



Reading

RECEPTION (End of EYFS colour-coded reading expected standard - Yellow)

By the end of Reception children will:

- tackle known and predictable texts with growing confidence but still need support with new and unfamiliar ones.
- show a growing enthusiasm for a wider range of reading material, which may include simple information books and picture books as well as text in the environment, in digital form and through media.
- evidence one-to-one correspondence, drawing on their developing phonic knowledge by linking graphemes and phonemes to help them decode simple words and recognition of a core of known words.
- read and understand simple sentences.
- begin to self-correct.
- answer questions about what is being said and done.

YEAR ONE (End of Y1 colour-coded reading expected standard – Orange/Turquoise)

By the end of Year 1 children will:

- be able to read simple texts independently.
- reflect on their reading and respond personally to what they have read, making links to prior knowledge, significant experiences and popular culture.
- begin to evaluate the books they meet, expressing likes and dislikes with reasons for their views.
- be able to read their own writing confidently.
- apply their developing phonic knowledge when reading words containing known graphemes, recognising alternative graphemes for known phonemes and alternative pronunciations for graphemes, checking that the text makes sense.
- be able to tell someone the main points of what they have read and discuss the significance of events and the title.

Phonics – endpoints

By the end of Phase 4 (Reception), pupils will know and be able to:

- use the grapheme—phoneme correspondences taught in previous phases to blend and segment longer words with adjacent consonants (eg swim, clap, jump)
- read Common Exception Words by sight (said, so, have, like, come, some, were, there, little, one, do, when, out, what)
- spell/write Common Exception words (he, she, we, me, be, was, you, they, are, all, my, her, here)

By the end of Phase 5 (Year 1), pupils will know and be able to:

- use more graphemes for the phonemes they already know, plus different ways of pronouncing the graphemes they already know (ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a_e, e_e, i_e, o_e, u_e)
- use all the grapheme-phoneme correspondences learnt so far to write decodable spellings correctly
- read Common Exception words by sight (could, should, would, want, oh, their, Mr, Mrs, love, your, people, looked, called, asked, water, where, who, why, thought, through, work, house, many, laughed, because, different, any, eyes, friend, also, once, please, lived, coming, Monday, Tuesday, Wednesday, Thursday, more, before, January, February, April, July, August, October, November, December, door, floor, prince, princess, autumn, school, know, baby, mother, another, talk, two)
- spell/write Common Exception words (said, so, have, like, some, come, were, there, little, one, do, when, what, could, should, would, want, their, Mr, Mrs, love, your, people, looked, asked, called, water, where, who, why, though, through, work, house, many, laughed, because, different, any, eyes, friend, once, please, lived, more, coming, Monday, Tuesday, Wednesday, Thursday, also, before, January, February, April, July, August, October, November, December)

Spelling – work for year 1

Revision of reception work

Statutory requirements
<p>The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:</p> <ul style="list-style-type: none"> ▪ all letters of the alphabet and the sounds which they most commonly represent ▪ consonant digraphs which have been taught and the sounds which they represent ▪ vowel digraphs which have been taught and the sounds which they represent ▪ the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds ▪ words with adjacent consonants ▪ guidance and rules which have been taught

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a ‘beat’ in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the ‘v’.	have, live, give

Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es .	cats, dogs, spends, rocks, thanks, catches
Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed . If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding –er and –est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest

Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new.

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound):

	better, under, summer, winter, sister
ir	girl, bird, shirt, first, third
ur	turn, hurt, church, burst, Thursday

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, ZOO	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear

are (/ɛə/)		bare, dare, care, share, scared
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Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending –y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y .	Kent, sketch, kit, skin, frisky
Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils’ attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used

Writing

By the end of Reception, pupils will know and be able to:

- handle equipment and tools effectively, including pencils for writing
- use their phonic knowledge to write words in ways which match their spoken sounds
- write some irregular common words
- write simple sentences which can be read by themselves and others
- spell some words correctly and others are phonetically plausible

By the end of Year 1 pupils will know and be able to:

- Use capital letters for names of people, places, days of the week and the personal pronoun 'I'
- Say what their writing means and says, as well as check that it makes sense
- Produce own ideas for writing
- Show some control over word order producing logical statements using mostly accurate uses of past and present tense
- Use logical phonic strategies when trying to spell unknown words
- Make recognisable attempts at spelling words not known (almost all decodable without the child's help)
- Write simple texts such as lists, stories, reports and recounts (a paragraph or more)
- Begin to show an awareness of how full stops are used in writing
- Give letters a clear and regular size, shape and orientation (ascenders/descenders and upper/lower case usually accurate)
- Use ANY conjunctions (may just be 'and') to join two simple sentences, thoughts or ideas
- Use appropriate vocabulary (should be coherent and sensible) in more than three statements
- Use capital letters and full stops mostly accurately

Grammar and punctuation contents

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nouns & Verbs	Nouns & Verbs	Nouns & Verbs (action & being)	Nouns & Verbs (action & being)	Nouns & Verbs (action & being)	Nouns & Verbs (action & being)
Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification
Tenses	Tenses (past + present (-ing))	Tenses (-ing + present perfect)	Tenses (-ing + past & present perfect)	Tenses (past, present, future + simple, progressive, perfect)	Tenses (past, present, future + simple, progressive, perfect)
Full stops. Questions marks? Exclamation marks! Capital letters & spaces	Replace the subject with a pronoun	Replace the subject with a pronoun	Prepositions	Prepositions	Prepositions
Co-ordinating conjunctions (and, but)	Full stops. Questions marks? Exclamation marks! Capital letters	Full stops. Questions marks? Exclamation marks! Capital letters	Co-ordinating conjunctions (FANBOYS)	Co-ordinating conjunctions (FANBOYS)	Co-ordinating conjunctions (FANBOYS)
Plural noun suffixes	Sentence types (statement, question, command, exclamation)	Prepositions	Adverbs & Adverbials (+fronted)	Adverbs & Adverbials (for cohesion + modal verbs)	Semi-colons, colons & dashes (inc. independent clauses)
Verb suffixes	Co-ordinating & subordinating conjunctions	Co-ordinating conjunctions (FANBOYS)	Commas for fronted adverbials	Commas for fronted adverbials	Adverbs & Adverbials (for cohesion + modal verbs)
Using the prefix <i>un-</i>	Suffixes (nouns, adjectives & adverbs)	Adverbs & Adverbials	Subordinating Conjunctions	Subordinating Conjunctions	Commas for fronted adverbials
Sequence sentences	Expanded Noun Phrases	Subordinating Conjunctions	Commas for clauses & clarity	Commas for clauses & clarity	Subordinating Conjunctions
	Commas in lists	Sentence types (single & multi-clause)	Sentence types (single & multi-clause)	Relative Clauses	Commas for clauses & clarity
	Apostrophes (contraction + singular possession)	Noun prefixes & use of <i>a</i> or <i>an</i>	Plural or possessive 's'	Punctuation for parenthesis (commas, dashes & brackets)	Relative Clauses
		Word families	Standard English (verb forms)	Change nouns & adjectives to verbs using suffixes	Punctuation for parenthesis (commas, dashes & brackets)
		Paragraphs, headings & sub-headings	Expanded Noun Phrases (inc. prepositional phrases)	Verb prefixes	Informal vs. formal speech
		Inverted commas	Speech punctuation		Synonyms & Antonyms

Word Classes/Types/Forms, Tenses, Punctuation, Sentence type/structure, Prefixes & Suffixes

Year 1: Detail of content to be introduced (statutory requirement)	
Word	<p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>
Text	Sequencing sentences to form short narratives
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>
Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>

The Power of Reading

YEAR 1	Autumn 1 Jabari Jumps Gaia Cornwall Oi Frog by Kes Grey and Jim Field You can do it Sam by Amy Hest Oi Cat Kes Grey and Jim Field Odd dog out by Rob Biddulph Giraffes Can't Dance by Giles Anderae A Stroll through the Seasons by Kay Barnham	Autumn 2 The Way Back home by Oliver Jeffers Transport Then and Now by Usbourne A Monster Surprise (Twinkl storybook) The Three Billy Goats Gruff by Ladybird (DT week)
Literary Form	Narrative: picture books Non-fiction: information text (Seasons)	Narrative: picture books Non-fiction: (Transport) Recounts, Thank you Letters, Menu writing
Link to Main NC Area of Learning	Year 1 Phonics and spelling Rhyming words Writing simple sentences Story sequencing Cross-curricular link to Seasons (Science)	Year 1 Phonics and spelling Writing simple sentences Story sequencing Cross Curricular link to History (Transport) and DT (Bridges) Retelling a story
PSED & Human Themes	Jabari Jumps – being brave, trying new things Odd Dog Out – being yourself You can do it Sam – independence Giraffes Can't Dance – celebrating individuality/difference	The Way back home and A Monster Surprise- Friendship Letters- politeness
Reading (NC Objectives):	Review phase 3 phonics Phase 4 phonics Read and understand simple sentences	Phase 5 phonics Review phase 3 phonics Read and understand simple sentences

	<p>Letter sounds and phonics knowledge to work out words</p> <p>Read common exception words</p> <p>Re-read these books to build up their fluency and confidence in word reading</p> <p>Re-tell stories (verbally)</p>	<p>Letter sounds and phonics knowledge to work out words</p> <p>Read common exception words</p> <p>. re-read these books to build up their fluency and confidence in word reading</p>
<p>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</p>	<p>Write simple sentences that they can read by themselves and that can be read by others.</p> <p>Write a sentence with full stop and capital letters and finger spaces.</p> <p>Use plausible phonetic strategies when attempting to spell an unknown word</p>	<p>Write simple sentences that they can read by themselves and that can be read by others.</p> <p>Write a sentence with Full stop and Capital letters and Finger spaces.</p> <p>Introduce adjectives.</p>
<p>Writing (NC Objectives):</p>	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters.</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p>	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters.</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>saying out loud what they are going to write about</p>

	re-reading what they have written to check that it makes sense	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
Extended Writing Outcome	To sound out words they are unfamiliar with.	To sound out words they are unfamiliar with. To use getting ready to write strokes consistently.

Class Reading Books (Name of book, author, genre): A Chair for Baby Bear by Kaye Amanski, Pirate Mums by Jodie Lancet Grant, Mixed by Arree Chung , Tango Makes Three by Justin Richardson and Peter Parnell,

YEAR 1	Spring 1 A Great Big Cuddle (Poems by Michael Rosen) The Way Back Home by Oliver Jeffers The Storm Whale in Winter by Non Fiction : Penguins and Polar Bears	Spring 2 The Owl who was Afraid of the Dark by Jill Tomlinson (POR) Rabbit and Bear : Rabbit’s Bad Habits by Juulian Gough and Jim Field
Literary Form	Poetry, Fiction, Non-Fiction	
Link to Main NC Area of Learning	Year 1 Phonics and spelling Writing simple sentences Story sequencing Cross Curricular link to Geography (Polar Regions) and Science (Animals) Retelling a story Fact files Headings, Layout of non-fiction	Year 1 Phonics and spelling Writing simple sentences Story sequencing Cross Curricular link to History (Transport) and DT (Bridges) Story-writing (Create own stories in 3 parts) Hot seating/ getting in role Science link (animals, Brown Bears and rabbits)
PSED & Human Themes		🔗 Rabbit and Bear The story provides many opportunities to reflect on and discuss social behaviours linked with honesty, perseverance, and friendship, amongst others
Reading (NC Objectives):		<p>Reading (Comprehension):</p> <ul style="list-style-type: none"> listen to, discuss and express views about books at a level beyond that which they can read independently <p>🔗 link what they hear or read to own experiences</p>

		<ul style="list-style-type: none"> ☐ explain understanding of what is read ☐ discuss the sequence of events in books and how items of information are related ☐ discuss favourite words and phrases ☐ answer and ask questions ☐ predict what might happen on the basis of what has been read ☐ draw inferences on the basis of what is being said and done ☐ participate in discussion about what is read, taking turns and listening to others ☐ express views about reading
<p>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</p>		<ul style="list-style-type: none"> ☐ use new and familiar punctuation correctly ☐ use sentences in different forms ☐ expand noun phrases to describe and specify ☐ use past and present tenses correctly and consistently ☐ use simple conjunctions to link subordinate and co-ordinating clauses
<p>Writing (NC Objectives):</p>		<p>Writing (Composition / Vocabulary, Grammar and Punctuation):</p> <ul style="list-style-type: none"> ▪ draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally ▪ sequence sentences to form short narratives ☐ write for different purposes including about fictional personal experiences, poetry, non-fiction and real events ☐ reread and evaluate writing to check it makes sense and make simple revisions ☐ read writing aloud with appropriate intonation to make the meaning clear

Extended Writing Outcome	Fact-files Story retelling	Written Story retelling Book Review Information Fact-file 3 Part story writing
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Class Reading Books (Name of book, author, genre): Range of Animal non fiction books for the different animal groups, All Kind of families by Mary Hoffman

YEAR 1	Summer 1 Busy Spring by - Sean Taylor and Alex Mors Claude in the City by Alex T Smith	Summer 2 The Bee who Spoke- by Al Macuish and Rebecca Gibbon Handa’s Surprise by Eileen Browne
Literary Form	Fiction – Story retelling Non fiction – cross curricular with Science - seasons	Instruction writing, recipe writing,
Link to Main NC Area of Learning		
PSED & Human Themes		Environmental focus - importance of bees. Cross curricular link to Science Plants
Reading (NC Objectives):		
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)		
Writing (NC Objectives):		
Extended Writing Outcome		
Class Reading Books (Name of book, author, genre):		



By the end of year 1 pupils will know and be able to:

<p>Place Value: Counting</p> <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count numbers to 100 in numerals; count in multiples of twos, fives and tens 	<p>Place Value: Represent</p> <ul style="list-style-type: none"> identify and represent numbers using objects and pictorial representations read and write numbers to 100 in numerals read and write numbers from 1 to 20 in numerals and words.
<p>Place Value: Use Place Value and Compare</p> <ul style="list-style-type: none"> given a number, identify one more and one less 	<p>Place Value: Problems and Rounding</p>
<p>Addition and Subtraction: Recall, Represent, Use</p>	<p>Addition and Subtraction: Calculations</p>
<ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs represent and use number bonds and related subtraction facts within 20 	<ul style="list-style-type: none"> solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
<p>Addition and Subtraction: Solve Problems</p>	<p>Multiplication and Division: Recall, Represent, Use</p>
<ul style="list-style-type: none"> solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 	

Multiplication and Division: Calculations	Multiplication and Division: Solve Problems
	<ul style="list-style-type: none"> • 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
Multiplication and Division: Combined operations	Fractions: Recognise and Write
	<ul style="list-style-type: none"> • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
Fractions: Compare	Fractions Calculations
Decimals: Recognise and Write	Decimals: Compare
Decimals: Calculations and Problems	Fractions, Decimals and Percentages
Ratio and Proportion	Algebra

<p>Measurement: Using Measures</p> <ul style="list-style-type: none"> • compare, describe and solve practical problems for: <ul style="list-style-type: none"> ➤ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ➤ mass/weight [for example, heavy/light, heavier than, lighter than] ➤ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] ➤ time [for example, quicker, slower, earlier, later] • measure and begin to record the following: <ul style="list-style-type: none"> ➤ lengths and heights ➤ mass/weight ➤ capacity and volume ➤ time (hours, minutes, seconds) 	<p>Measurement: Money</p> <ul style="list-style-type: none"> • recognise and know the value of different denominations of coins and notes
<p>Measurement: Time</p> <ul style="list-style-type: none"> • sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise and use language relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times 	<p>Measurement: Perimeter, Area, Volume</p>

<p>Geometry: 2-d shapes</p> <ul style="list-style-type: none"> recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles] 	<p>Geometry: 3-d shapes</p> <ul style="list-style-type: none"> recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
<p>Geometry: Angles and Lines</p>	<p>Geometry: Position and Direction</p> <ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three-quarter turns
<p>Statistics: Present and Interpret</p>	<p>Statistic: Solve Problems</p>



KS1 Working Scientifically

By the end of Year 1, children will be beginning to;

- Ask simple questions and recognising that they can be answered in different ways.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.

By the end of year 1, in the study of plants, pupils will know and be able to

- 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.

By the end of year 1, in the study of animals, pupils will know and be able 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 associated with each sense.

By the end of year 1, in the study of everyday materials, pupils will know and be able to

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

By the end of year 1, in the study of the seasons, pupils will know and be able to

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.



By the end of year 1 pupils will know and be able to:

Autumn 1 – Have you ever been lost?

- use and interpret a simple plan.
- understand that symbols are used in a key.
- use and extend use of positional vocabulary.
- experience N, S, E and W in various ways.
- understand that symbols give meaning and represent areas/objects.

Autumn 2 – Up, up and away!

- know which forms of transport can be used for travel over land, water and in the air.
- locate on a map the four countries which make the UK.
- locate and name the major seas around the UK.
- name the capital of each of the four countries.
- know about the country in which they live and its place within the world.
- know that London is the capital of England.
- recognise and talk about some well-known landmarks in London.

Spring 1 – Polar Bears or penguins.

- locate the North and South Poles, the Arctic and Antarctic on a globe.
- know about key features of the North Pole.
- understand that the North Pole is frozen sea water in the Arctic Ocean.
- know that the pattern of night and day is different at the Poles.
- identify the similarities and differences between the North and South Poles.
- discuss how people live within the Arctic Circle including food, dress, homes and travel.
- know about the life cycle of the polar bear and how it moves around.
- know that polar bears live near the North not South Pole, and that penguins live near the South not North Pole.
- understand the life cycle of a penguin.
- discuss how penguins and others live in these conditions.

Spring 2 – Sun hats or umbrellas?

- name different types of weather.
- recognise symbols for weather types.
- record daily weather patterns.
- identify items of clothing and other objects suited to hot, cold and wet conditions.
- has some understanding of seasonal weather patterns.
- know the four seasons and can describe the weather in each season.
- know simple vocabulary to describe different types of rain.
- able to discuss where the rain goes.
- understand that some countries are very cold and other countries are much hotter and drier.
- locate the Equator.
- identify differences between hot and cold areas and can recognise some physical differences.

Summer 1 – What if I live in?

- begin to understand that there are similarities and differences between urban and rural settings.
- identify different types of housing.
- to discuss what life is like in a town.
- understand what a park is and how parks can differ in their usage.
- know the types of shop found in the chosen urban area.
- discuss the need for amenities such as emergency services, hospitals and schools.

Summer 2 – What if I live in?

- know about a rural (country) setting.
- begin to understand and can express some basic differences between urban and rural settings.
- know what a farm is.
- understand that farms are different in size and what is produced.
- understand that farms provide food for others.
- understand that seas and lakes can be farmed
- understand that country and coastal areas can be visited by others for recreation.
- understand that tourism plays a part in towns.

Skills and knowledge.

- use simple fieldwork and observational skills to study the geography of their school and the key human/physical features of its surrounding environment.
- use simple compass directions (N, S, E, W) to describe the location of features.
- begin to understand the need for and use of a key.
- use own symbols on maps.
- understand the purpose of maps to show 'where'.
- to use a simple picture map to move around school.
- develop and follow directional vocabulary (up, down, right, left, forwards, backwards) and use it to describe the location of features.
- use world maps, atlases and globes to identify and locate the United Kingdom and other continents and oceans.
- use non-fiction books, stories, maps, pictures and photographs as sources of information.
- use basic geographical vocabulary to refer to key physical and human features.
- make simple comparisons between features of different places.
- begin to ask/initiate/widen the scope of geographical questioning and offer their own ideas.



By the end of year 1 pupils will know and be able to:

- recognise similarities and differences between ways of life in different periods
- understand that transport has changed over time and is still changing and developing.
- begin to develop an understanding of the chronology of transport inventions
- begin to have an idea of past, present and future especially in relation to transport
- develop an awareness of the past and use appropriate vocabulary
- understand some of the ways in which we can obtain information about the past
- recognise significant historical events (invention of internal combustion engine, invention of space travel, first man in space, moon landings...)
- understand the different ways in which the past can be represented
- contribute to the class timeline showing changes in transport within living memory
- learn about events which were significant nationally or globally
- know where people and events fit within a chronological framework



By the end of year 1 pupils will know and be able to:

- Can reflect on what it means to be an individual. *All About Me*
- Can reflect on how special occasions show what is important to people. *Special Occasions*
- Can reflect on how we should look after each other and other living creatures. *Our World*
- Understands how special things show what is important to people. *Special Things*



By the end of year 1, pupils will know and be able to:

Bridge

- Investigate existing bridges
- Explore joining techniques and materials
- Make a bridge
- Test your bridge
- Evaluate and improve your bridge
- Final evaluation- what make a good bridge?

Moving Pictures

- investigate books with moving pictures
- make a slider and a lever
- design a moving picture
- make a moving picture including attaching picture to slider or lever, inserting strip into slot and attaching bridge or split pin

Preparing fruit and vegetables

- Investigate fruit and decide which I want to put in a fruit salad.
- Practise different food processing skills.
- Design my own fruit salad.
- Make a fruit salad.



By the end of year 1 pupils will know and be able to:

Autumn

Logging On and Paint

- use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a computer program to make a painting.
 - select a colour, paint with the selected colour, change to a different colour.
 - select a brush, paint with the selected brush, change to a different brush.
 - use the shape tools to create a shape, format the colour of a shape, fill an area with a colour.
 - undo an action, undo several actions, redo an action that has been undone.
 - select the text tool.
 - write a word or sentence.
 - format the colour and font of the text.
 - use different brushes.
 - use different colours.
 - use shapes and the fill tool.
 - add and format text.
 - use undo to correct mistakes.

Beebots and Beebot apps

- recognise how to organise algorithms (instructions) to reach a specified outcome (dancing Bee Bots)
 - write an algorithm.
 - program a Beebot,
 - use instructions to make an algorithm that makes my Bee Bot move
 - explain mistakes in my algorithm
 - identify solutions to correct my algorithm

Spring

Scratch Jr

- learn all the features of Scratch Jr and the different things you can create
- recognise the features of Scratch Jr and their potential to create
- use the features of Scratch Jr to create
- describe the features of Scratch Jr and their ability to create
- explain the features of Scratch Jr and their ability to create

Navigating Websites

- navigate websites
- have control using a mouse or touchpad
- recognise key features of a website e.g. home page
- give opinions on positive and negatives of different websites
- use a mouse
- explain where the home button is on a website
- explore different features of a website

Summer

Computers All Around Us

- give a simple definition of what a computer is.
- sort computers from other machines
- recognise the different types of computers at school and help to make a record of how many computers are in the building.
- understand that computers are a huge part of our lives now.
- know various different uses of computers in school, at home and at work.
- recognise icons on the computer screen which help us to do things.
- understand a basic idea of what the internet is.

- know that our devices need to connect to the internet so that we can use it.
- complete a simple computer quiz.
- understand that we need to be careful about how we behave and what information we share online.

E-Book creation

- design and create an ebook, using pictures, writing and sound.
- share their writing and ideas with the rest of the class.
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- share their writing and ideas with the rest of the class.

E-Safety

Know how to be safe online

Know how to be safe online with adverts

Know how to be safe online with pop ups

Know how to be safe online with chat facility



By the end of year 1, pupils will know and be able to:

Drawing

share ideas about mark making using a variety of media and create own tools and surfaces on which to work
investigate ways of communicating ideas to others by using a range of drawing materials and techniques
discuss the work of others, talk about own work and suggest ways of improving it use stories as a starting point
respond visually showing attention to texture by using appropriate marks.

Painting

investigate and use painting materials, techniques and processes to communicate ideas in both imaginative and experimental work
explore ideas about painting, suggest ways of improving work and say what they think and feel about their own work and the work of others
respond to the work of an artist, by producing work in their style and discussing similarities between their image and their own.

Printmaking

investigate and use printmaking materials, techniques and processes to communicate ideas in both imaginative and experimental work
explore ideas about resist and relief block printmaking, suggest ways of improving their work and say what they think about their own work and the work of others

Collage

explore ideas about collage and use natural and made materials to communicate ideas and meanings
say what they think and feel about their own and others' work and suggest ways of improving their own work.

Textiles

explore and use natural and made materials to communicate ideas in weavings and fabric resist pieces
comment on differences in their own and others' work and suggest ways of improving their own work

3D

explore ideas using both made and natural objects to investigate line and pattern in 3D work
comment on similarities and differences between their own and others' work
respond to a story by manipulating clay to produce different forms and suggest ways of improving their own work
use clay to produce a tile with an impressed pattern and make a mould for a plaster cast.



By the end of Year 2 *Pupils learn...*

HEALTH AND WELLBEING

Healthy Lifestyles

about what keeping healthy means; different ways to keep healthy

about foods that support good health and the risks of eating too much sugar

about how physical activity helps us to stay healthy; and ways to be physically active everyday

about why sleep is important and different ways to rest and relax

simple hygiene routines that can stop germs from spreading

that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy

about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health

how to keep safe in the sun and protect skin from sun damage

about ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

about the people who help us to stay physically healthy

Mental Health

about different feelings that humans can experience

how to recognise and name different feelings

how feelings can affect people's bodies and how they behave

how to recognise what others might be feeling

to recognise that not everyone feels the same at the same time, or feels the same about the same things

about ways of sharing feelings; a range of words to describe feelings

about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

Ourselves, growing and changing

to recognise what makes them special

to recognise the ways in which we are all unique

to identify what they are good at, what they like and dislike

how to manage when finding things difficult

to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

about growing and changing from young to old and how people's needs change

about preparing to move to a new class/year group

Keeping Safe

about rules and age restrictions that keep us safe

to recognise risk in simple everyday situations and what action to take to minimise harm

about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

that household products (including medicines) can be harmful if not used correctly

ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

about people whose job it is to help keep us safe

basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

about what to do if there is an accident and someone is hurt

how to get help in an emergency (how to dial 999 and what to say)

Drugs, Alcohol and Tobacco

about things that people can put into their body or on their skin; how these can affect how people feel

RELATIONSHIPS

Families and close positive relationships

to about the roles different people (e.g. acquaintances, friends and relatives) play in our lives

to identify the people who love and care for them and what they do to help them feel cared for

about different types of families including those that may be different to their own

to identify common features of family life

that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

Friendships

about how people make friends and what makes a good friendship

about how to recognise when they or someone else feels lonely and what to do

simple strategies to resolve arguments between friends positively

how to ask for help if a friendship is making them feel unhappy

Managing hurtful behaviour and bullying

that bodies and feelings can be hurt by words and actions; that people can say hurtful things online

about how people may feel if they experience hurtful behaviour or bullying

that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

Safe Relationships

to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

that sometimes people may behave differently online, including by pretending to be someone they are not

how to respond safely to adults they don't know

about how to respond if physical contact makes them feel uncomfortable or unsafe

about knowing there are situations when they should ask for permission and also when their permission should be sought

about the importance of not keeping adults secrets (only happy surprises that others will find out about eventually)

basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

Respecting self and others

about what is kind and unkind behaviour, and how this can affect others

about how to treat themselves and others with respect; how to be polite and courteous

to recognise the ways in which they are the same and different to others

how to listen to other people and play and work cooperatively

how to talk about and share their opinions on things that matter to them

LIVING IN THE WIDER WORLD

Shared Responsibilities

about what rules are, why they are needed, and why different rules are needed for different situations

how people and other living things have different needs; about the responsibilities of caring for them
about things they can do to help look after the environment

Communities

about the different groups they belong to
about the different roles and responsibilities people have in their community
to recognise the ways they are the same as, and different to, other people

Media literacy & digital resilience

about how the internet and digital devices can be used safely to find things out and communicate with others
about the role of the internet in everyday life
that not all information seen online is true

Economic wellbeing: money

what money is; forms that money comes in; that money comes from different sources
that people make different choices about how to save and spend money
about the difference between needs and wants; that sometimes people may not always be able to have the things they want
that money needs to be looked after; different ways of doing this

Economic wellbeing: Aspirations, work and career

that everyone has different strengths
that jobs help people to earn money to pay for things
different jobs that people they know or people who work in the community do
about some of the strengths and interests someone might need to do different jobs



By the end of Year 1 pupils will know and be able to:

- Dance imaginatively and be able to change rhythm, speed, level and direction.
- Change rhythm, speed, level and direction in gymnastic activities
- Throw underarm, bounce & catch objects by self & with partner. Kick/stop a ball using a confident foot while static. Run straight and on a curve and sidestep with correct technique
- Begin to follow some simple instructions.
- Use varying speeds when running. explore footwork patterns, explore arm mobility,
- Explore different methods of throwing.
- Practise short distance running
- Develop balance, agility and coordination



By the end of year 1 pupils will know and be able to:

OURSELVES - EXPLORING SOUNDS - Autumn

- create and respond to vocal sounds
- explore how to change sounds
- create and place vocal and body percussion sounds

NUMBER – BEAT - Autumn

- recognise and develop a sense of steady beat using voices and body percussion
- identify and perform changes in tempo
- learn to play percussion with control
- **identify and keep a steady beat using movement, body percussion and instruments**
- recognise and respond to changes in the tempo in music

ANIMALS – PITCH - Spring

- relating to pitch to high and low body posture
- understand pitch by singing and song with contrasting high and low melodies
- identify and play high and low pitches in music
- explore and develop an understanding of pitch using the voice and body movements
- recognise and perform pitch changes and contrasts

WEATHER - EXPLORING SOUNDS - Spring

- explore and control dynamics (volume), duration and timbre with voices, body percussions and instruments
- improvise descriptive music
- control duration and dynamics using voices, body percussion instrument identify a sequence of sounds (structure) in a piece of music
- **identify sequence of sounds (structure) in a piece of music**
- respond to music to movement

MACHINES- BEAT

play a steady beat

control changes in speed (tempo)

SEASONS – PITCH - Summer

- identify changes in pitch and respond to them with movement
- contrast changes in pitch with changes in dynamics (volume)
- **relate pitch changes to graphic symbols and perform pitch changes vocally**
- listen and respond to a falling pitch signal
- distinguish between pitched and un-pitched percussion sounds

OUR SCHOOL - EXPLORING SOUNDS

explore different sound sources and material

analyse the dynamics and duration of the sounds around the school

explore these elements/dimensions on instruments

create two contrasting textures

interpret sounds and explore instruments

create a soundscape as part of a song performance.

PATTERN – BEAT - Summer

- make a steady beat with voices in the body percussion
- perform a steady beat in patterns of 2,3 and 4 beats (metre)
- explore different ways to emphasise the first beat in a repeating pattern or metre
- identify metre by reorganising it's pattern
- divide the number 12 in the 2s, 3s and 4s
- **explore different ways to emphasise beats to form a group (metre)**
- explore sounds and instruments and find different ways to vary their sound

STORY TIME - EXPLORING SOUNDS

discuss basic musical terms – fast, slow, loud, quiet

understand how music can tell a story

perform with concentration

play fast, slow, loud and quiet

create music that matches an event in a story

OUR BODIES – BEAT - Summer

- perform a steady beat at 2 different speeds (tempi)
- **respond to change the mood in a piece of music with a slow and fast to the beat**
- identify repeated rhythm pattern
- combine a rhythm pattern nice steady beat
- perform rhythm patterns on body percussion to a steady beat

TRAVEL - PERFORMANCE

combine voices, movement and instruments to perform a chant and a song

keep a steady beat on instruments

create word rhythms

perform word rhythms with movement

play and combine simple word rhythms

respond to music and movement

WATER – PITCH - Summer

- understand musical structure by listening and responding
- **perform a simple repeated pattern.**