



### **ART**

- Explore ideas from my imagination or from real starting points
- Use pencils pastels and charcoal in drawings
- Show patterns and textures in drawings by adding dots and lines
- Show different tones using coloured pencils
- Mix primary colours to make secondary colours
- Add white to colours to make tints
- Add black to colours to make tones
- Create collages sometimes in a group and sometimes independently
- Mix paper and other materials with different textures and appearances
- Make a clay pot
- Make a carving using dry clay
- Print by pressing, rolling, rubbing and stamping
- Look at print making in the environment (e.g wallpapers, fabrics etc)
- Use glue to join fabrics
- Use running stitch to join fabrics
- Explore plaiting and understand the basic method
- Comment on differences in others' work and suggest ways of improving own work
- Make a variety of lines of different sizes, thickness and shapes
- Know the positions of primary and secondary colours in relation to each other on the colour wheel
- Link colours to natural and man-made objects
- Use shapes, textures, colours and patterns in my collages
- Say how other artists have used texture, colour, pattern and shape in their work
- Add lines and shapes to clay work
- Add texture to clay work by adding clay and using tools
- Look at how artists and designers have used colour, shapes and lines to create patterns
- Look at examples of patchwork and then design and make your own, using glue or stitching
- Describe own work using these key words: Line, Tone, Colour, Texture, Shape

### **DESIGN AND TECHNOLOGY**

- Think of ideas and plan what to do next, based on what you know about materials and components
- Select the appropriate tools, techniques and materials, explaining choices
- Use models, pictures and words to describe designs
- Prepare food safely and hygienically and describe what this means
- Describe the properties of the food ingredients; taste, smell, texture and consistency
- Weigh or measure ingredients accurately
- Describe food products using its properties
- Recognise what you have done well in your work and suggest things you could do in the future
- Learn how to best store a product for long-life and hygiene
- Use accurate measurements in cm
- Use scissors precisely when cutting out
- Join textiles using glue, staples, tying or a simple stitch
- Make a textile product that has a good finish and can do the job it was made for
- Know that textiles have different properties; touch, insulation, texture and waterproof. Select the appropriate textile for the job
- Make a product that uses movement
- Use appropriate materials for the job
- Use a number of materials and join them so they are strong
- Use art skills to add design or detail to a product
- Know that a product needs to be made from materials that are suitable for the job
- Create structures using materials that are strong
- Measure and mark out materials with care and use safe ways of cutting it, including using a junior hacksaw
- Use a range of joins
- Know how to make structures stronger by folding, joining or by shape (columns, triangles)

**MUSIC**

- Take part in singing songs following the tune (melody) well
- Use voice to good effect
- Perform with others, taking instructions from the leader
- Make and control long and short sounds using voices and instruments
- Carefully choose sounds to achieve an effect (including use of ICT)
- Order sounds to help create an effect
- Create short musical patterns
- Create a sequence of long and short sounds
- Create short rhythmic phrases
- Show control when playing musical instruments so that they sound, as they should
- Use changes in pitch to communicate an idea
- Identify the beat in music
- Recognise changes in timbre, dynamics and pitch
- listen carefully and recall short rhythmic and melodic patterns
- Use knowledge of dynamics, timbre and pitch to organise music
- Know how sounds can be made and changed to suit a situation
- Make signs and symbols to record music
- Know that music can be played or listened to for a variety of purpose. (including throughout history and in different cultures)

**SCIENCE**

- Name a range of animals and plants in their habitats
- Create and describe some simple food chains
- Talk about the differences between things that are living and dead
- Identify and describe different habitats
- Find out and describe what a plant needs to grow
- Talk about how seeds and bulbs grow into plants
- Describe the importance of staying healthy
- Find out the basic needs of animals for survival
- Talk about life cycles of animals, including humans
- Identify materials that can change shape
- Choose and compare materials for particular purposes

## GEOGRAPHY

- Identify what type of buildings are in a place (houses, shops, offices, flats, farm buildings etc) and use this to decide whether a place is a city, town, village, coastal or rural area
- Identify what places are like using words and phrases such as build up, noisy, busy, quiet, farm land, hills, streets, roads, woods, coastline
- Identify where somewhere is using words such as the city or town name, and the region (or continent for studies further afield)
- Identify why places have become as they are (lots of shops bring lots of people/farmland is quiet because people don't have much need to go there)
- Identify how a place is changing (e.g. New houses being built, getting busier as it becomes more popular, in decline as people move elsewhere, not as popular as it once was for leisure activities)
- Identify how a place is like another place. (This is a busy/built up/farming/seaside/countryside place, just like... This is a quiet place but ... Is a busy noisy place)
- Know that paths, roads, air and sea link places to others and some of the reasons places are linked; holidays, leisure, work, food, and people moving to another country/place
- Name and identify the equator and the tropics
- Keep a class weather chart throughout the school year and discuss changes
- Collect temperature and rainfall information and keep this on a class record sheet throughout the school year
- Suggest solutions to different points of view as to how a locality can be improved
- Ask 'what is this place like? What and who will I see in this place? Why are these people here and what are they doing?'
- Tell others the things you like and dislike about a place and give clear reasons written in sentences
- Use words, pictures, bar charts, Venn diagrams, pictograms, and tables to help describe places
- Describe places using geography words such as PHYSICAL and HUMAN
- Take digital photographs of a locality and use them to help describe a place, adding geography words
- Mark on a map of the British Isles where you live and any other familiar locations
- Mark on a map of the world, The British Isles, country of birth (if different) and any other locations discussed in class
- Mark on a map of the local area, the location of the school and any other known features
- Use books, stories and other information to find out about places and keep this in an organised way
- Make a map of the things you see in the place you are visiting or finding out about
- Maps are labelled with learned geography words (and may include teacher drawn NWSE compass rose)
- Maps have grid references (A1, B1 etc)
- Maps contain a key with symbols or colours to help identify features

**HISTORY**

- Understand and use the words past and present when telling others about an event
- Recount changes in own life over time
- Understand how to put people, events and objects in order of when they happened, using a scale
- Use words and phrases such as recently, when parents/carers were children, decades and centuries
- Use information to describe the past
- Use information found out about the past to describe the differences between then and now
- Look at evidence to give and explain reasons why people in the past may have acted in the way they did
- Recount the main events from a significant event in history (giving some interesting details)
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- Look at books and pictures (and listened to stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, visit to a museum, visit to a gallery, visit to an historical site, used the internet)
- Ask 'What was it like for people in the past?' and use information to help answer the question
- Ask 'What happened in the past?' and use information to help answer the question
- Ask 'How long ago did an event happen?' and try to work it out. (Using language such as a little while ago, a very long time ago etc)
- Estimate the ages of people (younger, older) by studying and describing their features
- Describe objects, people or events (from the time of)... (significant person or event)
- Write date of birth
- Use time lines to order events or objects
- Use time lines to place an event or a significant person
- Tell stories about the past using my story writing skills
- Draw labelled diagrams and write about them to tell others about people, objects or events from the past

**PE**

- Copy and remember actions
- Repeat and explore skills
- Move with careful control, co-ordination and care
- Use the terms 'opponent' and 'team-mate' when playing games
- Use rolling, hitting and kicking skills in games
- Decide on the best position to be in during a game
- Develop some tactics for the game being played
- Talk about the differences between own and others' performances
- Say what has gone well and why
- Identify how a performance could be improved
- Describe how body feels during different activities, using parts of the body to describe the effects
- Know how to exercise safely by looking for space, other's and by warming up properly
- Perform dance actions with control and co-ordination
- Link two or more actions together to make a sequence
- Remember and repeat dance movements
- Choose the best movements to communicate a mood or feeling
- Plan sequences of movements
- Show contrasts such as small/tall/straight/curved and wide/narrow
- Movements are controlled
- Balance on different points of body

**COMPUTING**

- Understand that an algorithm is a step by step guide to achieving a goal
- Give unambiguous instructions to a digital device to achieve a goal (e.g. controlling a roamer to reach a given destination)
- Create and debug (correct/improve) simple programs (e.g. use a roamer)
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content (e.g. opening, editing and saving a document)
- Make basic evaluations of my work and thinks of ways to improve it
- Complete the majority of the Key Stage 1 Key Skills list
- Understand the need to keep passwords safe
- Start to identify concerning behaviour online
- Use the internet purposefully to achieve a goal
- Know that not everything online is true
- Turn on and log into a computer
- Use a mouse to select and move words and pictures
- Know the position of keys on a keyboard
- Write single words or sentences using a keyboard using a basic word programme
- Use a basic word programme to edit words e.g. text size, colour, font, create labels etc.
- Understand aspects of a keyboard e.g. space bar, caps lock, full stop etc
- Insert pictures into a program e.g. 2simple or revelation natural art, and change the size of the picture
- Drag and drop pictures
- Enter information into a simple graphing package e.g. pictogram. Use the graphs to answer simple questions
- Look at information from different ICT sources e.g. internet, video, sound recording, pictures etc
- Know the symbol for saving work (floppy disk) – some children may be able to save work in the appropriate place
- Print my work
- Open a program using the start menu or a folder
- Close a program using the red cross
- Use a paint/art programme confidently e.g. revelation natural art
- Navigate an internet page to play a simple game
- Take photographs or videos using appropriate technology
- Know the names of technology around me e.g. video camera, camera, photocopier, printer etc
- Log off and shut down a computer
- Open a saved piece of work
- Type an extended piece of writing using a word processing program
- Use a spellcheck
- Know that the shift key can be used to access other symbols on the keys
- Record and play back a sound
- Use the double click function
- Navigate a touchscreen device

**MATHEMATICS****Number - number and place value**

- Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- Recognise the place value of each digit in a two-digit number (10s, 1s)
- Identify, represent and estimate numbers using different representations, including the number line
- Compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs
- Read and write numbers to at least 100 in numerals and in words
- Use place value and number facts to solve problems

**Number - addition and subtraction**

- Solve problems with addition and subtraction:
  - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
  - applying their increasing knowledge of mental and written methods
- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and 1s
  - a two-digit number and 10s
  - 2 two-digit numbers
  - adding 3 one-digit numbers
- Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

**Number - multiplication and division**

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs
- Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

**Number - fractions**

- Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity
- Write simple fractions, for example  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$

**Measurement**

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); 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  $=$
- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- Find different combinations of coins that equal the same amounts of money
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- 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

**Geometry - property of shapes**

- Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- Compare and sort common 2-D and 3-D shapes and everyday objects

**Geometry - position and direction**

- Order and arrange combinations of mathematical objects in patterns and sequences
- 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 anti-clockwise)

**LITERACY - READING****Word Reading**

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- 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 as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Reread these books to build up their fluency and confidence in word reading

**Comprehension**

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - 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
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
  - 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
- 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
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves



**LITERACY - WRITING****Transcription**

- Spell by:
  - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - learning 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
  - learning to spell common exception words
  - learning to spell more words with contracted forms
  - learning the possessive apostrophe (singular) [for example, the girl's book]
  - distinguishing between homophones and near-homophones
- Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
- Apply spelling rules and guidance, as listed in [English appendix 1](#)
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

**Handwriting**

- Form lower-case letters of the correct size relative to one another
- 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
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Use spacing between words that reflects the size of the letters

**Composition**

- Develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing poetry
  - writing for different purposes
- Consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- Make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - 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
  - proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- Read aloud what they have written with appropriate intonation to make the meaning clear

**Vocabulary, Grammar and Punctuation**

- Develop their understanding of the concepts set out in [English appendix 2](#) by:
  - 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)
  - learn how to use:
    - sentences with different forms: statement, question, exclamation, command
    - expanded noun phrases to describe and specify [for example, the blue butterfly]
    - the present and past tenses correctly and consistently, including the progressive form
    - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
    - the grammar for year 2 in [English appendix 2](#)
    - some features of written Standard English
- Use and understand the grammatical terminology in [English appendix 2](#) in discussing their writing

