Writing	Science
<p><b>Number &amp; Place Value</b></p> <p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p> <p>given a number, identify 1 more and 1 less</p> <p>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>read and write numbers from 1 to 20 in numerals and words.</p> <p><b>Addition &amp; Subtraction</b></p> <p>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>represent and use number bonds and related subtraction facts within 20</p> <p>add and subtract one-digit and two-digit numbers to 20, including 0</p> <p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? -</math></p> <p><b>Multiplication &amp; Division</b></p> <p>Ma1/2.3a solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p><b>Fractions</b></p> <p>recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity</p> <p>recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.</p>	<p>apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read other words of more than one syllable that contain taught GPCs</p> <p>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>re-read these books to build up their fluency and confidence in word reading.</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can 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,</li> </ul>	<p>spell:</p> <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> </ul> <p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un–</li> <li>using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul> <p>apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Handwriting:</p>	<p><b>Sc1/1 Working Scientifically</b></p> <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>Sc1/1.1 asking simple questions and recognising that they can be answered in different ways</p> <p>Sc1/1.2 observing closely, using simple equipment</p> <p>Sc1/1.3 performing simple tests</p> <p>Sc1/1.4 identifying and classifying</p> <p>Sc1/1.5 using their observations and ideas to suggest answers to questions</p> <p>Sc1/1.6 gathering and recording data to help in answering questions.</p> <p><b>Sc1/2.1 Plants</b></p> <p>Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p><b>Sc1/2.2 Animals including humans</b></p> <p>Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p>

<p><b>Measurement</b> compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> <li>i. lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>ii. mass / weight</li> <li>iii. capacity and volume</li> <li>iv. time</li> </ul> <p>measure and begin to record the following:</p> <ul style="list-style-type: none"> <li>i. lengths and heights</li> <li>ii. mass/weight</li> <li>iii. capacity and volume</li> <li>iv. time (hours, minutes, seconds)</li> </ul> <p>recognise and know the value of different denominations of coins and notes</p> <p>sequence events in chronological order using language</p> <p>recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p><b>Properties of Shapes</b> recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> <li>i. 2-D shapes</li> <li>ii. 3-D shapes</li> </ul> <p><b>Position and Direction</b></p> <p>describe position, directions and movements, including whole, half, quarter and three-quarter turns.</p>	<p>retelling them and considering their particular characteristics</p> <p>recognising and joining in with predictable phrases</p> <p>learning to appreciate rhymes and poems, and to recite some by heart</p> <p>discussing word meanings, linking new meanings to those already known</p> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>▪ drawing on what they already know or on background information and vocabulary provided by the teacher</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> </ul> <p>participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them.</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 in similar ways) and to practise these.</li> <li>▪ write sentences by:</li> <li>▪ saying out loud what they are going to write about <ul style="list-style-type: none"> <li>▪ composing a sentence orally before writing it</li> <li>▪ sequencing sentences to form short narratives</li> <li>▪ re-reading what they have written to check that it makes sense</li> </ul> </li> <li>▪ discuss what they have written with the teacher or other pupils</li> </ul> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <ul style="list-style-type: none"> <li>▪ develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by: <ul style="list-style-type: none"> <li>▪ leaving spaces between words</li> <li>▪ joining words and joining clauses using and</li> </ul> </li> </ul>	<p>Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b>Sc1/3.1 Everyday materials</b></p> <p>Sc1/3.1a distinguish between an object and the material from which it is made</p> <p>Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p> <p>Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p><b>Sc1/4.1 Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>▪ Sc1/4.1a observe changes across the 4 seasons</li> <li>▪ Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.</li> </ul>
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Year 1

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