**Reading**

**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**

**TRANSCRIPTION: 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

**TRANSCRIPTION: 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

**WRITING: 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

**WRITING: VOCABULARY, GRAMMAR & 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**

**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 sub nos using concrete objects, pictorial representations, and mentally, including: a 2-digit no 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 (×), 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, mental methods, and multiplication and division facts, including problems in contexts.

**Fractions**

Recognise, find, name & write fractions 1/3, 1/4, 2/4, 3/4 of a length, shape, set of objects or quantity.

Write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of 2/4 and ½

**Measure**

Choose/use appropriate stand units to estimate/measure length/height (m/cm); mass (kg/g); temp (°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 ⅟₄, ⅟₂, & ᶟ∕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**

**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.

**Geography**

I can say what I like and do not like about the place I live in.

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 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 the capital cities of England, Wales, Scotland and Ireland.

I can find where I live on a map of the United Kingdom.

I can use an aerial photo, a map or a plan to locate places.

I can use compass directions: North, East, South and West.

I can use words like: near, far, left, right to describe locations and directions.

**History**

I can use words and phrases like: before, after, past, present, then and now.

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.

**Computing**

***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.

***Digital literacy***

I use technology respectfully.

I know where to go for help if I am concerned.

I know how technology is used in school and outside of school.

**PE**

***Games***

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.

***Gymnastics***

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.

***Dance***

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.

***General***

I can copy and remember actions.

I can talk about what is different from what I did and what someone else did.

**Art**

I can choose and use three different grades of pencil when drawing.

I can use charcoal, pencil and pastel to create art.

I can use a viewfinder to focus on a specific part of an artefact before drawing it.

I can mix paint to create all the secondary colours.

I can create brown with paint.

I can create tints with paint by adding white.

I can create tones with paint by adding black.

I can create a printed piece of art by pressing, rolling, rubbing and stamping.

I can make a clay pot.

I can join two clay finger pots together.

I can use different effects within an IT paint package.

I can suggest how artists have used colour, pattern and shape.

I can create a piece of art in response to the work of another artist.

**D + T**

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 what went well with my work.

I can explain why I have chosen specific textiles.

I can measure materials to use in a model or structure.

I can describe the ingredients I am using.

**Music**

I can sing and follow a melody.

I can perform simple patterns and accompaniments keeping a steady pulse.

I can play simple rhythmic patterns on an instrument.

I can sing or clap increasing and decreasing tempo.

I can order sounds to create a beginning, middle and an end.

I can create music in response to different starting points.

I can choose sounds which create an effect.

I can use symbols to represent sounds.

I can make connections between notations and musical sounds.

I can listen out for particular things when listening to music.

I can improve my own work.