**Reading**

**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

**Writing**

**TRANSCRIPTION: 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-

**TRANSCRIPTION: 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)

**WRITING: 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

**WRITING: VOCABULARY, GRAMMAR & 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

**Maths**

**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.

**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**

***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.

**History**

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 explain how some people have helped us to have better lives.

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.

**Geography**

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.

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 some of the main towns and cities in the United Kingdom.

**Music**

I can use my voice to speak, sing and chant.

I can use instruments to perform.

I can clap short rhythmic patterns.

I can make different sounds with my voice and with instruments.

I can repeat short rhythmic and melodic patterns.

I can make a sequence of sounds.

I can respond to different moods in music.

I can say whether I like or dislike a piece of music.

I can choose sounds to represent different things.

I can follow instructions about when to play and sing.

**Computing**

***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.

I can use a web site.

I can use a camera.

I can record sound and play back.

***Digital literacy***

I can use technology safely.

I can keep personal information private.

**PE**

***Games***

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.

***Gymnastics***

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.

***Dance***

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.

***General***

I can copy actions.

I can repeat actions and skills.

I can move with control and care.

I can use equipment safely.

**Art**

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 create a repeating pattern in print.

I can cut, 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.

**D + T**

I can use my own ideas to make something.

I can describe how something works.

I can cut food safely.

I can make a product which moves.

I can make my model stronger.

I can explain to someone else how I want to make my product.

I can choose appropriate resources and tools.

I can make a simple plan before making.