



**Key Stage 1 Curriculum**

**2021/2022**

**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 motivation 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); temperature ( $^{\circ}\text{C}$ ); capacity (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.

#### Challenge

I can order items (eg toys/telephones) that have stickers on them saying how old they are.  
I understand the past is divided into named periods/I recognise that some people belonged in the past/I recognise that some events belonged in the past.  
I can put ages to key changes since I was born/I can put changes since I was born in order.  
I can ask and answer questions about a person from the past/I can suggest ways to find answers.  
I can explain features of old and new things.  
I can look at pictures from the past and describe what I think is happening.  
I can use the words and phrases like: before, after, past, present, then and now when I talk about someone from the past.  
I can discuss one significant historical person/place/event in detail/I can visit a significant historical place in my locality to find out about it.

## 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.

#### Challenge

I can compare the lives of two people who lived in the past.  
I can order the key events for a person of historical interest.  
I recognise the impact of things that were different in the past (e.g. Longer journeys/cooking times/less choice).  
I can compare the lives of two older people.  
I can devise the questions I need answered.  
I can present my findings about a famous person in the past.  
I can choose an invention/discovery and research it.  
I can increase my knowledge of more events beyond living memory.  
I can discuss changes during someone else's life (my teacher's/the Queen's/Don Sheppard).

## 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.

#### Challenge

I can design and use my own weather chart.  
I can locate my address (school) on a street plan (aerial) plan/ I can name features close to where I live (my school).  
I understand why some places are hotter and colder/ I can explain the effect of hot and cold places on people.  
I can identify weather types for wearing different shoes (hats)/ I can place clothing items on a big map.  
I recognise extreme weather conditions the UK might get.  
I understand the concept of borders between countries and when a passport is and is not needed.  
I can explain what a capital city is compared to other cities or towns.  
I can locate some main towns and cities near me.  
I can suggest how the place I live in can be improved.  
I can name some physical and human features near where I live (my school)/ I can find where I live on different types of maps.

## 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.

#### Challenge

I can say how a place can be improved.  
I can compare two places.  
I can follow places to find a route from one capital city to another/I can make Top Trump cards for the capital cities.  
I can compare the features of different places.  
I can recognise what jobs are needed in a location.  
I can debate the pros and cons of HS2.  
I can explain what facilities a city might have.  
I can name some countries in each continent.  
I can name some continents (countries) that border oceans.  
I can locate some main cities in the UK.  
I can create a map of a town (city) with key features/I can create a map with symbols for a local street.  
I can use compass points to describe the position of UK countries in relation to each other/ I can use compass points to describe the position of school features in relation to each other.  
I can describe a route on a street plan/I can describe a route around the school.

## Art

### Year 1

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.

#### Challenge

I can create a picture showing people with different feelings (e.g. a football crowd).  
I can compare pieces of art showing different moods/I can recognise moods from given art.  
I can draw a tree using lines of different thickness.  
I can understand the definition of a primary and secondary colour/I can explain the colours in a rainbow.  
I recognise that changing the amount of each colour affects the colours I make.  
I can make three shades of brown.  
I can experiment with different repeating patterns for one/two printing blocks/I can make my own print block to create a repeating pattern.  
I can cut, fold, overlap and coil materials to make a specific object.  
I can use IT to create a picture with increasing accuracy/I can extend the features I use to create a picture using IT.  
I can compare the work of two artists.  
I can ask questions about a piece of art in a group/independently.

## Art

### Year 2

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.

#### Challenge

I can create a picture using three different grades of pencil.  
I can select charcoal/pastels to use to create a picture with a reason for my choice.  
I can create tints in a painting (e.g. sky/apple).  
I can create tones in a painting (e.g. grass/path).  
I can make a sculpture to fit a design brief.  
I can compare how two artists have used colour, pattern, texture.  
I can respond to the work of an artist in two different ways (e.g. Goldsworthy – using nature items and printing with nature items or Van Gogh's Sunflowers painted or with pastels).



## Design and Technology

### Year 1

I can use my own ideas to make something.  
I can choose appropriate resources and tools.  
I can make a simple plan before making.  
I can explain to someone else how I want to make my product.  
I can describe how something works.  
I can make a product which moves.  
I can make my model stronger.  
I can prepare dishes using the basic principles of keeping healthy.  
I can talk about where food comes from.

#### Cooking and Nutrition

I can use the basic principles of a healthy and varied diet to prepare dishes – be aware that we all need a balanced and varied diet to grow, be active and maintain health.  
I can understand where food comes from – purchased or grown at home/school

#### Challenge

I can reflect on the success of the ideas I used.  
I can compare and describe two similar items.  
I can explain the skills I used when preparing a dish.  
I can understand that some food items come from other countries.  
I can make a moving product to fit a specific criterion.  
I can explain how I made my model stronger using the correct vocabulary.  
I can answer questions posed when I explain how I made my product.  
I can explain why I chose to use certain resources and tools.  
I can make a plan with labels.

## **Design and Technology**

### **Year 2**

I can think of an idea and plan what to do next.  
I can choose tools and materials and explain why I have chosen them.  
I can join materials and components in different ways.  
I can explain why I have chosen specific textiles.  
I can evaluate my ideas and products against the design criteria.  
I can explore wheels and axles.  
I can measure materials to use in a model or structure.

#### **Cooking and Nutrition**

I can use the basic principles of a healthy and varied diet to prepare dishes – including the 5 main food groups.  
I can understand where food comes from – plants, animals.

#### **Challenge**

I can recognise the skills I will need to use.  
I can show understanding of which materials need to be recycled.  
I can join materials and components when making a specific object.  
I can create (select appropriate) evaluation questions in a group.  
I can compare two objects with wheels and axes.  
I can measure materials with increasing accuracy.