

# St Augustine's - Year One and Two Curriculum

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>Topic Title</b>	<b>Once upon a time...</b>	<b>Bright Lights and Big Cities</b>	<b>The Circle of Life</b>		<b>Recycle, Reuse, Reduce</b>	<b>Around the World in Eighty Days! Geography</b>
	<b>English</b>	<b>History</b>	<b>Science</b>	<b>Art / DT</b>	<b>Science</b>	
<b>Year 1</b>	<b>Traditional Tales – Knights and Princesses</b>	<b>Guy Fawkes and Fireworks</b>	<b>Under the Sea!</b>	<b>Paul Klee and Minibeasts</b>	<b>How does your garden grow?</b>	<b>Europe and the Poles – Netherlands – Pieter Buegel (Artist)</b>
<b>Texts</b>	Princess and the Pea Cinderella Rapunzel	Non-Fiction texts	Rainbow Fish The fish who could wish Commotion in the Ocean The Snail and the Whale Fish – Rigby Star (white)	What the Ladybird heard The Hungry Caterpillar Katie's butterfly Mini beast poems (Oxford Owl – turquoise)	Jack and the beanstalk Jasper's beanstalk	Poles Apart
<b>Laudato Si question</b>	How can we care for one another? <b>Kindness Forgiveness</b>	How do we help others in Weymouth who are less fortunate than us? <b>Compassion</b>	What can humans do to look after sea animals? <b>Justice</b>	How do mini beasts help the planet? <b>Humanity</b>	Why does planting trees help the world? <b>Integrity</b>	Can we stop the icebergs melting? <b>Courage Peace</b>
<b>Year 2</b>	<b>Twisted Tales</b>	<b>Great Fire of London</b>	<b>Dead or Alive?</b>	<b>Ape Conservation History – Jane Goodall and Jim Cronin</b>	<b>The Tin Forest</b>	<b>India, Australia and Africa</b>
<b>Texts</b>	Gingerbread Man Little Red Riding Hood The 3 Little Pig	Non-Fiction texts Katie in London Vlad and the Fire of London	The Dinosaur's diary The Good Dinosaur The dinosaur hunter (Oxford Owl white) Mary Anning – SATs paper The Tiger Child Meerkat Mail	Chimp rescue Monkey World brochure Non-Fiction texts	The Tin Forest Michael Recycle The Flower	The Seven Continents – Rigby Star lime Fables from Africa – Oxford Owl grey Australian dreamtime
<b>Laudato Si question</b>	What do you love about our common home? <b>Forgiveness Kindness</b>	How do we help others in England who are less fortunate than us? <b>Compassion</b>	What causes extinction? <b>Humility</b>	How can we help chimpanzees from becoming extinct? <b>Peace Justice</b>	Why should we recycle? <b>Integrity</b>	How can we keep ourselves and others around the world safe? <b>Courage</b>
<b>Hook</b>	Year 1 Prince and Princess Ball Year 2 Little Red Riding Hood Scene	Year 1 Firework Pictures Year 2 Safewise Visit	Year 1 – Sea Life	Year 2 – Monkey World Trip	Turn corridor into a Tin Forest Scene – Yr1 make the Green Forest	

**RE**  
**Attainment**  
**Target 1**  
**Knowledge and**  
**Understanding**  
**(Learning**  
**About)**

**Developing Knowledge and Understanding**

**Children will be taught to:**

- ♣ Recognise religious stories
- ♣ Retell, in any form, a narrative that corresponds to the scripture source used
- ♣ Recognise religious beliefs
- ♣ Recognise that people act in a particular way because of their beliefs
- ♣ Describe some of the actions and choices of believers that arise because of their belief
- ♣ Recognise key people in the local, national and global Church
- ♣ Describe different roles of some people in the local, national and global Church
- ♣ Recognise key figures in the history of the People of God
- ♣ Describe the life and work of some key figures in the history of the People of God
- ♣ Recognise religious signs and symbols used in worship
- ♣ Describe some religious symbols and the steps involved in religious actions and worship

**Attainment**  
**Target 2**  
**Engagement**  
**and Response**  
**(Learning from)**

**Making Links and Connections**

**Specialist Vocabulary**

**Children will be taught to :**

- ♣ Use religious words and phrases

**Meaning and Purpose**

**Children will be taught to:**

- ♣ Say what they wonder about
- ♣ Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer

**Beliefs and Values**

**Children will be taught to:**

- ♣ Talk about their own feelings, experiences and the things that matter to them
- ♣ Ask and respond to questions about their own and others' feelings, experiences and things that matter to them

**RE Curriculum**  
**Directory**  
**Content**  
**(7-11 years)**

**Using the Come and See Scheme, the children in Years 1 and 2 will cover some of the following curriculum content:**

**Revelation**

- the sign of the cross;
- the beauty, detail and order in creation;
- Scriptural praise of God in creation and the story of creation as God's work;
- their gifts and growth (e.g. gifts of senses);
- Scriptural imagery which speaks of God; stories of significant people in the Old and New Testament;
- the main events, characters and places in the life of Jesus: Nativity, Palm Sunday, the Last Supper, Good Friday and Easter Sunday;
- the story of the coming of the Holy Spirit at Pentecost.

### **The Church**

- relationships they have in the family, at school, in the parish, neighbourhood, world;
- ways of belonging to the community;
- the 'Church' as the People of God made one by Jesus, a community which shares love and life;
- roles in the communities to which they belong (e.g. children, parents, parishioners, priest, bishop, Pope);
- the role of Mary and her 'yes' to God's Word;
- God's call to key figures in the history of the People of God, past and present; and saints/founders;
- the Church as a 'house of God' where God's People gather with Jesus;
- the Church buildings and furnishings and how people show respect and reverence in church;
- the way Jesus proclaimed the Good News in what he did and said;
- the way Jesus gathered and formed a community of disciples and the life they shared;
- how people who heard the Good News of Jesus began to share a way of life;
- opportunities today to live and share life following the example of Jesus;
- the Jewish faith.

### **Celebration**

- the place and value of celebrations in family, school and parish;
- the church's celebration of Sunday as a special day;
- some ways the church celebrates major seasons of the liturgical year;
- celebrations in the life of Jesus;
- signs and symbols used by the Church;
- ways in which Jesus invited men and women to friendship and discipleship;
- the main rites and symbols of Baptism and Confirmation;
- the story of the Last Supper;
- the main aspects of the Eucharistic celebration and prayers used at the Eucharist;
- the need to say sorry and ask forgiveness;
- the Good News of God's love and forgiveness in Old and New Testament and the prayers of the Mass;
- Gospel accounts of how Jesus gave individuals the chance to change;
- ways in which Jesus showed love and care;
- the role of a priest in the love and service of God's family;
- prayers from Scripture and tradition;
- Jesus prayer to his Father;
- ways in which people pray in church.
- celebrations of the Jewish faith and other religions.

### **Life in Christ**

- relationships of love (e.g. parent, child) and love received and given (e.g. sharing)
- their human qualities and gifts and those of others;
- self-esteem and respect for others;
- ways in which Jesus showed love and respect for others;

	<ul style="list-style-type: none"> <li>• ways in which they are free to choose;</li> <li>• taking responsibility for themselves and towards others;</li> <li>• Scripture passages which illustrate freedom and responsibility in the choices people made;</li> <li>• the Holy spirit as the Helper Jesus promised his Church;</li> <li>• the love shown to them and how to show love to others;</li> <li>• responses that are not loving and failures to show love and care;</li> <li>• Scripture passages which reveal God’s love (e.g. psalms of thanks, trust, calls for help);</li> <li>• Jesus’ commandment ‘love one another as I have loved you’;</li> <li>• signs of God’s care and blessings: in creation, in Scripture and in human life;</li> <li>• similarity, equality and difference;</li> <li>• passages in Scripture which express joy and trust in God’s love;</li> <li>• the words of Jesus which speak of his Father’s love;</li> <li>• ‘neighbours’ and Jesus’ call to ‘love your neighbour as yourself’;</li> <li>• the way the Jewish faith and other religions live their lives.</li> </ul>		
<p><b>Come and See Topics</b></p>	<p><b><u>Autumn Term</u></b>  <b><u>4 Week Topics</u></b>  <b><u>Topic 1 - Domestic Church-Family</u></b>  <b><u>Year 1-Families</u></b>  God’s love and care for every family.  <b><u>Year 2-Beginning</u></b>  God at every beginning  <b><u>Topic 2- Baptism/Confirmation-Belonging</u></b>  <b><u>Year 1-Belonging</u></b>  Baptism an invitation to belong to God’s family  <b><u>Year 2-Signs and Symbols</u></b>  Signs and Symbols in Baptism  <b><u>Topic 3-Advent/Christmas-Loving</u></b>  <b><u>Year 1-Waiting</u></b>  Advent a time to look forward to Christmas  <b><u>Year 2-Preparations</u></b>  Advent: Preparing to celebrate Christmas</p>	<p><b><u>Spring Term</u></b>  <b><u>4 Week Topics</u></b>  <b><u>Topic 1-Local Church-Community</u></b>  <b><u>Year 1-Special People</u></b>  People in the Parish Family  <b><u>Year 2-Books</u></b>  The books used in Church  <b><u>Topic 2-Eucharist-Relating</u></b>  <b><u>Year 1-Meals</u></b>  Mass: Jesus’ special meal  <b><u>Year 2-Thanksgiving</u></b>  Mass: A special time for saying thank you to God for everything especially Jesus  <b><u>Topic 3-Lent/Easter-Giving</u></b>  <b><u>Year 1-Lent</u></b>  Lent:A Time for Change  <b><u>Year 2-Opportunities</u></b>  Lent: an opportunity to start anew in order to celebrate Jesus’ new life</p>	<p><b><u>Summer Term</u></b>  <b><u>4 Week Topics</u></b>  <b><u>Topic 1-Pentecost-Serving</u></b>  <b><u>Year 1-Holidays and Holy Days</u></b>  Pentecost:Feast of the Holy Spirit  <b><u>Year 2-Spread the Word</u></b>  Pentecost: A time to spread the good news  <b><u>Topic 2-Reconciliation-Inter-relating</u></b>  <b><u>Year 1-Being Sorry</u></b>  God helps us to choose well.  Sacrament of Reconciliation  <b><u>Year 2-Rules</u></b>  Reasons for rules in the Christian family.  Sacrament of Reconciliation  <b><u>Topic 3-Universal Church-World</u></b>  <b><u>Year 1-Neighbours</u></b>  Neighbours share God’s world  <b><u>Year 2-Treasures</u></b>  God’s Treasure: The World</p>
<p><b>Other Faiths Study</b></p>	<p><b><u>Judaism-5 hours per year</u></b>  <b><u>Islam-5 hours per year</u></b></p>		

**RSHE**  
**Ten Ten-Life to**  
**the Full Scheme**

**Module 1- Created and Loved by God**

- . Religious Understanding**
- .Me, my Body, my Health**
- .Emotional Well being**
- .Life Cycles**

The children will be taught :

- .that we are uniquely made by a loving God
- .that we have differences and similarities (including physical differences between boys and girls)
- .key information about staying physically healthy
- .understanding feelings and emotions including strong feelings such as anger
- .the cycle of life from birth to old age

**Module 2-Created to Love Others**

- .Religious Understanding**
- .Personal Relationships**
- .Keeping Safe**

The children will be taught :

- .to identify the Special People in their lives who they love and can trust
- .how to cope with various social situations and dilemmas
- .about the importance of saying sorry and forgiveness within relationships
- .about the risks of being online by incorporating the 'Smartie the Penguin ' resources from Childnet
- .the difference between good and bad secrets
- .physical boundaries (incorporating the PANTS resource from the NSPCC)

**Module 3-Created to Live in Community**

- .Religious Understanding**
- .Living in the wider world**

The children will be taught to:

- . explore their relationship with the wider world and explore how human beings are called to love others in the wider community through service, through dialogue and through working for the Common Good.

PSHE  
CORUM  
SCARFF  
Resources

**Autumn Term**  
**Year 1**

**Health and Wellbeing > Healthy Lifestyles**  
**DfE Relationships Education and Health Education**  
**statutory requirements**

**Relationships Education Being safe**

5. How to recognise and report feelings of being unsafe or feeling bad about any adult.

**Physical Health and Mental Wellbeing (Health Education) Mental wellbeing**

1. That mental wellbeing is a normal part of daily life, in the same way as physical health.

**Physical Health and Mental Wellbeing (Health Education) Mental wellbeing**

2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

**Physical Health and Mental Wellbeing (Health Education) Mental wellbeing**

3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

**Physical Health and Mental Wellbeing (Health Education) Mental wellbeing**

4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

**Physical Health and Mental Wellbeing (Health Education) Mental wellbeing**

7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

Lesson Titles

Eat well

Our feelings

Harold's wash and brush up

Catch it! Bin it! Kill it!

I can eat a rainbow

Healthy me

Super sleep

**Spring Term**  
**Year 1**

**Health and Wellbeing > Keeping Safe**  
**DfE Relationships Education and Health Education**  
**statutory requirements**

- **Relationships Education Respectful relationships**  
3. The conventions of courtesy and manners.
- **Relationships Education Respectful relationships**  
5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- **Relationships Education Being safe**  
1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

Lesson Titles

Harold loses Geoffrey

Who can help? (1)

Harold's school rules

What could Harold do?

**Living in the Wider World>Rules, Rights and Responsibilities**

**DfE Relationships Education and Health Education**  
**statutory requirements**

**Relationships Education Respectful relationships**

2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.

**Relationships Education Respectful relationships**

3. The conventions of courtesy and manners.

Lesson Titles

Why we have classroom rules

Taking care of something

Our special people balloons

Basic first aid

**Summer Term**  
**Year 1**

**Living in the Wider World > Caring for the Environment**

**PSHE Association Learning Opportunities**

What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).

Lesson Title

Around and about the school

**Living in the Wider World > Money**

**PSHE Association Learning Opportunities**

That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.

Lesson Titles

Harold's money

How should we look after our money?

	<p><b>Autumn Term</b> <b>Year 2</b></p> <p><b>Living in the Wider World&gt;Rules, Rights and Responsibilities</b> <b>DfE Relationships Education and Health Education statutory requirements</b> <b>Relationships Education Respectful relationships</b> 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. <b>Relationships Education Respectful relationships</b> 3. The conventions of courtesy and manners</p> <p><b>Lesson Titles</b> <a href="#">Our ideal classroom (1)</a> <a href="#">Our ideal classroom (2)</a> <a href="#">When I feel like erupting</a> <a href="#">When someone is feeling left out</a> <a href="#">Getting on with others</a> <a href="#">Basic first aid</a></p> <p><b>Health and Wellbeing &gt; Keeping Safe</b> <b>DfE Relationships Education and Health Education statutory requirements</b></p> <p><b>Relationships Education Being safe</b> 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). <b>Relationships Education Being safe</b> 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p><b>Lesson Titles</b> <a href="#">How safe would you feel?</a> <a href="#">What should Harold say?</a> <a href="#">Harold's picnic</a> <a href="#">Respecting privacy</a></p>	<p><b>Spring Term</b> <b>Year 2</b></p> <p><b>Health and Wellbeing &gt; Healthy Lifestyles</b> <b>DfE Relationships Education and Health Education statutory requirements</b> <b>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</b> 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. <b>Physical Health and Mental Wellbeing (Health Education) Physical health and fitness</b> 2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. <b>Physical Health and Mental Wellbeing (Health Education) Healthy eating</b> 1. What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p><b>Lesson Titles</b> <a href="#">My day</a> <a href="#">Harold's bathroom</a> <a href="#">Harold's postcard - helping us to keep clean and healthy</a> <a href="#">My body needs...</a> <a href="#">What does my body do?</a></p> <p><b>Living in the Wider World &gt; Caring for the Environment</b> <b>DfE Relationships Education and Health Education statutory requirements</b> <b>PSHE Association Learning Opportunities</b> What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).</p> <p><b>Lesson Title</b> <a href="#">How can we look after our environment?</a></p>	<p><b>Summer Term</b> <b>Year 2</b></p> <p><b>Living in the Wider World &gt; Money</b></p> <p><b>PSHE Association Learning Opportunities</b> That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p> <p><b>Lesson Titles</b> <a href="#">Harold saves for something special</a> <a href="#">Harold goes camping</a></p>

English	Narrative Letters / Invitations	Non-Fiction Texts Poetry	Narrative Instructions	Non-Fiction Texts Poetry	Narrative Instructions	Non-Fiction Texts Letter Writing
Reading  Word Reading	<u>Year 1 objectives</u> <b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>♣ apply phonic knowledge and skills as the route to decode words</li> <li>♣ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>♣ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>♣ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>♣ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>♣ read other words of more than one syllable that contain taught GPCs</li> <li>♣ read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>♣ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>♣ re-read these books to build up their fluency and confidence in word reading.</li> </ul>			<u>Year 2 objectives</u> <b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>♣ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>♣ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>♣ read accurately words of two or more syllables that contain the same graphemes as above</li> <li>♣ read words containing common suffixes</li> <li>♣ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>♣ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>♣ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>♣ re-read these books to build up their fluency and confidence in word reading.</li> </ul>		
Reading  Comprehension	<u>Year 1 objectives</u> <b>Pupils should be taught to:</b> <b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b> <ul style="list-style-type: none"> <li>♣ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>♣ being encouraged to link what they read or hear read to their own experiences</li> <li>♣ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>♣ recognising and joining in with predictable phrases</li> <li>♣ learning to appreciate rhymes and poems, and to recite some by heart</li> <li>♣ discussing word meanings, linking new meanings to those already known</li> </ul> <b>Understand both the books they can already read accurately and fluently and those they listen to by:</b> <ul style="list-style-type: none"> <li>♣ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>♣ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>♣ discussing the significance of the title and events</li> <li>♣ making inferences on the basis of what is being said and done</li> <li>♣ predicting what might happen on the basis of what has been read so far</li> <li>♣ participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>♣ explain clearly their understanding of what is read to them.</li> </ul>			<u>Year 2 objectives</u> <b>Pupils should be taught to:</b> <b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b> <ul style="list-style-type: none"> <li>♣ listening to, discussing and expressing 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</li> <li>♣ discussing the sequence of events in books and how items of information are related</li> <li>♣ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>♣ being introduced to non-fiction books that are structured in different ways</li> <li>♣ recognising simple recurring literary language in stories and poetry</li> <li>♣ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>♣ discussing their favourite words and phrases</li> <li>♣ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <b>Understand both the books that they can already read accurately and fluently and those that they listen to by:</b> <ul style="list-style-type: none"> <li>♣ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>♣ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>♣ making inferences on the basis of what is being said and done</li> <li>♣ answering and asking questions</li> <li>♣ predicting what might happen on the basis of what has been read so far</li> <li>♣ 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</li> <li>♣ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>		

<p><b>Writing</b></p> <p><b>Transcription</b></p>	<p><b>Year 1 objectives</b>  <b>Pupils should be taught to:</b>  Spell:  <ul style="list-style-type: none"> <li>♣ words containing each of the 40+ phonemes already taught</li> <li>♣ common exception words</li> <li>♣ the days of the week</li> </ul> <b>Name the letters of the alphabet:</b>  <ul style="list-style-type: none"> <li>♣ naming the letters of the alphabet in order</li> <li>♣ using letter names to distinguish between alternative spellings of the same sound</li> </ul> <b>Add prefixes and suffixes:</b>  <ul style="list-style-type: none"> <li>♣ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>♣ using the prefix un–</li> <li>♣ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>♣ apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>♣ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> </p>	<p><b>Year 2 objectives</b>  <b>Pupils should be taught to:</b>  Spell by:  <ul style="list-style-type: none"> <li>♣ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>♣ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>♣ learning to spell common exception words</li> <li>♣ learning to spell more words with contracted forms</li> <li>♣ learning the possessive apostrophe (singular) [for example, the girl’s book]</li> <li>♣ distinguishing between homophones and near-homophones</li> <li>♣ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English – key stages 1 and 2 20 Statutory requirements</li> <li>♣ apply spelling rules and guidance, as listed in English Appendix 1</li> <li>♣ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul> </p>
<p><b>Writing</b></p> <p><b>Handwriting</b></p>	<p><b>Year 1 objectives</b>  <b>Pupils should be taught to:</b>  <ul style="list-style-type: none"> <li>♣ sit correctly at a table, holding a pencil comfortably and correctly</li> <li>♣ begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>♣ form capital letters</li> <li>♣ form digits 0-9</li> <li>♣ understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul> </p>	<p><b>Year 2 objectives</b>  <b>Pupils should be taught to:</b>  <ul style="list-style-type: none"> <li>♣ form lower-case letters of the correct size relative to one another</li> <li>♣ 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</li> <li>♣ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>♣ use spacing between words that reflects the size of the letters.</li> </ul> </p>
<p><b>Writing</b></p> <p><b>Composition</b></p>	<p><b>Year 1 objectives</b>  <b>Pupils should be taught to:</b>  Write sentences by:  <ul style="list-style-type: none"> <li>♣ saying out loud what they are going to write about</li> <li>♣ composing a sentence orally before writing it</li> <li>♣ sequencing sentences to form short narratives</li> <li>♣ re-reading what they have written to check that it makes sense</li> <li>♣ discuss what they have written with the teacher or other pupils</li> <li>♣ read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul> </p>	<p><b>Year 2 objectives</b>  <b>Pupils should be taught to:</b>  <b>Develop positive attitudes towards and stamina for writing by:</b>  <ul style="list-style-type: none"> <li>♣ writing narratives about personal experiences and those of others (real and fictional)</li> <li>♣ writing about real events</li> <li>♣ writing poetry</li> <li>♣ writing for different purposes</li> </ul> <b>Consider what they are going to write before beginning by:</b>  <ul style="list-style-type: none"> <li>♣ planning or saying out loud what they are going to write about</li> <li>♣ writing down ideas and/or key words, including new vocabulary</li> <li>♣ encapsulating what they want to say, sentence by sentence</li> </ul> <b>Make simple additions, revisions and corrections to their own writing by:</b>  <ul style="list-style-type: none"> <li>♣ evaluating their writing with the teacher and other pupils</li> <li>♣ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>♣ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>♣ read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul> </p>

<p><b>Writing</b></p> <p><b>Vocabulary, Grammar and Punctuation</b></p>	<p><b><u>Year 1 objectives</u></b></p> <p><b>Pupils should be taught to:</b></p> <p><b>Develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <ul style="list-style-type: none"> <li>♣ leaving spaces between words</li> <li>♣ joining words and joining clauses using and</li> <li>♣ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>♣ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>♣ learning the grammar for year 1 in English Appendix 2</li> <li>♣ use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>	<p><b><u>Year 2 objectives</u></b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>♣ develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>♣ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> <p><b>Learn how to use:</b></p> <ul style="list-style-type: none"> <li>♣ sentences with different forms: statement, question, exclamation, command</li> <li>♣ expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>♣ the present and past tenses correctly and consistently including the progressive form</li> <li>♣ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>♣ the grammar for year 2 in English Appendix 2</li> <li>♣ some features of written Standard English</li> <li>♣ use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>
---	---	---

<p><b>Maths</b></p> <p><b>Year 1</b></p>	<p><b><u>Number: Place Value (within 10)</u></b></p> <ul style="list-style-type: none"> <li>- Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>- Count, read and write numbers to 10 in numerals and words</li> <li>- Given a number, identify one more or one less</li> <li>- 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 and least.</li> </ul> <p><b><u>Number: Addition &amp; Subtraction (within 10)</u></b></p> <ul style="list-style-type: none"> <li>- Represent and use number bonds and related subtraction facts within 10.</li> <li>- Read, write and interpret mathematical statements involving additions (+), subtraction (-) and equals (=) signs.</li> <li>- Add and subtract one digit numbers to 10, including zero.</li> <li>- Solve one step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems.</li> </ul> <p><b><u>Geometry: Shape</u></b></p> <ul style="list-style-type: none"> <li>- Recognise and name common 2D shapes, including rectangles (including squares), circles and triangles.</li> <li>- Recognise and name common 3D shapes, including cuboids, cubes, pyramids and spheres.</li> </ul> <p><b><u>Number: Place Value (within 20)</u></b></p> <ul style="list-style-type: none"> <li>- Count to 20, forwards and backwards, beginning with 0 or 1 from any given number.</li> <li>- Count, read and write numbers to 20 in numerals and words</li> <li>- Given a number, identify one more or one less than</li> <li>- Identify and represent numbers using objects and pictorial representations including number lines, and use the language of: equal to, more than, less than, fewer, most and least.</li> </ul>	<p><b><u>Number: Addition &amp; Subtraction (within 10)</u></b></p> <ul style="list-style-type: none"> <li>- Represent and use number bonds and related subtraction facts within 10.</li> <li>- Read, write and interpret mathematical statements involving additions (+), subtraction (-) and equals (=) signs.</li> <li>- Add and subtract one digit numbers to 10, including zero.</li> <li>- Solve one step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems.</li> </ul> <p><b><u>Geometry: Shape</u></b></p> <ul style="list-style-type: none"> <li>- Recognise and name common 2D shapes, including rectangles (including squares), circles and triangles.</li> <li>- Recognise and name common 3D shapes, including cuboids, cubes, pyramids and spheres.</li> </ul> <p><b><u>Number: Place Value (within 20)</u></b></p> <ul style="list-style-type: none"> <li>- Count to 20, forwards and backwards, beginning with 0 or 1 from any given number.</li> <li>- Count, read and write numbers to 20 in numerals and words</li> <li>- Given a number, identify one more or one less than</li> <li>- Identify and represent numbers using objects and pictorial representations including number lines, and use the language of: equal to, more than, less than, fewer, most and least.</li> </ul>	<p><b><u>Number: Addition &amp; Subtraction (within 20)</u></b></p> <ul style="list-style-type: none"> <li>- Represent and use number bonds and related subtraction facts within 20</li> <li>- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>- Add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul> <p><b><u>Number: Place value (within 50) (Multiples of 2, 5 and 10 included)</u></b></p> <ul style="list-style-type: none"> <li>- Count to 50 forwards and backwards, beginning with 0 or 1, or from any number.</li> <li>- Count, read and write numbers to 50 in numerals.</li> <li>- Given a number, identify one more or one less.</li> <li>- 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.</li> <li>- Count in multiples of twos, fives and tens.</li> </ul>	<p><b><u>Measurement: Length &amp; Height</u></b></p> <ul style="list-style-type: none"> <li>- Measure and begin to record lengths and heights.</li> <li>- Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half</li> </ul> <p><b><u>Measurement: Weight &amp; Volume</u></b></p> <ul style="list-style-type: none"> <li>- Measure and begin to record mass/weight, capacity and volume.</li> <li>- Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> </ul>	<p><b><u>Number: Multiplication &amp; Division (Reinforce multiples of 2, 5 and 10 to be included)</u></b></p> <ul style="list-style-type: none"> <li>- Count in multiples of twos, fives and tens.</li> <li>- 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</li> </ul> <p><b><u>Number: Fractions</u></b></p> <ul style="list-style-type: none"> <li>- Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li> <li>- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> <li>- Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</li> <li>- Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter</li> </ul> <p><b><u>Geometry: Position &amp; Direction</u></b></p> <ul style="list-style-type: none"> <li>- Describe position, direction and movement, including whole, half, quarter and three quarter turns</li> </ul>	<p><b><u>Number: Place Value (within 100)</u></b></p> <ul style="list-style-type: none"> <li>- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>- Count, read and write numbers to 100 in numerals.</li> <li>- Given a number, identify one more and one less.</li> <li>- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.</li> </ul> <p><b><u>Measurement: Money</u></b></p> <ul style="list-style-type: none"> <li>- Recognise and know the value of different denominations of coins and notes.</li> </ul> <p><b><u>Measurement: Time</u></b></p> <ul style="list-style-type: none"> <li>- Sequence events in chronological order using language (for example before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).</li> <li>- Recognise and use language relating to dates, including days of the week, weeks, months and years.</li> <li>- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> <li>- Compare, describe and solve practical problems for time (for example: quicker, slower, earlier or later).</li> <li>- Measure and begin to record time (hours, minutes and seconds).</li> </ul>
--	---	--	--	--	---	--

<p><b>Year 2</b></p>	<p><b><u>Number: Place Value</u></b>  -Read and write numbers to at least 100 in numerals and in words.  - Recognise the place value of each digit in a two digit number (tens, ones)  - Identify, represent and estimate numbers using different representations including the number line.  -Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.  - Use place value and number facts to solve problems.  - Count in steps of 2, 3 and 5 from 0, and in tens from any number forwards and backwards</p> <p><b><u>Number: Addition &amp; Subtraction</u></b>  - Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.  - Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.  - Show that the addition of two number can be done in any order (commutative) and subtraction of one number from another cannot.  - Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</p> <p><b><u>Measurement: Money</u></b>  -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 amount of money.  -Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p><b><u>Number: Multiplication &amp; Division</u></b>  -Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.  - Calculate mathematical statements for multiplication and division within the multiplication tables and write</p>	<p><b><u>Number: Addition &amp; Subtraction (continued)</u></b>  Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.  - Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.  - Show that the addition of two number can be done in any order (commutative) and subtraction of one number from another cannot.  - Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</p> <p><b><u>Measurement: Money</u></b>  -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 amount of money.  -Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p><b><u>Number: Multiplication &amp; Division</u></b>  -Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.  - Calculate mathematical statements for multiplication and division within the multiplication tables and write</p>	<p><b><u>Number: Multiplication &amp; Division (continued)</u></b>  - Recall and use multiplication and division facts for the 2, 5 and 10 times 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.  - Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.  - Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p><b><u>Statistics</u></b>  - 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.</p> <p><b><u>Geometry: Properties of Shapes</u></b>  - Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.  - Identify and describe the properties of 3-D shapes,</p>	<p><b><u>Number: Fractions</u></b>  - Recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.  - Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></p> <p><b><u>Measurement: length and height</u></b>  - Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.  - Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =.</p>	<p><b><u>Geometry: Position &amp; Direction</u></b>  - Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).  - Order and arrange combinations of mathematical objects in patterns and sequences</p> <p><b><u>Measurement: Time</u></b>  - 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. Know the number of minutes in an hour and the number of hours in a day.  - Compare and sequence intervals of time.</p>	<p><b><u>Measurement: Mass, Capacity &amp; Temperature</u></b>  - Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels  - Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p> <p><b><u>Problem Solving &amp; Efficient Methods</u></b></p>
----------------------	--	---	---	---	---	---

	<p>measures; applying their increasing knowledge of mental and written methods.</p>	<p>them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (<math>=</math>) sign.</p> <ul style="list-style-type: none"><li>- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in context.</li><li>- Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li></ul>	<p>including the number of edges, vertices and faces.</p> <ul style="list-style-type: none"><li>- Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]</li><li>- Compare and sort common 2-D and 3-D shapes and everyday objects.</li></ul>			
--	---	--	---	--	--	--

<b>Science</b>	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>♣ asking simple questions and recognising that they can be answered in different ways</li> <li>♣ observing closely, using simple equipment</li> <li>♣ performing simple tests</li> <li>♣ identifying and classifying</li> <li>♣ using their observations and ideas to suggest answers to questions</li> <li>♣ gathering and recording data to help in answering questions.</li> </ul>				
<b>Year 1</b>	<p>distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p>	<p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p>
<b>Year 2</b>	<p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>	<p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>notice that animals, including humans, have offspring which grow into adults</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>

<b>History</b>		<p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p><b>Year 1 – Guy Fawkes – fireworks</b>  <b>Year 2 – Great Fire of London – the way houses are now built and fire service (Visit Safewise)</b></p>		<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p><b>Year 1 – Carl Linnaeus (categorising animals and species)</b></p> <p><b>Year 2 – Jane Goodall and Jim Cronin MBE</b></p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Significant historical events, people and places in their own locality.</p> <p><b>Artists:</b>  <b>Year 1 - Pieter Bruegel the Elder</b>  <b>Year 2 - LS Lowry</b></p>	
		<p><b>Year 1 Skills</b></p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)</p> <p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p>		<p><b>Year 1 Skills</b></p> <p>Recognise the difference between past and present in their own and others lives</p> <p>They know and recount episodes from stories about the past</p>	<p><b>Year 1 Skills</b></p> <p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Match objects to people of different ages</p>	
		<p><b>Year 2 Skills</b></p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p>		<p><b>Year 2 Skills</b></p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p>	<p><b>Year 2 Skills</b></p> <p>Sequence artefacts closer together in time - check with reference book</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives</p>	

<b>Geography</b>	<p><b>Human and physical geography</b> use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Geographical skills and fieldwork</b> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p><b>Locational knowledge</b> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Human and physical geography</b> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p><b>Geographical skills and fieldwork</b> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 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</p>			<p><b>Place knowledge</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>
	<p><b>Year 1 Skills</b> <b>Geographical Enquiry</b> Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area.</p>			<p><b>Year 1 Skills</b> <b>Communicating in different ways</b> Writing - poetry, lists, expressing own views, letter. Expressing own views through speaking. Give simple reasons for likes and dislikes. Use simple geographical vocabulary.</p>		
	<p><b>Year 1 Skills</b> Listen to an adult asking another child or adult about familiar environments or activities <i>E.g. About their home or holidays.</i></p>	<p><b>Year 1 Skills</b> Draw around objects to make a plan. Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</p>	<p><b>Year 1 Skills</b> Follow directions (Up, down, left/right, forwards/backwards) Use relative vocabulary (e.g. bigger/smaller, like/dislike) Draw simple features they</p>			<p><b>Year 1 Skills</b> Use everyday language to describe features <i>E.g. bigger, smaller than.</i> Recognise a photo taken by a teacher as a record of what they have seen.</p>

<p>Draw picture maps of imaginary places and from stories. Use own symbols on imaginary map. Use a simple picture map to move around the school; Recognise that it is about a place.</p>	<p>Picture maps and globes</p>	<p>observe in their familiar environment. Add colour and textures to prepared sketches.</p>			<p>Recognise a video/recording taken by a teacher as a record of what they have seen/heard.</p>
<p><b>Year 2 Skills</b> <b>Geographical Enquiry</b> Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places.</p>			<p><b>Year 2 Skills</b> <b>Communicating in different ways</b> Writing - poetry, lists, expressing own views, letter. Expressing own views through speaking. Give detailed reasons for likes and dislikes. <i>L2 - express views on the environment of a locality and recognise how people affect the environment.</i> <i>L2 - Begin to use appropriate geographical vocabulary.</i></p>		
<p><b>Year 2 Skills</b> Ask a familiar person prepared questions <i>E.g. 'What do you like best about our playground?'</i>. Use a pro-forma and put ticks in boxes. Draw an outline of simple features they observe. Add colour, texture and detail to prepared field sketches. Join labels to correct features. Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Begin to understand the need for a key.</p>	<p><b>Year 2 Skills</b> Use an infant atlas to locate places. Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) Look down on objects to make a plan view map. Locate and name on UK map major features e.g. London, River Thames, home location, seas.</p>	<p><b>Year 2 Skills</b> Follow directions (as yr 1 and inc'. NSEW) Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Begin to understand the need for a key. Use class agreed symbols to make a simple key. Follow a route on a map. Use a plan view. Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas</p>			<p><b>Year 2 Skills</b> Use a camera in the field with help to record what they have seen. Label the photo with help. Recognise the features/activities/sounds on a recording taken by the teacher. Operate, with help, recording equipment. Use everyday non-standard units <i>E.g. hands for length.</i> Counts the number of. <i>E.g. children who come to school by car.</i> Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas</p>

<b>Art and Design</b>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To use a range of materials creatively to design and make product  <b>Year 1 – Firework art using range of media</b>  <b>Year 2 – silhouette / collage artwork</b>  <b>GFoL</b></p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p><b>Artists:</b>  <b>Year 1 - Kandinsky</b>  <b>Year 2 – Henri Rousseau</b></p>		<p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.  <b>Artists:</b>  <b>Year 1 - Pieter Bruegel the Elder</b>  <b>Year 2 - LS Lowry and Andy Goldsworthy</b></p>	<p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
	<p><b>Year 1 Skills</b>  Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.  Use a sketchbook to gather and collect artwork.  Begin to explore the use of line, shape and colour  Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.  Explore sculpture with a range of malleable media, especially clay.  Experiment with, construct and join recycled, natural and man-made materials.  Explore shape and form.</p>	<p><b>Year 1 Skills</b>  Use a variety of tools and techniques including the use of different brush sizes and types.  Mix and match colours to artefacts and objects.  Work on different scales.  Mix secondary colours and shades  using different types of paint.  Create different textures e.g. use of sawdust.</p>		<p><b>Year 1 Skills</b>  Make marks in print with a variety of objects, including natural and made objects.  Carry out different printing techniques e.g. monoprint, block, relief and resist printing.  Make rubbings.  Build a repeating pattern and recognise pattern in the environment.  Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.  How to thread a needle, cut, glue and trim material.  Create images from imagination, experience or observation.  Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p>	<p><b>Year 1 Skills</b>  Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.  Use ICT  Investigate different kinds of art, craft and design.</p>
	<p><b>Year 2 Skills</b>  Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.  Understand the basic use of a sketchbook and work out ideas for drawings.  Draw for a sustained period of time from the figure and real objects, including single and grouped objects.  Experiment with the visual elements; line, shape, pattern and colour.  Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.  Build a textured relief tile.  Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<p><b>Year 2 Skills</b>  Mix a range of secondary colours, shades and tones.  Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.  Name different types of paint and their properties.  Work on a range of scales e.g. large brush on large paper etc.  Mix and match colours using artefacts and objects.</p>		<p><b>Year 2 Skills</b>  Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.  Design patterns of increasing complexity and repetition.  Print using a variety of materials, objects and techniques.  Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.  Create textured collages from a variety of media.  Make a simple mosaic.  Stitch, knot and use other manipulative skills.</p>	<p><b>Year 2 Skills</b>  Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.  Use ICT.  Investigate different kinds of art, craft and design.</p>

<p><b>Design Technology</b></p>	<p><b>Design</b> design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>Make</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p><b>Evaluate</b> explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b> build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p><b>Design</b> design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>Make</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b> evaluate their ideas and products against design criteria</p>		<p><b>Design</b> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b> evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>		
	<p><b>Year 1 Skills</b> to draw on their own experience to help generate ideas to suggest ideas and explain what they are going to do to identify a target group for what they intend to design and make</p> <p>to model their ideas in card and paper to develop their design ideas applying findings from their earlier research</p>	<p><b>Year 1 Skills</b> to make their design using appropriate techniques With help measure, mark out, cut and shape a range of materials how to use tools <i>eg scissors and a hole punch</i> safely</p> <p>to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape to select and use appropriate fruit and vegetables, processes and tools basic food handling, hygienic practices and personal hygiene use simple finishing techniques to improve the appearance of their product</p>		<p><b>Year 1 Skills</b> to evaluate their product by discussing how well it works in relation to the purpose to evaluate their product by discussing how well it works in relation to the purpose evaluate their products as they are developed, identifying strengths and possible changes they might make</p>		

	<p><b>Year 2 Skills</b>  generate ideas by drawing on their own and other people's experiences</p> <p>to develop their design ideas through discussion, observation , drawing and modelling</p> <p>to identify a purpose for what they intend to design and make</p> <p>to identify simple design criteria</p> <p>to make simple drawings and label parts</p>	<p><b>Year 2 Skills</b>  begin to select tools and materials; use vocab' to name and describe them</p> <p>to measure, cut and score with some accuracy</p> <p>to use hand tools safely and appropriately</p> <p>to assemble, join and combine materials in order to make a product</p> <p>to cut, shape and join fabric to make a simple garment. Use basic sewing techniques</p> <p>follow safe procedures for food safety and hygiene</p> <p>to choose and use appropriate finishing techniques</p>		<p><b>Year 2 Skills</b>  to evaluate against their design criteria</p> <p>to evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>talk about their ideas, saying what they like and dislike about them</p>		
--	---	---	--	--	--	--

<b>Music</b>	use their voices expressively and creatively by singing songs and speaking chants and rhymes	use their voices expressively and creatively by singing songs and speaking chants and rhymes	play tuned and untuned instruments musically	play tuned and untuned instruments musically	listen with concentration and understanding to a range of high-quality live and recorded music	experiment with, create, select and combine sounds using the inter-related dimensions of music.
	<b>Year 1 Skills</b> To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm.	<b>Year 1 Skills</b> Recall and remember short songs and sequences and patterns of sounds.	<b>Year 1 Skills</b> Identify the pulse in different pieces of music. Identify the pulse and join in getting faster and slower together. Identify long and short sounds in music.  Play instruments in different ways and create sound effects.	<b>Year 1 Skills</b> To explore different sound sources. Make sounds and recognise how they can give a message. Identify and name classroom instruments.	<b>Year 1 Skills</b> Perform long and short sounds in response to symbols. Create long and short sounds on instruments.	<b>Year 1 Skills</b> Contribute to the creation of a class composition. Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.
	<b>Year 2 Skills</b> Recognise phrase lengths and know when to breathe. Sing songs expressively. Follow pitch movements with their hands and use high, low and middle voices. Begin to sing with control of pitch (e.g. following the shape of the melody). Sing with an awareness of other performers.	<b>Year 2 Skills</b> Respond physically when performing, composing and appraising music. Identify different sound sources. Identify well-defined musical features.	<b>Year 2 Skills</b> Perform a rhythm to a given pulse. Begin to internalise and create rhythmic patterns. Accompany a chant or song by clapping or playing the pulse or rhythm. Handle and play instruments with control.	<b>Year 2 Skills</b> Create and chose sounds in response to a given stimulus. Identify how sounds can be changed. Change sounds to reflect different stimuli. Identify different groups of instruments.	<b>Year 2 Skills</b> Play and sing phrase from dot notation. Perform together and follow instructions that combine the musical elements.	<b>Year 2 Skills</b> Choose sounds and instruments carefully and make improvements to their own and others' work. Record their own ideas. Make their own symbols as part of a class score.

PE	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;	perform dances using simple movement patterns.	perform dances using simple movement patterns. master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;	participate in team games, developing simple tactics for attacking and defending;	participate in team games, developing simple tactics for attacking and defending;
	Bat and Ball games	Bat and Ball games	Dance Gymnastics	Dance Gymnastics	Invasion Games Athletics	Invasion Games Athletics
	<b>Year 1 Skills</b> Throw underarm using correct technique. Move with body and space awareness. Listen to advice. Zig zag through a series of markers. Catch a ball.	<b>Year 1 Skills</b> Move with body and space awareness. Hold a balance. Catch a ball. Throw underarm. Comment on performance	<b>Year 1 Skills</b> Hold a balance. Create a sequence with a beginning, middle and end. Comment on performance. Listen to advice. Move with body and space awareness. Hold a balance while walking a straight line. Hop on the spot.	<b>Year 1 Skills</b> Hold a balance. Create a sequence with a beginning, middle and end. Comment on performance. Listen to advice. Move with body and space awareness. Hold a balance while walking a straight line. Hop on the spot.	<b>Year 1 Skills</b> Move with body and space awareness. Understand why the brain, heart and lungs are important. Understand that exercise is good for us. Jump for height Jump for distance.	<b>Year 1 Skills</b> Move with body and space awareness. Understand why the brain, heart and lungs are important. Understand that exercise is good for us. Jump for height Jump for distance. Zig zag through a series of markers.
	<b>Year 2 Skills</b> Catch a small ball.  Throw a small ball overarm, using the correct technique	<b>Year 2 Skills</b> Catch a small ball. Throw a small ball overarm, using the correct technique Structure sequences of actions and skills in different orders to improve performance (speed/direction/level etc).	<b>Year 2 Skills</b> Zigzag through a series of tightly spaced markers.  Compare his/her performance with others.	<b>Year 2 Skills</b> Structure sequences of actions and skills in different orders to improve performance (speed/direction/level etc).  Compare his/her performance with others.	<b>Year 2 Skills</b> Hop along a straight line using the same foot.  Zigzag through a series of tightly spaced markers.	<b>Year 2 Skills</b> Structure sequences of actions and skills in different orders to improve performance (speed/direction/level etc).  Compare his/her performance with others.

<p><b>KS1 Objectives</b></p> <p><b>Computing</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>♣ create and debug simple programs</li> <li>♣ use logical reasoning to predict the behaviour of simple programs</li> <li>♣ use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>♣ recognise common uses of information technology beyond school</li> <li>♣ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>					
<p><b>Year 1</b></p>	<p>Children begin to work through the Chimp category of 2 Code on Purple Mash</p> <ul style="list-style-type: none"> <li>• Understand what algorithms are</li> <li>• Understand that programs execute by following precise and unambiguous instruction</li> </ul>	<p>Children continue to work through the Chimp category of 2 Code on Purple Mash</p> <ul style="list-style-type: none"> <li>• Develop the understanding that programs execute by following precise and unambiguous instruction</li> <li>• Begin to recognize how algorithms are implemented as programs on digital devices</li> </ul>	<p>Children input instructions to make the butterfly move to destination using 2 Go on Purple Mash</p> <ul style="list-style-type: none"> <li>• Understand what algorithms are</li> <li>• Understand that programs execute by following precise and unambiguous instructions in a logical order</li> </ul>	<p>Children continue to input instructions to make the butterfly move to destination using 2 Go on Purple Mash</p> <ul style="list-style-type: none"> <li>• Begin to recognize how algorithms are implemented as programs on digital devices</li> <li>• Fault find and correct errors where possible</li> </ul>	<p>Children develop their typing skills by completing activities to locate particular letters and symbols on the keyboard using 2 Type on Purple Mash</p> <ul style="list-style-type: none"> <li>• Adopt correct posture when typing.</li> <li>• Use both hands correctly when typing.</li> </ul>	<p>Children develop their typing skills by completing activities to locate particular letters and symbols on the keyboard using 2 Type on Purple Mash</p> <ul style="list-style-type: none"> <li>• Improve speed at locating keys.</li> </ul>
<p><b>Year 2</b></p>	<p>Children continue to work through the Chimp category of 2 Code.</p> <ul style="list-style-type: none"> <li>• Understand what algorithms are</li> <li>• Understand that programs execute by following precise and unambiguous instructions.</li> </ul>	<p>Children continue to work through the Chimp category of 2 Code.</p> <ul style="list-style-type: none"> <li>• create and debug simple programs</li> <li>• use logical reasoning to predict the behaviour of simple programs.</li> </ul>	<p>Children retrieve digital content from email messages. They organise this content by making audio notes and by creating an information table. Using Purple Mash 2 Email.</p>	<p>Building upon the previous half term the children now create their own content as they respond to and compose email messages. Using Purple Mash 2 Email. Children are able to recognise common uses of information technology beyond school.</p>	<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Working through Purple Mash e-safety units.</p>	<p><b>Usong Rising Stars – ‘We Are Detectives.’</b>  Understand that email can be used to communicate  Develop skills in opening, composing and sending emails  Gain skills in opening and listening to audio files on the computer  Use appropriate language in emails  Develop skills in editing and formatting text in emails  Be aware of e-safety issues when using email.</p>