Learning and Assessment at Thames View Infants

A Guide for Parents & Carers

Academic Year 2017-2018

Introduction:

In 2014, some important changes in education took place within England. A new National Curriculum was introduced. As part of this process, a long-established national system of reporting children's attainment throughout Key Stage 1 ('Levels') was abolished. In the interim, this was replaced with a new national assessment framework, enabling all Schools to continue to comparatively report children's attainment at the end of Key Stage 1. At the same time, Schools were encouraged to devise their own system of tracking attainment and progress to run alongside this interim framework.

At Thames View Infants, all this information has been available for you to peruse on our School website for some time now. As there is so much information for you to read, we decided to present most of this on-line information within a handy-sized booklet.

I believe that at the heart of every Outstanding School, with high quality learning, is a well-mapped out curriculum with high – yet unambiguous - expectations and a commonly-shared narrative underlying assessment for learning. As one of the highest-achieving Infant Schools nationally, I recognise the valuable work that *parents, as partners,* undertake to support learning both at home and in school with their children too.

For both these reasons, I hope you find this comprehensive booklet valuable and convenient to use. Whilst we have tried to explain concepts in a simple and easy-to-read manner, please do not hesitate to speak to us if we can help offer you further information on points addressed in this booklet or, for that matter, any aspect of your child's schooling: the more we talk, the more that our children will thrive!

Yours sincerely,

Paul Jordan
Headteacher

Contents

All the information presented in this booklet is available on the School's website.

An Introduction to Learning & Assessment

For generations, parents have found themselves visiting schools with their children and are often heard saying 'It's not like when I was at school.' Things change quickly in education, and this was true again in 2014 when the curriculum changed for schools throughout England. This guide is designed to support parents. Clearly, it is impossible to set out in detail everything your child will learn during their time at Thames View Infants, but by providing an outline of what your child will learn and the end of year expectations, hopefully this will help parents to support our children in making the most of their education.

WHAT'S CHANGED?

English, Maths and Science remain very important and are considered the core subjects in primary and secondary education. The National curriculum sets out in detail what should be taught in each of these subjects, and they will take up a substantial part of your child's learning week. Alongside these are the foundation subjects: Art, ICT, Design and Technology, Geography, History, Music, and PE. For these, the details in the National Curriculum are much briefer, and schools have more flexibility over what they cover in these subjects.

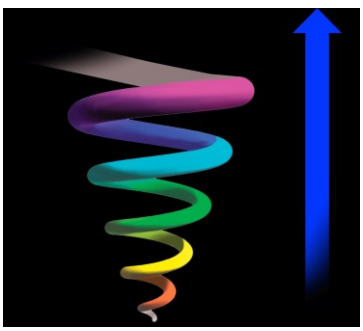
DEVELOPING, SECURING & MASTERING LEARNING WITHIN THE NATIONAL CURRICULUM

The most significant change to the curriculum is that it has a greater focus on 'higher expectations.' For example in Maths, there is now much greater focus on the skills of arithmetic, and also working with fractions. The 2014 National Curriculum places a high emphasis on developing children's learning to a secure standard and then providing a variety of opportunities to consolidate this, so that children ultimately, demonstrate mastery and resilience in their learning and of skills, concepts and understanding – developed to a great depth. Pupils, including the most able, will do work that deepens their knowledge, understanding and skills, rather than simply undertaking more work of the same difficulty or going on to study different content.

Charting this journey through 'Pupil Progress Points' and a system of 'Development Stages' provides a 'common language' in which both Practitioners and Parents at TVI can use meaningfully to discuss children's learning and development against the End of Year Standards presented within the National Curriculum. Prior to the new curriculum, you may have heard teachers discuss 'levels'. However, levels do not exist anymore and you will hear your child's teacher discuss 'Developmental Stages.'

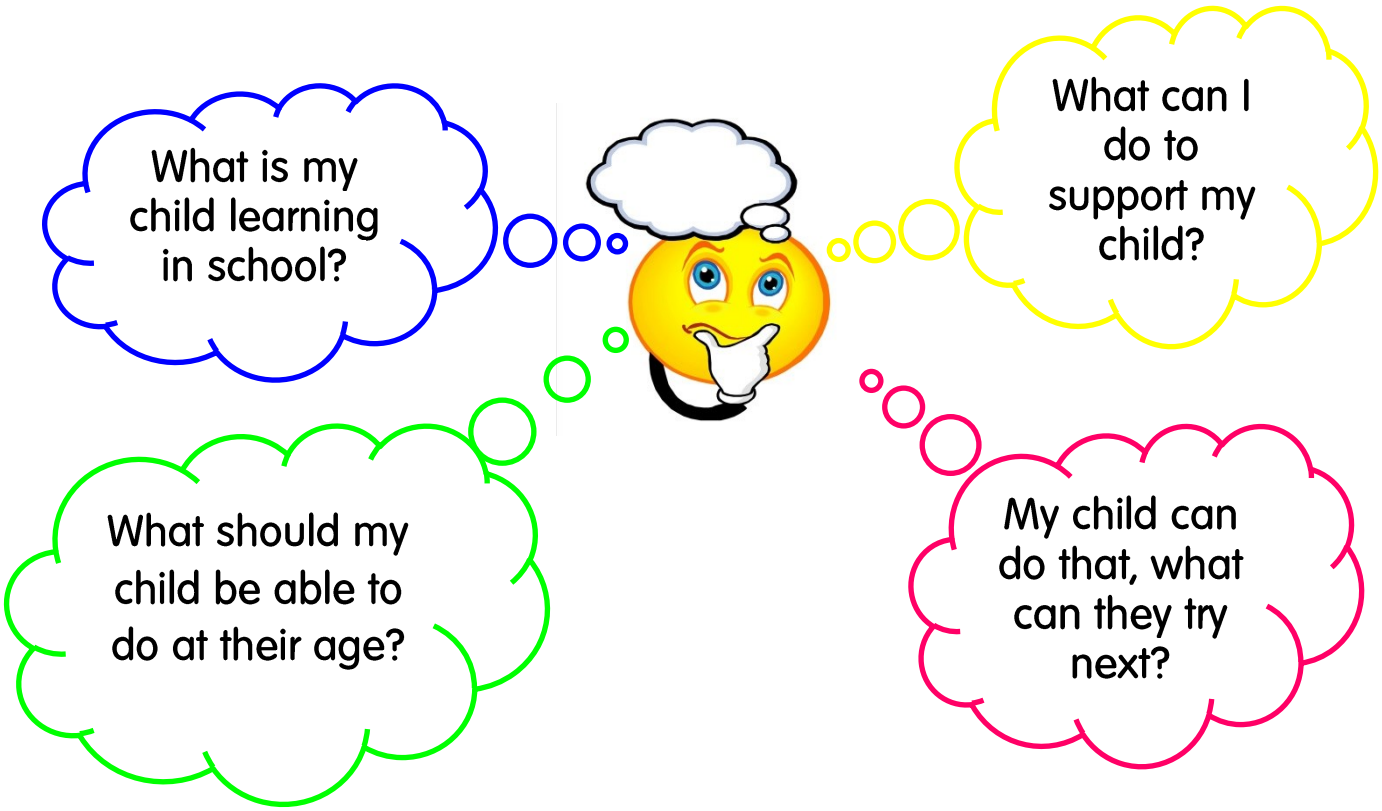
This school-designed framework identifies the small steps that young learners make whilst developing their learning. Reference to 'levels' from the pre-2014 National Curriculum is used merely as an indicative guide during an initial transitional period.

Within an outstanding provision, children will learn exceptionally well. The curriculum offers children opportunities to consolidate, embed and then master learning at a later date and within a different context. Such a provision, incorporating the spirit of Bruner's "Spiral Curriculum", enables children to confidently acquire a mastery of the End of Year Standards for their year group; whilst allowing for the most Exceptionally Able, once learning from the Standard is fully embedded, to apply this further with content from within successive year groups.



How to use this booklet

Parents often ask us…



- Use the **yearly overview,** to find out which topics are being covered each term.
- Use the **End of Year Expectations**, to find out what skills and knowledge your child should have by the end of the year.
- Use the **medium term plans**, to find out what your child is learning in greater depth.
- Use the **Assessing Developmental Stage** section to understand how we assess children at TVI.
- Talk to your child's teacher if you would like to know more about your child's **Developmental Stage**.

TVI Developmental Stages

At Thames View Infants the below framework is used to signpost & measure children's learning as they *Develop*, *Secure* and then *Master* the National Curriculum End of Year Expectations within KS1:

TVI Pupils' Progress Points: (NOT pre-2013 APS)	(For indicative purposes only) very-approximate reference to pre-2013 NC Levels:	National End of Year Expectations (& EYFS Early Learning Goals): * = children securely meeting EYFS/NC End of Year Standards	TVI KS1 Development Stages measuring learning against the End of Year Expectations within the National Curriculum: Year 1	Year 2 ® indicates Reported	Progression within Reading (numbers refer to Reading Continuum Book Bands)
1	W-		Approaching i		1
2			Approaching ii		
3	W	ELG1 →	Approaching iii		
4			Approaching iv		
5	W+	ELG2 →	Approaching v		2
6					3
7	1C	ELG3 →	Emerging	Entering i	
8	1C+				
9	1B		Developing	Entering ii	5
10	1B+				
11	1A	Yr. 1 Expected* →	Yr. 1 Secure →	Emerging	6
12	1A+				
13	2C		Mastery i	Developing i	7
14	2C+				
15	2B		Mastery ii →	Developing ii	8
16	2B+				
17	2A	Yr. 2 Expected* →	Exceptional →	Yr. 2 Secure ®	9
18	2A+				
19	3C			Mastery i	10
20	3C+				
21	3B			Mastery ii ®	11
22	3B+				
23	3A				12
24	3A+			Exceptional i	
25	4C	* Reported End of Yr. 2 Attainment is indicated . For example, Yr. 2 Secure would be usually reported nationally as within the end of KS1 Teacher Assessments.			
26	4C+				
27	4B			Exceptional ii	14
28	4B+				
29	4A				
30	4A+				
31	5C				

Key:

- Working below End-of-Year Expectations and at an Early Stage of Learning – up to an academic year behind chronological age-related expectations
- Working Below End-of-Year Expectations
- Working Securely at End-of-Year Expectations
- Working at a Greater Depth, Beyond End-of-Year Expectations
- Working at a Particularly Greater Depth, Exceptionally Beyond End-of-Year Expectations

→ Indicates Development Stage transfer at the end of year for the majority of pupils.

This is a system used and developed solely by TVI: other schools use different assessment systems. See the section on **Development Descriptors**, located towards the end of this booklet, for more information.

End of KS1 Reporting

In 2015, an interim national assessment framework, enabling all Schools to be able to comparatively report children's attainment at the end of Key Stage 1, was introduced. Currently, at the end of Year 2, children's learning is reported against the National Curriculum End of Year Expectations using the following phrases:

Working Below the Standard (pre-Key Stage 1),

Working Towards the Expected Standard (WTS),

Working at the Expected Standard (EXP),

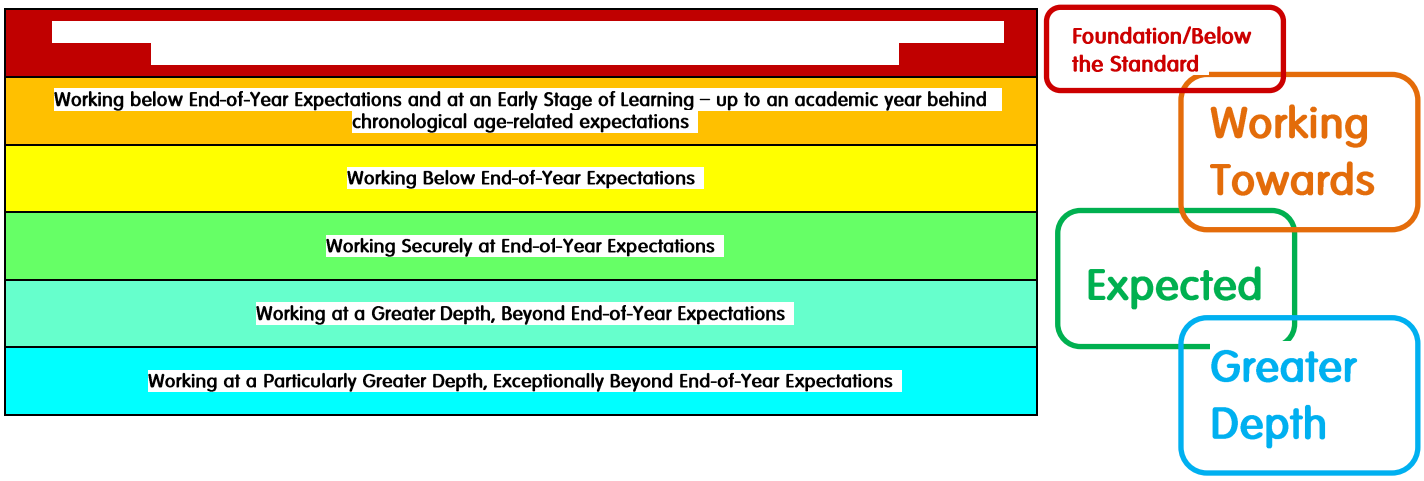
Working at Greater Depth (GD).

At the time of printing (July 2017), it is unclear whether these interim arrangements will continue beyond the 2017-2018 Academic Year.

The TVI Development Stages sit alongside the interim framework and the below diagram helps to illustrate the approximate relationship between the two systems; however, the below is presented as a guide only and not an indication of "automatic equivalence" between the two.

TVI Development Stages:

Interim-National Framework*:



A certain degree of over-lap between the two systems has been incorporated within the above diagram. Over time, it is expected that this will disappear in line with further National Guidance. Although the TVI Development Stages are useful to help School describe children's learning as it progresses & deepens incrementally, only the interim framework's phrases* are recognised nationally to describe attainment at the end of KS1.

Key Stage One Subjects

These are the National Curriculum subjects that are taught at Thames View Infants. The table below shows how many lessons and for how long your child is taught each subject per week.

Subject	Year 1	Year 2
English: Writing/BU	(4x 60 minutes)	(3 x 60 minutes)
RSWShop	(5 x 35 minutes)	(5 x 35 minutes)
Handwriting	(4 x 15 minutes)	(4 x 15 minutes)
Maths	(5 x 40 minutes plus 5 x 20 mental/oral maths)	(5 x 60 minutes)
Science	(2 x 60 minutes)	(2 x 60 minutes)
Computing	(2 x 20 minutes)	(1 x 60 minutes)
Geography	(1 x 40 minutes)	(1 x 45 minutes)
History	(1 x 40 minutes)	(1 x 45 minutes)
PE	(2 x 60 minutes)	(2 x 60 minutes)
Art	(1 x 60 minutes)	(1 x 65 minutes)
D & T	(1 x 45 minutes)	(1 x 45 minutes)
Music	(1 x 45 minutes)	(1 x 30 minutes)
RE	(1 x 25 minutes)	(1 x 40 minutes)
PSHE: PSHE + SEALs	(2 x 20 minutes)	(2 x 15 minutes)
Golden Time	(1 x 45 minutes)	(1 x 45 minutes)

A **yearly overview** maps out learning across the year. This is broken down into **medium term plans**. These outline the key learning taking place for each subject. Each subject has a set of **End of Year Expectations**. Your child's teacher uses a range of evidence to say whether or not a child has met these expectations. The teacher uses a 'best fit' approach to say to what extent a child has met expectations. This is decided using **developmental descriptors,** and a **development stage** is decided for each child. Using this knowledge your child's teacher can plan a personalised provision to support areas of need or extend your child's learning further.

Year One Yearly Overview

	Autumn Term		Spring Term		Summer Term	
	1A	1B	2A	2B	3A	3B
English: Writing	Short Texts	Rhyme & Rhythm	Stories about Bears	Information Texts	Fairy Tales	Stories & Poetry
English: Reading & Spelling	"Letters and Sounds" Phases Two, Three, Four					
English: Handwriting	Systematic teaching of each letter, broken down into "letter families".		Development of handwriting through copy. Introduction of capitals.		Joining through horizontal and diagonal joins, with letter combinations drawn from clusters taught in RSWShop Lessons	
Maths	Number (count, read, write, addition, subtraction estimate), measurement (money), geometry (shape)	Number (place value, subtraction, addition, number bonds), measurement (time, money)	Number (place value, multiplication, addition, counting in 2's), measurement (weight, estimation), geometry (shape)	Number (ordinal numbers, number bonds, subtraction, counting), geometry (position and direction), measurement (days of the week, money, length, mass), data handling	Number (more, less, addition, change, multiples of 10, doubles, place value), geometry, (symmetry), measurement (capacity, money)	Number (odd, even, division ordinal numbers, subtraction, place value), data handling, measurement (days, time, seasons, money)
Science	Animals, Including Humans : ourselves	Light & Seasonal Changes	Everyday Materials	Animals including Humans	Plants	Variation
Computing	Information Around Us	Using a Word Processor	Understanding Instructions and Making Things Happen	Labelling & Classifying	Introduction to Modelling	Coding
RE	Spiritual Awareness Faith in our community Christianity	Special Occasions Christianity Spiritual Awareness	Islam Special Occasions	Christianity	Judaism Faith in the community Special Occasions	Christianity Spiritual Awareness Faith in our community
Art	Print Making, Painting and Drawing		Painting, Drawing and Materials		3D Work, Drawing and Collage	
DT	Fruit & Vegetables		Moving Pictures		Playgrounds	
Geography	Shops and Food		How can we make the streets around our school safer?		The Seaside	
History	Homes What were homes like a long time ago?		Toys How are our toys different from those in the past?		Holidays What were seaside holidays like in the past?	
Music	Day & Night	Musical Elements	Marches & Processions	The Seasons	Dances & Games	Food & Farming
PE	Gymnastics & Games	Games & Dance	Gymnastics & Games	Games & Dance	Gymnastic & Dance	Gymnastics & Games
PSHCE	New Beginnings	Getting on and Falling out	Going for Goals	Good to be Me	Staying Healthy	Changes

Year Two Yearly Overview

	Autumn Term		Spring Term		Summer Term	
	1A	1B	2A	2B	3A	3B
English: Writing	Author Focus – Martin Waddell*	Information Texts*	Traditional Tales	Short Stories & Poetry	SATs preparation	Tales from Different Cultures
English: Reading & Spelling	"Letters and Sounds" Phase Five, Six					
English: Handwriting	Systematic teaching of joining through horizontal and diagonal joins linked to spelling patters.					
Maths	Number, Measurement, Geometry	Number, Statistics, Measurement	Number, Measurement	Number, Measurement, Geometry	Number, Geometry	Number, Geometry, Statistics, Measurement
Science	Sound	Everyday Materials	Animals, Including Humans	All Living Things and their Habitats	Plants	Electricity
Computing	Creating Pictures	Word Processing to Communicate Meaning	Questions & Answers iPad Establishing		Finding Information	Coding
RE	Islam Festivals	Faith in the local community Christianity Citizenship	Judaism	Christianity Islam RE in the context of citizenship	Islam	Christianity Citizenship
Art	Drawing and Collage		Drawing, Clay Work and Print Making		3D Work and Painting	
DT	Puppets		Buildings		Vehicles	
Geography	Around our School		An Island Home		North South West East	
History	Schools What was our school like a long time ago?		The Great Fire of London How do we know about the Great Fire of London?		Famous People Why do we remember Florence Nightingale?	
Music	Repeats & Contrasts	Music for Special Occasions	Animals	Cold Countries	Going Up & Coming Down	Transport
PE	Games & Dance	Gymnastics & Games	Gymnastics & Dance	Gymnastics & Games	Dance & Swimming	Games & Swimming
PSHCE	New Beginnings	Getting On and Falling out	Going for Goals	Good to be Me	Staying Healthy	Changes

*These Units include work on Film and Narrative.

End of Year Expectations: English

Year 1, Year 2 & Year 3

You may like to look at the year above to understand the next set of expectations.

Year One

English: End of Year Expectations

By the end of Year 1 most pupils should be able to do work which requires them to:

SPOKEN LANGUAGE (Year 1-6)	
STATUTORY	**NON-STATUTORY**
Pupils should be taught to: • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • articulate and justify answers, arguments and opinions • give well-structured descriptions and explanations • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication.	• These statements apply to all years and should be taught at a level appropriate to the age of the pupils. Ensure that pupils build on the oral language skills that have been taught in preceding years. • Pupils should be taught to develop their competence in spoken • language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. • Attention should also be paid to increasing pupils' vocabulary, from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to their knowledge about language as a whole. • Ensure that pupils receive constructive feedback on their spoken language and listening not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Year One
English: End of Year Expectations

READING	
STATUTORY	**NON-STATUTORY**
Word reading Pupils should be taught to: • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) 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, noting unusual correspondences between spelling and sound and where these occur in the word • 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 under-stand that the apostrophe represents the omitted letter(s) • 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 • re-read these books to build up their fluency and confidence in word reading.	**Word reading** • Pupils should revise and consolidate the grapheme-phoneme correspondences (GPCs) and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading. • The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later. • Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary. • Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.

Year One
English: End of Year Expectations

Comprehension	
STATUTORY	**NON-STATUTORY**
Pupils should be taught to: • develop pleasure 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 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 to recite some by heart • 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 inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read 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.	• Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. • Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension. • However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured, such as how to build surprise in narratives, and the characteristic features of non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. • Pupils should be shown some of the processes for finding out information. • Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing. • Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others. • Role-play can help pupils to identify with and explore

WRITING	
STATUTORY	**NON-STATUTORY**
Pupils should be taught to: • spell: • words containing each of the 40+ phonemes already taught common exception words the days of the week • name the letters of the alphabet: • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: • using the spelling rule for adding *–s* or *–es* as the plural marker for nouns and the third person singular marker for verbs • using the prefix *un–* • using *–ing, –ed, –er* and *–est* where no change is needed in the spelling of root words (e.g. *helping, helped, helper, eating, quicker, quickest*) • apply simple spelling rules and guidelines, as listed in Appendix 1 • write from memory simple sentences dictated by the teacher that include words taught so far.	**Transcription** *Spelling* • Spelling should be taught alongside reading, so that pupils understand that they can read back words they have spelt. • Pupils should be shown how to segment words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than GPCs (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading. • At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds. • Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.
Handwriting	***Handwriting***
Pupils should be taught to: • sit correctly at a table, holding 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 • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	• Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. • Left-handed pupils should receive specific teaching to meet their needs.
STATUTORY	**NON-STATUTORY**
Composition	**Composition**
Pupils should be taught to: • write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check	• At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud. • Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

that it makes sense discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher.	
Vocabulary, grammar and punctuation	
Pupils should be taught to: • develop their understanding of the concepts set out in Appendix 2 by: leaving spaces between words • joining words and joining sentences using *and* • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation	• Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in Appendix 2 when their writing is discussed. • Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the glossary.

Year One/Two
Phonics: End of Year Expectations

Phase 1

By the end of Phase 1 children will have experienced a wealth of listening activities including songs, stories and rhymes. They will be able to distinguish between speech sounds and many will be able to blend and segment words orally. Some will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent them from moving on to Phase 2 as these speaking and listening activities continue.

Phase 2

By the end of Phase 2 children should:

- Give the sound when shown any Phase 2 letter, securing first the starter letters s, a, t, p, i, n.
- Find any Phase 2 letter, from a display, when given the sound.
- Be able to orally blend and segment CVC words.
- Be able to blend and segment in order to read and spell (using magnetic letters) VC words such as: if, am, on, up and 'silly' words such as ip, ug, and ock.· Be able to read the five tricky words the, to, I, no, go.

Phase 3.

By the end of Phase 3 children should:

- Give the sound when shown all or most Phase 2 and 3 graphemes.
- Find all or most Phase 2 and 3 graphemes, from a display, when given the sound.
- Be able to blend and read CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)
- Be able to segment and make a phonetically plausible attempt as spelling CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)
- Be able to read the tricky words he, she, we, me, be, was, my, you, her, they, all, are
- Be able to spell the tricky words the, to, I no, go
- Write each letter correctly when following a model.

Phase 4.

By the end of Phase 4 children should:

- Give the sound when shown any Phase 2 and 3 grapheme.
- Find any Phase 2 and 3 grapheme, from a display, when given the sound.
- Be able to blend and read words containing adjacent consonants
- Be able to read the tricky words some, one, said, come, do, so, were, when, have, there, out, like, little, what.
- Be able to spell the tricky words he, she, we, me, be, was, my, you, her, they, all, are
- Write each letter, usually correctly.

Phase 5.

By the end of Phase 5 children should:

- Give the sound when shown any grapheme that has been taught
- For any sound given, write the common graphemes.
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable
- Read and spell phonically decidable two-syllable and three-syllable words
- Read automatically all the words in the list of 100 high-frequency words
- Accurately spell most of the words in the list of 100 high-frequency words
- Form each letter correctly

Year Two
English: End of Year Expectations

By the end of Year 2 most pupils should be able to do work which requires them to:

SPOKEN LANGUAGE	
Statutory	**Non Statutory**
Pupils should be taught to: • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • articulate and justify answers, arguments and opinions • give well-structured descriptions and explanations • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances and debate • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication.	• These statements apply to all years and should be taught at a level appropriate to the age of the pupils. Ensure that pupils build on the oral language skills that have been taught in preceding years. • Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. • Attention should also be paid to increasing pupils' vocabulary, from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to their knowledge about language as a whole. • Ensure that pupils receive constructive feedback on their spoken language and listening not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.
READING	
Word Reading	***Word Reading***
Statutory	**Non Statutory**
• Pupils should be taught to: • continue to apply phonic knowledge and skills as the route 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 GPCs as above • read words containing common suffixes	• Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading. • When teaching pupils how to read longer words, pupils should be shown syllable boundaries and how to read each syllable separately before they combine them to

• read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word • read most words quickly and accurately when they have been frequently encountered without overt sounding and blending • 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	read the word. • Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up. • Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.
Comprehension	***Comprehension***
Statutory	**Non Statutory**
Pupils should be taught to: • develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), 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 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 • understand both the books that they can already read accurately and fluently and those that 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	• Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding, e.g. by reading 'place' instead of 'palace'. • Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic. • Explain the meaning of new words within the context of what pupils are reading, and encourage them to use morphology (such as prefixes) to work out unknown words. • Pupils should learn about cause and effect in both narrative and non-fiction (e.g. what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do. • Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language. • Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.

• 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.	• Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.
WRITING	
Statutory	**Non Statutory**
Transcription *Spelling* (see Appendix 1) Pupils should be taught to: spell by: • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • 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 • learning to spell common exception words • learning to spell more words with contracted forms • distinguishing between homophones and near-homophones • add suffixes to spell longer words, e.g. *–ment, –ness, –ful, –less, –ly* • apply spelling rules and guidelines, as listed in Appendix 1 • Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.	**Transcription** *Spelling* • In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words. • At this stage pupils will still be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing sounds. • Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.
Handwriting	***Handwriting***
Statutory	**Non Statutory**
Pupils should be taught to: • form lower-case letters of 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 un-joined • 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.	• Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Composition	*Composition*
Statutory	**Non Statutory**
Pupils should be taught to: • develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • 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 • Proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear.	• Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing. • Pupils should understand, through being shown, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. • Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas by playing roles and improvising scenes in various settings. • Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.
Vocabulary, grammar and punctuation	***Vocabulary, grammar and punctuation***
Statutory	**Non Statutory**
Pupils should be taught to: • develop their understanding of the concepts set out in Appendix 2 by • learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify, e.g. *the blue butterfly* • the present and past tenses correctly and consistently including the progressive form • subordination (using *when*, *if*, *that*, or *because*) and co-ordination (using *or*, *and*, or *but*) • learning the grammar in column 1 of year 2 in Appendix 2 • using some features of written Standard English • Use and understand the grammatical terminology in Appendix 2 in discussing their writing.	• The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.

Year Three
English: End of Year Expectations

By the end of Year 3 most pupils should be able to do work which requires them to:

SPOKEN LANGUAGE	
Statutory	**Non Statutory**
Pupils should be taught to: • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • articulate and justify answers, arguments and opinions • give well-structured descriptions and explanations • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication.	• These statements apply to all years and should be taught at a level appropriate to the age of the pupils. Ensure that pupils build on the oral language skills that have been taught in preceding years. • Pupils should be taught to develop their competence in spoken • Language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. • Attention should also be paid to increasing pupils' vocabulary, from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to their knowledge about language as a whole. • Ensure that pupils receive constructive feedback on their spoken language and listening not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.
Speaking and Listening	***Speaking and Listening***
Statutory	**Non Statutory**
READING	
Statutory	**Non Statutory**
WORD READING Pupils should be taught to: • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	**Word reading** • At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. • When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print: e.g. in reading *technical*, the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but

	/tɛknɪkəl/ ('teknical') should.
Comprehension	
Statutory	**Non Statutory**
Pupils should be taught to: • develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry (e.g. free verse, narrative poetry) • understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	• The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. • Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing, such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions. • Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. • Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any available library services and expertise to support this. • Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. • In using non-fiction, pupils should know what information they need

	• To look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information. • Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.
WRITING	
Statutory	**Non Statutory**
Transcription Spelling (see Appendix 1) Pupils should be taught to: • use further prefixes and suffixes and understand how to add them (Appendix 1) • spell further homophones • spell words that are often misspelt (Appendix 1) • use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	**Transcription** Spelling • Pupils should learn to spell new words correctly and have plenty of practice in spelling them. • They should understand how to place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's). • As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see Appendix 2). • Dictionaries are not useful for pupils who cannot yet spell, since these pupils do not have sufficient knowledge of spelling to use them efficiently.
Handwriting	
Statutory	**Non Statutory**
Pupils should be taught to: • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	• Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.
Composition	
Statutory	**Non Statutory**
Pupils should be taught to: • plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • draft and write by:	• Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices such as headings and sub-headings • evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. •	• Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels. • In order to develop creative and imaginative writing, pupils can be • Encouraged to adopt, create and sustain a range of roles, responding appropriately to others in role (both verbally and non-verbally). They should have opportunities to create their own improvised, devised and scripted drama for each other and a range of audiences as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.
Vocabulary, grammar and punctuation	
Statutory	**Non Statutory**
Pupils should be taught to: • develop their understanding of the concepts set out in Appendix 2 by: • extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. *when, if, because, although* • using the perfect form of verbs to mark relationships of time and cause • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar in column 1 of year 3 and 4 in Appendix 2 • indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech use and understand the grammatical terminology in Appendix 2 accurately.	*Vocabulary, grammar and punctuation* • Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. • At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt, for example, in writing dialogue for characters.

End of Year Expectations: Maths

Year 1, Year 2 & Year 3

You may like to look at the year above to understand the next set of expectations.

Year One
Mathematics: End of Year Expectations

Number	
STATUTORY	NON-STATUTORY
Number and Place Value Pupils should be taught to: • 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.	***Number and Place Value*** • Pupils practise counting (1, 2, 3), ordering (e.g. first, second, third), or to indicate a quantity (e.g. 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent. • Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations. • They practise counting as reciting numbers and counting as enumerating objects, and counting in twos, fives and tens from different multiples to develop their recognition of patterns in the number system (e.g. odd and even numbers), including varied and frequent practice through increasingly complex questions. • They recognise and create repeating patterns with objects and with shapes
Addition and Subtraction Pupils should be taught to: • 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.	***Addition and Subtraction*** • Pupils memorise and reason with number bonds to 10 and 20 in several forms (e.g. 9 + 7 = 16; 16 - 7 = 9; 7 = 16 - 9). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations. • Pupils combine and increase numbers, counting forwards and backwards. • They discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms put together, add, altogether, total, take away, distance between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly.
STATUTORY	NON-STATUTORY
Multiplication and Division Pupils should be taught to: • 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.	***Multiplication and Division*** • Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities. • They make connections between arrays, number patterns, and counting in twos,

	fives and tens.
Fractions Pupils should be taught to: • 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.	***Fractions*** • Pupils are taught half and quarter as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. For example, they could recognise and find half a length, quantity, set of objects or shape. Pupils connect halves and a quarter to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole.
Measurement	
STATUTORY	**NON STATUTORY**
Pupils should be taught to: • compare, describe and solve practical problems for: • lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) • mass or weight (e.g. heavy/light, heavier than, lighter than) • capacity/volume (full/empty, more than, less than, quarter) • time (quicker, slower, earlier, later) • measure and begin to record the following: • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds)	• The pairs of terms: mass and weight, volume and capacity, are used interchangeably at this stage. • Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (e.g. counting) and continuous (e.g. liquid) measurement, to using manageable common standard units. • In order to become familiar with standard measures, pupils begin to use measuring tools such as a ruler, weighing scales and containers. • Pupils use the language of time, including telling the time throughout the day, first using o'clock and then half past.
STATUTORY	**NON-STATUTORY**
• 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.	
Geometry	
STATUTORY	**NON-STATUTORY**
Properties of Shapes Pupils should be taught to: • recognise and name common 2-D and 3-D shapes, including:	***Properties of Shapes*** • Pupils handle common 2-D and 3-D shapes, naming these and related everyday objects fluently. They recognise

• 2-D shapes (e.g. rectangles (including squares), circles and triangles) • 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).	these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids can be different shapes.
Position and direction Pupils should be taught to: • Describe position, directions and movements, including half, quarter and three-quarter turns.	***Position and direction*** • They use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. • Pupils make half, quarter and three-quarter turns and routinely make these turns in a clockwise direction.

Year Two
Mathematics: End of Year Expectations

Number	
STATUTORY	NON-STATUTORY
Number and Place Value Pupils should be taught to: • 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, including the number line • compare and order numbers from 0 up to 100; use ‹, › and = sign • read and write numbers to at least 100 in numerals and in words • Use place value and number facts to solve problems.	***Number and Place Value*** • Using materials and a range of representations, pupils practise counting, reading, writing and comparing numbers to at least 100 and solving a variety of related problems to develop fluency. They count in multiples of three to support their later understanding of a third. • As they become more confident with numbers up to 100, pupils are introduced to larger numbers to develop further their recognition of patterns within the number system and represent them in different ways, including spatial representations. • Pupils should partition numbers in different ways (e.g. 23 = 20 + 3 and 23 = 10 + 13) to support subtraction. They become fluent and apply their knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in two-digit numbers. They begin to understand zero as a place holder.
Addition and Subtraction Pupils should be taught to: • solve problems with addition and subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and measure • applying their increasing knowledge of mental and written methods • 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 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	***Addition and Subtraction*** • Pupils extend their understanding of the language of addition and subtraction to include sum and difference. • Pupils practise addition and subtraction to 20 to become increasingly fluent in deriving facts such as using 3 + 7 = 10, 10 - 7 = 3 and 7 = 10 - 3 to calculate 30 + 70 = 100, 100 - 70 = 30 and 70 = 100 - 30. They check their calculations, including by adding to check subtraction and adding numbers in a different order to check addition (e.g. 5 + 2 + 1 = 1 + 5 + 2 = 1 + 2 + 5). This establishes commutativity and associativity of addition. • Recording addition and subtraction in columns supports place value and prepares for formal written methods with larger numbers.

this to check calculations and missing number problems.	
Multiplication and Division Pupils should be taught to: • 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.	***Multiplication and Division*** • Pupils use a variety of language to describe multiplication and division. • Pupils are introduced to the multiplication tables. They practise to become fluent in the 2, 5 and 10 multiplication tables and connect them to each other. They connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face. They begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations. • Pupils work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities, and relating these to fractions and measures (e.g. 40 ÷ 2 = 20, 20 is a half of 40). They use commutativity and inverse relations to develop multiplicative reasoning (e.g. 4 × 5 = 20 and 20 ÷ 5 = 4).
Fractions Pupils should be taught to: • recognise, find, name and write fractions $^1/_3$, $^1/_4$, $^2/_4$ and $^3/_4$ 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 $^1/_2$.	***Fractions*** • Pupils use additional fractions as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. They connect unit fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantity, a set of objects or shapes. They meet $^3/_4$ as the first example of a non-unit fraction. • Pupils should count in fractions up to 10, starting from any number and using the $^1/_2$ and $^2/_4$ equivalence on the number line (e.g. $1\,^1/_4$, $1\,^2/_4$ (or $1\,^1/_2$), $1\,^3/_4$, 2). This reinforces the concept of fractions as numbers and that they can add up to more than one.
Measurement	
STATUTORY	**NON-STATUTORY**
Pupils should be taught to: • 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,	• Pupils use standard units of measurement with increasing accuracy, using their knowledge of the number system. They use the appropriate language and record using standard abbreviations.

scales, thermometers and measuring vessel • 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.	• They become fluent in telling the time on analogue clocks and recording it. • Pupils become fluent in counting and recognising coins. They read and say amounts of money confidently and use the symbols £ and p accurately, recording pounds and pence separately.
Geometry	
STATUTORY	**NON-STATUTORY**
Property of Shapes Pupils should be taught to: • 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	***Property of Shapes*** • Pupils handle and name a wider variety of common 2-D and 3-D shapes including: quadrilaterals and cuboids, prisms, cones and polygons, and identify the properties of each shape (e.g. number of sides, number of faces). Pupils identify, compare and sort shapes on the basis of their properties and use vocabulary precisely, such as sides, edges, vertices and faces. • Pupils read and write names for shapes that are appropriate for their word reading and spelling. • Pupils draw lines and shapes using a straight edge.
Position and Direction Pupils should be taught to: • order and arrange combinations of mathematical objects in patterns • use mathematical vocabulary to describe position, direction and movement including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line..	***Position and Direction*** • Pupils should work with patterns of shapes, including those in different orientations. • Pupils use the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts (e.g. pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles).
Statistics	
STATUTORY	**NON-STATUTORY**
Pupils should be taught to: • 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	• Pupils record, interpret, collate, organise and compare information (e.g. using many-to-one correspondence with simple ratios 2, 5, 10)

• Ask and answer questions about totalling and comparing categorical data.	

Year Three
Mathematics: End of Year Expectations

Number	
STATUTORY	**NON-STATUTORY**
Number and Place Value Pupils should be taught to: • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000 • identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words • Solve number problems and practical problems involving these ideas.	***Number and Place Value*** • Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100. • They use larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex problems, building on work in year 2 (e.g. 146 = 100 and 40 and 6, 146 = 130 and 16). • Using a variety of representations, including those related to measure, pupils continue to count in ones, tens and hundreds, so that they become fluent in the order and place value of numbers to 1000.
Addition and Subtraction • Pupils should be taught to: • add and subtract numbers mentally, including: • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • estimate the answer to a calculation and use inverse operations to check answers • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	***Addition and Subtraction*** • Pupils practise solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100. • Pupils use their understanding of place value and partitioning, and practise using columnar addition and subtraction with increasingly • large numbers up to three digits to become fluent
Multiplication and Division Pupils should be taught to: • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.	***Multiplication and Division*** • Pupils continue to practise their mental recall of multiplication tables when they are calculating mathematical statements in order to improve fluency. Through doubling, they connect the 2, 4 and 8 multiplication tables. • Pupils develop efficient mental methods, for example, using commutativity (e.g. $4 \times 12 \times 5 = 4 \times 5 \times 12 = 20 \times 12 = 240$) and multiplication and division facts (e.g. using $3 \times 2 = 6$, $6 \div 3 = 2$ and $2 = 6 \div 3$) to derive related facts ($30 \times 2 = 60$, $60 \div 3 = 20$ and $20 = 60 \div 3$). • Pupils develop reliable written methods for multiplication and division, starting with calculations of two-digit numbers by one-digit numbers and progressing to the

	formal written methods of short multiplication and division. • Pupils solve simple problems in contexts, deciding which of the four operations to use and why, including measuring and scaling contexts, and correspondence problems in which m objects are connected to n objects (e.g. 3 hats and 4 coats, how many different outfits?; 12 sweets shared equally between 4 children; 4 cakes shared equally between 8 children).
Fractions Pupils should be taught to: • count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • recognise and show, using diagrams, equivalent fractions with small denominators • add and subtract fractions with the same denominator within one whole (e.g. $^{5}/_{7} + {}^{1}/_{7} = {}^{6}/_{7}$) • compare and order unit fractions, and fractions with the same denominators • Solve problems that involve all of the above.	***Fractions*** • Pupils connect tenths to place value, decimal measures and to division by 10. • They begin to understand unit and non-unit fractions as numbers on the number line, and deduce relations between them, such as size and equivalence. They should go beyond the [0, 1] interval, relating this to measure. • Pupils understand the relation between unit fractions as operators (fractions of), and division by integers. • They continue to recognise fractions in the context of parts of a whole, numbers, measurements, a shape, or unit fractions as a division of a quantity. • Pupils practise adding and subtracting fractions with the same denominator through a variety of increasingly complex problems to improve fluency.
Measurement	
STATUTORY	**NON-STATUTORY**
Pupils should be taught to: • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • measure the perimeter of simple 2-D shapes • add and subtract amounts of money to give change, using both £ and p in practical contexts • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year	• Pupils continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (e.g. 1 kg and 200g) and simple equivalents of mixed units (e.g. 5m = 500cm). • The comparison of measures should also include simple scaling by integers (e.g. a given quantity or measure is twice as long or five times as high) and this should connect to multiplication. • Pupils continue to become fluent in recognising the value of coins, by adding and subtracting amounts, including mixed units, and giving change using manageable amounts. They record £ and p separately. The decimal recording of money is introduced formally in year 4. • Pupils use both analogue and digital 12-

• Compare durations of events, for example to calculate the time taken by particular events or tasks.	hour clocks and record their times. In this way they become fluent in and prepared for using digital 24-hour clocks in year 4.
Geometry	
STATUTORY	**NON-STATUTORY**
Properties of Shapes Pupils should be taught to: • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • recognise that angles are a property of shape or a description of a turn • identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	***Properties of Shapes*** • Pupils' knowledge of the properties of shapes is extended at this stage to symmetrical and non-symmetrical polygons and polyhedra. Pupils extend their use of the properties of shapes. They should be able to describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or lesser than a right angle. • Pupils should draw and measure straight lines in centimetres.
Statistics	
STATUTORY	**NON-STATUTORY**
Pupils should be taught to: • interpret and present data using bar charts, pictograms and tables • Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.	• Pupils understand and use simple scales (e.g. 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy. • They continue to interpret data presented in many contexts.

End of Year Expectations: Science

Year 1, Year 2 & Year 3

You may like to look at the year above to understand the next set of expectations.

Year One
Science: End of Year Expectations

By the end of Year 1 most pupils should be able to do work which requires them to:

WORKING SCIENTICICALLY	
STATUTORY	NON-STATUTORY
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: ▪ asking simple questions and recognising that they can be answered in different ways ▪ observing closely, using simple equipment ▪ performing simple tests ▪ identifying and classifying ▪ using their observations and ideas to suggest answers to questions ▪ Gathering and recording data to help in answering questions.	• Pupils in years 1 and 2 should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships. They should ask people questions and use simple secondary sources to find answers. They should use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language. • These opportunities for working scientifically should be provided across years 1 and 2 so that the expectations in the programme of study can be met by the end of year 2. Pupils are not expected to cover each aspect for every area of study.
Plants	
STATUTORY	NON-STATUTORY
Pupils should be taught to: ▪ identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen ▪ Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.	• Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. • They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (trees: trunk, roots,

	branches, leaves, flowers (blossom), fruit; garden and wild plants: flower, petals, stem, leaves, roots, fruit, bulb and seed). • Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants and trees. • Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast how different plants change over time.
Animals, including humans	
STATUTORY Pupils should be taught to: ▪ identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates ▪ identify and name a variety of common animals that are carnivores, herbivores and omnivores ▪ describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets) ▪ Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	NON-STATUTORY • Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of birds, fish, amphibians, reptiles, mammals and invertebrates, including pets. • Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. • Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.
Everyday materials	
STATUTORY Pupils should be taught to: ▪ distinguish between an object and the material from which it is made ▪ identify and name a variety of everyday	NON-STATUTORY • Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not

materials, including wood, plastic, glass, metal, water, and rock ▪ describe the simple physical properties of a variety of everyday materials ▪ compare and group together a variety of everyday materials on the basis of their simple physical properties ▪ Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	bendy; waterproof/not waterproof; absorbent/not absorbent. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil. • Pupils might find out about people who have developed useful new materials, for example, John Dunlop, Charles Macintosh or John McAdam. • Pupils might work scientifically by: performing simple tests to explore questions such as: 'What is the best material for an umbrella? ... for lining a dog basket? ... for curtains? ... for a bookshelf? ... for a gymnast's leotard?'
Light	
STATUTORY Pupils should be taught to: ▪ observe and name a variety of sources of light, including electric lights, flames and the Sun ▪ associate shadows with a light source being blocked by something.	NON-STATUTORY Pupils should explore materials to raise questions that will help them to understand the differences between materials that are transparent, translucent and opaque (though these words do not need to be used at this stage). They should observe shadows being formed in everyday contexts, such as when they play outside or shine torches indoors. **Note:** Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. Pupils might work scientifically by exploring shiny things and grouping them according to whether they shine in the dark or not. They can go on a shadow hunt and think about what is similar about the places where shadows are found (that is, that there is a light source and something is blocking it).
Seasonal Changes	
STATUTORY Pupils should be taught to: ▪ observe changes across the four seasons ▪ observe and describe weather associated with the seasons and how day length varies	NON-STATUTORY Pupils should observe and talk about changes in the weather and the seasons Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.

Year Two
Science: End of Year Expectations

By the end of Year 2 most pupils should be able to do work which requires them to:

WORKING SCIENTICICALLY	
STATUTORY	NON-STATUTORY
ALL LIVING THINGS AND THEIR HABITATS	
STATUTORY Pupils should be taught to: ▪ explore and compare the differences between things that are living, dead, and things that have never been alive ▪ 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 ▪ identify and name a variety of plants and animals in their habitats, including micro-habitats ▪ 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.	• NON-STATUTORY • Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro- habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest. • Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions such as: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g. grass, cow, human); describing the conditions in different habitats and micro-habitats (under log, on stony path, under bushes); finding out how the conditions affect the number and type(s) of plants and animals that live there.
PLANTS	
STATUTORY Pupils should be taught to:	NON-STATUTORY • Pupils should use the local

▪ observe and describe how seeds and bulbs grow into mature plants ▪ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	environment throughout the year to observe how plants grow (including seeds, bulbs, fruit and vegetables, deciduous and evergreen bushes and trees). Pupils should be introduced to the requirements of plants for growth and survival, as well as the process of reproduction and growth in plants. • **Note:** Seeds and bulbs need water to grow but do not need light; seeds and bulbs have a store of food inside them. • Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.
ANIMALS INCLUDING HUMANS	
STATUTORY Pupils should be taught to: ▪ notice that animals, including humans, have offspring which grow into adults ▪ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ▪ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	NON-STATUTORY • Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. • Growing into adults can include reference to baby, toddler, child, teenager, adult. Pupils might work scientifically by: observing, through video or first- hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions
EVERYDAY MATERIALS	
STATUTORY Pupils should be taught to: ▪ identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock,	NON-STATUTORY • Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one

paper and cardboard ▪ Compare how things move on different surfaces.	thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass; tables can be made from plastic, wood, metal, but not normally from paper). • Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations. Pupils should be encouraged to think about unusual and creative uses for everyday materials. They could ask questions about the movement of objects such as toy cars on different surfaces; comparing them, by measuring how far they go; ordering their findings and recording their observations and measurements, for example by constructing tables and charts, and drawing on their results to answer their questions.
SOUND	
STATUTORY Pupils should be taught to: ▪ observe and name a variety of sources of sound, noticing that we hear with our ears ▪ Recognise that sounds get fainter as the distance from the sound source increases.	NON-STATUTORY • Linked with work in music, pupils should explore various ways of making sounds, for example using a range of musical instruments to make louder and softer and higher and lower sounds. • Pupils might work scientifically by: comparing different sound sources and looking for patterns; carrying out tests to find the best places to locate fire bells in school.

Year Three
Science: End of Year Expectations

By the end of Year 3 most pupils should be able to do work which requires them to:

WORKING SCIENFIFICALLY (Year 3 & 4)	
STATUTORY • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • Using straightforward scientific evidence to answer questions or to support their findings.	NON-STATUTORY • Pupils in years 3 and 4 should be given a range of scientific experiences to enable them to raise their own questions about the world around them. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys. They should begin to look for patterns and decide what data to collect to identify them. They should help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. They should learn how to use new equipment, such as data loggers, appropriately. They should collect data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data. With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done. They should also recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. Pupils should use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences. These opportunities for working scientifically should be provided across years 3 and 4 so that the expectations in the programme of study can be met by the end of year 4. Pupils are not expected to cover each aspect for every area of study.

PLANTS	
STATUTORY Pupils should be taught to: ▪ identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers ▪ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant ▪ investigate the way in which water is transported within plants ▪ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	NON-STATUTORY • Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction. • **Note:** Pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens. • Pupils might work scientifically by: comparing the effect of different factors on plant growth, for example the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.
ANIMALS INCLUDING HUMANS	
STATUTORY Pupils should be taught to: ▪ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ▪ Identify that humans and some animals have skeletons and muscles for support, protection and movement.	NON-STATUTORY • Pupils should continue to learn about the importance of nutrition (including a balanced diet) and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. • Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out.
ROCKS	
STATUTORY Pupils should be taught to: ▪ compare and group together different	NON-STATUTORY • Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment.

kinds of rocks on the basis of their appearance and simple physical properties ▪ describe in simple terms how fossils are formed when things that have lived are trapped within rock ▪ Recognise that soils are made from rocks and organic matter.	• Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together. They can raise and answer questions about the way soils are formed.
LIGHT	
STATUTORY Pupils should be taught to: ▪ notice that light is reflected from surfaces ▪ Find patterns that determine the size of shadows.	NON-STATUTORY • Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves. • **Note:** Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. • Pupils might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.
FORCES AND MAGNETS	
STATUTORY Pupils should be taught to: ▪ notice that some forces need contact between two objects, but magnetic forces can act at a distance ▪ observe how magnets attract or repel each other and attract some materials and not others ▪ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ▪ describe magnets as having two poles ▪ Predict whether two magnets will attract or repel each other, depending on which poles are facing.	NON-STATUTORY • Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe). • Pupils might work scientifically by: exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, such as the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in

	everyday items and suggesting creative uses for different magnets.

Medium Term Plans: English

Year 1

Year 1 English: Writing

Year 1, Term 1A

Short Texts

Programme of study	Learning Intentions
In this unit children will read a selection of stories with events and settings that are familiar to them. They will identify characters, settings and main events. They will recognise where the story takes place, who is involved and what happens. They will be introduced to the words 'character', 'setting', 'events'. They will demonstrate how to apply word reading skills and strategies. Children will identify the main events in a story and re-enact through role play. Children will make links with their own experiences. They will explore imaginative ideas arising from this using role-play. They will make a simple story plan, using a sequence of pictures. They will write sentences to tell the story. They will attempt to use spelling strategies and correct sentence punctuation. Children recount their own real or imagined experiences orally. They record their plan by drawing a sequence of pictures, then writing sentence(s) to retell the story in writing.	**Hairy Bear** I will read and write my words. I will read and write my words. I will write my words. I will sound out the words I don't know I will write my words. I will sound out the words I don't know. **Silly Sally** I will keep my sentence in my head when I write it. I will keep my sentence in my head when I write it. I will sound-out the words I don't know. I will write my words. I will sound-out the words I don't know. **Silly Sally** I will write my words. I will sound out the words I don't know. My writing will be on the line. I will have finger spaces between each word. I will sound out words that rhyme. I will sound out words I do not know. **Grandpa, Grandpa** I will keep my sentence in my head when I write it. My sentence will have a describing word in it. I will sound-out the words I don't know. My writing will sit on the line and have finger spaces between the words. My writing will start with a capital letter and end with a full stop. **I love Animals** I will sound-out the words I don't know. I can write the first and last sound of my word. I will write all the words in my sentence. I will sound-out the words I don't know. I will write all the words in my sentence. I will sound-out the words I don't know. I will remember my target when writing. **Ten in the Bed** I will sound-out the words I don't know. I can write the first and last sound of my word. I will write all the words in my sentence. I will sound-out the words I don't know. I will write all the words in my sentence. I will sound-out the words I don't know. I will remember my target when writing. **Dear Zoo**
End of Year Expectations	
Spoken Language: • listen and respond appropriately to their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge Composition: • write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher. Vocabulary, grammar and punctuation: • develop their understanding of the concepts set out in Appendix 2 by: leaving spaces between words • joining words and joining sentences using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation	

	I will sound-out the words I don't know. I can write the first and last sound of my word. I will write all the words in my sentence. I will sound-out the words I don't know. I will write all the words in my sentence. I will sound-out the words I don't know. I will remember my target when writing.
Vocabulary	
I, can, and, hear went, the, to, town, walking went, the, to, way, on, silly, met, was First, Next, Then, After that, Finally, went and, the to, skipped, hopped, ran, jogged, crawled, tiptoed will, get, for, my he, she, is, love, pet the, of, fell, out sent, me, they, too, back, so	

Year 1 English: Writing

Year 1, Term 1B

Rhythm and Rhyme	
Programme of study	**Learning Intentions**
The unit focuses on rhyme, rhythm and alliteration with opportunities for children to compose a simple narrative. Rhymes chosen are traditional rhymes/chants with which most children will be familiar. This enables the focus to be on developing the quality of recitation, articulation, interpretation and presentation for an audience. Children will gain Confidence within a familiar context working within the whole class, small group or with the support of a partner. The use of role play is used to support An understanding of both the theme and language of the rhymes and to develop pupils' oral language. The development of oral language, the ability to detect and generate rhymes, the ability to hear, recognise and generate alliterative phrases together with an appreciation of rhythm are essential prerequisites for early reading and writing. Poems or parts of poems are used to provide models for children's own poems or poetic sentences by substituting words or using the repetitive pattern of the text. Children also have the opportunity to write their own version of the stories presented in the core texts. The core texts provide opportunities to explore the meaning of descriptive vocabulary. Some children may begin to use it in their own writing. The emphasis during shared and independent writing is on the construction of simple sentences, drawing attention to punctuation and the application of taught spelling strategies.	**Rhyme** I can say my rhyme in a clear speaking voice. I can write my own version of Hickory Dickory Dock. I can write my own version of Pussy Cat, Pussy Cat. I can write my own version of Incy Wincy Spider. **Characters in rhymes** I can write what Jack and Jill said. I can plan and write the beginning of our new "Jack and Jill" story. I can follow the plan and write the middle and end of our new "Jack and Jill" story. I will remember my own writing target when writing. **Pizza instructions** I can use better words for 'then', when putting pizza instructions into the correct order. I can use better words for 'then'* when putting pizza instructions into the correct order. I will use better words for then*, when writing instructions for making (the CT's) pizza. I will use better words for then*, when writing instructions for making (my own) pizza. (I will use adverbs in my sentence I will use describing words to make my pizza sound tastier! **Playground Chants** I will practise a rhyme, with actions, that I can sing in the playground. I can change the verb in my own "Teddy Bear" chant. My '__ing' sentence will contain enough information in it. **Rhyming text – Writing a class story** Each sentence I write will have a describing word and enough information in it. I can plan and write the beginning of our new "I went walking" story. I will remember my own target when writing the end of my story. **Rhyme and Rhythm** I will sequence my story into the right order. I will take-turns when telling my partner the story. I can use the plan to write the beginning of "Pass the Jam, Jim.
End of Year Expectations	
Spoken Language: • listen and respond appropriately to their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge Composition: • write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher.	

	Christmas Each line in my party list will contain a describing word. Each line in my letter to Santa will contain a describing word.
Vocabulary	
Title, rhyme, 'chosen by', rhyming, 'illustrated by', rhythm Rhyme, phoneme Rhyme, line Character, said, Jack/Jill Story, beginning, sentence Story plan, middle, full stop, end, capital letter First, Next, Then, After that, Finally Playground rhyme/chant Playground chant/rhyme, alliteration Title, author, sentence Illustrator, capital letter, full stop front cover, sentence opening, capital letter blurb, full stop title, blurb, author, sentence, illustrator rhyme, story, alliteration, sequence sentence, capital letter, story, full stop	

Year 1 English: Writing

Year 1, Term 2A

Stories about Bears	
Programme of study	**Learning Intentions**
This unit focuses on story writing. It builds up, starting with children writing in short, well-constructed sentences. There is an emphasis on the ability to construct sentences orally and then in written form. Accuracy and confidence in writing sentences is a key teaching focus throughout. The over-riding key principle is that all children should be kept together as much as possible. Our aim is to secure independent, confident writing skills for **all** children. Quality needs to be secured by asking children to explore a range of alternatives and to extend/develop both oral and written responses. There should be a clear expectation for all children to speak clearly, audibly and in full sentences when contributing to discussions, answering questions and reading their work. During shared and independent writing teachers need to emphasise and reinforce phonic and spelling work taught in the Reading and Spelling Workshop, e.g. initial letters, words from targeted rime pools, medial vowels etc. Key vocabulary should be targeted. Children with limited transcriptional skills will need additional teacher/adult support to establish Independent writing skills during the practice segment of the lesson. Questions need to be planned and targeted so that all children are involved in whole class shared reading and writing. During shared reading teachers should check that lower attainers are keeping up by targeting questions which check comprehension and ability to read key words/phrases., texts or text extracts	**Bear Hunt** I can act out the story "We're going on a bear hunt". I will use a describing word for each place visited in the story. My own "we're going on a bear hunt" story will have enough information*. I will check my writing to make sure there's enough information. I will check to see if my sentence says what I wanted it to. The sentences in my booklet will make sense and have enough information in them. **Where's My Teddy** I can remember the characters and the setting in "Where's my Teddy". I can sequence "where's my teddy" and then write a sentence about each part of the story. My story, about losing something, will have capital letters and full stops. I write the retell of 'Where's my Teddy' using describing words. I can write a question sentence to find out more information about the bear. I can write what the bear said. I will use adjectives to describe my own bear. I will use better words for "went." I will use better words to use for 'went' to describe what happened to the bear in the woods. My own bear adventure story will have capital letters and full stops. I will write the beginning of the story. My own bear adventure story will have capital letters and full stops. I will write the middle and end of the story. I can write what happened in the story of "where's my teddy". (Writing assessment) **The Big Hungry Bear** I will use better said verbs to show what the mouse is saying. My sentence will contain enough information. (I can say what is happening in the picture. My sentence will contain a describing word). I can write what happened in the story of 'The Big Hungry Bear'. (My sentence will contain a describing word). I will contribute to a whole class discussion. (Exploratory talk)
End of Year Expectations	
Spoken Language: • listen and respond appropriately to their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge Composition: • write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher.	

Vocabulary	
Thick, oozy, long, wavy, swirling, squelch, stumble. Forest, snowstorm, cave etc. Under, over, round, though, on, in, opposite. Sentence, story plan, capital letter, word, full stop beginning, middle and end character, setting bold, retell, capital letters, character, sequent, setting events story, capital letter, event, full stop, sentence First, Next, A little later, After that, Finally, Character, question, question mark hot seating, speech bubbles, character words for said- shouted, whispered, moaned, cried words for went – skipped, hopped, ran, jogged, jumped story plan, beginning, middle, end character, speech bubble, question, question mark illustration, sentence, capital letter, full stop character, retell, speech bubble	

Year 1 English: Writing

Year 1, Term 2B

Information Texts

Programme of study	Learning Intentions
This unit is about reading and writing information. The unit divides into three sections. The first section has as its context a display of children's favourite toys. Children will write in a number of different forms during this section: captions, questions and simple instructions. The second section focuses on the distinction between fiction and non-fiction books, introducing Children to some of the structural features of information texts and their function. This is mainly done through the context of the shared text: 'Toys Around the World' by James Dunbar (Longman Book Project). This text has been chosen as it contains the structures of information texts that we wish to teach children to use effectively. The third section focuses on the recount form. There is not a recommended text for this section.	**Toys Around the World** I can write a list with a describing word in each sentence. I can write a caption with a describing word in each sentence. I can write question sentences. I will listen to my friends. I will talk when there's a gap in the conversation. I can write labels, containing enough information. I will research information about a toy. I can write information sentences about my favourite toy. I will write a blurb for a class book. I will: • Understand the organisation of the school library. • Locate books/sections using a colour-coding system related to subjects. • Locate books relevant to the topic of toys. • Understand the difference between fiction and non-fiction books. I can use a contents page. I can use a contents page, captions, pictures and text to find out information and ask questions about a non-fiction text. I will find out information from a non-fiction book, using the contents page. I will write and illustrate a page of my information book, which will include a page heading. My information book will have a front page (title & author), a contents page and a back page (blurb). I will make my sentences interesting by using adjectives and verbs (and adverbs and connectives. I will remember my writing target. I will write a report, in paragraphs, about scooters*. I will plan a report, in paragraphs, about my own favourite toy. I will write a report, in paragraphs, about my own favourite toy. I will remember my writing target. **Post Toy Museum** I can talk about the visit to the toy museum using better words for then. I can recount the visit to the toy museum, using better words for then at the start of my sentences. I can plan and recount (a recent school event),
End of Year Expectations Spoken Language: • listen and respond appropriately to their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge Composition: • write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher.	

Vocabulary	using better words for then at the start of my sentences. I will write a recount of my visit to the toy museum in my best handwriting.
First, Next, Next, Later, Then, Finally, List, Title Diagram, Labels Title, Blurb, Contents, Page, Numbers Page headings, Caption, Sentence, Capital letter	

Year 1 English: Writing

Year 1, Term 3A

Fairy Tales

Programme of study

This unit focuses on story writing. Again there is an emphasis on the ability to construct sentences orally and then in written form. The unit builds up with opportunities for children to write short stories around the core texts.

End of Year Expectations

Spoken Language:

- listen and respond appropriately to their peers
- ask relevant questions to extend their understanding and build vocabulary and knowledge

Composition:

- write sentences by:
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Vocabulary

Fairy Tale, Author, Character, Illustrator, Story Map, 'Retold by'
Retell, Story Map
Story Plan, Characters
Character, Sentence, Vocabulary – adjectives , Capital letter, Full stops
Hot-seating, Question sentence, Character, Question mark
Story plan, Sentence
Story – beginning, middle, end
Full stop, Capital letter

Learning Intentions

The Gingerbread Man

My list of characters will contain:

- a capital letter,
- a describing word, and
- a comma.

My writing will say <u>where</u> the characters are (positional vocabulary).
I will write a sentence to say what the characters 'said'.
I will retell the Gingerbread Man (orally)
I will use role-play to retell the (original) story of the Gingerbread Man.
I will use my plan to write a retell of the Gingerbread man story.
My sentences will contain a describing word and a full stop.
My handwriting will be as neat as possible.
I will use role-play to retell a different version of the Gingerbread Man.
I will use my plan to write (my own) retell of the Gingerbread man story.
My sentences will contain a describing word and a full stop.
My handwriting will be as neat as possible.

Three Billy Goats Gruff

I will use better describing words in my sentences.
I will check my writing for good spelling and punctuation (capital letters and full stops).
I will use role-play and talk to decide what the characters were:

- Thinking
- Doing
- Feeling
- Saying

I will use my plan to write a retell of the 3 Billy Goats Gruff story.
My sentences will contain a describing word and a full stop.
My handwriting will be as neat as possible.
I can write question sentences.
I will know how to write a letter (from the troll).
I will use my letter plan to write to the troll (from the Billy Goats Gruff).
My own characters will give their own reasons for crossing the Troll's bridge.
I will use my plan to write a retell of the 3 Billy Goats Gruff story.
My sentences will contain a describing word and a full stop.
I will use my plan to write a retell of the 3 Billy

	Goats Gruff story. My sentences will contain a describing word and a full stop. I can remember different characters from different stories and describe how they behaved.

Year 1 English: Writing

Year 1 Term 3B

Stories and Poetry	
Programme of study	**Learning Intentions**
This unit focuses on both rhyme and story writing. It provides an opportunity to reinforce, consolidate and extend work covered during previous blocked units and Reading and Spelling Workshops. Poems or parts of poems are used to provide models for children's own poems or poetic sentences by substituting words or using the repetitive pattern of the text. Children also have the opportunity to write their own versions of the stories presented in the core texts. The core texts provide many opportunities to explore descriptive vocabulary and children should be encouraged to begin to use some of it in their own writing. The structure of story writing continues to be supported by familiar planning formats and children should begin to write longer stories. The development of speaking and listening remains a high focus. Children should now be clear about the expectation to speak clearly, audibly and in full sentences when appropriate.	**Once upon a Time** In my list: • Each line will start with a capital letter. • Names will start with a capital letter. • Each line will end with a comma. I will give enough information when writing about what the characters are doing in the story. I will give enough information when writing about what the characters are doing in the story. I will retell my partner the story, speaking in sentences and using important words. Goldilocks and the Three Bears I will use role-play and talk to decide what the characters were: • Thinking • Doing • Feeling • Saying My writing story will contain enough information. My writing story will contain enough information. I will improve my writing to make sure it has: • Enough information • Good spellings • Full stops and capital letters. Rumble in the Jungle I will use describing words in my list of characters. I will use role-play to make sure I understand what the describing words mean in the poem "The Tiger". I will write my own version of a poem to describe animals. I can write a '4 line poem' using good describing words. I can write a '4 line poem' using describing words. I can act out a poem, using action, music, role-play and music (sound effects). I will write my own verse for "walking through the jungle". The describing word I use will start with the same letter sound as my animal (alliteration). I will write my own verse for "walking through the jungle". The describing word I use will start with the same letter sound as my animal (alliteration). **Who's in the Shed?** I can write answers to questions about the text.
End of Year Expectations	
Spoken Language: • listen and respond appropriately to their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge Composition: • write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher.	

Vocabulary Title, Author, Illustrator, Character, Rhyme, Illustration Character, Speech Poem/Poetry, Setting, Atmosphere, Rhyming Words, Characters Rhyme, Poem, Alliteration, Adjectives Verse, Line, Adjective, Verb Title, Author, Illustrator, Character, Setting, Event	I will plan the beginning, middle and end of my own "who's in the shed?" story. I will plan the beginning, middle and end of my own "who's in the shed?" story.

Medium Term Plans: Phonics

Phonics: Letters and Sounds Overview

Phase	Aspect/ Week	Activity
1	1 Environmental Sounds	Listening Walks / A listening moment / Drum outdoors R/ Teddy is lost in the jungle/ Sound lotto R/ Sound stories R/ Mrs Browning has a box R/ Describe and find it R / Socks and Shakers R / Favourite sounds/ Enlivening stories.
	2 General Sound Discrimination - Instrumental sounds	Will need musical instruments for all these activities. New words to old songs/ Which instrument? / Adjust the volume/ Grandmother's footsteps/ Matching sound makers/ Matching sounds/ Story sounds/ Hidden instruments/ Musical show and tell/ Animal sounds/
	3 General Sound Discrimination - Body Percussion	Will need musical instruments for most of these activities. Action songs: Make a collection / Roly Poly/ Follow the sound/ Noisy Neighbour 1/ Noisy Neighbour 2/ Words about sounds/ The Pied Piper/
	4 Rhythm and rhyme	Rhyming books/ Learning songs and rhymes Make a collection/ Listen to the beat R / Our favourite rhymes/ Rhyming soup R / Rhyming bingo R / Playing with words / Rhyming pairs R / Songs and rhymes/ Finish the rhyme/ Rhyming puppets R / Odd one out / I know a word
	5 Alliteration	Collection of pictures or objects with the same initial sounds. I spy / Sounds around/ Making aliens/ Digging for treasure R / Bertha goes to the zoo / Tony the Train's busy day/ Musical corners/ Our sound box or bag/ Name play / Mirror play/ Silly soup/
	6 Voice sounds	Need recording equipment for these activities. Mouth movements/ Voice sounds/ Making trumpets/ Metal Mike R / Chain games/ Target sounds/ Whose voice? / Sound lotto 2/ Give me a sound/ Sound story time/ Watch my sounds/ Animal noises/ Singing songs
	7 Oral blending and segmenting	Oral blending/ Toy talk/ Clapping sounds/ Which one?/ Cross the river R / I spy/ Segmenting/ Say the sounds
2 (up to 6 wks) Word banks on	Week 1	s a t p (set 1) Practise letters/ sounds and start to practise oral blending and segmenting Teach blending and reading the high frequency words a, an, as
	Week 2	i n m d (set 2) Practise all letters/sounds learned so far Practise oral blending and segmenting Teach blending with letters (for reading) Practise blending for reading Practise blending/ reading high frequency words is, it, in, at, I
	Week 3	g o c k (set 3) Practise all letters/sounds learned so far Practise oral blending and segmenting Teach segmentation for spelling Teach blending and reading the high frequency word and, on , not Demonstrate reading captions using words with week 1 and 2 letters and and
	Week 4	ck e u r (set 4) Teach ck explain its use at the end of words and practise reading words ending in ck. Teach the three other set letters Practise all letters/sounds learned so far. Practise oral blending and segmenting Practise blending to read words Practise segmentation to spell words Teach reading the tricky words to, get, got and the

		Support children in reading, and demonstrate spelling, captions using week 1 and 4 letters: and, the and to.
	Week 5	h b f, ff l, ll ss (set 5) Teach week 5 letters and sounds. Explain ff ll ss at the end of words Practise all letters/sounds learned so far Practise blending to read words Practise segmentation to spell words Teach tricky words no, go, him and his Support children in reading, and demonstrate spelling, captions using week 1 and 5 letters and no, go, the, and, to and I.
	Week 6	Revise all the letters and sounds taught so far. Continue to support children in reading words and captions. Teach tricky words of, dad, mum and up
3 (up to 12 wks) Word, caption and sentence bank p 100 - 104	Week 1	j v w x (set 6) Learn an alphabet song Teach set 6 letters and sounds Practise all letters/sounds learned so far. Practise blending for reading Practise segmentation for spelling Practise reading high frequency words learned so far. Teach reading the tricky words off, can, had, back, Read sentences using set 1 to 6 letters and no, go, the, and, to and I.
	Week 2	y z, zz qu (set 7) Teach set 7 letters and sounds Point to the letters in the alphabet while singing alphabet song Practise all letters/sounds learned so far. Practise blending for reading Practise segmentation for spelling Teach reading the tricky words we, me, be, he, she Practise reading and spelling high frequency words. Practise reading two-syllable words Practise reading and writing sentences using set 1 to 7 letters and no, we, be, me, go, the, and, to and I.
	Week 3	sh ch th ng Practise all previously learned GPCs (Graphic – phoneme correspondences) Teach the four consonant digraphs Point to the letters in the alphabet while singing alphabet song Practise blending for reading Practise segmentation for spelling Teach reading the tricky words big, put, but, see Practise reading and spelling high frequency words. Practise reading two-syllable words Practise reading captions and sentences Practise writing captions and sentences
	Week 4	ai ee oo oa Practise previously learned GPCs (Graphic – phoneme correspondences) Teach four of the vowel digraphs Point to the letters in the alphabet while singing alphabet song Practise blending for reading Practise segmentation for spelling Teach reading the tricky word was, will, with Teach spelling the tricky words no and go Practise reading and spelling high frequency words.

		Practise reading two-syllable words Practise reading captions and sentences Practise writing captions and sentences
	Week 5	ar or igh ur Practise previously learned GPCs (Graphic – phoneme correspondences) Teach four more vowel digraphs Point to the letters in the alphabet while singing alphabet song Practise blending for reading Practise segmentation for spelling Teach reading the tricky word my, for, too Practise reading and spelling high frequency words. Practise reading two-syllable words Practise reading captions and sentences Practise writing captions and sentences
	Week 6	ow oi ear er Practise previously learned GPCs (Graphic – phoneme correspondences) Teach four more vowel digraphs Practise letter names Practise blending for reading Practise segmentation for spelling Teach reading the tricky word you, this, that Practise reading and spelling high frequency words. Practise reading two-syllable words Practise reading captions and sentences. Practise writing captions and sentences.
	Week 7	air ure Practise previously learned GPCs (Graphic – phoneme correspondences) Teach four more vowel digraphs Practise letter names Practise blending for reading Practise segmentation for spelling Teach reading the tricky word they, then, them Practise reading and spelling high frequency words. Practise reading two-syllable words p94 Practise reading captions and sentences Practise writing captions and sentences
	Week 8	Practise all GPCs Practise letter names Practise blending for reading Practise segmentation for spelling Teach reading the tricky word her, now Practise reading and spelling high frequency words. Practise reading two-syllable words Practise reading captions and sentences Practise writing captions and sentences
	Week 9	Practise all GPCs Practise letter names Practise blending for reading Practise segmentation for spelling Teach reading the tricky word all, look Practise reading and spelling high frequency words. Practise reading two-syllable words Practise reading captions and sentences Practise writing captions and sentences

	Week 10	Practise all GPCs Practise letter names Practise blending for reading Practise segmentation for spelling Teach reading the tricky word are, down Practise reading and spelling high frequency words. Practise reading two-syllable words Practise reading captions and sentences Practise writing captions and sentences
	Week 11- 12	More consolidation if necessary, or move to Phase 4.
4 (4-6 weeks) Words and sentence bank p 126 - 128	Week 1	Practise recognition and recall of Phase 2 and 3 graphemes and reading and spelling CVC words Teach and practise reading CVCC words Teach and practise spelling CVCC words Teach reading the tricky words said, so, went, from Teach spelling the tricky words he, she, me, we, be Practise reading and spelling high frequency words Practise reading sentences Practise writing sentences
	Week 2	Practise recognition and recall of Phase 2 and 3 graphemes and reading and spelling CVC words Teach and practise reading CCVC words Teach and practise spelling CCVC words Teach reading the tricky words have, like, some, come Teach spelling the tricky words was, you Practise reading and spelling high frequency words Practise reading sentences Practise writing sentences
	Week 3	Practise recognition and recall of Phase 2 and 3 graphemes Practise reading words containing two adjacent consonants Practise spelling words containing two adjacent consonants Teach reading the tricky words were, there, little, one, children Teach spelling the tricky words they, all, are Practise reading and spelling high frequency words Practise reading sentences Practise writing sentences
	Week 4	Practise recognition and recall of Phase 2 and 3 graphemes Practise reading words containing two adjacent consonants Practise spelling words containing two adjacent consonants Teach reading the tricky words do, when. out, what, it's, help Teach spelling the tricky words my, her Practise reading and spelling high frequency words Practise reading sentences Practise writing sentences
5 Through – out Y1	Weeks 1-4	ay ou ie ea oy ir ue aw wh ph ew oe au a-e e-e i-e o-e u-e Practise recognition and recall of Phase 2, 3 and 4 graphemes Teach new graphemes for reading (4 per week) Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Learn new phoneme /zh/ in words such as treasure Teach reading the words oh, their, people, Mr, Mrs, looked, called, asked, old, house, about, don't, by, time, your Teach spelling the words said, so, have, like, some, come, were, there Practise reading and spelling high frequency words Practise reading and spelling polysyllabic words

		Practise reading sentences Practise writing sentences
	Weeks 5-7	i o c g u ow ie ea er a y ch ou Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned Teach alternative pronunciations of graphemes for reading (about four per week) Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Teach reading the words water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please, day, made, came Teach spelling the words little, one, do, when, what, out Practise reading and spelling high frequency words Practise reading and spelling polysyllabic words Practise reading sentences Practise writing sentences
	Weeks 8-30	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned Teach alternative spellings of phonemes for spelling Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Teach spelling the words oh, their, people, Mr, Mrs, looked, called, asked, make, here, saw, put, could, good, away, want, over, how, did, man, their, going, would, or, took, home, who, think, school, didn't, know, can't, ran, bear, long, things, new, after, wanted, eat, everyone, our, play, take, well, find, more, I'll, round, tree, magic, shouted, us, other, Practise reading and spelling high frequency words Practise reading and spelling polysyllabic words Practise reading sentences Practise writing sentences
6 (Throughout Y2)	Reading	Rarer GPCs i.e. they read charge as ch/ar/ge not c/h/a/r/g/e High frequency words are in Appendix 1 food, fox, way, been, stop, must, door, right, sae, these, began, boy, animals, never, next, first, lots, need, that's, baby, fish, gave, something, may, still, found, live, say, soon, night, narrator, small, car, couldn't, three, head, king, town, I've, around, every, garden, fast, only, let's much, suddenly, told, another, great, why, cried, keep, room, last, jumped, even, before, gran, clothes, tell, key, place, mother, sat, boat, window, sleep, feet, morning, queen, each, book, its, green, girl which, inside, under, snow, air, trees, tea, box, dark, granddad, there's, looking, end, than. Best, better, hot, sun, across, gone, hard, floppy, really, wind, wish, eggs, things, stopped, ever, miss, most, cold, park, lived, birds, duck, horse, rabbit, white, coming, he's, river, liked, giant, looks, use, along, plants, dragon, pulled, we're, fly, grow Allow children to experience fluent reading by getting them to repeat shorter/ easier texts – build confidence. Range of fiction, poetry and non-fiction Comprehension and review
	Spelling Past tense	Teaching the past tense – simple past tense orally first. Teach common verbs which have irregular past tense e.g. go- went, come – came, say – said.
	Spelling Suffixes p189 - 191	Investigating and learning how to add suffixes ed suffix for past tense using 5/6 box phoneme frame ing added to verbs s and es added to nouns and verbs bushes/ catches

		ies added to nouns ferries/ skies ful added to nouns e.g. careful er added to verbs and adjectives runner, reader, bigger est added to adjectives biggest, slowest ly added to adjectives to form adverbs sadly, happily, lately ment added to verbs to form nouns payment, advertisement ness added to adjectives to form nouns darkness, sadness y added to nouns to form adjectives funny, smoky, sandy Other spelling guidelines on
	Spelling Long words	How suffixes and prefixes change words Syllables
	Spelling 'Difficult bits'	Parts of high frequency words which are commonly mispelt Strategies – poster on
	Spelling Independence	Proofreading Using dictionaries and spell checkers Links with handwriting

Medium Term Plans: English

Year 2

Year 2 English: Writing

Year 2, Term 1A

Author Focus – Martin Waddell

Programme of study	Learning Intentions
This unit explores the features of narrative through the exploration of a range of texts by Martin Waddell (The Pig in the Pond, Farmer Duck and Owl Babies). Children will discuss and make comparisons between main characters and settings. They will begin to retell these stories using paragraphs to structure their ideas. Sentence structure will become increasingly complex through the addition of connectives and adverbs to give more information.	**Martin Waddell:** **The Pig in the Pond** I will remember my sentence about The Pig in The Pond and 'sound out' words I can't spell. I will write what the characters are saying. I will use capital letters and full stops. I will explain why things happened, using connectives. I will plan and write a different Neligan story, with a different setting and problem (using adjectives and connectives). **Farmer Duck** I will describe a setting, giving enough information and using adjectives. I will think about the Farmer's character. My questions for the farmer will include question marks. I will persuade the Farmer to change his behaviour towards the duck. We will use a class discussion to make decisions. I will use a connective when describing what I know about both farmers. My story will contain better words for then, adjectives and connectives. **Owl Babies** My sentences about Owl Babies will contain interesting adjectives and have enough information. I will talk about how the owls felt in the story. I will make my writing more interesting by using better verbs for *said* and *went*. I will use a writing frame to explain my reasons for liking Owl Babies. I can write a story outline for my chosen Martin Waddell story.
End of Year Expectations *Spoken Language:* • listen and respond appropriately to their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge *Composition:* • writing narratives about personal experiences and those of others (real and fictional) • consider what they are going to write before beginning • make simple additions, revisions and corrections to their own writing *Vocabulary, grammar and punctuation:* • learn how to use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks) Learning how to use: • expanded noun phrases to describe and specify • the present and past tense correctly • using some features of written Standard English	

Vocabulary *Characteristics of stories:* Author Title Illustrator Setting Events Character Beginning Middle End Events Setting *Sentence Components:* Speech marks Speech bubbles Adjectives Connectives	**Papa Get the Moon for me** I will know how the sounds and visual effects tell me how a character is feeling. I will use 'because' to describe the girl's feelings. I will use role play to understand the reasons for events in the story. I can retell the key events of the story, using story language.

Year 2 English: Writing

Year 2, Term 1B

Information Texts

Programme of study	Learning Intentions
This unit introduces the features of non-fiction texts, looking at the role of structural guiders. Children will learn to take simple notes and to turn these notes into simple sentences. Instructional writing teaches the use of alternatives for then, alongside present tense verbs and adverbs to develop their writing. Children will be introduced to report writing and the different forms that this can take.	I will understand the difference between fiction and non-fiction texts. I will know the structural guiders in a non-fiction book. I will use the contents and index to find the page that answers my questions. I will look for key words within the text to help me make notes (Guinea Pigs). I will make sentences from my notes. I will edit my writing to include correct punctuation and interesting vocabulary. I will write sentence from information found in a non-fiction text (The World's Largest Animals). I will write sentence from information found in a non-fiction text (A Home for Bonnie). I will check my writing for adjectives, adverbs and connectives (Grp A double adjectives). I will complete my report, remembering my sentence level target (ICT-based lesson, inserting word art and images). My instructions will have better words for then, adjectives and adverbs (cereal, orange squash, cheese sandwich). Extra Lessons (The Snowman) I will know that the sounds and visual effects tell me how a character is feeling. I will work in a group to recreate a scene from the film. I will write a letter as the boy to tell me friend what has happened. I will use interesting adjectives and connectives in my letter to Santa.
End of Year Expectations	
Spoken Language: • listen and respond appropriately to their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • give well-structured descriptions and explanations • select and use appropriate registers for effective communication Composition: • writing about real events • consider what they are going to write before beginning • make simple additions, revisions and corrections to their own writing *Vocabulary, grammar and punctuation:* • learn how to use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks) Learning how to use: • expanded noun phrases to describe and specify • the present tense correctly • using some features of written Standard English • sentences with different forms: statement, question, exclamation, command	

Vocabulary	
Structural Guiders: Fiction Non-fiction Information Author Title Blurb Page heading Page numbers Glossary Index Contents *Question Vocabulary:* Question Question mark What When How Which Where Why *Note-taking:* Report Instructions Notes Punctuation	

Year 2 English: Writing

Year 2, Term 2A

Traditional Tales

Programme of study	Learning Intentions
In this unit, children will examine the common features of traditional tales through the retelling of Jack and the Beanstalk. They will compare the features of similar tales written by different authors. Children will experiment with story plans by planning and retelling their own versions of traditional tales. They will begin to use high-level sentences components for effect. **End of Year Expectations** *Spoken Language:* • listen and respond appropriately to their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • articulate and justify answers, arguments and opinions • give well-structured descriptions and explanations • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. *Composition:* • writing narratives about personal experiences and those of others (real and fictional) • consider what they are going to write before beginning • make simple additions, revisions and corrections to their own writing *Vocabulary, grammar and punctuation:* • learn how to use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks) Learning how to use: • expanded noun phrases to describe and specify • the present and past tense correctly • using some features of written Standard English	**Jack and the Beanstalk** I can retell the story of Jack and the Beanstalk. I can include a 'who, which, that' clause and a connective when answering questions about the text. I can compare the Ogre and Jack's characteristics using connectives. My own Jack story will contain describing words, connectives and adverbs. I will write a different Jack story, changing the beanstalk. I will improve my sentences by adding, connectives and a clause. I will re-write the beginning and middle of my Jack story, including enough information, similes and 3 'ed' words. **Jim and the Beanstalk** All my Jim and the beanstalk sentences will have adjectives, connectives and adverbs. I will use a hyphen when writing about the giant. The sentences in my own Jim and the beanstalk story will contain, adjectives, alliteration, similes and hyphens. I will use my understanding of the text to work out what happened at the end of the story. My answers will contain a 'because'.

Vocabulary	
Story Language: Traditional tale Beginning Middle End Storyteller Retell *Sentence Components:* Exclamation mark Adjectives Adverbs Connectives Past tense	

Year 2 English: Writing

Year 2, Term 2B

Short Stories & Poetry

Programme of study

This unit explores the use of characterisation and setting in short stories. Children comment on the appearance and personality traits of main characters and justify their ideas through referencing the text. They will develop their experience of descriptive language, when writing their own versions of popular short stories.

This unit also explores poetry, looking at the use of structure, punctuation and language. Children will be exposed to and write their own interpretations of a variety of poetry forms.

End of Year Expectations

Spoken Language:

- listen and respond appropriately to their peers
- ask relevant questions to extend their understanding and build vocabulary and knowledge
- give well-structured descriptions and explanations
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Composition:

- writing narratives about personal experiences and those of others (real and fictional)
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning
- make simple additions, revisions and corrections to their own writing
- 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

Vocabulary, grammar and punctuation:

- learn how to use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks)

Learning how to use:

- expanded noun phrases to describe and specify
- the present and past tense correctly

Learning Intentions

Poetry

I will use colourful verbs in my writing.

I will use colourful verbs to describe my own animals.

My sentence will contain an adverb.

The Bear Under the Stairs

I will use exciting adjectives to describe the bear.

I can use a story plan to change the character, setting and food in the story.

My own bear story will contain super sentences.

The Tiger Who Came to Tea

I can use adjectives and adverbs to retell the tiger's actions. I can use a connective to give more information about the tiger's character.

I will plan and retell 'The tiger who came to tea' using adjectives, adverbs and words for then.

Little Lumpty

I will use the plan to retell 'Little Lumpty' using adjectives, adverbs and words for then and went.

I will use connectives to join 2 simple sentences together.

I will plan my own Little Lumpty story, changing the wall (Assessment).

I will use connectives in my writing to join 2 simple sentences together.

I will remember what makes a super sentence when writing my story.

• using some features of written Standard English • the present and past tense correctly and consistently including the progressive form	
Vocabulary	
Short Stories: Descriptions Verbs Retell Story plan Surprise Tradition Moral Message *Sentence Components:* Verbs Alliteration Connectives Adjectives *Poetry:* List poems Stanza Verse Line Punctuation Acrostic	

Year 2 English: Writing

Year 2, Term 3A

SATs Preparation

Programme of study	Learning Intentions
This unit further develops and consolidates children's grasp and use of a range of sentence level components. They will also learn to write appropriately for the reader, presenting different forms of writing accurately and appropriately. Children learn to distinguish between the features of persuasive writing, report writing and character description writing.	**Where the Wild Things Are** I will plan a postcard from Max (Where the wild things are) to persuade his friend to visit. I will follow a plan to write a letter using persuasive phrases. **Recount (Walk to the Ditch)** I will know how to plan a recount of our litter survey of the ditch. I will follow my plan to write a recount of our visit to the ditch. I will improve my recount using words for then, adverbs and connectives. **Writing an Invitation (Cinderella)** I will plan an invitation for Cinderella's wedding to Prince Charming. I will write an invitation using persuasive phrases. **Discursive Report (Not Now Bernard)** I will use discursive phrases when writing a report giving reasons for and against the Monster having a new friend (Not Now Bernard). I will use top tips to develop the tone of my writing. **Report Writing** I will plan a report about the daytime. I will follow my plan to write a report about the daytime. I will plan a character description report (George and the dragon). I will follow my plan to write my character description report about the Dragon.
End of Year Expectations	
Pupils should be taught to: *Spoken Language:* • listen and respond appropriately to their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • give well-structured descriptions and explanations • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. *Composition:* • writing narratives about personal experiences and those of others (real and fictional) • writing for different purposes • consider what they are going to write before beginning • make simple additions, revisions and corrections to their own writing • 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 *Vocabulary, grammar and punctuation:* • learn how to use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks) Learning how to use: • expanded noun phrases to describe and specify • the present and past tense correctly • using some features of written Standard English the present and past tense correctly and consistently including the progressive form	

Vocabulary	Persuasive Writing (Not Now Bernard)
Recount: Survey Subject-specific vocabulary Tone Past tense *Invitation:* Persuade Detail Causal phrases *Character description:* Appearance Personality Adjectives Connectives Similes Alliteration *Report Writing:* Sub-headings Specific vocabulary	I will plan a persuasive letter from the monster to persuade his friend to help him.

Year 2 English: Writing

Year 2, Term 3B

Tales from Different Cultures & Traditional Poems	
Programme of study	**Learning Intentions**
In this unit, children will complete pieces of extended writing as part of the end of KS1 assessment process (SATs). This work will consolidate the learning that has taken place across the Key Stage and can be used to support teachers' assessment judgements. In addition, children will learn about and retell some traditional folk tales from across the World. They will also be exposed to and learn to recite some traditional poems.	**SATs Writing** I will plan a report about the night-time. I will follow my plan to write a report about the night-time. I will plan a character description report. I will follow my plan to write my character description report about the Tiger.
End of Year Expectations	**Handa's Surprise**
Pupils should be taught to: *Spoken Language:* • listen and respond appropriately to their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • give well-structured descriptions and explanations • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. *Composition:* • writing narratives about personal experiences and those of others (real and fictional) • writing for different purposes • consider what they are going to write before beginning • make simple additions, revisions and corrections to their own writing • 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 *Vocabulary, grammar and punctuation:* • learn how to use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks) Learning how to use: • expanded noun phrases to describe and specify • the present and past tense correctly • using some features of written Standard English the present and past tense correctly and consistently including the progressive form	I will use role-play and talk to decide what the characters are thinking, doing, feeling, saying. I will use key words when telling the story of Handa's Surprise, using my story map. I will use interesting words to write phrases which describe the fruit in Handa's Surprise. I will use speech marks and better words for said. I will say my part of the text with expression. **Poetry** I will write my own acrostic poem. I will write a 5-line poem about somebody I know. I will use photographs and drawings to write my own weather poem. **The Turtle who Danced with the Crane** I will use TSV to sequence the main events of the story. I will use 'hot seating' to investigate Yim Sung's character. I will use super sentences to write my story. I will use enough information and brackets when writing a letter to my Year 3 teacher.

Vocabulary	
Traditional Tales: Message Moral Surprise Character Theme Structure Folktales Narrative	

Medium Term Plans: Maths

Year 1

Year 1, Term 1a - Maths

Wk	Topics	Objectives
1	number – count, read, write, group, smaller larger, order	• I will count, read & write numbers to 20. I can match up to 20 objects to correct numeral. Know the number names & recite them to at least 20, from & back to zero. Read & write numerals to at least 10. • I can count up to 20 objects. I know understand that if I mess up a group of objects they will still stay the same. • I will know the words for numbers 1 to 10. • I can say if a number is smaller or larger. Understand and use the language of comparing numbers • I can read, write & order numbers to 10. Understand and use the language of ordering numbers. Compare two familiar numbers & say which is more or less and give a number that lies between them.
2	Number - addition	• Understand the operation of addition. • Begin to recognise that addition can be done in any order. • Begin to use the + & = signs. • I will add by starting with the largest number. • I will recognise that addition can be done in any order. Use knowledge that addition can be done in any order to do mental calculations more efficiently. • I will start with the largest number and count on in ones. • I will start with the largest number and count on. • I will know that three numbers can be added together. Begin to recognise that more than two numbers can be added together.
3	Measurement - long, short, tall, short, length, height, measure	• Understand & use the vocabulary related to length and height. • I will know about long and short. I will compare the length of two objects directly. • I will know about tall and short. • I will compare the length & height of two objects directly. • I will know how to measure things using cubes. • I will know how to measure things, using cubes. • Suggest suitable uniform non-standard units & measuring equipment to estimate, then measure length and height.
4	Measurement - Money-name, add Number- subtraction	• Recognise coins of different value. • Work out how to pay an exact sum using smaller coins. • I will know the names of different coins. • I will add up money by counting on. I will start with the largest coin. • Understand the operation of subtraction as taking away. • Begin to use the '-' & '=' signs. • I will know how to take-away. I will know how to explain how to take away. • I will know how to take-away. • I can use my fingers to help me take-away. • Choose & use appropriate number operations & mental strategies to solve problems. • Use mental strategies to solve simple problems set in real life.
5	Number- count in 2's, even numbers, estimate	• Recite, in order, number names to at least 20 and back. • Count up to 20 objects and understand that if the objects are rearranged the number stays the same. • Begin to know the number names beyond 20. • I will count on or back in twos to & from 20 • I will count on or back in twos to & from 20. I will know about even numbers. • I will count on or back in twos to & from 20. I will know about even numbers. • I will estimate a no of objects & check by counting. I can count a group of objects in twos. • I will count at least 20 objects reliably. I will know that if objects (in a set) are moved the no stays the same. • Estimate a number of objects and check by counting.
6	Geometry- Shape- name sort 2d shapes Geometry- position and direction	• I will learn and name 2d shapes. • I will name & sort 2-d shapes according to their properties. • I will follow instructions for moving. • I will use language of movement. • I will follow instructions for moving. I will use language of movement. • Use every day language to describe features of familiar 2-d shapes. • Use everyday language to describe position, direction & movement. • Investigate a general statement about familiar shapes by finding examples that satisfy it.

Year 1, Term 1b - Maths

Wk	Topics	Objectives
1	number - ten and ones, subtraction	• I can begin to recognise the ten & ones in a 'teen' number. I will read & write numerals to 20. • I can begin to recognise the ten & ones in a 'teen' number. • I can take-away by counting back, using a numberline. • Understand subtraction as counting back • Use the '-' sign • I can take-away by counting back, using a number line. • I can take-away by counting back, using a number line.
2	number – number bonds to 5 (addition), addition – adding 10, repeated addition	• Begin to recognise and name 0/zero • I will learn addition facts for 5. • I can use repeated addition to work out multiples of 2 • I will use my adding facts for 5 to make take-away sums. • I can add 10 to a 1-digit number (not counting in ones). • I can add 10 to a 1-digit number (not counting in ones). • Develop the concept of buying & selling using coins • Choose and use appropriate number operations and mental strategies to solve problems
3	measurement - money Number – number bonds to 10	• I will know about 1p, 2p, 5p & 10p coins. I can add sets of coins. Recognise the relationship between 1p, 2p, 5p and 10p coins • I can work out how to pay for items (costing up to 10p). • I will know pairs of numbers which add up to 10. • I will know which coins to use to make 10. Add sets of coins • Recognise amounts of money which total 10p • Work out how to pay for items (costing up to 10p) • I will know pairs of numbers which add up to 10.
4	Measurement - time	• I can tell the o'clock times on an analogue clock. I can use the vocabulary related to time. • I can tell the o'clock times on an analogue clock. I can use the vocabulary related to time. • I can tell the o'clock and half-past times on an analogue clock. I can use the vocabulary related to time. • I can tell the o'clock and half-past times on an analogue clock. I can use the vocabulary related to time • Use the vocabulary related to time
5	Measurement-Money - sorting	• I will sort items into groups. Begin to sort objects using Venn diagrams for two distinct categories • I will sort objects into groups. • I will sort numbers into groups. Begin to sort numbers using Venn diagrams for two distinct categories • I will sort numbers into groups. • I will sort coins into groups. • Investigate a general statement about familiar numbers by finding examples that satisfy it
6	Measurement-Inverse Money –change, add coins, count coins in 2's, fractions	• I will recognise ½ s of shapes. • I will recognise ½ of an amount of objects • I will recognise ¼ of shapes • I will find ¼ of an amount of objects. • Recognise and find one half and one quarter of shapes and begin to recognise one half and one quarter of a small numbers of objects • I can begin to recognise the ten & ones in a 'teen' number.
7	Number – subtraction Measurement-Money – change, adding coins, counting coins in 2's	• I can make take-away sums from adding sums. • I will give change from 10p by taking away. • I will give change from 10p by taking away. • I will add coins, up to the value of 10p, by counting on. • I can count in 2's using 2p coins. • Count in steps of one and two • Understand the operation of addition and subtraction • Rehearse recognition of addition pairs that total 5 & 10 • Solve simple money problems • Recognise coins of different values

Year 1, Term 2a - Maths

Wk	Topics	Objectives
1	number-place value, estimation, multiplication	• I will guess how many objects there are and then check by counting. Estimate a number of objects and check by counting. • I will know about tens and ones. Count on and back in ones from any small number. Count on and back in 10s from zero. • Partition into tens and ones. • Partition beyond 20 into tens and ones. • Begin to order two digit numbers. • I will know that X means 'lots of'. I will "count in 2s" as a strategy when calculating a "lots of 2s".
2	Measurement - weight	• I will be able to say which object is lighter and heavier by using a balance. I will use the correct vocabulary when I am talking about weight. Compare the weights of 2 or 3 objects using a balance. • I will be able to say which object is lighter and heavier by using a balance. • I will use the correct vocabulary when I am talking about weight. Recognise and use the vocabulary associated with weight. • I will make a sensible guess. Then check by weighing. • I will make a sensible guess. Then check by weighing. Estimate and measure weight using non-standard units. • I will make a sensible guess. Then check by weighing. • I will use the correct vocabulary when I am talking about weight. • Compare the weights of several objects by weighing.
3	Number – doubles, near doubles, addition pairs, fractions	• I will know doubles of numbers up to 5. I will begin to know the doubles up to 10. • I will add pairs of near doubles using known doubles. • I will recognise ½ s and ¼'s of shapes. • I will recognise ½ of an amount of objects • I will find ¼ of an amount of objects. • Recognise and find one half and one quarter of shapes and begin to recognise one half and one quarter of a small numbers of objects
4	Number - addition pairs, adding 3 numbers	• Recognise addition pairs for 8, 9 and 10. • I will know the addition pairs for 10. • I will know addition pairs to 10. (using money) • I will know addition pairs for 10. • I will use addition pairs to make number sentences. I will add 3 no's by making 10, putting the largest no first or counting on. • I will use addition pairs to make number sentences. I will add 3 no's by making 10, putting the largest no first or counting on 10. • Understand that the addition of three numbers can be carried out in any order. • Add three numbers by making 10, putting the largest number first, or counting on. • Begin to use the strategy of looking for addition pairs for 10. • Use addition pairs to solve problems. • Choose & use the appropriate number operation and mental strategy to solve a problem.
5	Geometry - Shape – name, describe, sort	• I will name 3d shapes, including cubes, cuboids, pyramids and spheres. I will sort 3d shapes. Recognise & name common 3-d shapes -cubes, cuboids, pyramids, spheres, cones & cylinders. • Describe properties of common 3-d shapes. • Sort 3-d shapes according to their properties. • I will be able to name and describe cylinders and cones. I will sort 3-d shapes according to their properties • I will name and describe 3-d shapes. • I will sort 2-d shapes by looking at number of sides and type of shape. Sort 2-d shapes based on two non-distinct criteria, using a Venn diagram. • I will sort 2-d shapes by looking at number of sides and type of shape. Sort 2-d shapes based on two non-distinct criteria, using a Venn diagram. • Sort 2-d shapes according to type & number of sides. • Sort 2-d shapes based on two non-distinct criteria, using a Venn diagram. • Investigate a general statement about familiar shapes by finding examples that satisfy it.

Wk	Topics	Objectives
6	Number – count in 2's, odd/even, investigations	• I will count in twos from one. I will know about odd and even numbers to 20. Describe and extend number sequences: to count on and back in twos from one and begin to recognise odd or even numbers to about 20 as 'every other number' • I will count in twos from one. I will know about odd and even numbers to 20. • I will investigate patterns in my number bond sums. • I will investigate patterns & properties of nos. I will know addition pairs up to 10. To recognise addition pairs for numbers up to ten • I will identify odd and even numbers to 20. • Investigate a general statement about familiar numbers by finding examples that satisfy it.

Year 1, Term 2b - Maths

Wk	Topics	Objectives
1	Number- fractions	• Understand and use the vocabulary of comparing and ordering numbers • I will know about ordinal numbers up to 10. I will know about ordinal numbers up to 10. recognise the ordinal numbers up to 10: first, second ….. tenth. • I will know about large and small numbers and the numbers in between. I will compare two or more familiar numbers, say which is more or less, and give a number which lies between them • I will know about large and small numbers and the numbers in between. • I can find ½ and ¼ of an amount. Recognise and find one half and one quarter of shapes and begin to recognise one half and one quarter of a small numbers of objects
2	Geometry – position and direction	• I will know how to follow instructions for moving. I will know: forwards, backwards, left, right. • I will know how to follow instructions for moving. • I will know: forwards, backwards, left, right. • I will know how to give and follow instructions for moving. • I will know: forwards, backwards, left, right. • I will recognise & use the language of position. • I will know: forwards, backwards, left, right. • I will recognise & use the language of position. • Use everyday language to describe position, direction and movement. • Follow instructions for moving in a straight line along a route.
3	Number – number bonds	• I will know how to calculate number bonds of any number. • I will know pairs of numbers with a total of 10. Use known number facts to add a pair of numbers mentally within the range 0-10 by recalling one number given the other in a pair which total 10. • I will know pairs of numbers with a total of 20. • I will find the missing number. solve one-step problems that involve addition and subtraction using missing number problems • Recognise pairs of numbers with a total of 10 and pairs of numbers with a total of between 5 and 10. • Choose and use appropriate number operations and mental strategies to solve problems.
4	Number – subtraction, Measurement - days of the week	• I will use my number bonds for 10 to make takeaway number sentences. Derive the subtraction facts from the addition pairs with totals up to 10. • I will know how to change an addition sentence into a take away sentence. • I will know how to change an addition sentence into a take away sentence. • I will know that there are 7 days in a week. I will know the order of the days of the week. • I will know that there are 7 days in a week. I will know the order of the days of the week and familiar events in time.
5	Number – counting, counting using money Data handling (not included in new curriculum)	• Count on and back in tens from zero. • I will know how to count on and back in tens. I will begin counting in tens from any small number. • I will know how to count on and back in tens. I will begin counting in tens from any small number. • I will know how to count on in tens, using money. • I will begin to construct and interpret a block graph. • I will begin to construct and interpret a block graph. • Solve a given problem by sorting, classifying and organising information in simple ways • Begin to construct and interpret a block graph.

Wk	Topics	Objectives
6	Measurement – money – change Measure – length, mass	• Recognise coins of different values. • I will work out change given, when paying for an item. • I will work out the change given when buying an object up to 20p. • I will understand and use the vocabulary related to length and mass. • I will measure using regular non-standard units. • I will know that objects of the same length may not have the same mass. • I will compare two lengths or masses by direct comparison. • I will discuss strategies for solving problems. • Measure length & mass using regular non-standard units. • Estimate length & mass.

Year 1, Term 3a - Maths

Wk	Topics	Objectives
1	Number – more/less, addition	• Say and recognise the number that is one or ten more or less than any given number. • I will know the numbers that are one/ten more/ less than a given number. • I will know the numbers that are one/ten more/ less than a given number. • To add 10 to a 1-digit number. To subtract 10 from a 'teen' number • I will know how to add 9 & 10 to a 1-digit number. • I will be able to add 10 to a 1-digit number. • Add 9 to single-digit numbers by adding ten then subtracting one.
2	Number – money – addition, change Geometry - Shape	• Choose and use appropriate number operations and mental strategies to solve problems. • I will find diff ways of making 10p using 1p, 2p, 5p & 10p coins. • I will find diff ways of making 10p using 1p, 2p, 5p & 10p coins. • Know addition pairs which total ten. • I will use my number bonds of 10 to help me give change. • I will use taking-away to work out change. • I will name the shape of a face. Use everyday language to describe features of familiar 3-d shapes, including cube, cuboid, sphere, cylinder and cone. • I will sort 3-d shapes according to type of face: flat or curved and shape of face. • Add or subtract from ten. • Investigate a general statement about familiar shapes by finding examples that satisfy it.
3	Number – multiples of 10, value of coins Symmetry	• I will know how to add multiples of ten. I will begin to recognise the relationship between coins (up to £2). • I will be able to add multiples of ten. • I will know the value of each coin. • I will draw coins to the correct value. I will know how to add multiples of ten. I will begin to recognise the relationship between coins (up to £2). • I will create symmetrical patterns. • I will begin to understand reflective symmetry. • I will create symmetrical patterns. • I will begin to understand reflective symmetry
4	Number – doubles Measurement - capacity	• I will recognise and know the doubles for no's up to ten. • I will know the doubles for no's up to ten. • I can double and then add 1 when adding near doubles. Identify and add near doubles, using doubles already known. • Understand and use the vocabulary related to capacity. • I will know how to compare capacities/volume of two or more containers. I will know how to measure capacities using non-standard units. • I will know how to measure capacities using non-standard units.
5	Number – money, place value	• I will know how to choose 2 items which total 10p and other given amounts. • I will work out change by doing take away, using a number line. • I will find different ways to pay for a given amount. • I will know about tens and ones. Begin to know what each digit in a 2-digit number represents. • I will begin to know what each digit in a 2-digit number represents. • Find totals and change from up to 20p • Work out how to pay an exact sum using smaller coins. • Solve 'real life' problems involving money • Choose and use appropriate number operations and mental strategies to solve problems.

Wk	Topics	Objectives
6	Number – count in 10's, ordinal numbers, multiplication	• I will know how to count on in 10s from any number & back again. I will know how to count in 5s- 0-50 & back. • I will know how to order a set of no's from smallest to largest & vice versa. I will know the vocabulary of ordinal numbers • I will know how to order a set of no's from smallest to largest & vice versa. I will know the vocabulary of ordinal numbers. • Understand the operation of multiplication as repeated addition or as describing an array • Use and begin to read the related vocabulary • Use the x and = signs to record mental calculations in a number sentence • I will 'add on 2' as a strategy for calculating 'lots of 2' sums. • I will know that X means 'lots of'. I will "count in 2s" as a strategy when calculating a "lots of 2s".

Year 1, Term 3b - Maths

Wk	Topics	Objectives
1	Number – odd/even, multiples of 2, division Data handling	• I will know whether a number is odd or & even. • I will know whether a number is odd or & even. • I will know how many 2s make a multiple of two. • I will know how to sort data by listing it in a table. I will know how to read information in a table. • Describe and extend number sequences: rehearse counting on in twos from one to twenty and back; recognise odd and even numbers. • Begin to sort data by listing in a table. • Begin to interpret simple tables. • Divide by sharing equally a set of objects. • Begin to use the division sign. • I can use (÷) when sharing (dividing).
2	Number – count in 10's, ordinal numbers Multiplication – lots of 10, repeated addition	• I will count on in 10s from any number & back again. I will count in 5s 0-50 & back. • I will order a set of no's from smallest to largest & vice versa. I will order ordinal number up to 10^{th}. • I can add 10 to calculate 'lots of 10s'. • I will use 'lots of 10' whilst calculating number problems • I can use repeated addition to work out multiples of 5 • Understand the operation of multiplication as repeated addition or as describing an array • Use and begin to read the related vocabulary • Use the x and = signs to record mental calculations in a number sentence • I will know how to order a set of no's from smallest to largest & vice versa. I will know the vocabulary of ordinal numbers
3	Measure – days of the week, time Number - multiplication	• I will know and order the days of the week. • I can tell the o'clock times on analogue and digital clocks. • I can tell the half-past times on analogue and digital clocks. I can use the vocabulary related to time. • I will know that there are 24 hrs in a day. Intro midnight & midday. • I can calculate lots of 5 sums
4	Number – addition Seasons Division Addition and subtraction Data handling	• I will know how to add two 1-digit numbers which "cross 10". • I will know how to add two 1-digit numbers which "cross 10". • I will know how to order the 4 seasons of the year. I will know the names of the months in a year. • I can work out the missing number • I can use (÷) when sharing (dividing). • Divide by sharing equally a set of objects. • Begin to use the division sign.
5	Number – subtraction, multiplication	• I will subtract from a number of objects by taking away. I will subtract using knowledge of place value & addition pairs. • I will subtract from a number of objects by taking away. I will subtract using place-value & addition pairs. • I will subtract 10 from a teen number. I will subtract 10 from a 2-digit number. • I will subtract ten from a teen number. I will subtract ten from a 2-digit number. • I can calculate 'lots of 5' sums

Wk	Topics	Objectives
6	Measurement - money	• I will know how to make a given amount, in different ways. Recognise coins of diff values (up to £2). Recognise the relationships between coins • I will know how to make a given amount, in different ways. Recognise coins of different values (to £2). Recognise the relationships between coins. • I will work out change by counting on. I will use addition & subtraction to solve money probs. • I will work out how much more I need to make 20p, by counting on. • Use addition & subtraction to solve money probs. Choose an appropriate operation. • I will work out how much more I need to make 20p, by counting on. Use addition & subtraction to solve money probs. Choose an appropriate operation.

Medium Term Plans: Maths

Year 2

Year 2, Term 1a - Maths

Wk	Topics	Objectives
1	Number • Place value, • Partitioning 2-digit numbers into tens and units, • Addition (money), • Ordering numbers from smallest to largest	• Say the number names in order to at least 100 from and back to zero. • Count reliably up to 100 objects • Read and write whole numbers to at least 100 in figures • Use the + and = signs to record addition sentences. • Extend this understanding of addition when finding the total value of a set of coins (adding 1p, 2p, 5p & 10p coins) • Use mathematical apparatus to support problem solving; a numberline or number square for addition • Know that addition can be written and calculated in any order to give the same answer (commutativity) • Know what each digit in a two-digit number represents, including 0 as a placeholder and partition two-digit numbers into a multiple of tens and ones. • Use deines materials to represent partitioning • Order 2-digit numbers within 100 by recognising the number of tens within a number and comparing that with other numbers in a set. • Use units to order numbers where the tens equal the same value • Use appropriate language relating to ordering (larger, smaller)
2	Number • Place value, • Number pairs for 10, • Addition (money), • Using the fewest coins, • Exchanging coins for equal amounts	• Use recall of addition pairs to ten, and use this knowledge to calculate addition pairs for 20 • Recognise the use of a symbol such as ☐ or _ to stand for an unknown number. • Use the + and = signs to record addition sentences. • Extend this understanding of addition when finding the total value of a set of coins (adding 1p, 2p, 5p & 10p coins) • Use and begin to read the related vocabulary. • Use the + and = signs to record mental additions in a number sentence. • Use knowledge that addition can be done in any order to do mental calculations more efficiently, eg. put the larger number first. • Repeat addition in a different order to check results. • Use the fewest coins to buy an object, exchanging groups of coins for the same amount • Use mental addition to solve simple word problems involving numbers in 'real life' money situations. Explain how the problem was solved. • Recognise the relationship between the coins (1p to £2) and to exchange a coin for its equivalent amount in smaller coins within 50p
3	Number • Reading and writing numbers to 100, • Addition & subtraction, • Adding 10, 20, 30, 11 & 12 using a number square	• Say the number names in order to at least 100 from and back to zero. • Read and write whole numbers to at least 100 in figures and words. • Extend understanding of addition and subtraction. • Subtraction supported by the understanding that the smaller number must be taken from the larger number. • Rapid recall of addition and subtraction facts – begin to know by heart all addition and subtraction facts for each number to at least 10. • Use and begin to read related vocabulary. • Use the +, - and = signs to record mental additions in a number sentence. • Recognise the use of a symbol such as ☐ or _ to stand for an unknown number. • Add 10, 20 or 30 to a 2-digit number and add 11 or 12 to a number by adding 10 and adjusting. • Use mental addition and subtraction to solve simple word problems involving numbers in 'real life' money situations. Explain how the problem was solved.

Wk	Topics	Objectives
4	Measurement • Measure, read, write and estimate length/height & temperature, • Compare and order different measures, • Measure word problems	• Use and begin to read the vocabulary related to length. • Measure length using standardised equipment to the nearest centimetre. • Measure lengths in different orientations, including height • Estimate and compare lengths using standard units (m, cm) • Suggest suitable units and equipment for such measurements. • Use and begin to read the vocabulary related to temperature. • Use recall of number facts (2s, 5s, 10s) to read a temperature scale on a thermometer, to the nearest degree • Use addition and subtraction to solve simple word problems involving measures.
5	Geometry • 2D & 3D shapes, • Sorting and building shapes, • Following and giving directions, • Clockwise & anti-clockwise turns	• Use the mathematical names for common 2-d shapes, including regular and irregular polygons. • Sort shapes and describe some of their features, using the correct mathematical terms (sides, faces & vertices). • Be able to recognise and name 2D shapes in different orientations, including flat faces visible on 3D shapes. • Investigate a general statement about familiar shapes, e.g. by finding examples that satisfy that statement. • Use mathematical vocabulary to describe position, direction and movement (forwards, backwards, left, right), including giving and following direction. • Recognise clockwise and anti-clockwise turns and begin to recognise smaller turns as parts of a whole turn
6	Number • Number pairs for 10 & 20, • Partitioning, • Subtraction through giving change, • Multiplication by grouping in 2s, 5s, 10s and extending to word problems	• Know what each digit in a two-digit number represents, including 0 as a placeholder and partition two-digit numbers into a multiple of tens and ones. • Begin to recall by heart number pairs for 10, and use this knowledge to calculate number pairs for 20. • Use mental addition to solve simple one/two-step word problems involving numbers in 'real life' money situations. Explain how the problem was solved. • Extend subtraction by giving change within 20p. • Understand that when calculating subtraction problems, the smaller number is subtracted from the larger number • Count reliably up to 100 objects by grouping them; for example, in ones, twos, fives, and tens • Translate this understanding when solving 'real life' problems

Year 2, Term 1b - Maths

Wk	Topics	Objectives
1	Number • addition and subtraction, • understanding + and -, • money problems, • exchanging money for equivalent amounts	• Beginning to experiment with addition and subtraction to find a total. • Understanding that when adding the number becomes larger, and when subtracting the numbers becomes smaller. • Using mathematical apparatus to support problem solving • Begin to understand the relationship between addition and subtraction, whereby subtraction is the inverse of addition • Use the + , - and = signs to record mental additions in a number sentence. • Use the fewest coins to buy an object, exchanging groups of coins for the same amount • Recognise the relationship between sets of coins (1p to £2) and to exchange a coin for its equivalent amount in smaller coins, within £1.00 • Rewrite repeated addition sentences as simplified multiplication sentences
2	Number – • odd & even numbers • place value • partitioning into tens and units • sorting numbers using ‹ and › • in between numbers • rounding to the nearest 10	• Recognise the odd and even numbers within 30, based on a developing understanding of the number system • Begin to recognise the relationship between even numbers and multiples of 2 • Partitioning 2-digit numbers into tens and units to supporting the ordering of numbers • Beginning to use the signs ‹, › to sort numbers using the terms 'greater than' and 'less than', based on a developing understanding of the number system • Using mathematical materials to identify all the numbers that lie between two numbers. • Recognise multiples of 10 • Rounding 2-digit numbers to the nearest multiple of 10, within 100 (extending to rounding to the nearest 100, for more able children) • Using recall of number pairs for 10 to support rounding
3	Number • number bonds for 20 • bridging 10 • multiplication of 2s, 5s, 10s	• Know by heart all pairs of numbers with a total of 20 and all pairs of multiples of 10 with a total of 100 • Recognise the use of the _ symbol to represent the unknown number • Knowledge of counting in 10s to identify multiples of 10 within 100 • Addition of TU + U, by adding to the next multiple of 10 and adding on what's left (bridging through 10) • Understand multiplication as grouping in sets of 2s, 5s and 10s • Understand the operation of multiplication as repeated addition or as describing an array • Use and begin to read the related vocabulary • Use the x and = signs to record mental calculations in a number sentence • Solve multiplication problems presented as word problems
4	Number • fractions of shapes • fractions of amounts • equivalent fractions • finding multiple fractions	• Recognise and name a range of 2D shapes • Talk about the properties of 2D shapes • Fold 2D shapes into equal parts and recognise these parts as fractions of a whole, using the terms ½, 1/3, ¼ • Recognise that some shapes can be divided into halves, quarters and thirds, and that others cannot • Understand that some combinations of fractions look the same, for example 2 x ¼ = ½ (equivalent fractions) • Use sharing to find ½, 1/3, ¼ of amounts • Know that in order to divide a whole number into equal fractions, each fraction must contain the same number of parts • Relate knowledge of the multiplication system as support for solving multiple fractions, eg ¾ of 12, 2/3 of 9

Wk	Topics	Objectives
5	Statistics • collecting, presenting and analysing data • frequency tables • bar charts • pictograms	• Solve a given problem by carrying out activities relating to statistics • Collecting data using a frequency chart, using knowledge of multiples of 5 • Presenting data in the form of a bar chart • Be able to accurately read a scale in divisions of 1, 2 or 5, where not all numbers are shown • Begin to make decisions when drawing an accurate scale, using increments of 2, 5, 10 • Begin to analyse data displayed in different forms and to understand what it shows • Draw and interpret a pictogram • Answer questions about statistics • Use a Carroll Diagram to sort numbers • Compare and group numbers based on a range of different properties
6	Measurement • read and write analogue and digital time	• Begin to use and read the vocabulary related to time. • Understand the relationship between minutes, hours and days • Understand when certain events happen within the day • To know that there are 60 seconds within a minute, 60 minutes within an hour and 24 hours in a day • Read the time to the hour, half hour and quarter hour on analogue and digital clocks • Counting on and back in fives to support time telling • Use this learning to solve time word problems
7	Measurement • temperature Number • calculating change • adding 11, 12 and multiples of 10 • adding amounts of money • repeated addition	• Know how to use a thermometer to accurately measure temperature • Be able to read a scale shown on a thermometer to the nearest degree, including scales shown in increments of 1, 2 and 5, where not all numbers are shown • Recognise 0°C as freezing point • Begin to read temperatures in negative form and that these temperatures represent frozen liquids • To order temperatures from coldest to warmest, based on an understanding of the number system • Make estimations based on prior knowledge, in relation to temperature • Find change within £1.00 using subtraction • Use materials to subtract in steps of 10 and 1 • Add 11, 12 and multiples of 10 to a 2-digit numbers by counting on in steps of 10 and 1 • Know that when adding a multiple of 10, the number in the tens column will change, and that this is the same for the units column when adding ones • Use a number square to support calculations • Find the total of a set of coins starting with the largest amount • To count in steps of 2, 5 and 10 when solving addition sums involving repeated addition

Year 2, Term 2a - Maths

Wk	Topics	Objectives
1	Number • addition & subtraction • number sequences • read and write 4-digit numbers	• Describe and extend simple number sequences • Count on and back in tens from any 2-digit number • Recognise the place value of digits in a 2-digit number, and extend this to 3-digit numbers • Use mathematical apparatus to partition 3-digit numbers into hundreds, tens and units • Begin to recognise and read 4-digit numbers • Read and write numbers to 100 in both words and numerals
2	Number • doubles • addition & subtraction • number facts • counting in tens	• Recognise and develop recall of number doubles to 10 • Use this knowledge to calculate near doubles • Know all addition facts for each number to at least 10 • Recognise 0 as a set with no objects • Count backwards in steps of 10 • Subtract multiples of 10 from any 2-digit number • Recognise that when counting backwards in tens, the tens will change while the units will remain the same
3	Number • addition & subtraction • repeated addition • multiplication • inverse operations	• Rehearse counting backwards in steps of 1, 2 and 10 • Subtract multiples of 10 by jumping backwards in tens • Subtract 11 & 12 by taking away 10 and adjusting • Use a number square and mental maths to support addition and subtraction • Understand 'lots of' 3 and 5 as repeated addition • Describe and extend simple number sequences – counting on in twos and fives • Use knowledge of addition and subtraction to solve 'real life' problems • Understand that addition can be written in any order, and that addition is the inverse of subtraction
4	Number • 1 more/less, 10 more/less • ordinal numbers • number properties	• Solid understanding of the number system within 100 • Recognise and say what number is 1 more/less and 10 more/less and use place value to support this understanding • Begin to sort and order numbers using vocabulary relating to ordinal numbers • Begin to sort and compare numbers based on their properties – understanding numbers as part of the 2, 5 & 10 times tables, odd & even numbers • To talk about and describe numbers within 100 in terms of these properties • Use a Carroll Diagram to sort and compare numbers based on 2 criteria • Read and write numbers to 100 in both words and numerals
5	Measurement • weight • capacity • ordering using ‹ and › • 'real life' measure problems	• Describe and extend simple number sequences: count in hundreds from and back to zero • Rehearse measuring weight in non-standard units • Recognise the need for standard units of measure for weight • Estimate, measure and compare masses, using standard units (g/kg/) • Suggest suitable units and equipment for such measurement • Use knowledge of multiplication tables to read a scale in steps of 2, 5, 10, 100 • Ordering weights from lightest to heaviest, using ‹ and › signs • Understand capacity and a measure of volume inside a container • Estimate, measure and compare capacities, using standard units (ml, l) • Ordering capacities from smallest capacity to largest capacity, using ‹ and › signs

Wk	Topics	Objectives
6	Number • multiplication • commutativity • 'real life' word problems • division • remainders	• Can count in steps of 2, 3, 5 and 10 using mental recall • Recognise the x symbol as meaning 'lots of' • Count in steps of 2, 3, 5 and 10 to solve multiplication problems, up to 12x • Understand commutativity – that multiplication can be calculated in either order • Use this learning to solve multiplication word problems • Recognise the ÷ symbol as 'division • Solve division problems through a method of sharing, and that each 'group' must be equal so as to be divided accurately • Recognise the relationship between multiplication and division, by counting in multiples of 2, 3, 5 and 10 to quickly solve division problems • Know that when a number cannot be divide equally, there will be a remainder • Know how to represent this (eg 10 ÷ 3 = 3 r1)

Year 2, Term 2b - Maths

Wk	Topics	Objectives
1	Number • missing number problems • addition and subtraction (bridging through 10) • fractions • division	• Recall the number pairs for 20 • Use number pairs for 10 to find the missing number, when making the next multiple of 10 • Use mental calculation to solve TU + U by making the next multiple of 10 and adding on what's left (bridging through ten) • Use this process when subtracting across 10 • Recognise a fraction as sharing • Find fractions of amounts using a sharing method • Find multiple fractions of amounts, eg $\frac{3}{4}$ of 12 • Use this method to solve division sums • Count in steps of 2, 3, 5 and 10 to quickly solve division sums
2	Geometry • 2D & 3D shapes – sorting and constructing • reflection in a mirror line • reflective symmetry • right angles • repeating patterns	• Rehearse the names & properties of common 2D and 3D shapes, including regular and irregular polygons • Sort 2D shapes by their properties, to include the terms sides and vertices • Extend this learning to 3D shapes, using the terms edges, faces and vertices • Construct and describe 3D shapes and their properties. • Recognise that 3D shapes are constructed using 2D shapes • Begin to recognise symmetry as reflection within a mirror line • Understand that some 2D shapes can be divided equally through lines of symmetry • Use a mirror to locate lines of symmetry in 2D shapes • Reflect a 2D shape in a mirror line by measuring the length of each side and reflecting this appropriately • Sort and order simple patterns and shapes through reflection within a mirror line • Be able to reflect a pattern within a 4-quadrant axis (more able) • Review recognising a right angle and making a right-angle measure • Arrange mathematical objects to complete a repeating pattern
3	Number • addition and subtraction (bridging through 10) • mental recall of number facts • inverse operations	• Partition a 2-digit number into tens and units • Add 2-digit numbers together (bridging through 10), using the following 2-step process: 25 + 13 = ? 25 + 10 = 35 35 + 3 = 38 • Use this process to support subtraction of 2-digit number across 10 • Use knowledge of place value to mentally add and subtract 2-digit numbers (not bridging 10): 43 + 25 = ? (4 + 2 = 6) 3 + 5 = 8) 43 + 25 = 68 • Know that addition is the inverse of subtraction, and use this rule to solve missing number problems

Wk	Topics	Objectives
4	Number • multiplication • commutativity • division • inverse operations Measurement • time • 'real life' word problems	• Count in steps of 2, 3, 5 and 10 to solve multiplication sums • Use mental recall to solve multiplication sums • Know that multiplication sums can be written and solved in either order (commutativity) • Know that division is the inverse of multiplication • Understand that multiplication can be calculated in either order, but that division sums must begin with the larger number • Use and read the vocabulary related to time. • Begin to use this understanding to solve 'real life' problems involving time • Read and write the time to half past, quarter past and quarter to the hour on analogue and digital clocks • Read and write the time to the nearest 5 minutes
5	Number • fractions • addition and subtraction word problems • 2-step word problems	• Explain the role of the numerator and denominator in fraction notation • Confidently find fractions of amounts using sharing • Be able to compare fractions of amounts, being able to say if a fraction of an amount is more or less than another • Extend this learning to solving fraction investigations • Recognise and show equivalent fractions of shapes – understand that ½ is equivalent to 2/4 • Use a range of mental and written strategies to solve addition and subtraction word problems • Understand the meaning of mathematical language (eg 'altogether' requires the use of addition) • Begin to solve 2-step addition and subtraction word problems
6	Number – • ordering • addition • multiplying larger numbers • multiplying 3 numbers • calculating change	• Use words and numerals to read and write numbers above 100 • Sort numbers from smallest to largest based on a secure knowledge of the number system to above 100, including 3-digit numbers • Understand that more than two numbers can be added together. To add three one-digit numbers (totals up to 20) or three two-digit numbers with the help of apparatus (totals up to 100). • Add three small numbers by putting the largest number first and/or find a pair totalling ten. • Choose and use appropriate operations and efficient calculation strategies to solve problems. • Repeat addition in a different order. • Partition larger 2-digit numbers into their relevant parts and use this to multiply larger numbers, using the following process: 3 x 15 = ? 10 5 10 5 10 5 30 + 10 + 5 = 45 • Multiply 3 numbers together using 2-steps (eg 5 x 2 x 3) • Recall that multiplication can be calculated in any order • Make decisions about problem solving • Use a diagram to calculate change • Find the difference between 2 numbers by counting on, using knowledge of number pairs for 10 and 100

Year 2, Term 3a - Maths

Wk	Topics	Objectives
1	Number • place value in 3-digit numbers • missing number problems • addition and subtraction • calculating change	• Read and write 3-digit numbers, using words and numerals • Understand the place value in 3-digit numbers and partition them into hundreds, tens and units • Use partitioning to solve missing number problems • Recognise 0 as a placeholder • Add and subtract 3-digit numbers, using mental strategies and partitioning • Know how to add and subtract 2-digit numbers (bridging through 10) using the following process: 47 + 25 = ? 47 + 20 = 67 67 + 5 = 72 • Be able to count on when calculating change from £1.00, £2.00 or £5.00 Find the difference between 2 numbers using knowledge of number pairs for 10 and 100
2	Number • addition & subtraction • number doubles • multiplication facts • 'Real life' number problems relating to: ➢ number ➢ money ➢ time ➢ measurement ➢ statistics	• Describe and extend simple number sequences: count in fifties and hundreds from and back to zero. • Review knowledge of add/subtract, multiply divide, to solve 'real life' word problems • Solve 'real life' problems using doubles facts • Rehearse doubles of all numbers to at least 15, doubles of multiples of 5 to 50 and identify near doubles, using doubles already known • Recognise all coins, use £.p notation, find totals and give change • Recognise 2-digit multiples of 2, 5 or 10 • Recognise links between addition and subtraction • Rehearse recognition of number facts. • Solve 'real life' problems relating to time, measure and statistics • Review measuring and comparing capacities using non-standard and standard units, and recognise the need for calibration. • Read a simple scale to the nearest labelled division.
3	Number • multiplication • number pairs • addition & subtraction • estimation • 'real life' word problems	• Recall number pairs for 10 and multiplication facts (x2, x3, x5 and x10) • Use recall of number facts to support problem solving • Talk about how a problem has or could be solved • Making independent decisions regarding problem solving • Use number facts to estimate and answer, using knowledge of properties of number • Explain why an answer could be right or wrong • Use a range of learned strategies to solve addition and subtraction problems • Know how to solve 2-step word problems and to recognise what is being asked within a word problem

Wk	Topics	Objectives
4	Number • inverse operations • division • remainders • comparing numbers	• Be able to count on to find the difference between 2 numbers, using number pairs for 10 and 100 • Know that addition is the inverse of subtraction and use this rule to solve missing number problems • Solve division problems using sharing • Investigate a general statement in relation to division • Compare a set of numbers based on division facts • Know that when we divide, sometimes there is a remainder • Use knowledge of multiplication facts to estimate whether or not a division sum will have a remainder • Talk about numbers in terms of their properties • Use multiplication facts to solve division problems • Recognise that division is the inverse of multiplication and use this rule to solve missing number problems
5	Number • money • repeated addition • missing number problems • 'real life' 2-step word problems • investigations • addition and subtraction	• Find the total of a set of coins • Rewrite a repeated addition sentence as a simplified multiplication sentence • Solve multiplication word problems using repeated addition and simplified multiplication • Recall number pairs for 10 and 100 • Use number pairs for 10 to solve missing number problems (eg 26 + ? = 30) • Solve 2-step multiplication problems represented as 'real life' word problems • Investigate a statement and make reasoned judgements on what has been found out • Reason about addition and subtraction
6	Geometry • 2D and 3D shapes • position and direction • instructions • coordinates Number • properties • Carroll & Venn diagrams • division and remainders	• Can recall and compare the properties of 2D and 3D shapes • Give directions to find an object on grid • Understand and use the terms 'forwards, backwards, clockwise and anticlockwise' • To write a set of instructions • Read coordinates and find them on a grid, including negative numbers • Talk about and compare sets of numbers based on an understanding of their properties • Sort and compare numbers using Carroll and Venn diagrams, based on 2-criterion • Recognise if a division sum will have a reminder, based on knowledge of number facts

Year 2, Term 3b - Maths

Wk	Topics	Objectives
1	Number • multiplication • estimation • adding 3 numbers • reasoning of addition and subtraction • missing number problems	• Know that multiplication problems can be written in either order • Use mental recall to solve x2, x3, x5 and x10 multiplication sums • Use 'lots of' 2, 5 and 10 facts to solve other 'lots of' sums • Know whether an answer is right or wrong based on this knowledge of multiplication • Be able to add 3 numbers together and know that addition can be calculated in any order • Explain reasons for problem solving, based on recall of key number facts • Explain how an addition sum should be calculated • Know the rules for addition and subtraction and to explain this reasoning • Recognise that addition is the inverse of subtraction • Use the inverse operation to solve more complex missing number problems • Understand that a missing number problem must be 'balanced' to be correct
2	Number • fractions • comparing fractions • fraction word problems • division and remainders	• Solve fractions of amounts using sharing • Compare fractions of amount by investigating the relationships between a range of numbers • Use understanding of fractions to investigate 'real life' problems • Solve fractions of amounts of money • Recall number facts relating to money • Understand the relationship between halves and doubles of numbers • Say whether a fraction is more or less than another, using the signs ‹ and › • Solve fraction word problems • Use this knowledge of fractions to solve investigations at a greater depth • Use knowledge of remainders to solve division problems
3	Statistics • frequency charts • bar charts • pictograms • data handling questions Measurement • time	• Solve a given problem by carrying out activities relating to statistics • Collecting data using a frequency chart, using knowledge of multiples of 5 • Presenting data in the form of a bar chart • Begin to make decisions when drawing an accurate scale, using increments of 2, 5, 10 • Accurately read a scale on a bar chart • Begin to analyse data displayed in different forms and to understand what it shows • Answer data handling questions, using different sets of data to make reasoned judgements • Use and read the vocabulary related to time. • Read the time to the hour, half hour or quarter hour on an analogue and digital clock • Read and write the time to the nearest 5 minutes • Understand the relationship between seconds, minutes and hours
4	Number • doubles • calculating change • properties Geometry • sorting and comparing 2D and 3D shapes	• Recall double facts within 20 • Partition 2-digit numbers into tens and units • Double 2-digit numbers within 100, by partitioning into tens and units • Use doubles facts to calculate near doubles • Calculate change from £1.00 using subtraction • Talk about and compare the properties of 2D and 3D shapes and sort these using a Carroll Diagram • Talk about and compare the properties of different numbers and sort these using a Venn diagram, based on 2 criteria

Wk	Topics	Objectives
5	Geometry • turning • clockwise and anti-clockwise • giving and following directions Number • place value Measurement • reading scales • ordering measurements	• Recognise movement in terms of straight and turning movements • Recognise clockwise and anti-clockwise turns • Recognise ¼, ½, ¾ and full turns • Give and follow a set of directions to get from one place to another • Recognise place value in 4-digit numbers • Order 4-digit number and say if a number is more or less than another, using the symbols ‹ and › • Be able to read a scale shown in divisions of 1, 2, 5 and 10, where not all numbers are shown • To order measurements using the symbols ‹ and ›
6	Number • addition & subtraction • number doubles • multiplication facts • 'Real life' number problems relating to: • money • measurement • statistics • geometry	• Be able to read and write the time to quarter past and half past the hour on digital and analogue clocks • Be able to read and write the time to quarter to the hour on digital and analogue clocks • Be able to read and write the time at 5 minute intervals on digital and analogue clocks • Order intervals of time from the shortest to the longest using the symbols ‹ and › • Convert intervals of time from seconds to minutes, and from minutes to hours • Sort data by listing it in a table • Analyse a set of data and know what it shows • Make independent decisions about how best to find and present a set of data • Answer data handling questions

Medium Term Plans: Science

Year 1

Year 1, Term 1A - Science

Living Processes and Living Things: Ourselves	
Programme of study	**Learning Intentions**
In this unit children will learn about their senses and how they can use them to explore the world around them. They also learn that humans and other animals move and grow.	I will show my teacher what I know about my body. I will know that animals, including humans, are living. I will know the names of the different parts of the human body. I will know that the human body contains bones and this is called the skeleton. I will know that all living things (humans, animals and plants) have (body) parts and these have names. I will know we have 5 senses that help us find out about the world. I can explore the world using my sense of taste. I can explore the world using my sense of smell. I can explore the world using my sense of hearing. I can explore the world using my sense of touch. I will know that all animals, including humans, grow and change as they become older. (I know that all living things produce young). I can say how I've changed since I was a baby. I will know that although humans have bodies with similar parts, they all look different. I will collect data about myself and other people in the class. I will compare data about myself and other people in the class. Lesson linked to seasons: I will describe Autumn.
End of Year Expectations	
Pupils should be taught to: identify, name, draw and label the basic parts of the human body and say	
Vocabulary	
words relating to senses: *sense, eye, sight, see, ear, hearing, smell, nose, touch, and feel.* words for parts of the body of humans: *chest, leg, knee,* leg, arm, chest, eyes, nose, ears, face, head, neck, shoulder, hands, mouth, knee, ankle, wrist words and phrases for making comparisons: *tall, tallest, like, similar to, different from* baby, toddler, child, teenager, adult, the elderly.	

Year 1, Term 1B - Science

Physical Processes: Light & Dark and Seasons	
Programme of study The unit develops children's understanding of the need for light in order to see things. Children learn that darkness is the absence of light. In the absence of sunlight other light sources are seen more easily. Children will observe and talk about changes in the weather and the seasons	**Learning Intentions** I will show my teacher what I know about light, dark and reflection. I will know that the sun is the light source for the Earth. If light from the sun is blocked it gets darker. (It is dangerous to look directly at the sun). I will know that when an object is see through it is transparent. I will know that when light cannot pass through objects shadows are made. I will know that sources of light show up best at night-time. I will know that shiny surfaces reflect light. I will name the four seasons. I will describe each season. I will describe Winter. I will describe the weather. I will measure and record weather. I will know about day and night. I will know that the weather changes during the four seasons. I will know that the days are longer in the summer than the winter I will know that some animals hibernate through the winter and that some animals migrate.
End of Year Expectations Pupils should be taught to: • observe and name a variety of sources of light, including electric lights, flames and the Sun • Associate shadows with a light source being blocked by something. Pupils should be taught to: • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies.	
Vocabulary Words and phrases related to light and dark: *Bright, light, dark, black, night, day, reflect, reflective strip.* Names of light sources: *Torch, warning light, sun, candle, lantern* Words and phrases used to make comparisons: *Bright, brighter, brightest* Words relating to seasons: seasons, spring, summer, autumn, winter, month, day, night, earth, sun, hibernate, migrate	

Year 1, Term 2A -Science

Materials & their Properties: Sorting & Using Materials

Programme of study	Learning Intentions
This unit teaches about the characteristics and uses of a range of common materials and the vocabulary for describing and comparing materials.	I will show what I know about materials. I will know that some materials have different properties which I can describe and identify using my sense of taste. I will know that some materials have different properties which I can describe and identify using my sense of smell. I will know that some materials have different properties which I can describe and identify using my sense of hearing. I will know that some materials have different properties which I can describe and identify using my sense of touch. I will know that some materials have different properties which I can describe and identify using my sense of sight. I can group materials and describe the similarities and differences. I will know that some materials can be changed by squashing, bending, twisting and stretching. I know that objects are made from materials and that everyday objects can be made from the same materials. I can say how objects have similarities and differences. I will know that materials can be used in different ways. I know that materials are used for special jobs (purposes) based on their properties. I will investigate how some materials are suitable for a specific task. I will know that some materials are magnetic, but most are not.
End of Year Expectations Pupils should be taught to: • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	
Vocabulary Provides opportunities to use the names of materials: metal, plastic, wood, paper, glass, clay, rock, fabric, sand. Words to describe materials: hard, soft, rough, smooth, shiny, dull magnetic, transparent, bendy, waterproof, strong Words for making comparisons the same as, different from, harder, smoother	

Year 1, Term 2B - Science

Living Processes and Living Things: Animals

Programme of study

In this unit children will use the local environment throughout the year to explore and answer questions about animals in their habitat. They will research how to take care of pets. Children will become familiar with the common names of birds, fish, amphibians, reptiles, mammals and invertebrates, including pets.

End of Year Expectations

Pupils should be taught to:

- identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)

Vocabulary

breathe, eat, excrete (go to the toilet), have young/babies, move and grow.

Animal body parts such as trunk, tail, paws, claws

sight, touch, taste, hearing, smell

carnivore, herbivore, omnivore

invertebrates

fish, amphibian, reptile

birds, mammals

Learning Intentions

I will show my teacher what I know about animals

I will know that animals are living things.

I will compare animal body parts with human body parts.

I will know that animals have senses and that some animals have better senses than humans.

I will describe my favourite pet. I will find out what pets are peoples favourite.

I will know how to take care of a pet's needs.

I will identify and name animals that are carnivores, herbivores and omnivores.

I will know that some animals live in water, some live on land and some fly in the sky.

I will know that animals without a backbone are called invertebrates.

I will know what fish, amphibians and reptiles look like and where they live.

I will describe birds and mammals.

I will describe animals in our local environment. I can say why an animal lives where it does.

I will describe Spring.

Colchester Zoo and post visit

Year 1, Term 3A - Science

Living Processes and Living Things: Plants & Growth	
Programme of study	**Learning Intentions**
The unit introduces children to the idea that plants as living things, which grow and change. Children should become aware of similarities and differences in plants.	I will show my teacher what I know about plants and living things. I will know that there are different types of plants growing around school. (garden plants, wild plants and trees) I will know that growing plants need to be treated with care. I will know the parts of a tree and what their function is. (trunk, roots, branches, leaves, flowers (blossom), fruit) I will identify and name deciduous and evergreen trees. I will know that plants have different structures including stems, roots, leaves, petals, flowers, fruit, bulb and seed. I will know why roots are important. I will predict how my seeds will change as they grow. I will know that plants need water and sunlight to grow. I will predict how much light seeds need to grow. I will make a fair test to investigate my predictions I can say how plants change over time. I will know how plants change during the four seasons. I will know about the Life Cycle of a plant. I will know that plants provide food for humans. I can tell why some plants are alive, some plants are not alive and some have never been alive. (Level 3). I will look carefully at plants and draw my plant. (Level 3)
End of Year Expectations	
Pupils should be taught to: • identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen • identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.	
Vocabulary	
Words and phrases for making comparisons: *tall/taller/tallest, like, similar to, different from* Words relating to plants: *branch, flower, root, stem, seeds, seedlings, plants, leaf, weed*	

Year 1, Term 3B – Science

Programme of study	Learning Intentions
In this unit children become more aware of the huge variety of living things and of differences between them. They will learn that although individual living things are different there are similarities, which can help, sort them into groups.	I will know about similarities and differences in the world around me. I will know that animals, including humans, are living. I can look carefully and sort animals and objects into groups. I will observe and recognise simple characteristics of animals and plants.
End of Year Expectations	
• the differences between things that are living and things that have never been alive. • to treat animals with care and sensitivity. • recognise similarities and differences between themselves and others and to treat others with sensitivity • group living things according to observable similarities and differences.	I will know that we should treat animals with care. I can identify a range of other animals. I can group animals based on things that are the same and things that are different. I can sort animals into groups and explain the criteria for my sorting.
Vocabulary	
Words naming features of animals and plants: *feathers, fur, shell, branch* Comparative expressions: *long, longer, longest, small, smaller smallest* Expressions making generalisations: *We all, most have*	I know that humans are more like each other than they are like other animals. (I know that ways in which animals are like each other and how all humans are like each other). I know that humans are similar to each other in some ways but different in others (I can explore human variation by making observations and comparisons). I will know that differences between humans can be measured. I can identify a range of other plants. I can group plants based on things that are the same and things that are different. I can sort plants into groups and explain the criteria for my sorting. I know that some groups of living things existed once but are no longer around. I will know that some groups of living things are rare. I will describe Summer.

Medium Term Plans: Science

Year 2

Year 2, Term 1A -Science

Sound	
Programme of study	**Learning Intentions**
This unit develops children's understanding of the huge variety of sounds and sources of sound that they encounter.	I will show my teacher what I know about sound I will know that there are different sound sources I will predict what sounds I have heard I will listen carefully and describe the sound that I hear I will know that there are many ways of making sounds I can describe the loudness and pitch of a sound I will know that we hear different sound sources when sound enters our ears I will know what happens when I move away from a sound source I will predict what will make the best 'sound blocker' I can record results from the sound blocker experiment using a simple table and explain what I have found out I will know that we use our sense of hearing for a range of purposes, including recognising danger I can use non-fiction books and online resources to find information about sound
End of Year Expectations	
Pupils should be taught to: • observe and name a variety of sources of sound, noticing that we hear with our ears • recognise that sounds get fainter as the distance from the sound source increases	
Vocabulary	
• words describing sounds or ways of making sound *high, low, loud, quiet, shake, pluck, rattle, ring, silence, direction* • words and phrases making comparisons *louder, quieter, further away, nearer* • near synonyms *soft/quiet, noise, loud*	

Year 2, Term 1B - Science

Everyday Materials

Programme of study

In this unit, children learn to distinguish between an object and the material from which it is made. They experiment with different materials to learn about the friction and resistance. They learn about the ways some materials can be changed.

End of Year Expectations

Pupils should be taught to:

- identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard
- compare how things move on different surfaces

Vocabulary

- names of a variety of materials and groups of materials.
  wood, metal, leather, plastic, clay
  natural, manufactured
- words giving ways of changing materials.
  bend, twist, stretch, heat, cool, freeze, melt
  boil

Learning Intentions

I will show my teacher what I know about everyday materials

I will know there are a range of different materials which can be sorted into groups with different properties

I will know that materials are man-made or natural

I will know what we do to natural materials to make them useful

I will know why a material is suitable for its purpose (I will know that some objects can be made from different materials)

I will know that some materials can be changed by squashing, bending, twisting and stretching

I will know that melting materials is a reversible change

I will know that some changes are reversible and others are irreversible

I will know that sieving helps us to separate materials

I will experiment with creative and unusual uses for everyday materials

I will investigate which material makes an object travel the furthest. I will make predictions based on what I know

I can record results from the materials experiment using a simple bar chart

Year 2, Term 2A – Science

Animals, including humans

Programme of study	Learning Intentions
In this unit, children learn that animals, including humans, grow and reproduce. They can use ideas about feeding and growth and discuss ways to look after ourselves and to stay healthy.	I can say what I know about animals I will know what all animals need to stay alive. I will know that humans have different body parts, and the job of each body part I will know that to stay healthy we must have a varied and balanced diet. I can make plans for a healthy meal. I will know that exercise is one way of keeping me healthy I will know that to stay healthy we must keep clean I will know that the mouth needs care and attention to keep it healthy I know animals, including humans, produce young and these grow into children and new adults. I can sequence the life cycle of an animal I will know that the needs of babies and children change as they grow older I will know how to care for animals in our local environment
End of Year Expectations Pupils should be taught to: • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food, air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	
Vocabulary • words and phrases relating to life processes *grow, growth, move, have young, reproduce, feed* • words relating to health *diet, variety, germ, healthy, unhealthy, medicines, safety, exercise* • words describing taste *salty, sweet*	

Year 2, Term 2B - Science

All living things and their habitats

Programme of study

In this unit, children learn about plants and animals in their immediate environment and how differences between places very close to each other result in a different range of plants and animals being found. They understand how human activity can change the environment and understand how to dispose of waste materials properly.

End of Year Expectations

Pupils should be taught to:

- explore and compare the difference between things that are living, dead, and things that have never been alive
- 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
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- 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

Vocabulary

- words and phrases connected with rubbish
  waste, rubbish, decay, rot, compost, refuse, recycle,
- names of animals
  worm, snail, ladybird, fly, blackbird
- words which have a different meaning in another context
  shoot, fruit, earth, table
- expressions to describe location
  under, within, nearby, next to

Learning Intentions

I will know the differences between living and non-living things

I will know the different kinds of plants and animals in our local environment.

I will know there are differences between habitats

I can talk about the features of a grassland, wetland and woodland and name some plants and animals living there.

I can say ways in which animals in our local area are suited to their environment.

I can say how some animals, not living within our local environment, are suited to their habitats

I will know that animals rely on their habitat to survive

I can explain a simple food chain

I will know that humans produce waste materials which cause changes to the environment.

I will know that litter that isn't disposed of correctly, can damage plants and animals (within different habitats).

I will know that some animals are endangered because of a loss of their habitat

Year 2, Term 3A - Science

Plants

Programme of study	Learning Intentions
In this unit, children learn to recognise and name plants in both the local environment and different habitats. They learn how bulbs and seeds grow into plants, and how the growing conditions can affect this.	I can name and describe plants in different habitats I will know how plants change as the seasons change I will know what plants need to grow and stay healthy I will make predictions about the best conditions for plants to grow. I will plan a fair test to investigate my predictions. I can say ways in which plants in our local environment are suited to their habitats. I can say how some plants, not living within our local environment, are suited to their habitats I will know that plants produce seeds and that these produce new plants. I will record the results from the plant experiment, using a simple results table I will make conclusions about the best conditions for plants to grow, using the results from our plant experiment I can sequence the life-cycle of a plant I can identify and describe the different parts of flowering plants
End of Year Expectations Pupils should be taught to: • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	
Vocabulary • words and phrases relating to life processes *produce new plants, produce young, reproduce* • names of plants *daisy, dandelion, sycamore tree* • parts of a plant *bulb, seed, stem, root, leaf, flower, petal*	

Year 2, Term 3B - Science

Electricity

Programme of study	Learning Intentions
This unit reviews the knowledge children have already gained in other units on materials and physical processes. It introduces children to the concept of electricity and the role it plays in everyday life. They will learn about the hazards associated with mains electricity.	I will know where electricity comes from. I will know that there are many devices around me and that they are powered by electricity, and that this comes from either batteries or the mains. I will know that electricity can be dangerous and how to keep safe.
End of Year Expectations Pupils should be taught to: • identify appliances that are powered by electricity. • describe the dangers associated with mains powered appliances as opposed to battery powered. • name the components and describe the effect of completing a circuit to light a bulb, including cells, wires, bulbs, switches and buzzers • explain why components need to be connected correctly in order for a circuit to operate. Children can identify the need for a complete circuit for a bulb/buzzer to operate. • explain that a bulb will not light in terms of there being a break somewhere in the circuit. They may suggest that the break is due to a faulty component. • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors	I will know that different components are needed to create a circuit and I can name each component I can make a complete circuit, using batteries, wires and bulbs. I will know how to add an extra device to a simple circuit. I will know that a circuit only works if it is a complete loop I can give a reason why my circuit doesn't work. I will know which materials allow electricity to flow I will design and make a model which includes an electrical circuit I can draw a diagram of a circuit used within a model.
Vocabulary • words related to electrical circuits *bulb, bulb holders, buzzer, battery, switch, circuit, connection, mains, wire* • comparative expressions *brighter, less bright, dimmer, more powerful, less powerful*	

The National Standards:

English
Writing & Reading

Years 1 & 2 Writing

	Transcription	Composition	Vocabulary, Grammar & Punctuation	Handwriting
Year 1	• spell: words containing each of the 40+ phonemes already taught • spell: common exception words • spell: the days of the week • name the letters of the alphabet: naming the letters of the alphabet in order • name the letters of the alphabet: using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • add prefixes and suffixes: using the prefix un- • add prefixes and suffixes: using -ing, -ed, -er and –est • apply simple spelling rules	• write sentences by: composing a sentence orally before writing it • write sentences by: sequencing sentences to form short narratives • write sentences by: re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read their writing aloud, clearly enough to be heard by their peers and the teacher	• leaving spaces between words • joining words and joining clauses using 'and' • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar for year 1 (see year 1 overview sheet)	• can sit correctly at a table, holding a pencil comfortably and correctly • Is beginning to form lower-case letters in the correct direction, starting and finishing in the right place • Is beginning to form capital letters in the correct direction, starting and finishing in the right place • Is beginning to form digits 0-9 in the correct direction, starting and finishing in the right place • Can understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these
Year 2	• spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • spell by: spelling some homophones correctly • spell by: learning to spell common exception words – e.g. because, climb, children (also see common exception words year 2) • spell by: learning to spell more words with contracted forms e.g. can't to cannot. • learning the possessive apostrophe (singular) [for example, the girl's book • spell by: distinguishing between homophones and near-homophones • add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly	• can develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences, writing about real events, poetry and writing for a range of purposes • can consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary • can re-read and check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form – evidenced checking in writing. • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • read aloud what they have written with appropriate intonation to make the meaning clear	• can use both familiar and new punctuation correctly - including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • are beginning to use sentences with different forms: statement, question, exclamation, command • can use expanded noun phrases to describe and specify [for example, the blue butterfly] • can use the present and past tenses correctly and consistently • can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 (see year 2 overview sheet)	• Can form lower-case letters of the correct size relative to one another • Is starting to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • Can use spacing between words that reflects the size of the letters

TVI Stages of Development:

1 Emerging	1 Developing	1 Secure	1 Mastery i	1 Mastery ii	1 Exceptionally Able

2 Entering i	2 Entering ii	2 Emerging	2 Developing i	2 Developing ii	2 Secure	2 Mastery i	2 Mastery ii	2 Exceptionally Able i	2 Exceptionally Able ii

Years 1 & 2 Writing

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular **plural noun suffixes** *–s* or *–es* [for example, *dog*, *dogs; wish*, *wishes*], including the effects of these suffixes on the meaning of the noun **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*) How the **prefix** *un–* changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or *undoing*: *untie the boat*]
Sentence	How **words** can combine to make **sentences** Joining **words** and joining **clauses** using *and*
Text	Sequencing **sentences** to form short narratives
Punctuation	Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I*
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 2: Detail of content to be introduced (statutory requirement)	
Text	Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming*, *he was shouting*]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of **nouns** using **suffixes** such as *–ness*, *–er* and by compounding [for example, *whiteboard*, *superman*] Formation of **adjectives** using **suffixes** such as *–ful*, *–less* (A fuller list of **suffixes** can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the **suffixes** *–er*, *–est* in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**
Sentence	**Subordination** (using *when*, *if*, *that*, *because)* and **co-ordination** (using *or*, *and*, *but*) Expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*] **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command

Years 3 & 4 Writing

	Transcription	Composition	Vocabulary, Grammar & Punctuation	Handwriting
Year 2	• spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • spell by: spelling some homophones correctly • spell by: learning to spell common exception words – e.g. because, climb, children (also see common exception words year 2) • spell by: learning to spell more words with contracted forms e.g. can't to cannot. • learning the possessive apostrophe (singular) [for example, the girl's book • spell by: distinguishing between homophones and near-homophones • add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly	• can develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences, writing about real events, poetry and writing for a range of purposes • can consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary • can re-read and check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form – evidenced checking in writing. • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • read aloud what they have written with appropriate intonation to make the meaning clear	• can use both familiar and new punctuation correctly - including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • are beginning to use sentences with different forms: statement, question, exclamation, command • can use expanded noun phrases to describe and specify [for example, the blue butterfly] • can use the present and past tenses correctly and consistently • can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 (see year 2 overview sheet)	• Cam form lower-case letters of the correct size relative to one another • Is starting to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • Can use spacing between words that reflects the size of the letters
Year 3	• use further prefixes and suffixes and understand how to add them (building on expectations from year 2) • spell further homophones (building on year 2) • spell words that are often misspelt see reverse • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first 2 or 3 letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	• draft and write sentences (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • draft and write by: organising paragraphs around a theme • draft and write in narratives, creating settings, characters and plot • draft and write in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements • improved consistency in grammar and punctuation and correct use of pronouns. • Work is proofread for errors and corrected spellings.	• Can extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • Can use the present perfect form of verbs in contrast to the past tense • Can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Can using conjunctions, adverbs and prepositions to express time and cause • Can use fronted adverbials • Can indicate grammatical and other features by: using commas after fronted adverbials • Can indicate possession by using the possessive apostrophe with plural nouns • Can use direct speech in writing	• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Years 3 & 4 Writing

Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of **nouns** using a range of **prefixes** [for example *super–*, *anti–*, *auto–*] Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*] **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve*, *solution*, *solver*, *dissolve*, *insoluble*]
Sentence	Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*], **adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]
Punctuation	Introduction to inverted commas to **punctuate** direct speech

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between **plural** and **possessive –*s*** Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) **Fronted adverbials** [for example, *Later that day*, *I heard the bad news.*]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition
Punctuation	Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*] **Apostrophes** to mark **plural** possession [for example, *the girl's name*, *the girls' names*] Use of commas after **fronted adverbials**
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Year 1 & 2 Reading

Years 1 & 2 Reading

	Word Reading	Comprehension
Year 1	• Can use GPC's taught in Reception • Can read the common exception words (high frequency words) taught in Reception • Can apply phonic knowledge as skills as they decode words • Respond speedily with the correct sound to graphemes for all 40+ phonemes • (including, where applicable, alternative sounds) • Can read accurately by blending sounds in unfamiliar words • Can read common exception words (High Frequency Words) • Can notice unusual correspondences between spelling and sound and where these occur in a word. • Can read words containing taught phonemes and –s, -es, -ing, -ed and –est endings • Can read words of more than one syllable that contain taught GPC's • Can read words with contractions – I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s) • Can read aloud accurately from books that are targeted at their current level of phonetic development (Current Year Group expectation) • Can re-read these books to build up fluency and confidence in word reading • Has had extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading.	Is developing pleasure 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 experiences • becoming very familiar with key stories, fairy stories and traditional tales • retelling stories and considering their particular characteristics • engaging in role play to identify with and explore characters • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems and to recite some by heart • discussing word meanings, linking new meanings to those already known Can understand the books they read accurately and fluently and those they listen to by: • drawing on what they already know or by using background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read • self-correcting any incorrect reading • discussing the significance of the title and the main events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far Can participate in discussion about what is read to them Can take turns and listen to what others say Can explain clearly their understanding of what is read to them Can describe a character from a text they are familiar with Can describe a setting from a text they are familiar with

Year 2	• Can read all common graphemes and GPC's for Year One • Can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Can read accurately words of two or more syllables that contain the same graphemes as above • Can read words containing common suffixes • Can read further common exception words (High Frequency words) • Can notice unusual correspondences between spelling and sound and where these occur in a word. • Can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Can read aloud accurately from books that are targeted at their current level of phonetic development (see Year 2 expectation grid) • Can read by sounding out unfamiliar words accurately, automatically and without undue hesitation	Is developing pleasure in reading, motivation to read, vocabulary and understanding by: • 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 • 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 Can understand both the books that they can already read accurately and fluently and those that they listen to by: • drawing on what they already know • using background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read • self-correcting inaccurate reading • making inferences on the basis of what is being said and done • answering questions about the text • asking questions about the text • making predictions about what might happen on the basis of what has been read so far Can 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 Can explore cause and effect in both narrative and non-fiction (E.g. What has prompted a character's behaviour in a story? Why are certain dates celebrated every year?) Can continue to explore grammar (see Year 2 Expectations for guidance) to be more aware of the differences between spoken and written language Can use role-play and other drama techniques to identify and explore characters Can use role-play to try out and explore new vocabulary in context

The National Standards: Maths

Year 1 Maths

	Number		Measurement		Geometry	
	Statutory	Non-Statutory	Statutory	Non-Statutory	Statutory	Non-Statutory
Year 1	**Number & 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. **Addition & 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 & Division:** • 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.	• Pupils practise counting (1, 2, 3), ordering (e.g. first, second, third), or to indicate a quantity (e.g. 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent. • Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations. • They practise counting as reciting numbers and counting as enumerating objects, and counting in twos, fives and tens from different multiples to develop their recognition of patterns in the number system (e.g. odd and even numbers), including varied and frequent practice through increasingly complex questions. • They recognise and create repeating patterns with objects and with shapes. • Pupils memorise and reason with number bonds to 10 and 20 in several forms (e.g. 9 + 7 = 16; 16 - 7 = 9; 7 = 16 - 9). They should realise the effect of adding or subtracting zero. • Pupils combine and increase numbers, counting forwards and backwards. • They discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms put together, add, altogether, total, take away, distance between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly. • Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities. • They make connections between arrays, number patterns, and counting in twos, fives and tens. • Pupils are taught half and quarter as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. For example, they could recognise and find half a length, quantity, set of objects or shape. Pupils connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole.	• compare, describe and solve practical problems for: ○ lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) ○ mass or weight (e.g. heavy/light, heavier than, lighter ○ than) ○ capacity/volume (full/empty, more than, less than, quarter) ○ time (quicker, slower, earlier, later) • measure and begin to record: ○ lengths and heights ○ mass/weight ○ capacity and 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.	• The pairs of terms: mass and weight, volume and capacity, are used interchangeably • Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (e.g. counting) and continuous (e.g. liquid) measurement, to using manageable common standard units. • In order to become familiar with standard measures, pupils begin to use measuring tools such as a ruler, weighing scales and containers. • Pupils use the language of time, including telling the time throughout the day, first using o'clock and then half past.	**Properties of shapes:** • recognise and name common 2-D and 3-D shapes, including: • 2-D shapes (e.g. rectangles (including squares), circles and triangles) • 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres). **Position and direction:** • describe position, directions and movements, including half, • quarter and three-quarter turns.	• They use the language of position, direction and motion, including: • left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. • Pupils make half, quarter and three-quarter turns and routinely make these turns in a clockwise direction.

Year 2 Maths

	Number		Measurement		Geometry		Statistics	
	Statutory	Non-Statutory	Statutory	Non-Statutory	Statutory	Non-Statutory	Statutory	Non-Statutory

Year 2	**Number & 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, including 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
	• use place value and number facts to solve problems.
	
	Addition & Subtraction:
	• 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
	• 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 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 and write fractions 1/3, 1/4, 2/4 and ¾ 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 1/2.
		• Using materials and a range of representations, pupils practise counting, reading, writing and comparing numbers to at least 100 and solving a variety of related problems to develop fluency. They count in multiples of three to support their later understanding of a third.
		• As they become more confident with numbers up to 100, pupils are introduced to larger numbers to develop further their recognition of patterns within the number system and represent them in different ways, including spatial representations.
		• Pupils should partition numbers in different ways (e.g. 23 = 20 + 3 and 23 = 10 + 13) to support subtraction. They become fluent and apply their knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in two-digit numbers. They begin to understand zero as a place holder.
		
		• Pupils extend their understanding of the language of addition and subtraction to include sum and difference
		• Pupils practise addition and subtraction to 20 to become increasingly fluent in deriving facts such as using 3 + 7 = 10, 10 – 7 = 3 and 7 = 10 - 3 to calculate 30 + 70 = 100, 100 - 70 = 30 and 70 = 100 - 30. They check their calculations, including by adding to check subtraction and adding numbers in a different order to check addition (e.g. 5 + 2 + 1 = 1 + 5 + 2 = 1 + 2 + 5). This establishes commutativity and associativity of addition.
		• Recording addition and subtraction in columns supports place value and prepares for formal written methods with larger number.
		
		• Pupils use a variety of language to describe multiplication and division.
		• Pupils are introduced to the multiplication tables. They practise to become fluent in the 2, 5 and 10 multiplication tables and connect
		• them to each other. They connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face. They begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform
		• written and mental calculations.
		• Pupils work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities, and relating these to fractions and measures (e.g. 40 ÷ 2 = 20, 20 is a half of 40). They use commutativity and inverse relations to develop multiplicative reasoning (e.g. 4 × 5 = 20 and 20 ÷ 5 = 4).
		
		• Pupils use additional fractions as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. They connect unit fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantity, a set of objects or shapes. They meet 3/4 as the first example of a non-unit fraction.
		• Pupils should count in fractions up to 10, starting from any number and using the 1/2 and 2/4 equivalence on the number line (e.g. 1 1/4, 1 2/4 (or 1 1/2), 1 3/4, 2).
			• 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 ›, ‹ 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.
				• Pupils use standard units of measurement with increasing accuracy, using their knowledge of the number system. They use the appropriate language and record using standard abbreviations.
				
				• They become fluent in telling the time on analogue clocks and recording it.
				
				• Pupils become fluent in counting and recognising coins. They read and say amounts of money confidently and use the symbols £ and p accurately, recording pounds and pence separately.
					Properties of shapes:
					• 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.
					
					Position and direction:
					• order and arrange combinations of mathematical objects in patterns
					• use mathematical vocabulary to describe position, direction and movement including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three- quarter turns (clockwise and anti-clockwise), and movement in a straight line.
						• Pupils handle and name a wider variety of common 2-D and 3-D shapes including: quadrilaterals and cuboids, prisms, cones and polygons, and identify the properties of each shape (e.g. number of sides, number of faces). Pupils identify, compare and sort shapes on the basis of their properties and use vocabulary precisely, such as sides, edges, vertices and faces.
						
						• Pupils read and write names for shapes that are appropriate for their reading and spelling.
						
						• Pupils should work with patterns of shapes, including those indifferent orientations
						
						• Pupils use the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts (e.g. pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles).
							•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.
								•Pupils record, interpret, collate, organise and compare information (e.g. using many-to-one correspondence with simple ratios 2, 5, 10).

Year 3 Maths

	Number		Measurement		Geometry		Statistics	
	Statutory	Non-Statutory	Statutory	Non-Statutory	Statutory	Non-Statutory	Statutory	Non-Statutory

Year 3	**Number & Place Value:**
	• count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
	• recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
	• compare and order numbers up to 1000
	• identify, represent and estimate numbers using different representations
	• read and write numbers up to 1000 in numerals and in words
	• solve number problems and practical problems involving these ideas.
	
	Addition & Subtraction:
	• add and subtract numbers mentally, including:
	  ◦ a three-digit number and ones
	  ◦ a three-digit number and tens
	  ◦ a three-digit number and hundreds
	• add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
	• estimate the answer to a calculation and use inverse operations to check answers
	• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
	
	Multiplication & Division:
	• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
	• write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
	• solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.
	
	Fractions:
	• count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
	• recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
	• recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
	• recognise and show, using diagrams, equivalent fractions with small denominators
	• add and subtract fractions with the same denominator within one whole (e.g. 5/7 + 1/7 = 6/7)
	• compare and order unit fractions, and fractions with the
	• same denominators
	• solve problems that involve all of the above.
		• Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100.
		• They use larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex problems, building on work in year 2 (e.g. 146 = 100 and 40 and 6, 146 = 130 and 16).
		• Using a variety of representations, including those related to measure, pupils continue to count in ones, tens and hundreds, so that they become fluent in the order and place value of numbers to 1000.
		
		• Pupils practise solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100.
		• Pupils use their understanding of place value and partitioning, and practise using columnar addition and subtraction with increasingly large numbers up to three digits to become fluent
		
		• Pupils continue to practise their mental recall of multiplication tables when they are calculating mathematical statements in order to improve fluency. Through doubling, they connect the 2, 4 and 8 multiplication tables.
		• Pupils develop efficient mental methods, for example, using commutativity (e.g. $4 \times 12 \times 5 = 4 \times 5 \times 12 = 20 \times 12 = 240$) and multiplication and division facts (e.g. using $3 \times 2 = 6$, $6 \div 3 = 2$ and $2 = 6 \div 3$) to derive related facts ($30 \times 2 = 60$, $60 \div 3 = 20$ and $20 = 60 \div 3$).
		• Pupils develop reliable written methods for multiplication and division, starting with calculations of two-digit numbers by one-digit numbers and progressing to the formal written methods of short multiplication and division.
		• Pupils solve simple problems in contexts, deciding which of the four operations to use and why, including measuring and scaling contexts, and correspondence problems in which m objects are connected to n objects (e.g. 3 hats and 4 coats, how many different outfits?; 12 sweets shared equally between 4 children; 4 cakes shared equally between 8 children).
		
		• Pupils connect tenths to place value, decimal measures and to division by 10.
		• They begin to understand unit and non-unit fractions as numbers on the number line, and deduce relations between them, such as size and equivalence. They should go beyond the [0, 1] interval, relating this to measure.
		• Pupils understand the relation between unit fractions as operators (fractions of), and division by integers.
		• They continue to recognise fractions in the context of parts of a whole, numbers, measurements, a shape, or unit fractions as a division of a quantity. Pupils practise adding and subtracting fractions with the same denominator through a variety of increasingly complex problems to improve fluency.
			• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
			
			• measure the perimeter of simple 2-D shapes
			
			• add and subtract amounts of money to give change, using both £ and p in practical contexts
			
			• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
			
			• estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight
			
			• know the number of seconds in a minute and the number of days in each month, year and leap year
			
			• compare durations of events, for example to calculate the time taken by particular events or tasks.
				• Pupils continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (e.g. 1 kg and 200g) and simple equivalents of mixed units (e.g. 5m = 500cm).
				
				• The comparison of measures should also include simple scaling by integers (e.g. a given quantity or measure is twice as long or five times as high) and this should connect to multiplication.
				
				• Pupils continue to become fluent in recognising the value of coins, by adding and subtracting amounts, including mixed units, and giving change using manageable amounts. They record £ and p separately. (The decimal recording of money is introduced formally in year 4).
				
				• Pupils use both analogue and digital 12-hour clocks and record their times. In this way they become fluent in and prepared for using digital 24-hour clocks in year 4.
					Properties of Shape:
					• draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
					
					• recognise that angles are a property of shape or a description of a turn
					
					• identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
					
					• identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
						• Pupils' knowledge of the properties of shapes is extended at this stage to symmetrical and non-symmetrical polygons and polyhedra.
						
						• Pupils extend their use of the properties of shapes. They should be able to describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or lesser than a right angle.
						
						• Pupils should draw and measure straight lines in centimetres.
							• interpret and present data using bar charts, pictograms and tables
							
							• solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.
								• Pupils understand and use simple scales (e.g. 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy.
								
								They continue to interpret data presented in many contexts.

The National Standards: Science

Year 1 Science

		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
	Working Scientifically (Year 1 & 2)	Animals, Including Humans	Light & Seasonal Changes (seasonal change is also revisited throughout the year)	Everyday Materials	Animals, Including Humans	Plants	Variation
Year 1	• Be able to pose simple scientific questions • Be able with help to conduct simple investigations (use with help equipment) • Observe what happens in an experiment • Compare what happened in an experiment with what they thought would happen. • Be able, with help, to gather information from simple texts.	• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Can name of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth).	• Observe and name a variety of sources of light, including electric lights, flames and the Sun • Be able to associate shadows with a light source being blocked by something. • Observe and discuss changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies • Observe and name a variety of sources of light, including electric lights, flames and the Sun • Be able to associate shadows with a light source being blocked by something. • Can understand the differences between materials that are transparent, translucent and opaque.	• Distinguish between an object and the material from which it is made • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of everyday materials on the basis of their simple physical properties • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Can understand the differences between materials that are transparent, translucent and opaque. • Can name materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; brick, paper, fabrics, elastic, foil. • Can identify what is the best material for an umbrella/curtains/dog basket etc.	• Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets) • Can name the common birds, fish, amphibians, reptiles, mammals and invertebrates, including pets. • Can compare and contrast animals, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.	• Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. • Can name common flowers, examples of deciduous and evergreen trees, and plant structures (trees: trunk, roots, branches, leaves, flowers (blossom), fruit; garden and wild plants: flower, petals, stem, leaves, roots, fruit, bulb and seed). • Able to compare and contrast familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants and trees. • Can describe how plants have changed over time, and compare and contrast how different plants change over time.	• Identify, name and compare a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates • Identify, name and compare a variety of common animals that are carnivores, herbivores and omnivores • Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets) • Identify, name and compare a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen • Can observe and describe a range of animals in terms of features such as colour of coat. • Can sort living things into groups using simple features. Can describe the basis of these groupings in terms such as number of legs, fur or scales etc. • Can group and classify living things and can explain the criteria that they used.

Year 2 Science

		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
	Working Scientifically (Year 1 & 2)	Sound	Everyday Materials	Animals, including humans	All living things and their habitats	Plants	Electricity*
Year 2	• Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement . • Be able with help to conduct simple investigations (and recognise when a test or comparison with one variable is fair) • Be able to identify ways of finding out about scientific issues • Offer explanations for what happened in an experiment and explain why. • Be able with help, to conduct simple investigations.	• Observe and name a variety of sources of sound, noticing that we hear with our ears • Recognise that sounds get fainter as the distance from the sound source increases. • Able to identify and describe different sounds (including instruments) in terms of louder and softer (loudness) and higher and lower sounds (pitch).	• Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard • Compare how things move on different surfaces. • Can discuss & describe the uses of different everyday materials. • Identify that: ○ some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles); ○ or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass; tables can be made from plastic, wood, metal, but not normally from paper). • Children can describe and compare for example, the movement of objects such as toy cars on different surfaces.	• Know that animals, including humans, have offspring which grow into adults • Know and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Can describe: ○ the basic needs of animals for survival, ○ the importance of exercise and nutrition for humans to stay healthy, ○ in simple terms, the processes of reproduction and growth: ○ in animals (using terminology such as egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep); ○ and in humans (baby, toddler, child, teenager, adult).	• Explore and compare the differences between things that are living, dead, and things that have never been alive • 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 • Identify and name a variety of plants and animals in their habitats, including micro-habitats • 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. • Know that all living things have certain characterstics that are essential for keeping them alive and healthy. • Can describe the life processes that are common to all living things. • Know the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). • Describe how living things depend on each other, for example plants serving as a source of food and shelter for animals. • Be able to compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest. • Able to sort and classify things according to whether they are living, dead or were never alive. • Be able to construct a simple food chain that includes humans (e.g. grass, cow, human); and describe the conditions in different habitats and micrc-habitats (under log, on stony path, under bushes); being able to identify how the conditions affect the number and type(s) of plants and animals that live there.	• Observe and describe how seeds and bulbs grow into mature plants • Find out and be able to describe how plants need water, light and a suitable temperature to grow and stay healthy. • Can describe how plants grow (including seeds, bulbs, fruit and vegetables, deciduous and evergreen bushes and trees). • Be able to describe the requirements of plants for growth and survival, as well as the process of reproduction and growth in plants. • Can describe with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, and identify different stages of growth.	• Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators, and associate metals with being good conductors • .Identify appliances that are powered by electricity. • Describe the dangers associated with mains powered appliances as opposed to battery powered.

Note: ***Electricity** is not part of the National Curriculum within KS1

TVI Development Stages

Development Descriptors

Having a good understanding of a child's Development Stage is drawn upon teachers' in-depth insight into their understanding of the child over-time, observations, formative and summative assessments, reflective (pre-2013) "APP"-style discussions, dialogue with Support Staff and by close and regular scrutiny of children's work – across a range of subjects. Accordingly, through this rich learning-centred narrative, TVI's deeply-rooted Assessment for Learning ethos ensures that, at any given time, a teacher would have a good understanding of which of the below Development Descriptors provide the best fit judgement for a child in a particular subject area against the relevant End of Year Standard. The below Development Descriptors have been updated to incorporate current STA Interim Assessment Arrangements*.

> "Decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on". *(National Curriculum, 2013).*

Yr. 1 Development Stage Descriptors

Approaching (i-v)	Emerging	Developing	Secure	Mastery (i-ii)	Exceptionally Able
Little evidence of Standard. A specific intervention is in place, possibly indicating that the child has complex needs or at a very early stage of learning. Learning could be better assessed using: • EYFS Outcome Statements • P Scales (SEND pupils only).	Evidence of few aspects of the Standard – 10%-30%. Child is working at an early stage of the Standard. A child may be Emerging if they can access their year group's curriculum, but are in constant need of support to do so. Support for a child who is judged as Emerging will be in a variety of forms – including consistent 1-2-1 or small group support. By the end of the year, the expectation is that the only children who will still be classified as Emerging will have Special Educational Needs that are being met through specific targeted interventions.	Secure in many aspects of the Standard – up to about 30-90%. A child may be Developing if they can work within the Standard but still need some support. This support may be in the form of small guided groups, specific booster/acceleration interventions or specific resources. They are not yet consistently using the skills from the Standard independently and will generally be using the skills at the point of teaching rather than applying them independently.	Formative Assessments reveal that the child is secure in the entire Standard across a collection of evidence. A child is Secure if they can apply the Standard within a range of contexts and if/when presented in different formats, whilst working independently.	Secure in all of the Standard across a collection of evidence and most likely showing Development within the Yr. 2 Standard too. A child demonstrates Mastery if they can consistently apply the skills and knowledge from the Standard in a wide range of contexts across the curriculum and independently away from the point of teaching. In doing so, but with support, they will be working within the Yr. 2 Standard at a Developing stage too. It is likely that children will have opportunities to teach other children.	Secure in the entire Standard and most likely Secure within the Yr. 2 Standard too. An Exceptionally Able child can not only consistently apply the skills and knowledge from the Standard in a wide range of contexts across the curriculum and independently away from the point of teaching; but also in doing so demonstrates that they are Secure in applying the Yr. 2 Standard within a range of contexts and if/when presented in different formats, whilst working independently too. Children will have opportunities to teach other children within different year groups and will regularly create opportunities to extend their own learning.

Percentage figures are shown as a guide only – a "best fit approach" needs to be taken. Subject specific guidance may indicate that different curriculum areas as having greater weighting than others.

Yr. 2 Development Stage Descriptors*

It is assumed that Yr. 1 Secure, Mastery and Exceptional overlaps with the Yr. 2 Descriptors as indicated within the TVI Framework for Learning Overview.

	Entering (i-ii)	Emerging	Developing (i-ii)	Secure	Mastery (i-ii)	Exceptionally Able (i-ii)
Little evidence of the Year 1 Standard. A specific intervention is in place, possibly indicating that the child has complex Special Educational Needs or at a very early stage of learning. Learning could be better assessed using: • EYFS Outcome Statements • P Scales (SEND pupils only).	Evidence that the child is working below their chronological age, either Emerging or Developing within the Year 1 Standard. A Yr. 2 child that is Entering the Standard may require constant support to access their year group's curriculum and the majority of targeted support will be mostly aimed at moving the child to a Secure stage of development within the Yr. 1 Standard. Support for a child who is judged as Entering will be in a variety of forms – including consistent 1-2-1 or small group support. By the end of the year, the expectation is that the only children who will still be classified as Entering will have Special Educational Needs that are being met through a specific targeted programme.	Evidence of few aspects of the Standard – 10-30%. Child is working at an early stage of the Standard. A child may be Emerging if they can access their year group's curriculum, but are in constant need of support to do so. Support for a child who is judged as Emerging will be in a variety of forms – including consistent small group support. In general terms, by the end of the year, the expectation is that the only children who will still be classified as Emerging will have Special Educational Needs in the following areas met through targeted support: • SLCN • SEBs	Secure in many aspects of the Standard – up to about 30-90%. A child may be Developing if they can work within the Standard but still need some support. This support may be in the form of small guided groups, specific booster/acceleration interventions or specific resources. They are not yet consistently using the skills from the Standard independently and will generally be using the skills at the point of teaching rather than applying them independently.	Formative Assessments reveal that the child is secure in the entire Standard across a collection of evidence. *In particular, the child has met all the *"I Can" statements for each standard from the interim TA framework* at **"Expected"** (with 3/4 pieces of evidence for each standard, which can include formative assessments)**. A child is Secure if they can apply the Standard within a range of contexts and if/when presented in different formats, whilst working independently.	Secure in all of the Standard across a collection of evidence and most likely showing Development within the Yr. 3 Standard too. A child demonstrates Mastery if they can consistently apply the skills and knowledge from the Standard in a wide range of contexts across the curriculum and independently away from the point of teaching. In doing so, but with support, they will be working within the Yr. 3 Standard at a Developing stage too. *In particular, the child has met all the *"I Can" statements for each standard from the interim TA framework* at **"Greater Depth"** (with 3/4 pieces of evidence for each standard, which can include formative assessments)**. It is likely that children will have opportunities to teach other children.	Secure in the entire Standard and most likely Secure within the Yr. 3 (i) or Yr. 4 (ii) Standard too. An Exceptionally Able child can not only consistently apply the skills and knowledge from the Standard in a wide range of contexts across the curriculum and independently away from the point of teaching; but also in doing so demonstrates that they are Secure in applying the Yr. 3 (i) or Yr. 4 (ii) Standard within a range of contexts and if/when presented in different formats, whilst working independently too. Children will have opportunities to teach other children within different year groups and will regularly create opportunities to extend their own learning.

Percentage figures are shown as a guide only – a "best fit approach" needs to be taken.

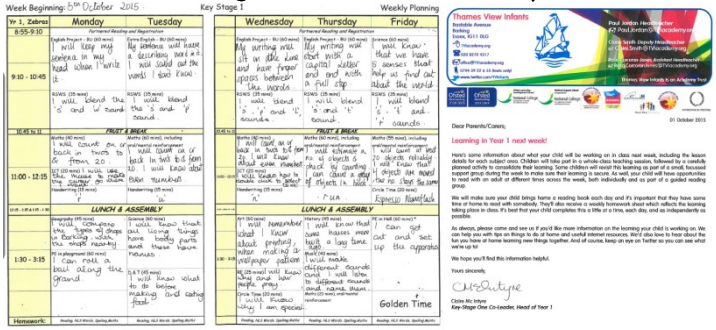
Development Stage Descriptors are updated to reflect guidance presented within S&TA **"2016 Teacher Assessment Exemplification: End of key Stage 1 – February 2016". Tables populating collections of "I Can" statements for each standard from the interim TA framework will be used when finalising End of Key Stage Assessments. **"At the end of Yr. 2, to meet a particular standard within the interim TA framework, a pupil must demonstrate attainment of all the statements within that standard (across a collection of evidence) and all the statements in the preceding standard(s)".*

Useful Links – Finding Out More Information

Printed material dates quickly, but our School Website is updated regularly with the latest and most relevant information. The below useful links within **TVIacademy.org** will sign-post you to more information about your child's learning, the school curriculum and assessments.

What is my child learning? What will they be taught this year? How well are they doing?

Following recent national DfE advice, we've worked hard to make finding the answers to these questions easier for you – in the following ways:



1. **Weekly letters detailing learning in every Single lesson for the week…**

   You can download these from:

   http://www.thamesview-i.bardaglea.org.uk/newsletters.htm

2. **Details of Curriculum Coverage and Learning…**

   For EVERY SUBJECT within KS1 across the year!

   Follow the hyperlinks and explore…

   Details of the National Expectations for your child's Year Group.

   Details of the learning over time for the whole term or half-term.

Year 1

		Autumn Term		Spring Term		Summer Term	
		1A	1B	2A	2B	3A	3B
English	Writing	Short Texts Medium Term Plans	Rhyme & Rhythm Medium Term Plans	Stories about Bears Medium Term Plans	Information Texts Medium Term Plans	Fairy Tales Medium Term Plans	Stories & Poetry Medium Term Plans
End of Year Expectations	Reading & Spelling	"Letters and Sounds" Phases Two, Three, Four					
		Phase 2 Content		Phase 3 Content		Phase 4 Content	
	Handwriting	Systematic teaching of each letter, broken down into "letter families".		Development of handwriting through copy. Introduction of capitals.		Joining through horizontal and diagonal joins, with letter combinations drawn from clusters taught in RSWShop Lessons.	
		Term 1a Medium Term Plans Term 1b Medium Term Plans		Term 2a Medium Term Plans Term 2b Medium Term Plans		Term 3a Medium Term Plans Term 3b Medium Term Plans	

Details of School Visits

Including an estimated guide to parental contributions – to help you budget

Yr 1		Barleylands Farm (£15) Local Area Survey	Colchester Zoo (£10)		Chalkwall (History and Geography links) (Free)	

You can view all this information from:

http://www.thamesview-i.bardaglea.org.uk/curriculum.htm

3. **An up-to-date Prospectus…**

   Contains a wealth of information and has also been summarised and translated into 10 of our most commonly-spoken home languages.

   You can view this information here:

   http://www.thamesview-i.bardaglea.org.uk/prospectus-new.htm

Contact Details
General Information
School Times
Classes and Staff Details
Foundation Stage
Key Stage One
Valuing Parents
School Initiatives
School Uniform
Attendance and Admission
Children's Welfare
School History
Resolving Problems
Code Of Conduct
Impact of the Pupil Premium (2011-12)
Impact of the Pupil Premium (2012-13)
Impact of the Pupil Premium & Sports Funding (2013-15)
Impact of the Pupil Premium & Sports Funding (2014-16)

Our Partnership with the Juniors
Academy Status
Final Accounts
Describing the Curriculum at TVI

4. Your Child's Homework...
   http://www.thamesview-i.bardaglea.org.uk/newsletters.htm

5. A whole range of additional information and learning resources...
   http://www.thamesview-i.bardaglea.org.uk/downloads.htm

6. A comprehensive list of School Policies...
   http://www.thamesview-i.bardaglea.org.uk/policies.htm

7. Top-Tips for Learning – useful podcasts unpicking some of the learning we teach our children...
   http://www.thamesview-i.bardaglea.org.uk/TopTips1.htm

8. Twitter – be far the easiest way to gain real-time live info about School, including "behind the scenes" updates:
   www.twitter.com/tvInfants

Learning and Assessment at Thames View Infants:
A Guide for Parents & Carers

…was written by **Paul Jordan**.

It's intended as a ley-person's reference-point to answer some of the more complex questions that parents/carers have regarding their child's learning and comparative information on their child's ability:

What is my child learning? What will they be taught this year?

How well are they doing?

How does their learning compare with national expectations?