



Key Stage 1 Curriculum 2019/2020

Year 1 - Year 2

Reading

Year 1

Word Reading

Apply phonic knowledge and skills as the route to decode words

Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

Read common exception words

Read words containing taught GPCs and –s, -es, -ing, -ed, -er and -est endings

Read other words of more than one syllable that contain taught GPCs

Read words with contractions (e.g., I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s)

Read aloud accurately books that are consistent with their phonic knowledge and that do not require them to use other strategies to work out words

Re-read these books to build up their fluency and confidence in word reading

Comprehension

Develop motivation in reading, motivation to read, vocabulary and understanding by:

Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

Being encouraged to link what they read or hear read to their own personal experiences

Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Recognising and joining in with predictable phrases

Learning to appreciate rhymes and poems, and able to recite some by heart

Discussing word meanings, linking new meanings to those already known

Comprehension

Understand both the books they can already read accurately and fluently and those they listen to by:

Drawing on what they already know or on background information and vocabulary provided by the teacher

Checking that the text makes sense to them as they read and correcting inaccurate reading

Discussing the significance of the title and events

Making simple inferences about feelings and actions

Predicting what might happen on the basis of what has been said so far

Participate in discussion about what is read to them, taking turns and listening to what others say

Explain clearly their understanding of what is read to them

Reading

Year 2

Word Reading

Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent

Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

Read accurately words of two or more syllables that contain the same graphemes as above

Read words containing common suffixes

Read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word

Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Re-read these books to build up their fluency and confidence in word reading

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

Discussing the sequence of events in books and how items of information are related

Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

Being introduced to non-fiction books that are structured in different ways

Recognising simple recurring literary language in stories and poetry

Discussing and clarifying the meanings of words, linking new meanings to known vocabulary; discussing their favourite words and phrases

Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Comprehension

Understand both the books they can already read accurately and fluently and those they listen to by:

Drawing on what they already know or on background information and vocabulary provided by the teacher

Checking that the text makes sense to them as they read and correcting inaccurate reading

Making inferences on the basis of what is being said and done

Answering and asking questions

Predicting what might happen on the basis of what has been read so far

Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing

Year 1

Spelling

Spell words containing each of the 40+ phonemes already taught

Spell common exception words

Spell the days of the week

Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs

Use the spelling rule for the third person singular marker for verbs

Use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words

Use the prefix un-

Handwriting

Sit correctly at a table, hold a pencil comfortably and correctly

Begin to form lower-case letters in the correct direction, starting and finishing in the right place

Form capital letters and digits 0 – 9

Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)

Composition

Write sentences: saying out loud what they are about to write and composing a sentence orally before writing it

Write sentences: sequencing sentences to form short narratives

Write sentences: re-reading what they have written to check that it makes sense

If needed, they can discuss what they have written with the teacher or other pupils

Vocabulary, Grammar and Punctuation

Leave spaces between words

Joining words and clauses using and

Begin to punctuate sentences using capital letters

Begin to punctuate sentences using full stops

Begin to punctuate sentences using question marks

Begin to punctuate sentences using exclamation marks

Use capital letters for names of people and for the personal pronoun 'I'

Use capital letters for names of places

Use capital letters for the days of the week

Writing

Year 2

Spelling

Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

Learn new ways of spelling phonemes for which one or more spellings are already known, learn some words with each spelling inc a few common homophones

Spell common exception words

Spell more words with contracted forms and the possessive apostrophe (singular)

Add suffixes to spell longer words e.g. –ment, –ness, –ful, –less, –ly

Write from memory simple dictated sentences including the words and punctuation taught so far

Handwriting

Form lower-case letters to the correct size relative to one another

Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

Use spacing between words that reflects the size of the letters

Composition

Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences (real and fiction); real events; poetry and writing for different purposes

Consider what they are going to write by: planning/saying what they are going to write about; writing down ideas/key words/new vocab; encapsulating ideas sentence by sentence

Make simple additions, revisions and corrections to their writing by: evaluating writing with others; re-reading to check that it makes sense; proof-reading spelling, grammar, punctuation

Vocabulary, Grammar and Punctuation

Knows how to use full stops and capital letters correctly

Knows how to use exclamation and question marks correctly

Knows how to use commas for lists

Knows how to use apostrophe for contracted forms/possessive (singular)

Knows how to use subordination using when, if, that, because

Knows how to use co-ordination using or, and, but

Knows how to use sentences with different forms: statement, question, exclamation, command

Knows how to use expanded noun phrases to describe and specify

Knows how to use the present and past tenses correctly and consistently including in the progressive form

Knows how to use suffixes to form nouns (-ness, -er)

Knows how to use suffixes to form adjectives (-ful, -less) and adverbs (-ly)

Maths

Year 1

Place Value

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals.

Count in multiples of twos, fives and tens.

Given a number, identify one more and one less.

Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

Read and write numbers from 1 to 20 in numerals and words.

Add / Subtraction

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

Represent and use number bonds and related subtraction facts within 20.

Add and subtract one-digit and two-digit numbers to 20, including zero.

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$.

Multiplication

Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Fractions

Recognise, find and name a half as one of two equal parts of an object, shape or quantity.

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measure

Compare, describe & solve practical problems for: lengths/heights (long/short/tall, half/double); mass/weight (heavier/lighter); capacity/volume (full/empty, more/less); time (quicker/slower/later).

Measure and begin to record the following: lengths/heights; mass/weight; capacity/volume; time (hours, minutes, seconds).

Recognise and know the value of different denominations of coins and notes.

Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.

Recognise and use language relating to dates, including days of the week, weeks, months and years.

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Shape /Direction

Recognise and name common 2-D shapes (e.g. rectangles, circles and triangles) and 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).

Describe position, directions and movements, including whole, half, quarter and three-quarter turns.

Maths

Year 2

Place Value

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

Add/Subtraction

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

Multiplication / Division

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.
Show that multiplication of 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, mental methods, and multiplication and division facts, including problems in contexts.

Fractions

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

Measure

Choose/use appropriate standard units to estimate/measure length/height (m/cm); mass (kg/g); temp ($^{\circ}\text{C}$); cap (litres/ml) to nearest unit, using rulers, scales, thermometers and measuring vessels.
Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.
Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money.
Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
Compare and sequence intervals of time.
Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

Shape / Direction

Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line.

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid.

Compare and sort common 2-D and 3-D shapes and everyday objects.

Order & arrange combinations of mathematical objects in patterns & sequences.

Use math vocab to describe position, direction & movement inc movement in a straight line and distinguishing rotation as a turn & in terms of right angles for $\frac{1}{4}$, $\frac{1}{2}$, & $\frac{3}{4}$ turns (clock/anti-clockwise).

Graphs and Charts

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity; ask and answer questions about totalling and comparing categorical data.

Science

Year 1

Working scientifically

- I can ask simple scientific questions.
- I can use simple equipment to make observations.
- I can carry out simple tests.
- I can identify and classify things.
- I can suggest what I have found out.
- I can use simple data to answer questions

Biology

Plants

- I can name a variety of common wild and garden plants.
- I can name the petals, stem, leaf and root of a plant.
- I can name the roots, trunk, branches and leaves of a tree.

Animals, including humans

- I can name a variety of animals including fish, amphibians, reptiles birds and mammals.
- I can classify and name animals by what they eat (carnivore, herbivore and omnivore).
- I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals).
- I can sort living and non-living things.
- I can name the parts of the human body that I can see.
- I can link the correct part of the human body to each sense.

Chemistry

Everyday materials

- I can distinguish between an object and the material it is made from.
- I can explain the materials that an object is made from.
- I can name wood, plastic, glass, metal, water and rock.
- I can describe the properties of everyday materials.
- I can group objects based on the materials they are made from.

Physics

Seasonal changes

- I can observe and comment on changes in the seasons.
- I can name the seasons and suggest the type of weather in each season.

Science

Year 2

Working scientifically

- I can ask simple scientific questions.
- I can use simple equipment to make observations.
- I can carry out simple tests.
- I can identify and classify things.
- I can suggest what I have found out.
- I can use simple data to answer questions

Biology

Living things and their habitats

- I can identify things that are living, dead and never lived.
- I can describe how a specific habitat provides for the basic needs of things living there (plants and animals).
- I can identify and name plants and animals in a range of habitats.
- I can match living things to their habitat.
- I can describe how animals find their food.
- I can name some different sources of food for animals.
- I can explain a simple food chain.

Plants

- I can describe how seeds and bulbs grow into plants.
- I can describe what plants need in order to grow and stay healthy (water, light & suitable temperature).

Animals, including humans

- I can explain the basic stages in a life cycle for animals, including humans.
- I can describe what animals and humans need to survive.
- I can describe why exercise, a balanced diet and good hygiene are important for humans.

Chemistry

Uses of everyday materials

- I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.
- I can suggest why a material might or might not be used for a specific job.
- I can explore how shapes can be changed by squashing, bending, twisting and stretching.

History

Year 1

I can use words and phrases like: old, new and a long time ago.
I can recognise that some objects belonged to the past.
I can explain how I have changed since I was born.
I can ask and answer questions about old and new objects.
I can spot old and new things in a picture.
I can explain what an object from the past might have been used for.
I can use words and phrases like: before, after, past, present, then and now.
I can discuss significant historical events, people and places in their own locality.

History

Year 2

I can recount the life of someone famous from Britain who lived in the past.
I can explain what they did earlier and what they did later.
I can give examples of things that were different when my grandparents were children.
I can find out things about the past by talking to an older person.
I can answer questions using books and the internet.
I can research the life of a famous person from the past using different sources of evidence.
I can explain how some people have helped us to have better lives.
Events beyond living memory that are significant nationally or globally.
I can discuss some changes that have taken place in society during my life.

Geography

Year 1

I can keep a weather chart and answer questions about the weather.
I can explain where I live and tell someone my address.
I can explain some of the main things that are in hot and cold places in relation to the equator and the North and South Poles.
I can explain the clothes that I would wear in hot and cold places.
I can explain how the weather changes throughout the year and name the seasons.
I can name the four countries in the United Kingdom and locate them on a map.
I can name the capital cities of England, Wales, Scotland and Ireland.
I can name some of the main towns and cities in the United Kingdom.
I can say what I like and do not like about the place I live in.
I can find where I live on a map of the United Kingdom.

Geography

Year 2

I can say what I like and do not like about a different place.
I can describe a place outside Europe using geographical words.
I can describe the characteristics of the four countries in the UK using geographical language.
I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.
I can explain how jobs may be different in other locations.
I can explain how an area has been spoilt or improved and give my reasons.
I can explain the facilities that a village, town and city may need and give reasons.
I can name the continents of the world and locate them on a map.
I can name the world oceans and locate them on a map.
I can name some of the main towns and cities in the United Kingdom.
I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
I can use compass directions: North, East, South and West.
I can use words like: near, far, left, right to describe locations and directions.

Music
Year 1
<p>I can use my voice to speak, sing and chant.</p> <p>I can use instruments to perform.</p> <p>I can clap short rhythmic patterns.</p> <p>I can make different sounds with my voice and with instruments.</p> <p>I can repeat short rhythmic and melodic patterns.</p> <p>I can make a sequence of sounds.</p> <p>I can respond to different moods in music.</p> <p>I can say whether I like or dislike a piece of music.</p> <p>I can choose sounds to represent different things.</p> <p>I can follow instructions about when to play and sing.</p>
Music
Year 2
<p>I can sing and follow a melody.</p> <p>I can perform simple patterns and accompaniments keeping a steady pulse.</p> <p>I can play simple rhythmic patterns on an instrument.</p> <p>I can sing or clap increasing and decreasing tempo.</p> <p>I can order sounds to create a beginning, middle and an end.</p> <p>I can choose sounds which create an effect.</p> <p>I can use symbols to represent sounds.</p> <p>I can make connections between notations and musical sounds.</p> <p>I can listen out for particular things when listening to music.</p> <p>I can improve my own work.</p>

PE
Year 1
<p>Games</p> <p>I can throw underarm. I can hit a ball with a bat. I can move and stop safely. I can throw and catch with both hands. I can throw and kick in different ways.</p> <p>Gymnastics</p> <p>I can make my body curled, tense, stretched and relaxed. I can control my body when travelling and balancing. I can copy sequences and repeat them. I can roll, curl, travel and balance in different ways.</p> <p>Dance</p> <p>I can move to music. I can copy dance moves. I can perform my own dance moves. I can make up a short dance. I can move safely in a space.</p> <p>General</p> <p>I can copy actions. I can repeat actions and skills. I can move with control and care. I can use equipment safely.</p>
PE
Year 2
<p>Games</p> <p>I can use hitting, kicking and/or rolling in a game. I can decide the best space to be in during a game. I can use one tactic in a game. I can follow rules.</p> <p>Gymnastics</p> <p>I can plan and perform a sequence of movements. I can improve my sequence based on feedback. I can think of more than one way to create a sequence which follows some 'rules'. I can work on my own and with a partner.</p> <p>Dance</p> <p>I can change rhythm, speed, level and direction in my dance. I can dance with control and coordination. I can make a sequence by linking sections together. I can use dance to show a mood or feeling.</p> <p>General</p> <p>I can copy and remember actions. I can talk about what is different from what I did and what someone else did.</p>

Art	
Year 1	
<p> I can show how people feel in paintings and drawings. I can create moods in art work. I can use pencils to create lines of different thickness in drawings. I can name the primary and secondary colours. I can mix paint to make secondary colours. I can mix colours to make brown. I can create a repeating pattern in print. I can cut, fold, overlap, roll and coil materials. I can use IT to create a picture. I can describe what I can see and give an opinion about the work of an artist. I can ask questions about a piece of art. </p>	
Art	
Year 2	
<p> I can choose and use three different grades of pencil when drawing. I can use charcoal and pastels to create art. I can create tints with paint by adding white. I can create tones with paint by adding black. I can make a sculpture. I can suggest how artists, craft makers and designers have used colour, pattern, textures and shape. I can create a piece of art in response to the work of another artist. </p>	

Design and Technology
Year 1
<p>I can use my own ideas to make something.</p> <p>I can describe how something works.</p> <p>I can prepare dishes using the basic principles of keeping healthy.</p> <p>I can talk about where food comes from.</p> <p>I can make a product which moves.</p> <p>I can make my model stronger.</p> <p>I can explain to someone else how I want to make my product.</p> <p>I can choose appropriate resources and tools.</p> <p>I can make a simple plan before making.</p>
Design and Technology
Year 2
<p>I can think of an idea and plan what to do next.</p> <p>I can choose tools and materials and explain why I have chosen them.</p> <p>I can join materials and components in different ways.</p> <p>I can evaluate my ideas and products against the design criteria.</p> <p>I can explore wheels and axles.</p> <p>I can explain why I have chosen specific textiles.</p> <p>I can measure materials to use in a model or structure.</p>

Computing

Year 1

Algorithms and programming

I can create a series of instructions.

I can plan a journey for a programmable toy.

Information technology

I can create digital content.

I can store digital content.

I can retrieve digital content from a range of technology.

I can use a website.

I can use a camera.

I can record sound and play back.

Self-image and identity

I can recognise that there may be people online who could make me feel sad, embarrassed or upset.

If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.

Online relationships

I can use the internet with adult support to communicate with people I know.

I can explain why it is important to be considerate and kind to people online.

Online reputation

I can recognise that information can stay online and could be copied.

I can describe what information I should not put online without asking a trusted adult first.

Online bullying

I can describe how to behave online in ways that do not upset others and can give examples.

Managing online information

I can use the internet to find things out.

I can use simple keywords in search engines.

I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened.

Health, wellbeing and life style

I can explain rules to keep us safe when we are using technology both in and beyond the home.

I can give examples of some of these rules.

Privacy and security

I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).

I can explain why I should always ask a trusted adult before I share any information about myself online.

I can explain how passwords can be used to protect information and devices.

Copyright and ownership

I can explain why work I create using technology belongs to me.

I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it').

I can save my work so that others know it belongs to me (e.g. filename, name on content).

Computing

Year 2

Algorithms and programming

I can use a range of instructions (e.g. direction, angles, turns).
I can test and amend a set of instructions.
I can find errors and amend. (debug)
I can write a simple program and test it.
I can predict what the outcome of a simple program will be (logical reasoning).
I understand that algorithms are used on digital devices.
I understand that programs require precise instructions.

Information technology

I can organise digital content.
I can retrieve and manipulate digital content.
I can navigate the web to complete simple searches.

Self-image and identity

I can explain how other people's identity online can be different to their identity in real life.
I can describe ways in which people might make themselves look different online.
I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.

Online relationships

I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country).
I can give examples of how I might use technology to communicate with others I don't know well.

Online reputation

I can explain how information put online about me can last for a long time.
I know who to talk to if I think someone has made a mistake about putting something online.

Online bullying

I can give examples of bullying behaviour and how it could look online.
I understand how bullying can make someone feel.
I can talk about how someone can/would get help about being bullied online or offline.

Managing online information

I can use keywords in search engines.
I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).
I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).
I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.
I can explain why some information I find online may not be true.

Health, wellbeing and life style

I can explain simple guidance for using technology in different environments and settings.
I can say how those rules/guides can help me.

Privacy and security

I can describe how online information about me could be seen by others.

I can describe and explain some rules for keeping my information private.

I can explain what passwords are and can use passwords for my accounts and devices.

I can explain how many devices in my home could be connected to the internet and can list some of those devices.

Copyright and ownership

I can describe why other people's work belongs to them.

I can recognise that content on the internet may belong to other people.