

Years 1 and 2						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Topic	The Great Fire of London	Kernow our Home	Flight To the Moon and Back	Beyond Living Memory (Brunel and Sir Francis Drake)	Amazing Animals and the Amazon Rainforest	Tudors
Cultural Capital	Harvest festival, Christmas at the Church, Community Christmas cards, sing at Institute, Remembrance Day, guest speaker, Children in Need	Easter celebration, Theatre trip, class trip, guest speaker, village walk, World Book Day	Oak Apple Day, Sports Day, Independence Day, guest speaker, class trip	Harvest festival, Christmas at the Church, Community Christmas cards, sing at Institute, Remembrance Day, guest speaker, Children in Need	Easter celebration, Theatre trip, class trip, guest speaker, village walk, World Book Day	Oak Apple Day, Sports Day, Independence Day, guest speaker, class trip
Maths National Curriculum Progression supported by Abacus Framework	<p>Year 1 <u>Number and Place Value</u> Recite the numbers in order counting to 100, forwards and backwards, beginning with 0 or 1, or from any given number. Estimate a set of objects and count to check how many (up to 50). Identify and represent numbers using objects and pictorial representations including the number line, images, sounds and actions up to 20, matching the number to the object or image (one-to-one correspondence). Read and write numbers from 1 to 20 in numerals and words. Understand and use 0 to represent the empty set. Compare and order numbers up to 20 and say a number between two numbers up to 20; begin to understand ordinal numbers. Recognise and understand that teen numbers are 10 and some 1s and begin to use this knowledge to compare numbers.</p> <p><u>Addition and Subtraction</u> Subitise numbers to 6. Given a number, identify one more and one less, any number up to 20. Begin to know number bonds to 5, 6 and 7. Know bonds to 10 and use known addition facts for 10 to solve subtractions. Find the missing number in number sentences. Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. Use number facts and concrete objects to solve simple word problems. Understand that you do not need to count the first number when adding. Add 1-digit and 2-digit numbers to 20, including adding 1, 2 and 3 by counting on. Subtract 1-digit and 2-digit numbers to 20, including subtracting 1, 2 and 3 by counting back.</p> <p><u>Multiplication and Division</u> Find doubles to double 5 using fingers to help.</p> <p><u>Fractions, Decimals, Ratio and Percentages</u></p> <p><u>Measures</u> Compare, measure and begin to record lengths and heights using uniform non-standard units.</p>	<p>Year 1 <u>Number and Place Value</u> Locate 2-digit numbers on a bead string. Use the language of equal to, more than, less than (fewer), most, least to compare numbers. Count, read and write numbers to 100 in numerals. Estimate a quantity by choosing an appropriate range; count a quantity by grouping in 10s and 5s. Begin to see 2-digit numbers as some 10s and some 1s. Given a number, identify one more and one less, any number up to 100. Count in multiples of 2sto 20. Count in multiples of 5s to 50. Count in multiples of 10s from 10 to 100, and back again, recognising that the multiples end in 0. Count on and back in multiples of 10s, to and from any number up to 100.</p> <p><u>Addition and Subtraction</u> Represent and use number bonds and related subtraction facts within 20. Solve missing number problems and understand a symbol being used for an unknown. Use number facts to solve problems in number stories. Know number bonds to 5, 6 and 7 and derive related subtraction facts. Add 1-digit and 2-digit numbers to 20, including adding a 1-digit number to a 2-digit number by counting on. Subtract 1-digit and 2-digit numbers to 20, including subtracting a 1-digit number from a 2-digit number by counting back. Begin to know number bonds to 8 and 9. Add by putting the larger number first.</p> <p><u>Multiplication and Division</u> Find doubles to double 10.</p> <p><u>Fractions, Decimals, Ratio and Percentages</u> Divide shapes into halves and quarters and recognise that a half is one of two equal pieces and that a quarter is one of four equal pieces. Read 1/2 , 1/4 and 3/4 .</p> <p><u>Measures</u> Measure and record lengths and heights using uniform non-standard units and begin to use standard units. Consolidate knowledge of days</p>	<p>Year 1 <u>Number and Place Value</u> Compare and order 2-digit numbers and say a number between two numbers. Say the number 1 or 10 more or 1 or 10 less than any number up to 100. Identify patterns on a 100-square. Locate 2-digit numbers on a 1-100 grid and beaded line. Count in multiples of 2s to 20 and beyond, spotting patterns. Count in multiples of 5s to 50 and beyond and know that multiples of 5 end in 0 or 5. Identify 10s and 1s in 2-digit numbers, and say how many 10s and 1s in a given 2-digit number.</p> <p><u>Addition and Subtraction</u> Solve 1-step problems that involve addition or subtraction using concrete objects and pictorial representations. Find 10 more than any number to 90 by counting on in 10s rather than counting on in 1s. Find 10 less than any number to 100 by counting back in 10s rather than counting back in 1s. Know pairs of numbers which make the numbers to 9 and derive related subtraction facts. Bridge 10 when adding pairs of 1-digit numbers. Sort additions into those you ‘just know’ and those you work out. Add 1-digit and 2-digit numbers to 20, including using number facts to add 1-digit numbers to 2-digit numbers. Subtract 1-digit and 2-digit numbers to 20, including using number facts to subtract 1-digit numbers from 2-digit numbers. Add 1-digit and 2-digit numbers to 20, including adding three small numbers using pairs to 10 and doubles.</p> <p><u>Multiplication and Division</u> Know doubles to double 10 and find related halves. Begin to multiply by 2, 5 and 10 by counting in 2s, 5s and 10s, using repeated addition and spotting patterns. Count in 2s, 5s and 10s to solve grouping problems. Solve 1-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	<p>Year 1 <u>Number and Place Value</u> Recite the numbers in order counting to 100, forwards and backwards, beginning with 0 or 1, or from any given number. Estimate a set of objects and count to check how many (up to 50). Identify and represent numbers using objects and pictorial representations including the number line, images, sounds and actions up to 20, matching the number to the object or image (one-to-one correspondence). Read and write numbers from 1 to 20 in numerals and words. Understand and use 0 to represent the empty set. Compare and order numbers up to 20 and say a number between two numbers up to 20; begin to understand ordinal numbers. Recognise and understand that teen numbers are 10 and some 1s and begin to use this knowledge to compare numbers.</p> <p><u>Addition and Subtraction</u> Subitise numbers to 6. Given a number, identify one more and one less, any number up to 20. Begin to know number bonds to 5, 6 and 7. Know bonds to 10 and use known addition facts for 10 to solve subtractions. Find the missing number in number sentences. Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. Use number facts and concrete objects to solve simple word problems. Understand that you do not need to count the first number when adding. Add 1-digit and 2-digit numbers to 20, including adding 1, 2 and 3 by counting on. Subtract 1-digit and 2-digit numbers to 20, including subtracting 1, 2 and 3 by counting back.</p> <p><u>Multiplication and Division</u> Find doubles to double 5 using fingers to help.</p> <p><u>Fractions, Decimals, Ratio and Percentages</u></p> <p><u>Measures</u> Compare, measure and begin to record lengths and heights using uniform non-standard units.</p>	<p>Year 1 <u>Number and Place Value</u> Locate 2-digit numbers on a bead string. Use the language of equal to, more than, less than (fewer), most, least to compare numbers. Count, read and write numbers to 100 in numerals. Estimate a quantity by choosing an appropriate range; count a quantity by grouping in 10s and 5s. Begin to see 2-digit numbers as some 10s and some 1s. Given a number, identify one more and one less, any number up to 100. Count in multiples of 2sto 20. Count in multiples of 5s to 50. Count in multiples of 10s from 10 to 100, and back again, recognising that the multiples end in 0. Count on and back in multiples of 10s, to and from any number up to 100.</p> <p><u>Addition and Subtraction</u> Represent and use number bonds and related subtraction facts within 20. Solve missing number problems and understand a symbol being used for an unknown. Use number facts to solve problems in number stories. Know number bonds to 5, 6 and 7 and derive related subtraction facts. Add 1-digit and 2-digit numbers to 20, including adding a 1-digit number to a 2-digit number by counting on. Subtract 1-digit and 2-digit numbers to 20, including subtracting a 1-digit number from a 2-digit number by counting back. Begin to know number bonds to 8 and 9. Add by putting the larger number first.</p> <p><u>Multiplication and Division</u> Find doubles to double 10.</p> <p><u>Fractions, Decimals, Ratio and Percentages</u> Divide shapes into halves and quarters and recognise that a half is one of two equal pieces and that a quarter is one of four equal pieces. Read 1/2 , 1/4 and 3/4 .</p> <p><u>Measures</u> Measure and record lengths and heights using uniform non-standard units and begin to use standard units. Consolidate knowledge of days</p>	<p>Year 1 <u>Number and Place Value</u> Compare and order 2-digit numbers and say a number between two numbers. Say the number 1 or 10 more or 1 or 10 less than any number up to 100. Identify patterns on a 100-square. Locate 2-digit numbers on a 1-100 grid and beaded line. Count in multiples of 2s to 20 and beyond, spotting patterns. Count in multiples of 5s to 50 and beyond and know that multiples of 5 end in 0 or 5. Identify 10s and 1s in 2-digit numbers, and say how many 10s and 1s in a given 2-digit number.</p> <p><u>Addition and Subtraction</u> Solve 1-step problems that involve addition or subtraction using concrete objects and pictorial representations. Find 10 more than any number to 90 by counting on in 10s rather than counting on in 1s. Find 10 less than any number to 100 by counting back in 10s rather than counting back in 1s. Know pairs of numbers which make the numbers to 9 and derive related subtraction facts. Bridge 10 when adding pairs of 1-digit numbers. Sort additions into those you ‘just know’ and those you work out. Add 1-digit and 2-digit numbers to 20, including using number facts to add 1-digit numbers to 2-digit numbers. Subtract 1-digit and 2-digit numbers to 20, including using number facts to subtract 1-digit numbers from 2-digit numbers. Add 1-digit and 2-digit numbers to 20, including adding three small numbers using pairs to 10 and doubles.</p> <p><u>Multiplication and Division</u> Know doubles to double 10 and find related halves. Begin to multiply by 2, 5 and 10 by counting in 2s, 5s and 10s, using repeated addition and spotting patterns. Count in 2s, 5s and 10s to solve grouping problems. Solve 1-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>

	<p>Measure and begin to record lengths and heights, beginning to use standard units, e.g. cm, m.</p> <p>Recognise and know the value of different denominations of coins.</p> <p>Find different combinations of small amounts up to 20p.</p>	<p>of the week and the seasons and begin to know months of the year."</p> <p>Compare, describe and solve practical problems for time.</p> <p>Measure and begin to record time.</p> <p>Sequence events in chronological order using language. For example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p> <p>Begin to tell the time to the hour and half past the hour on digital and analogue clocks and draw the hands on a clock face to show these times.</p>	<p><u>Fractions, Decimals, Ratio and Percentages</u></p> <p>Recognise, find and name a quarter as one of four equal parts of an object or shape.</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Begin to halve odd numbers to 10.</p>	<p>Measure and begin to record lengths and heights, beginning to use standard units, e.g. cm, m.</p> <p>Recognise and know the value of different denominations of coins.</p> <p>Find different combinations of small amounts up to 20p.</p>	<p>of the week and the seasons and begin to know months of the year."</p> <p>Compare, describe and solve practical problems for time.</p> <p>Measure and begin to record time.</p> <p>Sequence events in chronological order using language. For example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p> <p>Begin to tell the time to the hour and half past the hour on digital and analogue clocks and draw the hands on a clock face to show these times.</p>	<p><u>Fractions, Decimals, Ratio and Percentages</u></p> <p>Recognise, find and name a quarter as one of four equal parts of an object or shape.</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Begin to halve odd numbers to 10.</p>
	<p><u>Geometry</u></p> <p>Recognise, name and sort common 2D shapes. For example, rectangles (including squares), circles and triangles.</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>	<p><u>Geometry</u></p> <p>Recognise, name and sort common 3D shapes. For example, cuboids (including cubes), pyramids and spheres.</p>	<p><u>Measures</u></p> <p>Compare, describe and solve practical problems, e.g. by direct comparisons, for lengths and heights, weight and capacity.</p> <p>Recognise and know the value of different denominations of coins and notes.</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 on digital and analogue clocks and draw the hands on a clock face to show these times.</p> <p>Measure and begin to record mass/weight.</p> <p>Measure and begin to record capacity.</p> <p>Find change from 10p and 20p using counting up and number facts.</p>	<p><u>Geometry</u></p> <p>Recognise, name and sort common 2D shapes. For example, rectangles (including squares), circles and triangles.</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>	<p><u>Geometry</u></p> <p>Recognise, name and sort common 3D shapes. For example, cuboids (including cubes), pyramids and spheres.</p>	<p><u>Measures</u></p> <p>Compare, describe and solve practical problems, e.g. by direct comparisons, for lengths and heights, weight and capacity.</p> <p>Recognise and know the value of different denominations of coins and notes.</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 on digital and analogue clocks and draw the hands on a clock face to show these times.</p> <p>Measure and begin to record mass/weight.</p> <p>Measure and begin to record capacity.</p> <p>Find change from 10p and 20p using counting up and number facts.</p>
	<p><u>Statistics</u></p>			<p><u>Statistics</u></p>		
	<p>Year 2</p> <p><u>Number and Place Value</u></p> <p>Count in steps of 2 and 5 from 0, and in tens from any number, forward and backward.</p> <p>Begin to compare and order numbers from 0 to 100 using <, > and = signs, and work systematically to find all possible inequalities.</p> <p>Locate and place 1- and 2-digit numbers on a beaded and landmarked line and a 1-100 square.</p> <p>Begin to recognise the place value of each digit in a 2-digit number and find and record all possible amounts using a given number of 10p and 1p coins.</p>	<p>Year 2</p> <p><u>Number and Place Value</u></p> <p>Estimate a quantity, less than 100, within given ranges.</p> <p>Locate and place 2-digit numbers on a landmark line and a 1-100 square and use this knowledge to compare and order numbers.</p> <p>Recognise the place value of each digit in a 2-digit number.</p> <p>Round 2-digit numbers to the nearest 10.</p>	<p>Year 2</p> <p><u>Number and Place Value</u></p> <p>Identify and continue a repeating pattern of shapes.</p> <p>Identify and describe with reference to their properties common 2D and 3D shapes."</p>	<p>Year 2</p> <p><u>Number and Place Value</u></p> <p>Count in steps of 2 and 5 from 0, and in tens from any number, forward and backward.</p> <p>Begin to compare and order numbers from 0 to 100 using <, > and = signs, and work systematically to find all possible inequalities.</p> <p>Locate and place 1- and 2-digit numbers on a beaded and landmarked line and a 1-100 square.</p> <p>Begin to recognise the place value of each digit in a 2-digit number and find and record all possible amounts using a given number of 10p and 1p coins.</p>	<p>Year 2</p> <p><u>Number and Place Value</u></p> <p>Estimate a quantity, less than 100, within given ranges.</p> <p>Locate and place 2-digit numbers on a landmark line and a 1-100 square and use this knowledge to compare and order numbers.</p> <p>Recognise the place value of each digit in a 2-digit number.</p> <p>Round 2-digit numbers to the nearest 10.</p>	<p>Year 2</p> <p><u>Number and Place Value</u></p> <p>Identify and continue a repeating pattern of shapes.</p> <p>Identify and describe with reference to their properties common 2D and 3D shapes."</p>
	<p><u>Addition and Subtraction</u></p> <p>Know all the pairs of numbers which make the numbers up to 10.</p> <p>Begin to understand the inverse relationship between addition and subtraction.</p> <p>Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods.</p> <p>Say all bonds to 10 and know them by heart.</p> <p>Use number facts to solve related subtractions.</p> <p>Begin to write word problems and relate known number bonds to context-based problems.</p> <p>Recognise and work out multiple of 10 bonds to 100, using bonds to 10.</p> <p>Show that addition of two numbers can be done in any order (commutative).</p> <p>Recall and use addition and subtraction facts to 20 fluently.</p> <p>Use number facts to solve related additions and begin to think and record systematically.</p> <p>Add and subtract mentally a 2-digit number and tens, including adding or subtracting 10 to and from any number up to 100 (positive answers only).</p> <p>Solve problems with addition and subtraction using concrete objects and pictorial representations.</p> <p>Begin to add and subtract two 2-digit numbers by counting on or back in 10s and 1s.</p>	<p><u>Addition and Subtraction</u></p> <p>Use bonds to 10 and 20 to subtract from 10 and 20.</p> <p>Solve missing number problems involving the inverse relationship between addition and subtraction.</p> <p>Add numbers using concrete objects and pictorial representations, e.g. number lines, to add 1- and 2-digit numbers.</p> <p>Add mentally two 2-digit numbers by counting on in 10s and 1s.</p> <p>Add and subtract 10 in order to add or subtract 9 or 11 to and from a 2-digit number.</p> <p>Use place value and number facts to solve problems, for example using bonds to 10 to find complements to the next multiple of 10.</p>	<p><u>Addition and Subtraction</u></p> <p>Identify, represent and estimate numbers using different representations, including the number line; beginning to move beyond 100.</p> <p>Compare and order numbers from 0 up to 100; use <, > and = signs.</p> <p>Use place value and number facts to solve problems.</p> <p>Count in steps of 3 from 0, forward and backward.</p> <p>Begin to see that when counting from 100–200, the numbers replicate the pattern from 0–100.</p> <p>Begin to recognise the place value of each digit in a 3-digit number.</p> <p>Read and write numbers to at least 100 in numerals and in words.</p>	<p><u>Addition and Subtraction</u></p> <p>Know all the pairs of numbers which make the numbers up to 10.</p> <p>Begin to understand the inverse relationship between addition and subtraction.</p> <p>Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods.</p> <p>Say all bonds to 10 and know them by heart.</p> <p>Use number facts to solve related subtractions.</p> <p>Begin to write word problems and relate known number bonds to context-based problems.</p> <p>Recognise and work out multiple of 10 bonds to 100, using bonds to 10.</p> <p>Show that addition of two numbers can be done in any order (commutative).</p> <p>Recall and use addition and subtraction facts to 20 fluently.</p> <p>Use number facts to solve related additions and begin to think and record systematically.</p> <p>Add and subtract mentally a 2-digit number and tens, including adding or subtracting 10 to and from any number up to 100 (positive answers only).</p> <p>Solve problems with addition and subtraction using concrete objects and pictorial representations.</p> <p>Begin to add and subtract two 2-digit numbers by counting on or back in 10s and 1s.</p>	<p><u>Addition and Subtraction</u></p> <p>Use bonds to 10 and 20 to subtract from 10 and 20.</p> <p>Solve missing number problems involving the inverse relationship between addition and subtraction.</p> <p>Add numbers using concrete objects and pictorial representations, e.g. number lines, to add 1- and 2-digit numbers.</p> <p>Add mentally two 2-digit numbers by counting on in 10s and 1s.</p> <p>Add and subtract 10 in order to add or subtract 9 or 11 to and from a 2-digit number.</p> <p>Use place value and number facts to solve problems, for example using bonds to 10 to find complements to the next multiple of 10.</p>	<p><u>Addition and Subtraction</u></p> <p>Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving quantities and measures.</p> <p>Subtract numbers using concrete objects and pictorial representations, e.g. number lines, to subtract 1- and 2-digit numbers (positive answers only).</p> <p>Add mentally a 2-digit number and ones, including adding any 1-digit number to a 2-digit number using number facts or bridging 10.</p> <p>Subtract mentally a 2-digit number and ones, including subtracting any 1-digit number</p>
	<p><u>Multiplication and Division</u></p> <p>Begin to find doubles and near doubles of numbers to 15.</p> <p>Count in 2s, 5s and 10s from 0 to learn multiples of 2, 5 and 10.</p>	<p><u>Multiplication and Division</u></p> <p>Double numbers to double 15 and find related halves.</p> <p>Recognise odd and even numbers.</p> <p>Begin to know the 2, 5 and 10 times tables and investigate multiplications with the same answer.</p> <p>Calculate mathematical statements for multiplication within the multiplication tables, to go with hops on number lines and with arrays, and write them using the multiplication (×), division (÷) and equals (=) signs.</p> <p>Arrange objects into arrays, write the corresponding multiplication and investigate all possible arrays for a given number of cubes.</p>	<p><u>Addition and Subtraction</u></p> <p>Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving quantities and measures.</p> <p>Subtract numbers using concrete objects and pictorial representations, e.g. number lines, to subtract 1- and 2-digit numbers (positive answers only).</p> <p>Add mentally a 2-digit number and ones, including adding any 1-digit number to a 2-digit number using number facts or bridging 10.</p> <p>Subtract mentally a 2-digit number and ones, including subtracting any 1-digit number</p>	<p><u>Multiplication and Division</u></p> <p>Begin to find doubles and near doubles of numbers to 15.</p> <p>Count in 2s, 5s and 10s from 0 to learn multiples of 2, 5 and 10.</p>	<p><u>Multiplication and Division</u></p> <p>Double numbers to double 15 and find related halves.</p> <p>Recognise odd and even numbers.</p> <p>Begin to know the 2, 5 and 10 times tables and investigate multiplications with the same answer.</p> <p>Calculate mathematical statements for multiplication within the multiplication tables, to go with hops on number lines and with arrays, and write them using the multiplication (×), division (÷) and equals (=) signs.</p> <p>Arrange objects into arrays, write the corresponding multiplication and investigate all possible arrays for a given number of cubes.</p>	<p><u>Addition and Subtraction</u></p> <p>Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving quantities and measures.</p> <p>Subtract numbers using concrete objects and pictorial representations, e.g. number lines, to subtract 1- and 2-digit numbers (positive answers only).</p> <p>Add mentally a 2-digit number and ones, including adding any 1-digit number to a 2-digit number using number facts or bridging 10.</p> <p>Subtract mentally a 2-digit number and ones, including subtracting any 1-digit number</p>

	<p><u>Fractions, Decimals, Ratio and Percentages</u></p> <p><u>Measures</u> Understand the need for a standard unit. Begin to know whether to measure in cm or m. Begin to estimate and measure in cm. Begin to estimate and measure in m. Combine amounts to make a particular value up to £1-00. Find different combinations of coins that equal the same amounts of money up to £1-00.</p> <p><u>Geometry</u> Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. Use mathematical vocabulary to describe position, direction and movement including movement in a straight line. Distinguish between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anticlockwise).</p> <p><u>Statistics</u> Sort objects using Venn diagrams and two-way Carroll diagrams and understand the overlap in a Venn diagram.</p>	<p>Begin to write divisions as multiplications with a missing number. Understand division as grouping. Solve problems involving multiples of 2, 5 and 10 in a practical context, using coins and objects.</p> <p><u>Fractions, Decimals, Ratio and Percentages</u> Recognise, find, name and write fractions 1/3 and 2/3 of a shape. Recognise, find, name and write fractions 1/4 and 2/4 (1/2) of a shape. Recognise, find, name and write fractions 2/4 (1/2) of a set of objects or quantity, including finding half of odd numbers. Count in steps of 1/2 and a 1/4.</p> <p><u>Measures</u> Find change from 10p and 20p, £10 and £20, by counting up in ones and knowing bonds to 10 and 20. Tell and write the time quarter past/to the hour on analogue and digital clocks and draw the hands on a clock face to show these analogue times. Know units of time: minutes, hours, days, weeks, months and years. Know the relationship between seconds and minutes and minutes and hours, including the number of minutes in an hour and the number of hours in a day. Recognise and use symbols for pounds (£) and pence (p) with no zeros in the 10p place and use coins to solve simple problems involving addition. Recognise and know the values of all coins and notes up to £20. Find all possible amounts using three coins (1p–£2).</p> <p><u>Geometry</u> Identify and describe the properties of 3D shapes including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes; for example, a circle on a cylinder and a triangle on a pyramid. Compare and sort common 3D shapes and everyday objects. Order and arrange combinations of mathematical objects, including 2D and 3D shapes, in repeating patterns and sequences.</p> <p><u>Statistics</u> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p>	<p>from a 2-digit number using number facts or bridging 10. Add mentally two 2-digit numbers, using partitioning and number facts. Subtract mentally two 2-digit numbers, including subtracting one 2-digit number from another by counting back in 10s and 1s, not crossing 10s. Add mentally three 1-digit numbers, using known number facts and doubles. Understand subtraction as difference and find this by adding to the next multiple of 10, using bonds to 10. Use addition and subtraction and number bonds to 10 and 20 to solve problems in number stories. Derive and use related facts up to 100.</p> <p><u>Multiplication and Division</u> Recall and use multiplication and division facts for the 2, 5, and 10 times-tables. Calculate mathematical statements for multiplication and division within the multiplication tables, to go with hops on number lines and with arrays, and write them using the multiplication (x), division (÷) and equals (=) signs. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Solve problems involving multiplication and division using materials, arrays, repeated addition, ‘clever counting’, mental methods and multiplication and division facts, including problems in contexts. Solve missing number multiplications by counting up in steps. Double and halve multiples of 10 and 5 and 2-digit numbers ending in 1, 2, 3 or 4, answers less than 100. Count in 3s, multiply and divide by 3 using arrays, representations and concrete objects, and begin to know the 3 times table. Use mathematical reasoning to identify and explain patterns and use these to predict answers. Understand that division and multiplication are inverse operations.</p> <p><u>Fractions, Decimals, Ratio and Percentages</u> Recognise, find, name and write fractions 1/4 and 2/4 (1/2), and begin to recognise, find, name and write 1/3 and 3/4, of a set of objects or quantity. Write simple fractions. Recognise the equivalence of 2/4 and 1/2. Find a quarter of numbers, up to 40, by halving twice.</p> <p><u>Measures</u> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass/weight (kg/g); temperature (°C); capacity (l/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>	<p><u>Fractions, Decimals, Ratio and Percentages</u></p> <p><u>Measures</u> Understand the need for a standard unit. Begin to know whether to measure in cm or m. Begin to estimate and measure in cm. Begin to estimate and measure in m. Combine amounts to make a particular value up to £1-00. Find different combinations of coins that equal the same amounts of money up to £1-00.</p> <p><u>Geometry</u> Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. Use mathematical vocabulary to describe position, direction and movement including movement in a straight line. Distinguish between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anticlockwise).</p> <p><u>Statistics</u> Sort objects using Venn diagrams and two-way Carroll diagrams and understand the overlap in a Venn diagram.</p>	<p>Begin to write divisions as multiplications with a missing number. Understand division as grouping. Solve problems involving multiples of 2, 5 and 10 in a practical context, using coins and objects.</p> <p><u>Fractions, Decimals, Ratio and Percentages</u> Recognise, find, name and write fractions 1/3 and 2/3 of a shape. Recognise, find, name and write fractions 1/4 and 2/4 (1/2) of a shape. Recognise, find, name and write fractions 2/4 (1/2) of a set of objects or quantity, including finding half of odd numbers. Count in steps of 1/2 and a 1/4.</p> <p><u>Measures</u> Find change from 10p and 20p, £10 and £20, by counting up in ones and knowing bonds to 10 and 20. Tell and write the time quarter past/to the hour on analogue and digital clocks and draw the hands on a clock face to show these analogue times. Know units of time: minutes, hours, days, weeks, months and years. Know the relationship between seconds and minutes and minutes and hours, including the number of minutes in an hour and the number of hours in a day. Recognise and use symbols for pounds (£) and pence (p) with no zeros in the 10p place and use coins to solve simple problems involving addition. Recognise and know the values of all coins and notes up to £20. Find all possible amounts using three coins (1p–£2).</p> <p><u>Geometry</u> Identify and describe the properties of 3D shapes including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes; for example, a circle on a cylinder and a triangle on a pyramid. Compare and sort common 3D shapes and everyday objects. Order and arrange combinations of mathematical objects, including 2D and 3D shapes, in repeating patterns and sequences.</p> <p><u>Statistics</u> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p>	<p>from a 2-digit number using number facts or bridging 10. Add mentally two 2-digit numbers, using partitioning and number facts. Subtract mentally two 2-digit numbers, including subtracting one 2-digit number from another by counting back in 10s and 1s, not crossing 10s. Add mentally three 1-digit numbers, using known number facts and doubles. Understand subtraction as difference and find this by adding to the next multiple of 10, using bonds to 10. Use addition and subtraction and number bonds to 10 and 20 to solve problems in number stories. Derive and use related facts up to 100.</p> <p><u>Multiplication and Division</u> Recall and use multiplication and division facts for the 2, 5, and 10 times-tables. Calculate mathematical statements for multiplication and division within the multiplication tables, to go with hops on number lines and with arrays, and write them using the multiplication (x), division (÷) and equals (=) signs. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Solve problems involving multiplication and division using materials, arrays, repeated addition, ‘clever counting’, mental methods and multiplication and division facts, including problems in contexts. Solve missing number multiplications by counting up in steps. Double and halve multiples of 10 and 5 and 2-digit numbers ending in 1, 2, 3 or 4, answers less than 100. Count in 3s, multiply and divide by 3 using arrays, representations and concrete objects, and begin to know the 3 times table. Use mathematical reasoning to identify and explain patterns and use these to predict answers. Understand that division and multiplication are inverse operations.</p> <p><u>Fractions, Decimals, Ratio and Percentages</u> Recognise, find, name and write fractions 1/4 and 2/4 (1/2), and begin to recognise, find, name and write 1/3 and 3/4, of a set of objects or quantity. Write simple fractions. Recognise the equivalence of 2/4 and 1/2. Find a quarter of numbers, up to 40, by halving twice.</p> <p><u>Measures</u> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass/weight (kg/g); temperature (°C); capacity (l/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>
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			<p>Recognise and use symbols for pounds (£) and pence (p) and find more than one way to solve a money problem (£1, 10p and 1p coins).</p> <p>Compare and order lengths, mass and capacities and record the results using >, < and =.</p> <p>Tell and write the time to 5 minutes past the hour on analogue and digital clocks and draw the hands on a clock face to show these analogue times.</p> <p>Tell and write the time to 5 minutes to the hour on analogue and digital clocks and draw the hands on a clock face to show these analogue times.</p> <p>Find the time 10 minutes later; use 10 minutes as an interval of time; begin to compare and sequence intervals of time.</p> <p><u>Geometry</u></p> <p><u>Statistics</u></p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity, and ask and answer questions about totalling and comparing categorical data.</p>			<p>Recognise and use symbols for pounds (£) and pence (p) and find more than one way to solve a money problem (£1, 10p and 1p coins).</p> <p>Compare and order lengths, mass and capacities and record the results using >, < and =.</p> <p>Tell and write the time to 5 minutes past the hour on analogue and digital clocks and draw the hands on a clock face to show these analogue times.</p> <p>Tell and write the time to 5 minutes to the hour on analogue and digital clocks and draw the hands on a clock face to show these analogue times.</p> <p>Find the time 10 minutes later; use 10 minutes as an interval of time; begin to compare and sequence intervals of time.</p> <p><u>Geometry</u></p> <p><u>Statistics</u></p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity, and ask and answer questions about totalling and comparing categorical data.</p>
<p>English</p> <p>Pathways to Write</p> <p>Wordsmith</p> <p>Literacy Shed +</p> <p>Twinkl Phonics</p> <p>Twinkl SPaG</p> <p>Comprehension +</p> <p>VIPERS</p> <p>Twinkl Handwriting</p>	<p>Year 1</p> <p><u>Word Reading</u></p> <p>Apply phonic knowledge to decode</p> <p>Respond with correct sound to graphemes for all 40+ phonemes</p> <p>Blend sounds in unfamiliar words containing GPCs already taught</p> <p>Read common exception words</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</p> <p>Read words with contractions and understand role of apostrophe</p> <p>Read aloud accurately books that are consistent with taught phonic knowledge and re-read to build fluency</p> <p><u>Reading Comprehension</u></p> <p>Listen to a wide range of challenging stories, poems and non-fiction</p> <p>Discuss these and make links to own experiences drawing on what they know</p> <p>Become familiar with and retell key stories, fairy stories and traditional tales</p> <p>Join in with predictable phrases</p> <p>Recite some poems/rhymes by heart</p> <p>Discuss meanings of new words/vocab provided</p> <p>Self-check to make sure text makes sense</p> <p>Discuss significance of titles/events</p> <p>Predict and infer based on what they know and the text</p> <p>Take turns to explain their understanding</p> <p>Retrieve and record information from non-fiction</p> <p>Take turns in high-quality discussions about what they have heard/read</p> <p><u>Writing Transcription</u></p> <p>Spell words containing the 40+ phonemes, common exception words and days of the week</p> <p>Name letters of the alphabet</p> <p>Add suffix -s and -es to create plural nouns/3rd person singular for verbs</p> <p>Use prefix un-</p> <p>Use -ing, -ed, -er and -est where root word remains unchanged</p> <p>Write from memory simple sentences dictated by the teacher</p> <p>Sit correctly at table holding pencil correctly</p> <p>Begin to form correctly-oriented lower-case letters, capital letters and digits 0-9</p> <p>Year 2</p> <p><u>Word Reading</u></p> <p>Continue to apply phonic knowledge to decode until reading is fluent</p> <p>Read accurately (words of two or more syllables) by blending sounds, recognising alternative sounds for graphemes</p> <p>Read words containing common suffixes</p> <p>Read further common exception words</p>			<p>Year 1</p> <p><u>Word Reading</u></p> <p>Apply phonic knowledge to decode</p> <p>Respond with correct sound to graphemes for all 40+ phonemes</p> <p>Blend sounds in unfamiliar words containing GPCs already taught</p> <p>Read common exception words</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</p> <p>Read words with contractions and understand role of apostrophe</p> <p>Read aloud accurately books that are consistent with taught phonic knowledge and re-read to build fluency</p> <p><u>Reading Comprehension</u></p> <p>Listen to a wide range of challenging stories, poems and non-fiction</p> <p>Discuss these and make links to own experiences drawing on what they know</p> <p>Become familiar with and retell key stories, fairy stories and traditional tales</p> <p>Join in with predictable phrases</p> <p>Recite some poems/rhymes by heart</p> <p>Discuss meanings of new words/vocab provided</p> <p>Self-check to make sure text makes sense</p> <p>Discuss significance of titles/events</p> <p>Predict and infer based on what they know and the text</p> <p>Take turns to explain their understanding</p> <p>Retrieve and record information from non-fiction</p> <p>Take turns in high-quality discussions about what they have heard/read</p> <p><u>Writing Transcription</u></p> <p>Spell words containing the 40+ phonemes, common exception words and days of the week</p> <p>Name letters of the alphabet</p> <p>Add suffix -s and -es to create plural nouns/3rd person singular for verbs</p> <p>Use prefix un-</p> <p>Use -ing, -ed, -er and -est where root word remains unchanged</p> <p>Write from memory simple sentences dictated by the teacher</p> <p>Sit correctly at table holding pencil correctly</p> <p>Begin to form correctly-oriented lower-case letters, capital letters and digits 0-9</p> <p>Year 2</p> <p><u>Word Reading</u></p> <p>Continue to apply phonic knowledge to decode until reading is fluent</p> <p>Read accurately (words of two or more syllables) by blending sounds, recognising alternative sounds for graphemes</p> <p>Read words containing common suffixes</p> <p>Read further common exception words</p>		

<p><u>Reading Comprehension</u></p> <p>Discuss sequence of events in books</p> <p>Read a wider range of fairy stories, traditional tales and recognise simple recurring language</p> <p>Discuss and clarify meaning of new words/phrases</p> <p>Continue to learn/present poems by heart</p> <p>Self-check to make sure text makes sense</p> <p>Make predictions and inferences</p> <p>Ask and answer questions</p> <p>Participate in discussions about texts, explaining their understanding</p> <p>Retrieve and record information from non-fiction</p> <p>Take turns in high-quality discussions about what they have heard/read</p>			<p><u>Reading Comprehension</u></p> <p>Discuss sequence of events in books</p> <p>Read a wider range of fairy stories, traditional tales and recognise simple recurring language</p> <p>Discuss and clarify meaning of new words/phrases</p> <p>Continue to learn/present poems by heart</p> <p>Self-check to make sure text makes sense</p> <p>Make predictions and inferences</p> <p>Ask and answer questions</p> <p>Participate in discussions about texts, explaining their understanding</p> <p>Retrieve and record information from non-fiction</p> <p>Take turns in high-quality discussions about what they have heard/read</p>		
<p><u>Writing Transcription</u></p> <p>Learn alternative spelling phonemes</p> <p>Spell common exception words, contractions and homophones</p> <p>Use the possessive apostrophe (singular)</p> <p>Add suffixes -ment, -ness, -ful, -less, -ly</p> <p>Form lower-case letters of correct size/proportion</p> <p>Start using diagonal/horizontal strokes to join and know which are best left unjoined</p> <p>Write capital letters of the right size, orientation and proportion</p> <p>Use correct spacing between letters and words</p> <p>Write from memory simple sentences dictated by the teacher</p>			<p><u>Writing Transcription</u></p> <p>Learn alternative spelling phonemes</p> <p>Spell common exception words, contractions and homophones</p> <p>Use the possessive apostrophe (singular)</p> <p>Add suffixes -ment, -ness, -ful, -less, -ly</p> <p>Form lower-case letters of correct size/proportion</p> <p>Start using diagonal/horizontal strokes to join and know which are best left unjoined</p> <p>Write capital letters of the right size, orientation and proportion</p> <p>Use correct spacing between letters and words</p> <p>Write from memory simple sentences dictated by the teacher</p>		
<p>Lost And Found by Oliver Jeffers Outcome Fiction: write an adventure story</p> <p>Sensational Senses Outcome: feel and sound poems</p> <p>Katie In London by James Mayhew Outcome Non-fiction: write a non-chronological report</p> <p>One Christmas Wish by Katherine Rundell Outcome Fiction: Openers, retelling, POV</p>	<p>Grandpa’s Gift by Fiona Lumbers Outcome: Fiction: write a story about a character</p> <p>The Green Ship by Quintin Blake Outcome Fiction: retelling, persuasive letter</p> <p>Pattern And Rhyme Outcome: rhyming poems</p> <p>The Curious Case Of The Missing Mammoth by Ellie Hattie, A Great Big Cuddle by Michael Rosen Outcome Fiction: write a story with a change of character</p> <p>What’s The Most Unusual Place? By Pearson Outcome Non-fiction: information text</p>	<p>Toys In Space by Mini Grey Outcome Fiction: write a story based on the structure of the text</p> <p>The Disgusting Sandwich by Gareth Edwards Outcome Non-fiction: recounts, instructions</p> <p>Growing Up Outcome: create and perform poems around a theme</p> <p>A Midsummer Night’s Dream Adapted by Brooke Jorden Outcome Fiction: write a character description</p> <p>The Day The Crayons Came Home by Drew Daywalt and Oliver Jeffers Outcome Fiction: narrative, letters</p>	<p>Troll Swap by Leigh Hodgkinson, Trolls Go Home by Alan MacDonald Outcome Fiction: write a story with a focus on characters</p> <p>Pattern, Rhythm And Rhyme Outcome: create, perform and evaluate poems</p> <p>The Great Fire Of London by Emma Adams Outcome Non-fiction: write a fact sheet</p> <p>Vlad And The Great Fire Of London by Kate Cunningham Outcome Fiction and Non-Fiction: timelines and diaries</p>	<p>The Dragon Machine by Helen Ward, How To Train Your Dragon (2010 film), The Dragonsitter by Josh Lacey Outcome Fiction: write a story with an adventure focus</p> <p>All About Orangutans by Pearson Outcome Non-fiction: non-chronological report</p> <p>A Closer Look Outcome: use poetic language</p> <p>Major Glad, Major Dizzy by Jan Oke, Naughty Amelia Jane by Enid Blyton Outcome Recount: write a diary entry</p> <p>The Great Kapok Tree by Lynne Cherry Outcome Fiction: descriptive narratives, letters</p>	<p>The Last Wolf by Mini Grey Outcome Recount: write a letter in role</p> <p>George’s Marvellous Medicine by Roald Dahl Outcome Fiction and Non-fiction: lists, instructions, formal writing</p> <p>Silly Stuff Outcome: create humorous poems to perform</p> <p>Grandad’s Secret Giant by David Litchfield Outcome Fiction: write a story with a moral focus</p> <p>Top Jobs by Pearson Outcome non-fiction: instructions</p>
<p><u>Vocabulary, Grammar and Punctuation</u></p> <p>Capital and Lowercase Letters</p> <p>Verbs</p> <p>Suffixes -ing</p> <p>Finger Spaces</p> <p>Personal Pronouns I</p> <p>Noun Suffixes -s</p> <p>Prefixes un-</p> <p>Capital Letters and Full Stops</p> <p>Writing Sentences</p>	<p><u>Vocabulary, Grammar and Punctuation</u></p> <p>Singular Nouns</p> <p>Past and Present Verbs</p> <p>Suffixes -ed</p> <p>Capital Letters for the Days of the Week</p> <p>Plural Nouns</p> <p>Noun Suffixes -es</p> <p>Compound Words</p> <p>Question Marks</p> <p>Sequencing Sentences</p>	<p><u>Vocabulary, Grammar and Punctuation</u></p> <p>Punctuating Sentences</p> <p>Nouns Suffixes -es</p> <p>Exclamation Marks</p> <p>Capital Letters for Names of People and Places</p> <p>Writing Question Sentences</p> <p>Joining Words and Clauses Using 'and'</p> <p>Suffixes -er</p> <p>Punctuating Sentences</p> <p>Writing Exclamation</p>	<p><u>Vocabulary, Grammar and Punctuation</u></p> <p>Nouns</p> <p>Vowels and Consonants</p> <p>Demarcating Sentences</p> <p>Forming Nouns Using '-ness'</p> <p>Punctuating Sentences</p> <p>Adjectives</p> <p>Compound Words</p> <p>Adjectives with -er and -est</p> <p>Subordination</p> <p>Statements and Exclamation</p>	<p><u>Vocabulary, Grammar and Punctuation</u></p> <p>Noun Phrases</p> <p>Homophones</p> <p>Forming Adjectives using -ful and -less</p> <p>Questions and Commands</p> <p>Sentence Writing</p> <p>Verbs</p> <p>Singular and Plural Adverbs with -ly</p> <p>Commas in Lists</p> <p>Changing Adjectives into Adverb</p>	<p><u>Vocabulary, Grammar and Punctuation</u></p> <p>Adverbs</p> <p>Word Classes</p> <p>Coordination</p> <p>Apostrophes for Possession</p> <p>Past and Present Tense</p> <p>Recapping Pronouns</p> <p>Forming Nouns Using -er</p> <p>Progressive Tense</p> <p>Apostrophes for Contractions</p> <p>Uplevelling Sentences</p>
<p>Year 1</p> <p><u>Spelling Patterns</u></p> <p>Words ending in ‘ff’, ‘ll’, ‘ss’, ‘zz’ and ‘ck’</p> <p>Words with the /k/ sound spelled ‘k’ and ‘nk’</p> <p>Words with the ‘tch’ trigraph</p> <p>Adding ‘-s’ or ‘-es’ to make plurals</p> <p>Adding the suffixes ‘-ing’ and ‘-ed’</p> <p>Adding the prefix ‘un-’ and the suffixes ‘-er’ and ‘-est’</p> <p>Compound words and words with unstressed vowels</p> <p>Words with the digraphs ‘ai’ and ‘oi’.</p> <p>Words with the digraphs ‘ay’ and ‘oy’</p> <p>Words with the split digraph ‘a_e’</p> <p>Words with the split digraph ‘e_e’</p> <p>Words with the split digraph ‘i_e’</p>	<p>Year 1</p> <p><u>Spelling Patterns</u></p> <p>Words with the split digraph ‘o_e’</p> <p>Words with the split digraph ‘u_e’</p> <p>Words with the digraph ‘ar’</p> <p>Words with the digraph ‘ee’</p> <p>Words where the digraph ‘ea’ makes an /ee/ sound</p> <p>Words where the digraph ‘ea’ makes an /e/ sound</p> <p>Words where the digraph ‘er’ is stressed</p> <p>Words with the digraphs ‘ir’ and ‘ur’</p> <p>Words where the digraph ‘oo’ makes an /oo/ sound</p> <p>Words where the digraph ‘oo’ makes an /u/ sound</p> <p>Words where the digraphs ‘oa’ and ‘oe’ make an /oa/ sound</p>	<p>Year 1</p> <p><u>Spelling Patterns</u></p> <p>Words where the digraph ‘ou’ makes an /ow/ sound</p> <p>Words where the digraph ‘ow’ makes an /ow/ or /oa/ sound</p> <p>Words ending in ‘y’/ee/ and ‘ve’/v/</p> <p>Words with the digraphs ‘ue’ and ‘ew’</p> <p>Words where the digraph ‘ie’ makes an /igh/ sound</p> <p>Words where the digraph ‘ie’ makes an /ee/ sound</p> <p>Words with the trigraph ‘igh’</p> <p>Words with the digraph ‘or’ and trigraph ‘ore’</p> <p>Words where the digraphs ‘aw’ and ‘au’ make an /or/ sound</p> <p>Words with the trigraphs ‘air’ and ‘ear’</p>	<p>Year 1</p> <p><u>Spelling Patterns</u></p> <p>Words ending in ‘ff’, ‘ll’, ‘ss’, ‘zz’ and ‘ck’</p> <p>Words with the /k/ sound spelled ‘k’ and ‘nk’</p> <p>Words with the ‘tch’ trigraph</p> <p>Adding ‘-s’ or ‘-es’ to make plurals</p> <p>Adding the suffixes ‘-ing’ and ‘-ed’</p> <p>Adding the prefix ‘un-’ and the suffixes ‘-er’ and ‘-est’</p> <p>Compound words and words with unstressed vowels</p> <p>Words with the digraphs ‘ai’ and ‘oi’.</p> <p>Words with the digraphs ‘ay’ and ‘oy’</p> <p>Words with the split digraph ‘a_e’</p> <p>Words with the split digraph ‘e_e’</p> <p>Words with the split digraph ‘i_e’</p>	<p>Year 1</p> <p><u>Spelling Patterns</u></p> <p>Words with the split digraph ‘o_e’</p> <p>Words with the split digraph ‘u_e’</p> <p>Words with the digraph ‘ar’</p> <p>Words with the digraph ‘ee’</p> <p>Words where the digraph ‘ea’ makes an /ee/ sound</p> <p>Words where the digraph ‘ea’ makes an /e/ sound</p> <p>Words where the digraph ‘er’ is stressed</p> <p>Words with the digraphs ‘ir’ and ‘ur’</p> <p>Words where the digraph ‘oo’ makes an /oo/ sound</p> <p>Words where the digraph ‘oo’ makes an /u/ sound</p> <p>Words where the digraphs ‘oa’ and ‘oe’ make an /oa/ sound</p>	<p>Year 1</p> <p><u>Spelling Patterns</u></p> <p>Words where the digraph ‘ou’ makes an /ow/ sound</p> <p>Words where the digraph ‘ow’ makes an /ow/ or /oa/ sound</p> <p>Words ending in ‘y’/ee/ and ‘ve’/v/</p> <p>Words with the digraphs ‘ue’ and ‘ew’</p> <p>Words where the digraph ‘ie’ makes an /igh/ sound</p> <p>Words where the digraph ‘ie’ makes an /ee/ sound</p> <p>Words with the trigraph ‘igh’</p> <p>Words with the digraph ‘or’ and trigraph ‘ore’</p> <p>Words where the digraphs ‘aw’ and ‘au’ make an /or/ sound</p> <p>Words with the trigraphs ‘air’ and ‘ear’</p> <p>Words where the trigraphs ‘ear’ and ‘are’ make an /air/ sound</p>
<p><u>Sentence</u></p> <p>Combine words to make sentences</p> <p>Join words using and</p>	<p><u>Sentence</u></p> <p>Join words and clauses using and</p>	<p><u>Sentence</u></p> <p>Combine words to make sentences</p> <p>Begin to join words using and</p>	<p><u>Sentence</u></p> <p>Combine words to make sentences</p> <p>Begin to join words using and</p>	<p><u>Sentence</u></p> <p>Combine words to make sentences</p> <p>Begin to join words using and</p>	<p><u>Sentence</u></p> <p>Combine words to make sentences</p> <p>Begin to join words using and</p>
<p><u>Text</u></p> <p>Use plural noun suffixes -s and -es</p> <p>Sequence sentences to form short narratives</p> <p>Compose a sentence orally before writing</p>					

	<p>Sequence sentences to form short narratives Re-read what they have written to check that it makes sense</p> <p><u>Punctuation</u> Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I' Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people and places</p> <p>Year 2 <u>Spelling Patterns</u> Words where 'dge' makes a /j/ sound Words where 'ge' makes a /j/ sound Words where 'g' makes a /j/ sound Words where 'c' makes an /s/ sound before 'e', 'i' and 'y' Words where 'kn' and 'gn' make a /n/ sound at the beginning of words Words where 'wr' makes a /r/ sound at the beginning of words Words ending in 'le' Words ending in 'el' Words ending in 'al' Words ending in 'il'</p> <p><u>Sentences</u> Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify Add -ly to turn adjectives into adverbs</p> <p><u>Text</u> Write down ideas and/or key words, including new vocabulary Encapsulate what they want to say, sentence by sentence Evaluating their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Proof-read to check for errors in spelling, grammar and punctuation</p> <p><u>Punctuation</u> Use punctuation correctly - full stops, capital letters Use commas to separate items in a list</p>	<p><u>Text</u> Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding the prefix un- Say out loud what they are going to write about Re-read what they have written to check that it makes sense Discuss what they have written with the teacher or other pupil</p> <p><u>Punctuation</u> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Year 2 <u>Spelling Patterns</u> Words where 'y' makes an /igh/ sound Words where '‑es' is added to words ending in 'y' Words where '‑ed' is added to words ending in 'y' Words where '‑er' and '‑est' are added to words ending in 'y' Words where '‑ing' is added to words ending in 'e' Words where '‑er', '‑est', and '‑ed' are added to words ending in 'e' Words where '‑ing' is added to single syllable words Words where 'a' makes an /or/ sound before 'I' and 'II' Words where 'o' makes an /u/ sound</p> <p><u>Sentences</u> Write sentences with different forms: statement, question, exclamation, command Use subordination (because, when and that)</p> <p><u>Text</u> Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense Write down ideas and/or key words, including new vocabulary Evaluating their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Proof-read to check for errors in spelling, grammar and punctuation</p> <p><u>Punctuation</u> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p>Words where the trigraphs 'ear' and 'are' make an /air/ sound Words with the digraphs 'ph' and 'wh'</p> <p><u>Sentence</u> Join words and clauses using and Use simple description</p> <p><u>Text</u> Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding prefix un- Sequence sentences to form short narratives Compose a sentence orally before writing Sequence sentences to form short narratives Re-read what they have written to check that it makes sense</p> <p><u>Punctuation</u> Punctuate sentences using a capital letter, full stop, question mark or exclamation mark</p> <p>Year 2 <u>Spelling Patterns</u> Words where the digraph 'ey' makes an /ee/ sound Words where 'a' makes an /o/ sound Words where the /er/ and /or/ sounds are spelled 'or' and 'ar' Words where 'si' and 's' make a /zh/ sound Words ending in '‑ment' and '‑ness' Words ending in '‑ful' and '‑less' Words that are homophones or near homophones Words ending in '‑tion' Words with apostrophes for contraction Words with apostrophes for possession</p> <p><u>Sentences</u> Add -er and -est to adjectives Use homophones and near homophones Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use expanded noun phrases to describe and specify</p> <p><u>Text</u> Write down ideas, key words, new vocabulary Use present and past tenses correctly and consistently including the progressive form Add suffixes to spell longer words Write down ideas and/or key words, including new vocabulary Evaluating their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Proof-read to check for errors in spelling, grammar and punctuation</p> <p><u>Punctuation</u> Use punctuation correctly – apostrophes for contracted forms</p>	<p><u>Text</u> Compose a sentence orally before writing it Use plural noun suffixes -s and -es Compose a sentence orally before writing Sequence sentences to form short narratives Re-read what they have written to check that it makes sense</p> <p><u>Punctuation</u> Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people and the personal pronoun 'I'</p> <p>Year 2 <u>Spelling Patterns</u> Words where 'dge' makes a /j/ sound Words where 'ge' makes a /j/ sound Words where 'g' makes a /j/ sound Words where 'c' makes an /s/ sound before 'e', 'i' and 'y' Words where 'kn' and 'gn' make a /n/ sound at the beginning of words Words where 'wr' makes a /r/ sound at the beginning of words Words ending in 'le' Words ending in 'el' Words ending in 'al' Words ending in 'il'</p> <p><u>Sentences</u> Use subordination (because) Use expanded noun phrases to describe and specify Use co-ordination (but, or, and) Add -ly to turn adjectives into adverbs</p> <p><u>Text</u> Write down ideas and/or key words, including new vocabulary Evaluating their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Proof-read to check for errors in spelling, grammar and punctuation</p> <p><u>Punctuation</u> Use punctuation correctly - full stops, capital letters Use commas to separate items in a list</p>	<p><u>Sentence</u> Join words and clauses using and</p> <p><u>Text</u> Add suffixes where no change is needed to the root of the word e.g. -ing, -ed, -er, -est Read aloud clearly enough to be heard by their peers and the teacher Compose a sentence orally before writing Sequence sentences to form short narratives Re-read what they have written to check that it makes sense</p> <p><u>Punctuation</u> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Year 2 <u>Spelling Patterns</u> Words where 'y' makes an /igh/ sound Words where '‑es' is added to words ending in 'y' Words where '‑ed' is added to words ending in 'y' Words where '‑er' and '‑est' are added to words ending in 'y' Words where '‑ing' is added to words ending in 'e' Words where '‑er', '‑est', and '‑ed' are added to words ending in 'e' Words where '‑ing' is added to single syllable words Words where '‑ed' is added to single syllable words Words where 'a' makes an /or/ sound before 'I' and 'II' Words where 'o' makes an /u/ sound</p> <p><u>Sentences</u> Write sentences with different forms: statement, question, exclamation, command Use present and past tenses correctly and consistently Use subordination (apply because, when; introduce that)</p> <p><u>Text</u> Use present and past tenses correctly and consistently (some progressive) Use the progressive form of verbs in the present and past tense Write down ideas and/or key words, including new vocabulary Evaluating their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Proof-read to check for errors in spelling, grammar and punctuation</p> <p><u>Punctuation</u> Use punctuation correctly - exclamation marks, question marks Use punctuation correctly - apostrophes for the possessive (singular)</p>	<p>Words with the digraphs 'ph' and 'wh'</p> <p><u>Sentence</u> Join words and clauses using and Use simple description</p> <p><u>Text</u> Add suffixes where no change is needed to the root of the word e.g. -ing, -ed, -er, -est Change the meaning of verbs and adjectives by adding prefix un- Compose a sentence orally before writing Sequence sentences to form short narratives Re-read what they have written to check that it makes sense</p> <p><u>Punctuation</u> Use a capital letter for names of people and places Punctuate sentences using a capital letter, full stop, question mark or exclamation mark</p> <p>Year 2 <u>Spelling Patterns</u> Words where the digraph 'ey' makes an /ee/ sound Words where 'a' makes an /o/ sound Words where the /er/ and /or/ sounds are spelled 'or' and 'ar' Words where 'si' and 's' make a /zh/ sound Words ending in '‑ment' and '‑ness' Words ending in '‑ful' and '‑less' Words that are homophones Words that are homophones or near homophones Words ending in '‑tion' Words with apostrophes for contraction Words with apostrophes for possession</p> <p><u>Sentences</u> Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use expanded noun phrases to describe and specify Add suffixes to spell longer words</p> <p><u>Text</u> Use present and past tenses correctly and consistently including the progressive form Make simple additions, revisions and corrections Write down ideas and/or key words, including new vocabulary Evaluating their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Proof-read to check for errors in spelling, grammar and punctuation</p> <p><u>Punctuation</u> Use punctuation correctly - exclamation marks, question marks</p>
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Science Working scientifically objectives are ongoing throughout the year.	<u>Working Scientifically</u> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions			<u>Working Scientifically</u> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions		
	Animals, including humans Year 1 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Name and talk about their members of immediate and extended family. Describe what is needed to healthy and clean. Use the senses to describe similarities and differences. Identify the parts of the body associated with the each of the senses. Year 2 Draw and label the main parts of the human body and link body parts to the associated senses. Find out about and describe the basic needs of animals including humans for survival (water, food and air). Describe the importance for humans of exercise, a balanced diet and hygiene, including how to look after teeth.	Plants Year 1 Use senses to explore and talk about plants. Describe what a plant looks like. Identify, name and describe the basic structure of common plants, including garden plants and trees, both deciduous and evergreen. Year 2 Observe and describe how seeds and bulbs grow into mature plants. Identify and describe the basic structure of a flowering plant including roots, stem/trunk, leaves and flowers. Find out about and describe what plants need to grow and stay healthy, including, water, light and temperature. Explore and compare the differences between things that are living, dead and things that have never been alive. Explore the habitats of living things, recognising the features of that habitat that meet the basic needs of the plants and animals that live there and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats.	Materials Year 1 Name some familiar solids and liquids. Talk about some shapes that can be changed, e.g. by pinching, squashing, bending, twisting and stretching. Distinguish between an object and the material from which it is made. Identify and name some everyday materials. Use senses to explore a wide range of materials. Year 2 Find out how the shapes of solid objects made from some materials can be changed, e.g. bending, twisting and stretching. melting, freezing and forces etc. Separate a solid from a liquid with support. Identify and name a variety of everyday materials, including wood, plastics, glass, metal, water and rock. Describe the physical properties of a range of everyday materials. Identify and compare the suitability of a range of everyday materials based on simple physical properties Talk about what common materials are used for, e.g. glass for windows Name and describe some simple solids and liquids.	Animals, including humans Year 1 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Name and talk about their members of immediate and extended family. Describe what is needed to healthy and clean. Use the senses to describe similarities and differences. Identify the parts of the body associated with the each of the senses. Year 2 Draw and label the main parts of the human body and link body parts to the associated senses. Find out about and describe the basic needs of animals including humans for survival (water, food and air). Describe the importance for humans of exercise, a balanced diet and hygiene, including how to look after teeth. .	Living things and their habitats Year 1 Identify, name and describe a variety of common animals including fish, amphibians, reptiles, birds and mammals, carnivores, herbivores and omnivores. Describe and compare the structure of common animals such as birds, fish, reptiles and pets. Identify and talk about a range of common animals. Talk about similarities between animals and plants and where some animals & plants are found. Talk about what animals eat. Year 2 Name and talk about the young of humans and other animals. Identify and name a variety of common animals such as amphibians, mammals and invertebrates. Sort and group plants and animals according to simple features. Identify a range of similarities and differences between animals and plants. Describe how animals obtain their food from plants and other animals.	Seasonal changes Year 1 Describe how the weather changes across the seasons. Observe and describe day length. Collect and record data about the weather. Identify signs of season change. Describe how day length changes across seasons. Identify changes in trees and clothing across seasons. Observe and describe weather. Explain how some animals adapt to seasons. Year 2 Explain how to stay safe in different weather.
Science Key Vocabulary	Year 1 Carnivore, Classify, Deciduous, Herbivore, Identify, Omnivore Year 2 Absorbent, Habitat, Opaque, Transparent					
RE Discovery RE Cornwall Agreed Syllabus for RE 2020 - 2025	Year 1 & 2 Unit 1.10 Christianity, Judaism, Islam What does it mean to belong to a faith community? I can recognise that loving others is important in lots of communities. I can say simply what Jesus and one other religious leader taught about loving other people. I can give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony. I can suggest what the actions and symbols mean in these welcome ceremonies. I can identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) I can talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. Unit 1.1 (UC) Christianity (God) What do Christians believe God is like? I can identify what a parable is.	Year 1 & 2 Unit 1.7 Judaism Double Unit. Who is Jewish and how do they live? I can recognise the words of the Shema as a Jewish prayer I can retell simply some stories used in Jewish celebrations (e.g. Chanukah) I can give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like I can give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) I can make links between Jewish ideas of God found in the stories and how people live I can give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) I can talk about what I think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas I can give a good reason for my ideas about whether reflecting, thanking, praising and remembering have something to say to me too.	Year 1 & 2 Unit 1.2 Christianity (Creation) Who do Christians say made the world? I can retell the story of creation from Genesis 1:1–2:3 simply I can recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible I can say what the story tells Christians about God, Creation and the world I can give at least one example of what Christians do to say ‘thank you’ to God for Creation I can think, talk and ask questions about living in an amazing world I can give a reason for the ideas I have and the connections I make between the Jewish/Christian Creation story and the world I live in. Unit 1.9 Christianity, Judaism and non-religious. How should we care for the world and for others and why does it matter? I can identify a story or text that says something about each person being unique and valuable.	Year 1 & 2 Unit 1.6 Islam Who is Muslim and how do they live? I can recognise the words of the Shahadah and that it is very important for Muslims I can identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean I can give examples of how stories about the Prophet show what Muslims believe about Muhammad I can give examples of how Muslims use the Shahadah to show what matters to them I can give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) I can give examples of how Muslims put their beliefs about prayer into action I can think, talk about and ask questions about Muslim beliefs and ways of living I can talk about what I think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for my ideas	Year 1 & 2 Unit 1.6 Islam Who is a Muslim and how do they live? Part 2 I can recognise the words of the Shahadah and that it is very important for Muslims I can identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean I can give examples of how stories about the Prophet show what Muslims believe about Muhammad I can give examples of how Muslims use the Shahadah to show what matters to them I can give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) I can give examples of how Muslims put their beliefs about prayer into action I can think, talk about and ask questions about Muslim beliefs and ways of living I can talk about what I think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for my ideas	Year 1 & 2 Unit 1.4 (Gospel) What is the ‘good news’ Christians believe Jesus brings? I can tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’ I can give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians I can recognise that Jesus gives instructions to people about how to behave I can give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless I can give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) I can think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for my ideas. Local Unit 1.8

	<p>I can tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. I can give clear, simple accounts of what the story means to Christians.</p> <p>I can give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others).</p> <p>I can give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God).</p> <p>I can think, talk and ask questions about what can be learnt from the story for themselves, exploring different ideas</p>		<p>I can give an example of a key belief some people find in one of these stories (e.g. that God loves all people).</p> <p>I can give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.</p> <p>I can give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories.</p> <p>I can give examples of how Christians and Jews can show care for the natural earth</p> <p>I can say why Christians and Jews might look after the natural world.</p> <p>I can think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</p> <p>I can give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>	<p>I can give a good reason for my ideas about whether prayer, respect, celebration and self-control have something to say to me too.</p>	<p>I can give a good reason for my ideas about whether prayer, respect, celebration and self-control have something to say to me too.</p>	<p>What makes some people and places in Cornwall sacred?</p> <p>I can recognise that there are special people and places in Cornwall that are sacred to believers.</p> <p>I can identify at least three sacred/holy places in Cornwall and say how they are used, why they are important and whay people do there.</p> <p>I can retell a story about a Cornish Saint and connect this story to the local area.</p> <p>I can give examples of stories, objects and symbols used in churches which show what people believe.</p> <p>I can talk about why some people and places are considered to be sacred in Cornwall and how communities celebrate this.</p> <p>I can identify differences between some sacred places.</p> <p>I can think, talk and ask good questions about what happens at a sacred place and give good reasons for my ideas.</p>
RE Key Vocabulary	<p>Year 1 Challah, Chanukah, Creation, Hanukkah, Hashanah, Kippah, Menorah, Mezuzah, Passover, Pesach, Seder, Plate, Rosh, Rosh Hashanah, Shabbat, Sukkot, Synagogue, Torah, Yom Kippur</p> <p>Year 2 Advent, Allah, Chringle, Crucifixion, Eid-ul-Fitr, Kaaba, Mecca, Mosque, Muslim, New Testament, Old Testament, Qur'an, Ramadan, Resurrection, Salah, Symbol</p>					
PE Focus on Physical and Cognitive skills Twinkl Move	<p>Social and Emotional Development</p> <p>By the end of Year 1, pupils should be able to:</p> <p>Understand key safety principles e.g.: using equipment safely, moving and landing safely</p> <p>Work independently on simple tasks, for short periods, asking for help when needed</p> <p>Work with a partner, sharing and taking turns</p> <p>Listen to feedback from a partner</p> <p>Watch while someone shows them an action</p> <p>Show an awareness of why exercise is good for health</p> <p>Say how their bodies feel before, during and after exercise</p>			<p>By the end of Year 2, pupils should be able to:</p> <p>With encouragement, persist when learning is challenging and understand the importance of practice</p> <p>Work independently and have a range of strategies for accessing help when needed</p> <p>Support and encourage others with their work</p> <p>Have the confidence to share their work and ideas and listen to others do the same.</p> <p>Work with a partner to plan and review work</p> <p>Describe how their bodies change before, during and after exercise</p> <p>Explain why it is important to warm up and cool down</p>		
	<p>Gymnastics, Hockey, Multi-skills</p> <p>Year 1</p> <p>Gymnastics</p> <p>I can recognise and perform contrasting movements and balances.</p> <p>I can travel in different ways, changing speed and direction.</p> <p>I can control my body when jumping and rolling in different ways.</p> <p>I can link movements to create a sequence.</p> <p>I can cooperate effectively with a partner.</p> <p>I can create and perform a sequence with a clear beginning, middle and ending.</p>	<p>Dance, Football, Circuit training, Badminton</p> <p>Year 1</p> <p>Dance</p> <p>I can move in response to a video stimulus.</p> <p>I can improvise and create movements with a partner.</p> <p>I can show awareness of others when working in a group.</p> <p>I can understand mirroring and use this with a partner.</p> <p>I can keep in time with a steady beat to perform a traditional style of dance.</p> <p>I can vary the shape and speed of my movements to represent an object.</p>	<p>Athletics, Cricket, Tennis</p> <p>Year 1</p> <p>Athletics</p> <p>I can move at different speeds.</p> <p>I can move along different pathways.</p> <p>I can jump for height.</p> <p>I can jump for distance.</p> <p>I can jump in different ways.</p> <p>I can perform a jumping sequence.</p>	<p>Gymnastics, Netball/Basketball, Multi-skills</p> <p>Year 1</p> <p>Gymnastics</p> <p>I can recognise and perform contrasting movements and balances.</p> <p>I can travel in different ways, changing speed and direction.</p> <p>I can control my body when jumping and rolling in different ways.</p> <p>I can link movements to create a sequence.</p> <p>I can cooperate effectively with a partner.</p> <p>I can create and perform a sequence with a clear beginning, middle and ending.</p>	<p>Dance, Rugby, Football</p> <p>Year 1</p> <p>Dance</p> <p>I can move in response to a video stimulus.</p> <p>I can improvise and create movements with a partner.</p> <p>I can show awareness of others when working in a group.</p> <p>I can understand mirroring and use this with a partner.</p> <p>I can keep in time with a steady beat to perform a traditional style of dance.</p> <p>I can vary the shape and speed of my movements to represent an object.</p>	<p>Athletics, Rounders, Tennis</p> <p>Year 1</p> <p>Athletics</p> <p>I can move at different speeds.</p> <p>I can move along different pathways.</p> <p>I can jump for height.</p> <p>I can jump for distance.</p> <p>I can jump in different ways.</p> <p>I can perform a jumping sequence.</p>
	<p>Hockey</p> <p>I can travel in different ways with control.</p> <p>I can travel with a ball in different ways.</p> <p>I can travel with a ball in different directions.</p> <p>I can pass the ball to another player.</p> <p>I can use the travelling and passing skills in a game.</p>	<p>Football</p> <p>I can think about using space in a team game.</p> <p>I can mark another player.</p> <p>I can defend the space between players.</p> <p>I can pass a ball to another player.</p> <p>I can get past a defender.</p> <p>I can use attacking and defending skills in a team game.</p>	<p>Cricket</p> <p>I can use a cricket bat to control a ball along the ground.</p> <p>I can use a cricket bat to hit a ball with control.</p> <p>I can apply my bat and ball skills to play a small-sided game</p>	<p>Netball/Basketball</p> <p>I can travel in different ways with control.</p> <p>I can travel with a ball in different ways.</p> <p>I can travel with a ball in different directions.</p> <p>I can pass the ball to another player.</p> <p>I can use the travelling and passing skills in a game.</p>	<p>Rugby</p> <p>I can travel in different ways with control.</p> <p>I can travel with a ball in different ways.</p> <p>I can travel with a ball in different directions.</p> <p>I can pass the ball to another player.</p> <p>I can use the travelling and passing skills in a game.</p>	<p>Rounders</p> <p>I can use a cricket bat to control a ball along the ground.</p> <p>I can use a cricket bat to hit a ball with control.</p> <p>I can apply my bat and ball skills to play a small-sided game.</p>
	<p>Multi-skills</p> <p>I can track and receive a ball.</p> <p>I can throw underarm.</p> <p>I can throw a quoit.</p> <p>I can catch.</p> <p>I can bounce a ball with control.</p> <p>I can use and practise throwing and catching.</p>	<p>Circuit training</p> <p>I can move over or round an obstacle with control.</p> <p>I can jump in different ways with control.</p> <p>I can show control and balance when travelling along a pathway.</p> <p>I can show control when rolling and bouncing a ball.</p>	<p>Tennis</p> <p>I can hold a racket correctly and use it to control a beanbag in a variety of ways.</p> <p>I can use a racket to hit a ball or beanbag with control.</p> <p>I can apply my racket skills to play a target game.</p>	<p>Multi-skills</p> <p>I can track and receive a ball.</p> <p>I can throw underarm.</p> <p>I can throw a quoit.</p> <p>I can catch.</p> <p>I can bounce a ball with control.</p> <p>I can use and practise throwing and catching.</p>	<p>Football</p> <p>I can think about using space in a team game.</p> <p>I can mark another player.</p> <p>I can defend the space between players.</p> <p>I can pass a ball to another player.</p> <p>I can get past a defender.</p> <p>I can use attacking and defending skills in a team game.</p>	<p>Tennis</p> <p>I can hold a racket correctly and use it to control a beanbag in a variety of ways.</p> <p>I can use a racket to hit a ball or beanbag with control.</p> <p>I can apply my racket skills to play a target game.</p>
	<p>Year 2</p> <p>Gymnastics</p>		<p>Year 2</p> <p>Athletics</p> <p>I can show the Olympic values of friendship and respect in a jumping for height activity.</p> <p>I can show the Olympic value of excellence in a throwing for accuracy activity.</p>	<p>Year 2</p> <p>Gymnastics</p>		

	<p>I can perform and improve upon balances on different parts of the body. I can create matching balances with a partner. I can roll in different ways while showing control. I can jump safely in a variety of ways, including on and off apparatus. I can combine a selection of movements to create a gymnastic sequence. I can work with a partner to create a matching sequence.</p> <p>Hockey I can move with the ball in a game. I can use space when passing and receiving in a game. I can use throwing and catching to pass and receive the ball in a game. I can make or deny space when attacking and defending in a game I can use attacking and defending skills in a game. I can apply specific skills to an invasion game.</p> <p>Multi-skills I can roll and stop a ball. I can throw underarm. I can throw overarm. I can catch. I can bounce a ball and catch a bounced ball. I can use and practise throwing and catching.</p>	<p>I can combine skills to complete circuits independently. I can watch and evaluate the performance of a partner.</p> <p>Badminton I can hold a racket correctly and use it to control a beanbag in a variety of ways. I can use a racket to hit a ball or beanbag with control. I can apply my racket skills to play a target game.</p> <p>Year 2 Dance I understand how dance can be used to communicate. I can use different dance movements to communicate an idea. I can dance in different formations to communicate different ideas. I can communicate feelings through dance I can refine and improve my movements. I can change the rhythm of my movement to communicate different ideas.</p> <p>Football I can use space well in a team game. I can understand how to mark players. I can defend in a game by intercepting. I can use a range of tactics to get past a defender. I can pass the ball to another player. I can use attacking and defending skills in a game.</p> <p>Circuit training I can change the direction of movements with control. I can use and combine different types of jumps I can perform movements with control and accuracy. I can combine more than one skill to complete an activity. I can complete activities independently and try to improve own performance. I can watch others and use this to improve own performance.</p> <p>Badminton I can hold a racket correctly to hit a ball. I can hit a ball that has been thrown underarm. I can practise and use a simple tactics.</p>	<p>I can show the Olympic value of determination in a running activity. I can show the Olympic value of courage in a running activity. I can show the Olympic value of equality in a jumping for distance activity. I can show the Olympic value of inspiration in athletics activities.</p> <p>Cricket I can hold a cricket bat correctly and use it to hit a ball. I can practise a range of cricket skills. I can combine my skills to play a competitive team game.</p> <p>Tennis I can hold a racket correctly to hit a ball. I can hit a ball that has been thrown underarm. I can practise and use a simple tactics.</p>	<p>I can perform and improve upon balances on different parts of the body. I can create matching balances with a partner. I can roll in different ways while showing control. I can jump safely in a variety of ways, including on and off apparatus. I can combine a selection of movements to create a gymnastic sequence. I can work with a partner to create a matching sequence.</p> <p>Netball/Basketball I can move with the ball in a game. I can use space when passing and receiving in a game. I can use throwing and catching to pass and receive the ball in a game. I can make or deny space when attacking and defending in a game I can use attacking and defending skills in a game. I can apply specific skills to an invasion game.</p> <p>Multi-skills I can roll and stop a ball. I can throw underarm. I can throw overarm. I can catch. I can bounce a ball and catch a bounced ball. I can use and practise throwing and catching.</p>	<p>Year 2 Dance I understand how dance can be used to communicate. I can use different dance movements to communicate an idea. I can dance in different formations to communicate different ideas. I can communicate feelings through dance I can refine and improve my movements. I can change the rhythm of my movement to communicate different ideas.</p> <p>Rugby I can move with the ball in a game. I can use space when passing and receiving in a game. I can use throwing and catching to pass and receive the ball in a game. I can make or deny space when attacking and defending in a game I can use attacking and defending skills in a game. I can apply specific skills to an invasion game.</p> <p>Football I can use space well in a team game. I can understand how to mark players. I can defend in a game by intercepting. I can use a range of tactics to get past a defender. I can pass the ball to another player. I can use attacking and defending skills in a game</p>	<p>I can show the Olympic value of determination in a running activity. I can show the Olympic value of courage in a running activity. I can show the Olympic value of equality in a jumping for distance activity. I can show the Olympic value of inspiration in athletics activities.</p> <p>Rounders I can hold a cricket bat correctly and use it to hit a ball. I can practise a range of cricket skills. I can combine my skills to play a competitive team game.</p> <p>Tennis I can hold a racket correctly to hit a ball. I can hit a ball that has been thrown underarm. I can practise and use a simple tactics.</p>
PE Key Vocabulary	<p>Year 1 Exit, Enter, Front, Travel, Rules, Safely, Kicking Back, Hit, Points, Target, Throw, Score, Catch, Lead, Co-operate, Teamwork, Solve, Instructions, Ready Position, Partner, Net, Underarm, Score, Far, Hop, Aim, Fast, Slow, Bend, Improve, Direction, Travel, Defender Points, Dribbling, Attacker, Partner, Counts, Pose, Level, Balance, Action, Roll, Level, Speed, Balance, Jump, Flow, Bounce</p> <p>Year 2 Pulling, Splash, Unaided, Gliding, Floating, Breathing , Fielder, Teammate, Runs, Batter, Received, Bowler, Support, Successful, Map, Direction, Communicate , Receive, Quickly, Trap, Defend, Return, Collect, Against, Sprint, Jog, Distance, Height, Take Off, Landing, Overarm, Underarm, Send, Chest Pass, Possession, Goal, Dodge, Bounce Pass, Mirror, Action, Pathway, Speed, Timing, Link, Sequence, Tuck, Straddle, Star, Pike, Strong, Pace, Race, Steady, Sprint</p>					
PSHE Jigsaw PSHE PSHE Association	<p>Year 1 Being In My World I feel special and safe in my class I know that I belong to my class I know how to make my class a safe place for everybody to learn I recognise how it feels to be proud of an achievement</p>	<p>Year 1 Relationships I know how it feels to belong to a family and care about the people who are important to me I know how to make a new friend</p>	<p>Year 1 Dreams and Goals I can tell you about a thing I do well I can tell you how I learn best I can celebrate achievement with my partner I can identify how I feel when I am faced with a new challenge</p>	<p>Year 2 Being In My World I recognise when I feel worried and know who to ask for help I recognise when I feel worried and know who to ask for help I can help to make my class a safe and fair place</p>	<p>Year 2 Relationships I accept that everyone’s family is different and understand that most people value their family I know which types of physical contact I like and don’t like and can talk about this</p>	<p>Year 2 Dreams and Goals I can tell you things I have achieved and say how that makes me feel I can tell you some of my strengths as a learner I can tell you how working with other people helps me learn</p>

	<p>I recognise the range of feelings when I face certain consequences I understand my choices in following the Learning Charter</p> <p>Celebrating Difference I can tell you some ways in which I am the same as my friends I can tell you some ways I am different from my friends I understand how being bullied might feel I can be kind to children who are bullied I know how it feels to make a new friend I understand these differences make us all special and unique</p>	<p>I can recognise which forms of physical contact are acceptable and unacceptable to me I know when I need help and know how to ask for it I know ways to praise myself I can express how I feel about them</p> <p>Changing Me I understand that changes happen as we grow and that this is OK I know that changes are OK and that sometimes they will happen whether I want them to or not I understand that growing up is natural and that everybody grows at different rates I respect my body and understand which parts are private I enjoy learning new things I know some ways to cope with changes</p>	<p>I know how I feel when I see obstacles and how I feel when I overcome them I know how to store the feelings of success in my internal treasure chest</p> <p>Healthy Me I feel good about myself when I make healthy choices I feel good about myself when I make healthy choices I am special so I keep myself safe I know some ways to help myself when I feel poorly I can recognise when I feel frightened and know who to ask for help I can recognise how being healthy helps me to feel happy</p>	<p>I can help make my class a safe and fair place I can work cooperatively I am choosing to follow the Learning Charter</p> <p>Celebrating Difference I understand some ways in which boys and girls are similar and feel good about this I understand some ways in which boys and girls are different and accept that this is OK I can tell you how someone who is bullied feels I can be kind to children who are bullied I know when and how to stand up for myself and others I know how to get help if I am being bullied I understand we shouldn't judge people if they are different. I know how it feels to be a friend and have a friend I understand these differences make us all special and unique</p>	<p>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this I understand how it feels to trust someone I am comfortable accepting appreciation from others</p> <p>Changing Me I understand there are some changes that are outside my control and can recognise how I feel about this I can identify people I respect who are older than me I feel proud about becoming more independent I can tell you what I like/don't like about being a boy/girl I am confident to say what I like and don't like and can ask for help I can start to think about changes I will make when I am in Year 3 and know how to go about this</p>	<p>I can work with others in a group to solve problems I can work with others in a group to solve problems I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest</p> <p>Healthy Me I am motivated to make healthy lifestyle choices I can tell you when a feeling is weak and when a feeling is strong I feel positive about caring for my body and keeping it healthy I have a healthy relationship with food and know which foods I enjoy the most I can express how it feels to share healthy food with my friends I have a healthy relationship with food and I know which foods are most nutritious for my body</p>
<p>PSHE Key Vocabulary</p>	<p>Year 1 Kind, Gentle, Friend, Similar, Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns, Special, Proud, Friends, Kind, Same, Sad, Frightened, Family, Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Encourage, Healthy, Exercise, Stranger, Scare, Relationship, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing, Grown-up, Adult, Change, Worry, Excited, Memories</p> <p>Year 2 Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Consequences, Upset, Disappointed, Illustration, Similarity, Difference, Bullying, Deliberate,, Unfair, Included, Celebrations, Special, Unique, Success, Treasure,, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Unhealthy, Balanced,, Choices, Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Belong, Qualities,, Greeting, Texture,, Community, Confidence, Praise, Skills, Self-belief, Incredible, Appreciate, Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Feelings, Anxious, Worried, Coping</p>					
<p>History</p> <p>Historical Association Enquiry skills and chronology objectives are ongoing throughout the year.</p>	<p>Great Fire of London – events beyond living memory that are significant nationally Year 1 Beginning to place events and objects in chronological order. Beginning to use a wide vocabulary of everyday historical terms Beginning to answer questions about the past using given sources. Beginning to know some of the ways that we can find out about the past. Beginning to discuss significant events and people in Britain within and beyond their living memory Beginning to use pictures and role-play to tell stories from the past</p> <p>Year 2 Can place events and objects in chronological order. Can use a wide vocabulary of everyday historical terms Can answer questions about the past using given sources. Knows some of the ways that we can find out about the past. Can discuss significant events and people in Britain within and beyond their living memory Can use pictures and role-play to tell stories from the past</p>	<p>Kernow Country – a ticket to Europe – significant historical events, people and places in their own locality - Lanhydrock Year 1 Beginning to place events and objects in chronological order. Beginning to use a wide vocabulary of everyday historical terms Beginning to answer questions about the past using given sources. Beginning to know some of the ways that we can find out about the past. Beginning to discuss some significant historical events, people and places in his/her own locality Beginning to describe an artefact e.g. materials; size; signs of wear and tear.</p> <p>Year 2 Can place events and objects in chronological order. Can use a wide vocabulary of everyday historical terms Can answer questions about the past using given sources. Knows some of the ways that we can find out about the past. Can discuss significant Can discuss some significant historical events, people and places in his/her own locality Can describe an artefact e.g. materials; size; signs of wear and tear.</p>	<p>To the moon and back, flight and space exploration - changes within living memory Year 1 Beginning to place events and objects in chronological order. Beginning to use a wide vocabulary of everyday historical terms Beginning to answer questions about the past using given sources. Beginning to know some of the ways that we can find out about the past. Beginning to discuss significant events and people in Britain within and beyond their living memory Beginning to use pictures and role-play to tell stories from the past</p> <p>Year 2 Can place events and objects in chronological order. Can use a wide vocabulary of everyday historical terms Can answer questions about the past using given sources. Knows some of the ways that we can find out about the past. Can discuss significant Can discuss significant events and people in Britain within and beyond their living memory Can use pictures and role-play to tell stories from the past</p>	<p>Beyond living memory, Brunel & Drake Year 1 Beginning to place events and objects in chronological order. Beginning to use a wide vocabulary of everyday historical terms Beginning to answer questions about the past using given sources. Beginning to know some of the ways that we can find out about the past. Beginning to discuss significant events and people from the wider world, within and beyond their living memory Beginning to describe an artefact e.g. materials; size; signs of wear and tear.</p> <p>Year 2 Can place events and objects in chronological order. Can use a wide vocabulary of everyday historical terms Can answer questions about the past using given sources. Knows some of the ways that we can find out about the past. Can discuss significant Can discuss significant events and people from the wider world, within and beyond their living memory Can describe an artefact e.g. materials; size; signs of wear and tear.</p>	<p>Amazon Rainforest,s - events beyond living memory that are significant globally, Henry Bates and Alexander von Humboldt Year 1 Beginning to place events and objects in chronological order. Beginning to use a wide vocabulary of everyday historical terms Beginning to answer questions about the past using given sources. Beginning to know some of the ways that we can find out about the past. Beginning to discuss significant events and people from the wider world, within and beyond their living memory Beginning to describe the similarities and differences between life during a time in the past and life today</p> <p>Year 2 Can place events and objects in chronological order. Can use a wide vocabulary of everyday historical terms Can answer questions about the past using given sources. Knows some of the ways that we can find out about the past. Can discuss significant Can discuss significant events and people from the wider world, within and beyond their living memory Can describe the similarities and differences between life during a time in the past and life today</p>	<p>Tudors – links to significant individuals such as Henry VIII Year 1 Beginning to place events and objects in chronological order. Beginning to use a wide vocabulary of everyday historical terms Beginning to answer questions about the past using given sources. Beginning to know some of the ways that we can find out about the past. Beginning to discuss significant events and people in Britain within and beyond their living memory Beginning to describe an artefact e.g. materials; size; signs of wear and tear.</p> <p>Year 2 Can place events and objects in chronological order. Can use a wide vocabulary of everyday historical terms Can answer questions about the past using given sources. Knows some of the ways that we can find out about the past. Can discuss significant Can discuss significant events and people in Britain within and beyond their living memory Can describe an artefact e.g. materials; size; signs of wear and tear.</p>

History Key Vocabulary	Year 1 Artefact, Back then, Memory, Once, Today, Tomorrow, Yesterday Year 2 Different, Same, Change, Unchanged, Source, Timeline, Chronological Order, Significant					
Geography Geographical Society Twinkl	Beside the Seaside (Twinkl) Year 1 I am beginning to use key words to describe different places and environments. I am beginning to use a map to find seaside locations. I am beginning to use key words to describe seaside locations. I am beginning to observe aerial photographs of seaside locations. I am beginning to locate seaside resorts in the four countries of the UK. I am beginning to understand what seaside holidays and resorts were like in the past and the present. I am beginning to describe a seaside town in the UK. I am beginning to describe places and routes on a map. I am beginning to use a map to identify the main British islands. I am beginning to understand the location of hot and cold islands in the world. I am beginning to use a map to follow the route around a seaside resort. Year 2 I can use key words to describe different places and environments. I can use a map to find seaside locations. I can use key words to describe seaside locations. I can observe aerial photographs of seaside locations. I can locate seaside resorts in the four countries of the UK. I can describe a seaside town in the UK. I can describe places and routes on a map. I can use a map to identify the main British islands. I can understand the location of hot and cold islands in the world. I can use a map to follow the route around a seaside resort.	Fieldwork and Map skills (RGS) Year 1 I am beginning to use simple compass directions and locational and directional language. I am beginning to use aerial photographs to recognise landmarks and basic human and physical features. I am beginning to devise a simple map and use and construct basic symbols in a key. I am beginning to use simple fieldwork and observational skills to study the geography of their school and its grounds. I can create a plan of my classroom. Year 2 I can use simple compass directions and locational and directional language. I can use aerial photographs to recognise landmarks and basic human and physical features. I can devise a simple map and use and construct basic symbols in a key. I can use simple fieldwork and observational skills to study the geography of their school and its grounds. I can create a map of the school using symbols and a map key.	The USA (RGS) Year 1 I am beginning to name and locate the world’s seven continents and five oceans. I am beginning to name and locate key features in the USA including states, lakes, rivers, mountains, deserts, and settlements. I am beginning to understand the diversity of physical landscapes in the USA including lakes, rivers, mountains, deserts etc. I am beginning to use an atlas to be able to locate key features on a map of the USA. I am beginning to describe and understand the location and formation of key physical features of the landscape in the USA including the Grand Canyon. I am beginning to understand the impact of the environment on humans, particularly drought and floods. I am beginning to understand the wide variety of agricultural products from the USA. I am beginning to understand how New York City as a settlement developed over time. Year 2 I can name and locate the world’s seven continents and five oceans. I can name and locate key features in the USA including states, lakes, rivers, mountains, deserts, and settlements. I can understand the diversity of physical landscapes in the USA including lakes, rivers, mountains, deserts etc. I can use an atlas to be able to locate key features on a map of the USA. I can describe and understand the location and formation of key physical features of the landscape in the USA including the Grand Canyon. I can understand the impact of the environment on humans, particularly drought and floods. I can understand the wide variety of agricultural products from the USA. I can understand how New York City as a settlement developed over time.	Fieldwork and Map skills (RGS) Year 1 I am beginning to use simple compass directions and locational and directional language. I am beginning to use aerial photographs to recognise landmarks and basic human and physical features. I am beginning to devise a simple map and use and construct basic symbols in a key. I am beginning to use simple fieldwork and observational skills to study the geography of their school and its grounds. I can create a plan of my classroom. Year 2 I can use simple compass directions and locational and directional language. I can use aerial photographs to recognise landmarks and basic human and physical features. I can devise a simple map and use and construct basic symbols in a key. I can use simple fieldwork and observational skills to study the geography of their school and its grounds. I can create a map of the school using symbols and a map key.	Brazil (RGS) Year 1 I am beginning to name and locate the world’s seven continents and five oceans. I am beginning to use maps and atlases to locate the continent South America and the country Brazil. I am beginning to compare the climate of Brazil with that of the UK. I am beginning to locate the major cities and environmental regions of Brazil. I am beginning to explore key physical and human characteristics of the city Rio de Janeiro. I am beginning to locate the Amazon rainforest using maps. I am beginning to use maps to locate cities, beaches, mountains and the Amazon rainforest in Brazil. Year 2 I can name and locate the world’s seven continents and five oceans. I can use maps and atlases to locate the continent South America and the country Brazil. I can compare the climate of Brazil with that of the UK. I can locate the major cities and environmental regions of Brazil. I can explore key physical and human characteristics of the city Rio de Janeiro. I can locate the Amazon rainforest using maps. I can use maps to locate cities, beaches, mountains and the Amazon rainforest in Brazil.	Wonderful Weather (Twinkl) Year 1 I am beginning to understand what the weather is like in our country. I am beginning to understand the different seasons in a year. I am beginning to use key words to describe the weather. I am beginning to understand the dangers of weather. I am beginning to understand what hot and cold countries are like. I am beginning to use map skills to locate hot and cold places. Year 2 I can understand what the weather is like in our country. I can understand the different seasons in a year. I can use key words to describe the weather. I can understand the dangers of weather. I can understand what hot and cold countries are like. I can use map skills to locate hot and cold places.
Geography Key Vocabulary	Year 1 Capital, Continent, Country, Differences, Environment, Landmark, Local, Similarities, Surroundings, Vegetation Year 2 Atlas, Compass points, Equator, Globe, Human, Physical					
Art and DT	Year 1 Explore and create ideas for purposes and intentions. Study the work of artists. Recognise and describe key features of their own and other’s work. Describe what they feel about their work and the art of others. Year 2 Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world. Study the work of artists. Compare other’s work, identifying similarities and differences. Describe choices and preferences using the language of art.			Year 1 Explore and create ideas for purposes and intentions. Study the work of artists. Recognise and describe key features of their own and other’s work. Describe what they feel about their work and the art of others. Year 2 Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world. Study the work of artists. Compare other’s work, identifying similarities and differences. Describe choices and preferences using the language of art.		
	David Best Year 1	Barbara Hepworth Cornish Sculpture Year 1	Rob Jenson – Space Art Year 1 Identify, describe and use shape for purpose.	George Gower – Armada and Portraits Lowry/Moore – Remembrance	John Dyer Cornish Artist and Nikiwaka Year 1	Hans Holbein, Paul Klee, Escher, Bridgette James Year 1

	<p>Explore mark making, experiment with drawing lines and use 2D shapes to draw. Understand what tone is and how to apply this to their own work.</p> <p>Year 2</p> <p>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. Experiment with pencils to create tone. Use tone to create form when drawing.</p>	<p>Learn a range of materials and techniques such as clay etching, printing and collage. Learn about form and space through making sculptures and developing language.</p> <p>Year 2</p> <p>Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay. Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</p>	<p>Develop skill and control when painting. Paint with expression.</p> <p>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</p> <p>Year 2</p> <p>Compose geometric designs by adapting the work of other artists to suit their own ideas.</p>	<p>Develop skill and control when painting. Paint with expression. Use, express and experiment with line for purpose, then use appropriate language to describe lines.</p> <p>Year 2</p> <p>Further improve skill and control when painting. Paint with creativity and expression. Draw lines with increased skills and confidence. Use line for expressions when drawing portraits.</p>	<p>Understand patterns in nature, design and make patterns in a range of materials. Use materials to create texture.</p> <p>Year 2</p> <p>Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own. Identify and describe different textures. Select and use appropriate materials to create textures.</p>	<p>Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and justify colours for purpose</p> <p>Year 2</p> <p>Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</p>
	<p>Structures (e.g. houses)</p> <p>Year 1</p> <p>Designing for a client considering their preferences and requirements, following a basic list of criteria. Using template and nets</p> <p>Selecting from basic crafting tools and materials to create functional mechanical structure (houses)</p> <p>Developing awareness of different structure formats, forming an understanding of how to turn 2D nets into 3D shapes</p> <p>Year 2</p> <p>Designing for others using criteria and applying knowledge of structures through planning</p> <p>Identifying flaws in a pre-modelled design and thinking about ways to fix or strengthen them, cutting and assembling accurately selecting from materials based on their characteristics</p> <p>Exploring natural and man-made structures testing and evaluating, analysing existing structures, including those by established designers</p> <p>Understanding strengths, stability and stiffness, knowing that different shapes can weaken or strengthen structures, know materials can be manipulated to improve</p>	<p>Mechanisms (e.g. story book)</p> <p>Year 1</p> <p>Planning and sketching mechanical elements</p> <p>Assembling mechanisms to create various movements</p> <p>Reflecting on the finished product by expressing likes, dislikes and improvements</p> <p>Exploring how levers and slider work in a paper card format</p> <p>Year 2</p> <p>Devising and using design criteria, planning for design and creation by drawing simple diagrams</p> <p>Cutting and assembling accurately selecting appropriate from materials and tools</p> <p>Carrying out primary research exploring and discussing existing objects which have linkages, levers and pivots</p> <p>Identifying inputs and outputs as part of a mechanism, developing an understanding of how linkages, levers and pivots operate</p>	<p>Textiles Karl Longbottom – kite making,</p> <p>Year 2</p> <p>Developing and sketching design ideas using a template</p> <p>Threading a needle, sewing a running stitch</p> <p>Tying a secure knot</p> <p>Discussing the making process and finished product reviewing other’s final outcome</p>	<p>Puppets</p> <p>Year 1</p> <p>Design a puppet based on a character, using a template considering which features and colours will be needed</p> <p>Cutting and joining fabric</p> <p>Testing and exploring different methods of joining fabrics and determining which would be best reflecting on the finished product</p> <p>Year 2</p> <p>Threading a needle, sewing a running stitch</p> <p>Tying a secure knot</p>	<p>Food (e.g. smoothie and balanced diet)</p> <p>Year 1</p> <p>Design a smoothie carton based on a chosen ingredient combination selecting fruits and veg</p> <p>Preparing, chopping and blending</p> <p>Trialling and exploring combinations of ingredients, specifying favourite combinations.</p> <p>Recognising the different between fruit and veg describing texture and taste, developing knowledge about where they grow</p> <p>Year 2</p> <p>Planning for a set brief, following simple criteria designing a healthy snack</p> <p>Preparing food safely and hygienically, chopping and slicing using a bridge or claw grip</p> <p>Conducting product research, trialling and feeding back on food’s taste, texture and aroma</p>	<p>Mechanism wheels and axles</p> <p>Year 1</p> <p>Sketching, measuring and planning the chassis of a vehicle</p> <p>Adapting mechanisms measuring and cutting accurately to a design brief, working to scale and identifying commonly used materials for wheels</p> <p>Researching and testing mechanism</p> <p>Investigating how wheels work as part of a full mechanism</p> <p>Year 2</p> <p>Measuring and cutting accurately working to scale</p> <p>Selecting materials chosen on their characteristics</p> <p>Testing and adapting mechanism</p> <p>Understanding and consolidating how an axle, axle holder and wheel work in harmony, understanding the properties of basic materials</p>
Art & DT Key Vocabulary	<p>Art</p> <p>Year 1</p> <p>Secondary, Horizon, Landscape, Portrait, Line, Collage, Expression</p> <p>Year 2</p> <p>Tertiary/Neutral, Texture, Sketch, Shape, Form, Sculpture, Geometric</p>			<p>DT</p> <p>Year 1</p> <p>Planning, Investigate, Design, Purpose, Product, Structure, Framework, Mechanism, Joining</p> <p>Year 2</p> <p>Criteria, Function, Assembling, Evaluate, Analyse, Linkage, Lever, Pivot, Template</p>		
Computing	<p>Year 1</p> <p>Getting Started</p> <p>Recognising common uses of information technology.</p> <p>Logging in and saving work on their own account.</p> <p>Knowing what to do if they have concerns about content or contact online.</p> <p>Understanding of how to create digital art using an online paint tool.</p> <p>Learning to locate where keys are on the keyboard.</p> <p>Developing basic mouse skills.</p> <p>Programming Bee Bots</p> <p>Learning how to explore and tinker with hardware to find out how it works.</p> <p>Constructing a series of instructions into a simple algorithm.</p> <p>Applying computing concepts to real world situation in an unplugged activity.</p>	<p>Year 1</p> <p>Algorithms Unplugged</p> <p>Understanding how to create algorithms. Learning that computers need information to be presented in a simple and clear way.</p> <p>Understanding how to break a computational thinking problem into smaller parts in order to solve it.</p> <p>Digital Imagery</p> <p>Using technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Knowing what to do if they have concerns about content or contact online.</p> <p>Using cameras or tablets to take photos.</p> <p>Using logical reasoning to predict the behaviour of simple programs.</p>	<p>Year 1</p> <p>Rocket To The Moon</p> <p>Using technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Selecting software appropriately.</p> <p>Online Safety</p> <p>Understanding that they need to be kind on the internet, as they would in real life</p> <p>Discovering which devices connect to the internet</p> <p>Understanding some tips for staying safe and why this is important</p>	<p>Year 2</p> <p>What Is A Computer</p> <p>Learning about inputs and outputs and how they are used in algorithms.</p> <p>Understanding what a computer is and the role of individual components.</p> <p>Word Processing</p> <p>Using word processing software to type and reformat text.</p> <p>Understanding the importance of staying safe online.</p>	<p>Year 2</p> <p>Programming Scratch Jr.</p> <p>Creating and debugging simple programs. Using logical reasoning to predict the behaviour of simple programs.</p> <p>Understanding what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Using technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Algorithms And Debugging</p> <p>Creating and debugging simple programs. Using logical reasoning to predict the behaviour of simple programs.</p> <p>Understanding what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Year 2</p> <p>Stop Motion</p> <p>Using technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Understanding how to use tablets or computers to take photos.</p> <p>Online Safety</p> <p>Identifying how to keep personal information private.</p> <p>Using technology respectfully by asking for permission before sharing about others online.</p>

Computing Key Vocabulary						
Music						
Kapow Primary schemes of work						
Music Key Vocabulary						
MFL						
Twinkl						