

Stewart House

Learning Standards

*Curriculum and Assessment information for Parents*

Felsted School

*Reception, Year 1, Year 2*

**Welcome to Stewart House**



Stewart House is Felsted School’s Pre-prep department

Reception, Year 1 and Year 2

Dear Parents and Carers,

This booklet includes details of the curriculum and termly assessments your child will cover in each subject across the year groups.

Our Felsted Learning Standards link our curriculum to our assessment and reporting systems, to help you and your child understand their attainment and progress. Our aim is to enable all Pre-prep children to independently lead their own learning over time, by knowing where they are and their targets to move forwards in their learning. This development prepares your child for the next stage in their school life, when they move to Ffrome Court.

Our Felsted Learning Standards ensure we are competitive nationally as well offering a creative, broad and inspiring curriculum.

Mrs Jacqueline Atkins

HEAD OF PRE-PREP

STEWART HOUSE

# **Curriculum Overview**

The Stewart House curriculum is delivered by class teachers with the exception of PE, Swimming, Spanish and Music which are taught by our Prep specialist teachers. Team teaching also takes place within year groups.

Reception children engage in different activities throughout the day with access to both the indoor and outdoor classrooms. There is an emphasis on the Prime Areas of development: *Personal, Social and Emotional development, Communication and Language, Physical development, Literacy and Maths*, with many activities supporting and reinforcing these key skills.

Pupils in Y1 and Y2 focus on English and Maths skills each morning. The remainder of the timetable includes Creative topic work (Science, History, Geography, Art, Design & Technology), Spanish, Computing, Music, PE, PSHE and RE, delivered through engaging topics, relevant first hand experiences, drama and enquiry. Details of key skills are listed under ‘**Learning Standards’**.

**Literacy**

**Reading:**

* Learning about books
  + Sequencing pictures, predicting next part of story
  + Learning that print tells a story
  + Learning letter sounds and common (High Frequency) words
  + Learning decoding skills
  + Developing fluency
  + Encouraging reading for enjoyment and information seeking
  + Developing listening skills
  + Developing comprehension skills orally and in writing

Pupils begin to read by sharing picture books and story books with adults. This progresses onto reading key words in ‘word boxes’ sent home and then simple phonic-based books. Independence is encouraged. By the end of Y2 most children are reading books of their own choice. Children read in groups in class on a regular basis.

They also take their reading books home to reinforce reading with their parents/carers.

The Stewart House library is open three mornings a week before school (8.15am – 8.45am) to allow children to borrow books to enjoy at home. Classes are also timetabled to use the library during the school day.

**Writing**

*Synthetic phonics:*

Reception pupils are introduced to the 42 phonic sounds. Single letter sounds are followed by digraphs (sounds made from 2 letters together) and trigraphs (sounds made from 3 letters together) so that by the end of the Reception year, pupils can read and write all the basic sounds.

*This is a multi-sensory approach which includes:*

* Letter sounds, actions and rhymes
* Letter formation
* Digraphs (sound represented by 2 letters, e.g. oa in boat
* Blending sounds together to make word: d-o-g, sh-o-p, r-i-ng.
* Identifying sounds in words: is there a‘s’ in sun, dog, mouse?
* ‘Tricky words’ which do not follow phonic patterns (e.g. was, said, come).

Pupils in Y1 and Y2 reinforce and develop the work completed in Reception and are introduced to different ways of spelling the same sound, e.g. *boat, bone, dough, blow*.

Pupils explore a range of genres e.g. stories, poems, recounts, letters, instructions and comprehension exercises. They are encouraged to write independently using word banks, wall displays, dictionaries and other points of reference to help them. Grammar, Punctuation and Vocabulary lessons explore the ‘rules’ of the English language and opportunities to apply this knowledge to independent writing.

All pupils are taught letter formation with the aim to join when appropriate. Letters have ‘flicks’ at the end as follows:

a b c d e f g h I j k l m n o p q r s t u v w x y z

**Speaking and Listening**

Pupils are given opportunities to speak and listen to others. They are encouraged to have confidence to express their own views and to listen and respect the views of others.

* Speaking
  + Telling news/show and tell
  + Reading aloud (poems, stories etc.)
  + Discussing ideas in groups
  + Asking and answering questions
  + Giving and following instructions
* Listening: to adults in class or assembly
  + To other children in class
  + Following instructions
  + Listening to story/music/assembly
  + Listening skills activities

**Mathematics**

The pupils engage in daily Mathematics lessons following a ‘Mastery’ approach. This immerses the pupils in a mathematical aspect practically, before moving onto written problems. ‘Numbertime’ is a daily recap of number facts, which takes place for 10 minutes each day; the pupils play games, sing songs and rehearse counting and times tables.

**Creative curriculum topic work**

Our topic led approach links different subjects to a central theme; aspects of Science, History, and Geography, Art, DT, Computing, Dance, Music, Cultural awareness are linked together. First hand experiences are an important part of our topic planning and can include drama, visits, visitors and/or speakers who may be invited into school.

**Spanish**

Pre-prep pupils have one 30 minute lesson of Spanish each week taught by a specialist language teacher from the Preparatory School.

**Computing**

Pupils have the opportunity to use the Chromebooks during lessons often supporting other curriculum areas, in addition to Computing focussed lessons. All classes have an Interactive Whiteboard and access to other IT equipment such as Beebots, microphones, cameras.

**Music**

Reception children have a 30 minute music lesson each week; Y1 and Y2 pupils have a 45 minute lesson. Pupils focus on the different musical ‘elements’ (Pitch, Dynamics, Texture, Timbre, Rhythm, Tempo) through a wide variety of games and songs. They have opportunities to play percussion instruments, respond to music through body movements and explore their voice. Children also listen to and learn about music throughout history. Pupils create their own music and are introduced to traditional notation and graphic scores. Y2 pupils have the opportunity to learn the recorder in class.

All pupils take part in a singing assembly for 25 minutes each week. Pupils who wish to learn to play an instrument may have individual music lessons with specialist instrumental teachers from Y2 (Y1 with agreement between teacher and parent). These lessons will happen during school hours and parts of lessons may be missed in order for this to happen.

**Physical Education**

Each year group has one hour long PE lesson each week. PE lessons include ball skills, gymnastics, music and movement and dance. The Y1 and Y2 lessons are taught by specialist teachers from the Prep School. All pupils spend time preparing for the Sports Day in the Summer Term.

All pupils also have a 30 minute swimming lesson each week. Pupils swim in small ability groups and work towards the Felsted Learning Standards which are celebrated by certificates.

**Personal, Social, Health and Economic education**

PSHE is taught through assemblies, class discussions and topic work where appropriate. Pupils are encouraged to look after themselves, keep safe (including online) and follow a healthy lifestyle. British Values are promoted and embedded through the ethos of the school and reinforced through our pastoral care plan (behaviour policy) as follows:

*Forgiveness, Justice and Peace:* The values of Forgiveness, Justice and Peace provide a framework for a happy, secure and orderly environment in which children can learn and develop into caring and responsible adults. Positive behaviour is rewarded and inappropriate behaviour dealt with by appropriate age related consequences, but with the implicit message of forgiveness. Children will be provided with the opportunity to make amends reminding them that it is their behaviour, not themselves, that is unacceptable.

*Honesty and Conscience*: We promote a culture of praise, encouragement and honesty where all children can achieve. It is expected that the children in Stewart House will make sensible choices, use kind hands and careful feet, look after school equipment and own belongings and follow instructions given. There is the understanding that sometimes children do make undesirable choices. On such occasions, children are given time to consider their actions and how they can put things right.

*Respect, Understanding and Hope*: The teaching at Stewart House promotes mutual respect which is central to how we expect everyone to go about their life at Felsted School. The adults in school model respect and positive relationships. All staff demonstrate compassion through active listening.

*Tolerance:* The children’s understanding of their place in a culturally diverse society is enhanced by opportunities to experience diversity in our local community and the wider world. World faiths, customs, practices and celebrations are taught through assemblies, collective worship and our planned curriculum. Opportunities such as cultural celebrations, religious festivals and current news reports are used to study and learn about life and cultures in Britain and around the world, with opportunities to discuss prejudices in an age appropriate way. All children are expected to demonstrate respect to each other and are taught the message of tolerance, peace and equality.

*Responsibility, Wisdom and Service*: Stewart House staff promote a calm and secure environment in which to build positive relationships with the whole school community.  The children will begin to take on roles of responsibility such as class jobs, helping their peers and supporting others to follow our golden rules. They are also given the opportunity to understand the world around us and how we need to protect it. The children are made aware of the needs of the community and the differences in culture and lifestyle. Pupils also take part in whole school fundraising events.

*Individual Liberty*: Pupils are actively encouraged and supported to make safe choices.  Pupils are taught and encouraged to know, understand and exercise their rights and personal freedoms e.g. at playtimes- who to play with/ what games to play and are helped to negotiate with their peers when disagreements arise. Behaviour choices of behaviour are discussed to help consider what a good choice is and what is the impact of their behaviour on others and/or their safety?

*Democracy*: Children have the right to express their views and have their voices heard through class discussions in lessons and assembly times. All children’s views have equal value and are listened to seriously. Children who hurt others with words or actions are taught that it is unkind and unacceptable and consequences will follow.

PSHE lessons provide an ideal opportunity for the children to discuss their views on a wide range of topics relating to them.

*Rules of Law*: To encourage and promote positive behaviour and learning attitudes, reward systems are used. Pupils are guided to consider their relationships and are encouraged to develop tolerance and respect for the needs, values and beliefs of others. They are taught to be aware of the effects of their actions on others.

**Forest School**

All pupils take part in Forest Schools activities throughout the year. This takes place in two areas of woodland on the school site, where they take part in a variety of activities from playing games to building up to making shelters and fires.

**Religious Education**

Religious Education themes are introduced in assemblies, in class, as part of topic work and when celebrating major festivals. Days of national significance are observed and celebrated (e.g. Remembrance Day, Shrove Tuesday celebrated with pancake races). The children attend chapel at the end of each term and also visit as part of topic work. Reverend Little visits Stewart House to read stories with the children each week, seeing all classes over the term. All pupils take part in the Stewart House Nativity plays where family members are invited to watch the performances.

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# **Assessment and Reporting**

The development of our pupils in Reception (Early Years Foundation Stage) is continuously observed by the teachers and teaching assistants. These observations form the basis of each child’s **Early Years Foundation Stage Profile** (EYFSP) which is completed at the end of the Reception year.

Pupils in Years 1 & 2 are assessed in English and Maths at the end of each term (*assessment papers are used in the Spring and Summer term for Year 1 and Autumn, Spring and Summer term for Year 2*). Phonics, spelling, grammar and reading is assessed regularly by the class teacher. Assessment results are recorded using an assessment tracker which links to the National Curriculum Age Related Expectations (Felsted Standards). Other subject assessments take place as part of each unit of work:

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| **Levels** | **Explanation** |
| Exceeding/ Working beyond | Working well above the expected level for the Year Group |
| Expected | Working at the expected level for the Year Group |
| Working towards | Working towards the expected level for the Year Group |

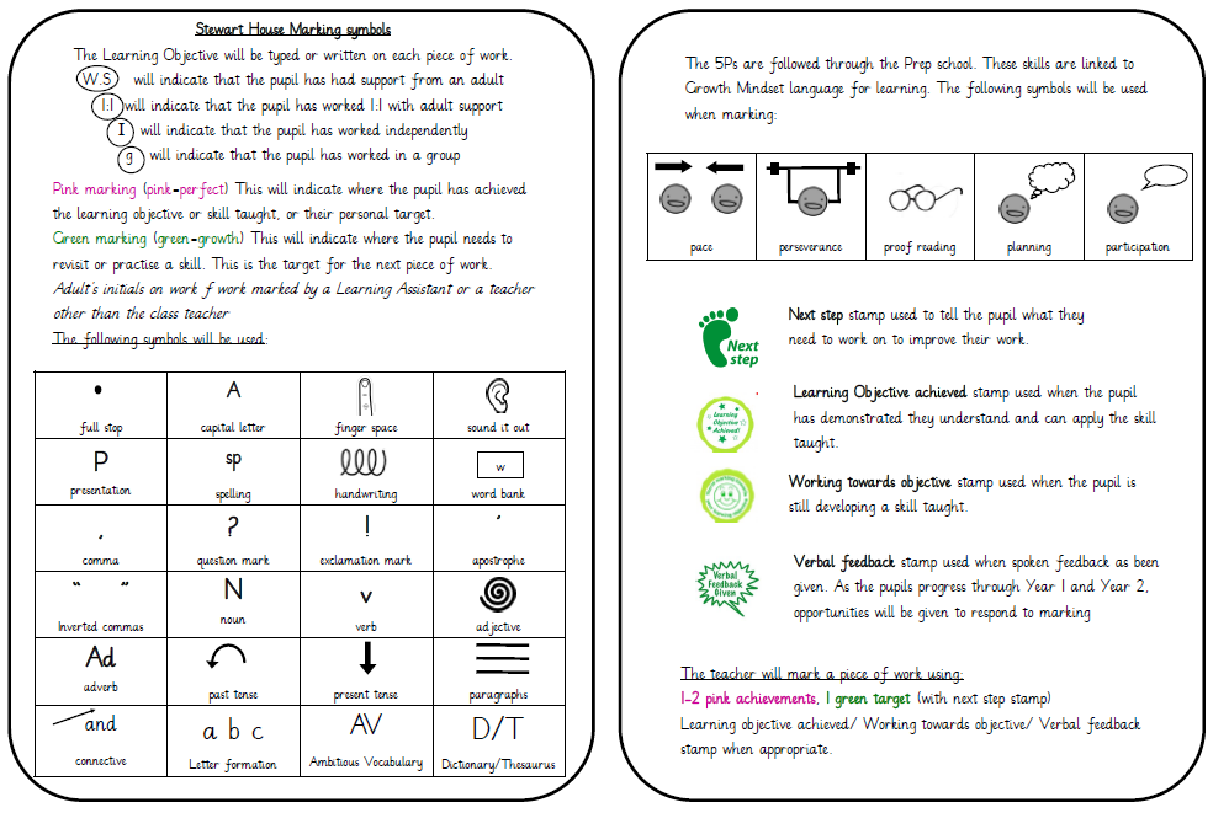
Creative, practical activities are photographed and shared with parents via Tapestry (our online learning journal)

Parents are given an opportunity to come into Stewart House every half term to see their child’s work or meet with their child’s class teacher, as follows:

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| **YEAR**  **GROUP** | **Autumn**  **1st half** | **Autumn**  **2nd half** | **Spring**  **1st half** | **Spring**  **2nd half** | **Summer**  **1st half** | **Summer**  **2nd half** |
| **Years**  **R-2** | **Parents’ Curric. Info Evening(s)**  **for Reception & Years 1&2**  Opportunity to see books after class assembly | **Parents’**  **core subject**  **Info Evening(s)**  **for Reception & Years 1&2**  **Years R, 1 & 2**  **Parents’**  **Meeting**  with targets given for English and Maths | Opportunity to see books after class assembly  **Y2 into Y3 Parents’ Info. meeting** | **Years**  **R, 1 & 2**  **Parents’ Meeting**  with targets given for English and Maths | Opportunity to see books after class assembly | **New YR families coffee morning**  **YR to Y1,** **Y1 to Y2**  **Parents’ Info. meeting &** **meet teacher/s**  **Years R, 1 & 2**  **FULL** **report for**  **ALL subjects, incl. Spanish, Music, PE & Swimming** |

**Targets**

Children are encouraged to review their own work; recognising their own achievements and areas for improvement, with encouragement to take responsibility for their own learning. The Pre-prep marking system for English, enables pupils to identify where they have been successful in their learning and what they need to improve, detailed below:



1. **Learning Support**

The two main aims of the ‘Support for Learning’ Department are:

* To help each pupil achieve their highest possible academic level in all subjects by the time they leave the Prep School, and
* To give children the self-confidence and self-belief that this is possible.

Early identification of any possible difficulties or challenges is vital. Teachers will meet with parents to discuss appropriate support.

Advice from our Prep School SENCO can help to tailor support and interventions to meet the needs of the child. Careful monitoring of progress is a crucial factor in this process and parents are invited to review meetings on a regular basis. Following this, further external advice may be required to ensure that appropriate support can be delivered.

**Reception- *Early Years Foundation Stage***

**Literacy - SPECIFIC AREA** Early learning goals in green

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| **READING** | |
| EMERGING | * Enjoys rhyming and rhythmic activities. * Shows awareness of rhyme and alliteration. * Recognises rhythm in spoken words. * Listens to and joins in with stories and poems, one-to-one and also in small groups. * Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. * Beginning to be aware of the way stories are structured. * Suggests how the story might end. * Listens to stories with increasing attention and recall. * Describes main story settings, events and principal characters. * Shows interest in illustrations and print in books and print in the environment. * Recognises familiar words and signs such as own name and advertising logos. * Looks at books independently. * Handles books carefully. * Knows information can be relayed in the form of print. * Holds books the correct way up and turns pages. * Knows that print carries meaning and, in English, is read from left to right and top to bottom. |
| **EXPECTED** | * Children read and understand simple sentences. * They use phonic knowledge to decode regular words and read them aloud accurately. * They also read some common irregular words. * They demonstrate understanding when talking with others about what they have read. |
| EXCEEDING | * Children read books of own choice with some fluency and accuracy and give reasons for choice of book * Children explore and experiment with sounds, words and texts. * Children can visualise and comment on events, characters and ideas, making imaginative links to their own experiences * Children can distinguish fiction and nonfiction texts and the different purposes for reading them * Children can identify the main events and characters in stories, and find specific information in simple texts |

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| **WRITING** | |
| EMERGING | * Children can give meaning to marks they make as they draw, write and paint. * Begins to break the flow of speech into words. * Continue a rhyming string. * Hear and says the initial sound in words. |
| **EXPECTED** | * + - * Children use their phonic knowledge to write words in ways which match their spoken sounds.       * They also write some irregular common words.       * They write simple sentences which can be read by themselves and others. * 4. Some words are spelt correctly and others are phonetically plausible. |
| EXCEEDING | * Children can communicate meaning through phrases and simple sentences with some consistency in punctuation of sentences. * Children can Segment sounds into their constituent phonemes in order to spell them correctly * Children move from spelling simple CVC words to longer words that include common diagraphs and adjacent consonants such as ‘brush’ ‘crunch’ * Children can recognise and use alternative ways of spelling the graphemes already taught, for example that the /ae/ sound can be spelt with   ‘ai’‘ay’ or ‘a-e’; that the /ee/ sound can also be spelt as ‘ea’ and ‘e’; and begin to know which words contain which spelling alternatives |

**Mathematics – SPECIFIC AREA**

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| **NUMBER** | |
| EMERGING | * Uses some number names and number language spontaneously. \*Uses some number names accurately in play. * Recites numbers in order to 10. \*Knows that numbers identify how many objects are in a set. * Beginning to represent numbers using fingers, marks on paper or pictures. \*Sometimes matches numeral and quantity correctly. * Shows curiosity about numbers by offering comments or asking questions. \*Shows an interest in number problems. * Compares two groups of objects, saying when they have the same number. \*Shows an interest in representing numbers. * Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. * Shows an interest in numerals in the environment. * Realises not only objects, but anything can be counted, including steps, claps or jumps. |
| **EXPECTED** | * Children count reliably with numbers from one to 20. * Place numbers in order. * Say which number is one more or one less than a given number. * Using quantities and objects, they add two single-digit numbers and count on to find the answer. * Using quantities and objects, they subtract two single-digit numbers and back to find the answer. * They solve problems, including doubling, halving and sharing |
| EXCEEDING | * Children can say the number that is 1 more or less than any given number, and 10 more or less for multiples of 10 * Children can use the vocabulary of halves and quarters in context * Children can derive and recall all pairs of numbers with a total of 10 and addition facts for totals to at least 5; work out the corresponding - facts * Children can count on or back in ones, twos, fives and tens and use this knowledge to derive the multiples of 2, 5 and 10 to the tenth multiple |

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| **SHAPE, SPACE AND MEASURE** | |
| EMERGING | * Shows an interest in shape and space by playing with shapes or making arrangements with objects. * Shows awareness of similarities of shapes in the environment. * Uses positional language. * Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. * Shows interest in shapes in the environment. * Uses shapes appropriately for tasks. * Beginning to talk about the shapes of everyday objects, e.g. ‘*round*’ and ‘*tall*’. |
| **EXPECTED** | * Children use everyday language to talk about size to compare quantities and objects and to solve problems. * Children use everyday language to talk about weight to compare quantities and objects and to solve problems. * Children use everyday language to talk about capacity to compare quantities and objects and to solve problems. * Children use everyday language to talk about position to compare quantities and objects and to solve problems. * Children use everyday language to talk about distance to compare quantities and objects and to solve problems. * Children use everyday language to talk about time to compare quantities and objects and to solve problems. * Children use everyday language to talk about money to compare quantities and objects and to solve problems. * They recognise, create and describe patterns. * They explore characteristics of everyday objects and shapes and use mathematical language to describe them. |
| EXCEEDING | * Children can visualise and name common 2-D shapes and 3-D solids and describe their features; use them to make patterns, pictures and models. * Children can identify objects that turn about a point (e.g. scissors) or about a line (e.g. a door); recognise and make whole, half and quarter turns. * Children can estimate, measure, weigh and compare objects, choosing and using suitable uniform non-standard or standard units and measuring   instruments (e.g. a lever balance, metre stick or measuring jug)   * Children can use vocabulary related to time; order days of the week and months; read the time to the hour and half hour. * Children can answer a question by recording information in lists and tables; present outcomes using practical * resources, pictures, block graphs or pictograms |

**Understanding the World – SPECIFIC AREA**

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| **THE WORLD** | |
| EMERGING | * Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. * Can talk about some of the things they have observed such as plants, animals, natural and found objects. * Talks about why things happen and how things work. * Developing an understanding of growth, decay and changes over time. * Shows care and concern for living things and the environment. |
| **EXPECTED** | * Children know about similarities and differences in relation to places, objects, materials and living things. * They talk about the features of their own immediate environment and how environments might vary from one another. * They make observations of animals and plants and explain why some things occur, and talk about changes. |
| EXCEEDING | * Children can identify and name key features and properties, sometimes linking different experiences, observations and events. * Children know how to collect evidence by making observations and measurements when trying to answer a question |

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| **TECHNOLOGY** | |
| EMERGING | * Knows how to operate simple equipment e.g. turns on CD player and uses remote control. * Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. * Knows that information can be retrieved from computers |
| **EXPECTED** | * Children recognise that a range of technology is used in places such as homes and schools. * They select and use technology for particular purposes. |
| EXCEEDING | * Children explore information from various sources, showing that information exists in different forms. * Children use ICT to work with text, images and sounds to help them share their ideas. * Children recognise that many everyday devices respond to signals and instructions. * Children make choices when using such devices to produce different outcomes. * Children talk about their use of ICT |

**Expressive Arts and Design – SPECIFIC AREA**

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| **BEING CREATIVE** | |
| EMERGING | * Use language and other forms of communication to share the things they create, or to indicate personal satisfaction or frustration. * Explore and experience using a range of senses and movement. * Create experiences and responses with music, dance, paint and other materials and words. * Develop preferences for forms of expression. |
| **EXPECTED** | * Talk about personal intentions, describing what they were trying to do. * Respond to comments and questions, entering into dialogue about their creations |
| EXCEEDING | * Children can express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imagination and   role play, movement, designing and making, and a variety of songs and musical instruments.   * Children can express feelings and preferences in response to artwork, drama and music and make some comparisons between different pieces. * Respond to own work and that of others. * Make comparisons and create new connections. |

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| **EXPLORING MEDIA AND MATERIALS** | |
| EMERGING | * Explores colour and how colours can be changed. * Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. * Beginning to be interested in and describe the texture of things * Uses various construction materials. * Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. * Joins construction pieces together to build and balance. * Realises tools can be used for a purpose. |
| **EXPECTED** | * Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. |
| EXCEEDING | * Children know how to record from first hand observation, experience and imagination, and explore ideas * Children know to ask and answer questions about the starting points for their work, and develop ideas. * Children know how to investigate the possibilities of a range of materials and process |

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| **DEVELOPING IMAGINATION AND IMAGINATIVE PLAY** | |
| EMERGING | * Developing preferences for forms of expression. * Uses movement to express feelings. * Creates movement in response to music. * Sings to self and makes up simple songs. * Makes up rhythms. * Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. * Engages in imaginative role-play based on own first-hand experiences. * Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. * Uses available resources to create props to support role-play. * Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. |
| **EXPECTED** | * They represent their own ideas, thoughts and feelings through, art, music, dance, role play and stories. |
| EXCEEDING | * Children can explore familiar themes and characters through improvisation and role play. * Children can discuss why they like a performance |

**Physical Development - PRIME AREA**

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| **MOVING AND HANDLING** | |
| EMERGING | * Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. * Mounts stairs, steps or climbing equipment using alternate feet. * Walks downstairs, two feet to each step while carrying a small object. * Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. * Can stand momentarily on one foot when shown. * Can catch a large ball. * Draws lines and circles using gross motor movements. * Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. * Holds pencil between thumb and two fingers, no longer using whole-hand grasp. * Holds pencil near point between first two fingers and thumb and uses it with good control. * Can copy some letters, e.g. letters from their name. |
| **EXPECTED** | * Children show good control and co-ordination in large and small movements. * They move confidently in a range of ways, safely negotiating space. * They handle equipment and tools effectively, including pencils for writing. |
| EXCEEDING | * Children can Repeat, link and adapt simple movements, sometimes commenting on her/his work. Demonstrate coordination and control in large   and small movements.   * Children can perform skills by using simple tactics and movement phrases |

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| **HEALTH AND SELF CARE** | |
| EMERGING | * Can tell adults when hungry or tired or when they want to rest or play. * Understands that equipment and tools have to be used safely. * Can attend to toileting needs most of the time themselves. * Can usually manage washing and drying hands. * Dresses with help, e.g. puts arms into open-fronted coat/shirt when held up, pulls up own trousers, pulls up zipper once fastened at the bottom. |
| **EXPECTED** | * Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. * They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. |
| EXCEEDING | * Children can recognise and describe how their bodies feel during different activities |

**Personal Social and Emotional Development - PRIME AREA**

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| **MANAGING FEELINGS AND BEHAVIOUR** | |
| EMERGING | * Children are aware of their own feelings, and know that some actions and words can hurt others’ feelings. * Children begin to accept the needs of others and can take turns and share resources, sometimes with support from others. * Children can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. * Children can usually adapt their behaviour to different events, social situations and changes in routine. |
| **EXPECTED** | * Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some   behaviour is unacceptable   * They work as part of a group or class, and understand and follow the rules * They adjust their behaviour to different situations, and take changes of routine in their stride. |
| EXCEEDING | * Children can share their opinions on things that matter to them and explain their views * Children recognise what they like and dislike, what is fair and unfair, and what is right and wrong |

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| **SELF-CONFIDENCE AND SELF-AWARENESS** | |
| EMERGING | * Children can select and use activities and resources with help. * Children welcome and values praise for what they have done. * Children enjoy responsibility of carrying out small tasks. * Is more outgoing towards unfamiliar people and more confident in new social situations. * Confident to talk to other children when playing, and will communicate freely about own home and community. * Shows confidence in asking adults for help. |
| **EXPECTED** | * Children are confident to try new activities, and say why they like some activities more than others * They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. * They say when they do or don’t need help |
| EXCEEDING | * Children can sustain involvement and persevere, especially when trying to solve a problem or reach a satisfactory conclusion. * Children recognise what they like and dislike, what is fair and unfair, and what is right and wrong * Children can share their opinions on things that matter to them and explain their views * Children can recognise, name and deal with their feelings in a positive way * Children can think about themselves, learn from their experiences and recognise what they are good at * Children know how to set simple goals |

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| **MAKING RELATIONSHIPS** | |
| EMERGING | * Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults * Keeps play going by responding to what others are saying or doing. * Initiates play, offering cues to peers to join them. |
| **EXPECTED** | * Children play co-operatively, taking turns with others * They take account of one another’s ideas about how to organise their activity * They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. |
| EXCEEDING | * Children know how to contribute to the life of the class and school * Children recognise the choices they can make, and recognise the difference between right and wrong * Children can identify what improves and harms their local, natural and built environments and about some of the ways people look after them * Children realise that people and other living things have needs, and that they have responsibilities to meet them * Children agree and follow rules for their group and classroom and understand how rules help them |

**Communication and Language – PRIME AREA**

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| **LISTENING AND ATTENTION** | |
| EMERGING | * Listens to others one to one or in small groups, when conversation interests them. •Listens to stories with increasing attention and recall. * Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. * Focusing attention – still listen or do, but can shift own attention. * Is able to follow directions (if not intently focused on own choice of activity). * Maintains attention, concentrates and sits quietly during appropriate activity. * Two-channelled attention – can listen and do for short span. |
| **EXPECTED** | * Children listen attentively in a range of situations. * They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. * They give their attention to what others say and respond appropriately, while engaged in another activity. |
| EXCEEDING | * Children listen to instructions and follow them accurately, asking for clarification if necessary. * They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, e.g., at assembly. |

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| **UNDERSTANDING** | |
| EMERGING | * Understands use of objects (e.g. “What do we use to cut things?’) * Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. * Responds to simple instructions, e.g. to get or put away an object. * Beginning to understand ‘why’ and ‘how’ questions. * Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. * Able to follow a story without pictures or props. * Listens and responds to ideas expressed by others in conversation or discussion. |
| EXPECTED | * Children follow instructions involving several ideas or actions. * They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. |
| EXCEEDING | * After listening to stories children can express views about events or characters in the story and answer questions about why things happened. * They can carry out instructions which contain several instructions |

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| **SPEAKING** | |
| EMERGING | * Beginning to use more complex sentences to link thoughts (e.g. using and, because). * Can retell a simple past event in correct order (e.g. went down slide, hurt finger). * Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. * Questions why things happen and gives explanations. Asks e.g. who, what, when, how. * Uses a range of tenses (e.g. play, playing, will play, played). * Uses intonation, rhythm and phrasing to make the meaning clear to others. * Uses vocabulary focused on objects and people that are of particular importance to them. * Builds up vocabulary that reflects the breadth of their experiences. * Uses talk in pretending that objects stand for something else in play, e.g., ‘This box is my castle.’ * Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. * Uses language to imagine and recreate roles and experiences in play situations. * Links statements and sticks to a main theme or intention. * Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. * Introduces a storyline or narrative into their play. |
| **EXPECTED** | * Children express themselves effectively, showing awareness of listeners’ needs. * They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. * They develop their own narratives and explanations by connecting ideas or events. |
| EXCEEDING | * Children show some awareness of the listener by making changes to language and non-verbal features. * They recount experiences and imagine possibilities, often. * They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. |

**ENGLISH: Year 1 Spoken Language Year 1- *Key Stage One***

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|  | **End of term 1 expectations** | | **End of term 2 expectations** | **End of year expectation** | ***Exceeding End of year expectations*** |
| **Vocabulary** | With support, begin to use some simple descriptive language (e.g. colour). | | Use simple descriptive language on occasions and when prompted (e.g. size). | Use simple descriptive language (e.g. colour, size and emotions). | *Begin to answer questions that require more interesting word choices.* |
| **Asking Questions** | With support, begin to ask simple questions. | | With support, ask simple relevant questions to find out about a topic. | Independently ask simple questions to find out more about the topic. | *Ask simple questions to find out more about a topic and learn new vocabulary.* |
| **Justification** | With support, begin to give simple reasons for their answers. | | With support, begin to express an opinion and give a simple reason for it. | Give simple reasons for their answers or opinions. | *Give more substantial reasons for their answers or opinions.* |
| **Description and Explanation** | Use some simple topical vocabulary to describe an event or experience, with prompts from an adult. | | Begin to describe events and experiences, using some apt and topical vocabulary with growing independence. | Describe events and experiences using appropriate topical vocabulary. | *Recount an event or experience, providing simple explanation, with prompts.* |
| **Exploring Ideas** | Begin to express some personal ideas/feelings. | | Express ideas and feelings when speaking about matters of personal interest, beginning to include some detail when prompted. | Clearly express ideas and feelings when talking about matters of personal interest, including some detail. | *With support, recount experiences and imagine scenarios.* |
| **Listening and Responding** | Listen with some interest and make simple comments (e.g. ask a question). | | Listen more attentively and engage with the speaker, taking turns with prompts. | Listen attentively and engage with the speaker, making relevant observations. | *Listen and begin to reply to the speaker, remembering one or two points of interest.* |
| **Speaking Audibly and Fluently** | Begin to speak so others can hear them, though they may need prompting. | | Speak using an audible voice (some teacher/adult support may still be required). | Speak audibly and intelligibly. | *Speak clearly and, with help, begin to recognise intonation.* |
| **Speaking to Different Audiences** | Begin, with support, to use appropriate language when talking to different people (e.g. informal language used with friends compared to more formal language used with the teacher/head teacher). | Begin to adapt language and tone when addressing different people, with adult support. | | Adapt language and tone when addressing different people, showing awareness of the audience. | *Begin to use specific vocabulary for task with prompts/reminders (e.g. scientific words or D&T vocabulary).* |
| **Speaking for Different Purposes** | Begin, with support, to vary vocabulary. | Try out new words and ways of expressing meaning, sometimes varying vocabulary to suit the purpose/situation. | | Vary vocabulary to suit different purposes and situations. | *Begin to choose vocabulary that demonstrates a basic awareness of different purposes.* |
| **Organising Talk** | Begin, with support, to use some words to sequence talk (e.g. then). | Draw on a larger bank of words to sequence talk, though they may need prompting (e.g. first, next and then). | | Independently use some words to sequence talk (e.g. last week, first, next, then, after that and finally). | *Use, more instinctively, words to sequence talk, thinking about the listener.* |
| **Presenting** | Give short answers during whole class situations (e.g. one or two word answers). | Communicate clearly matters of personal interest to a familiar individual/group. | | Talk to the class about matters of particular personal interest. | *Clearly and confidently talk to the class about matters of particular personal interest.* |
| **Conversations** | Takes turns to speak with a partner, though support/prompts may be required to remain on task. | Take turns to speak in pairs, listening more attentively to each other’s suggestions. | | Take turns in pairs, engaging with others. | *Take turns in pairs and talk more constructively about what they are going to do.* |
| **Valuing the Views of Others** | Listen to adults and make simple comments. | Begin to listen to peers with prompts from an adult and make simple comments, though not always relevant. | | Listen to the views and responses of peers. | *Listen to the views and responses of peers, responding when prompted.* |
| **Discussing and Debating** | Take turns to speak in pairs. | Begin to follow what others say, attempting to take turns when in a small group situation. | | Take turns when speaking in pairs and small groups. | *Continue to work on their turn-taking skills. Offer, with prompts, some apt comments when speaking in small groups.* |
| **Performance and Drama** | Take part in imaginative play, exploring familiar themes, situations and characters through improvisation and role play. | Interact with others, taking part in imaginative play and act out well-known stories using different voices for characters. | | Engage in imaginative play, representing simple characters and situations in everyday speech, gesture or movement. | *Engage in imaginative play, representing less familiar characters and situations and, with support, adapt everyday speech, gesture or movement.* |
| **Standard English** | With prompts use Standard English sentence structure for formal conversation (adult modelling will be required). | Begin to use, more independently, Standard English sentence structure for formal conversation (e.g. ‘I did it’ and ‘I wasn’t doing anything’). | | Use Standard English sentence structure for formal conversation (e.g. ‘I did it’ and ‘I wasn’t doing anything’). | *Sometimes use modelled Standard English for speech, when appropriate.* |
| **Register** | Notice, with support, that people vary speech in some simple situations (e.g. when talking to a baby). | Begin to recognise how people vary their speech in some different situations (e.g. when feeling angry, happy, sad or scared). | | Recognise how people vary their speech in different situations. | *Show some awareness that more formal vocabulary is sometimes appropriate. Explore different ways of speaking.* |

**Year 1 Reading**

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|  |  | **End of term 1 expectations** | **End of term 2 expectations** | **End of year expectation** | ***Exceeding End of year expectations*** |
| **WORD READING** | **Decoding strategies** | Blend phonemes to decode familiar words. Blend phonemes with support, to decode some unfamiliar words, using GPCS that have been taught so far. | Blend phonemes more independently, to decode familiar and on occasions, unfamiliar words, using GPCs that have been taught so far. | Apply their phonic knowledge as the route to decode words. Blend phonemes to decode familiar and unfamiliar words, using many of GPCs that have been taught. | *Decode more quickly, beginning to establish sounding and blending routines with prompts.* |
| **GPC (grapheme-phoneme correspondence** | Recognise grapheme-phoneme correspondence for 10 or more phonemes. | Recognise grapheme-phoneme correspondence for 20= phonemes, including some alternative sounds for graphemes, responding with increasing speed and accuracy. | Recognise grapheme-phoneme correspondence for 40+ phonemes, including alternative sounds for graphemes, responding speedily. | *Develop automatic grapheme-phoneme correspondence for many phonemes taught so far.* |
| **Application** | Read some words containing taught GPCs. | Correctly read words containing a growing number of taught GPCs and some word endings (e.g. –s). | Read words containing taught GPCs and –s, -es, -ing, -ed, -er, -est endings | *Read, with prompts, a growing number of new and unfamiliar words using their knowledge of GPCs.* |
| **Polysyllabic words** | Read, with prompts, words of more than one syllable that contain GPCs. | Read, more independently, a greater number of words with more than one-syllable that contains taught GPC’s. | Read other words of more than one-syllable that contain taught GPCs. | *Read words with two syllables that contain taught GPCs, beginning to recognise syllable boundaries.* |
| **Compound words** | Begin, with support, to read two syllable words made up of two words joined together (e.g. farmyard). | Read with increasing confidence, two-syllable words made up of two words joined together (e.g. farmyard, football). | Read two-syllable words made up of two words joined together (e.g. farmyard, football, playground, bedroom) | *Completely read two-syllable words and with support begin to read three-syllable words made up of two words joined together (e.g. everywhere).Competently read common homophones, attempting to explain the difference in meaning.* |
| **Homophones** | Read, with support, common homophones and begin to notice the difference in meaning (e.g. sun and son). | Read common homophones, noticing more independently, the difference in meaning (e.g. here, hear). | Read common homophones and notice the difference in meaning. | *Competently read common homophones, attempting to explain the difference in meaning* |
| **Contractions** | Recognise, with support, some simple words with contractions (e.g. I’m). | Read, more confidently, simple words with contractions (e.g. I’m, I’ll). | Read simple words with contractions, beginning to understanding that the apostrophe symbol represents missing letters (e.g. I’m, I’ll, we’ll). | *Read, with support, a growing number of contractions found in texts.* |
| **Exception word reading** | Read common exception words, noting some unusual correspondences between spelling and sound, with support (e.g. ‘the’ and ‘do’). | Read common exception words, sometimes identifying unusual correspondences between spelling and sound, beginning to notice where these occurs in the word. | Read further common exception words, noting unusual correspondence between spelling and sound and where these occurs in words (e.g. the, to, said, was). | *Recognise that common exception words are words in which the English spelling code works in an unusual or uncommon way. Identify, without support, some simple common exception words when reading.* |
| **High Frequency Words** | Recognise some common high frequency words. | Recognise a growing number of common high frequency words, reading them with increasing speed and accuracy. | Recognise a range of common high frequency words automatically. | *Recognise and read a growing number of age-appropriate high frequency words, sometimes using sounding and blending.* |
| **Reading books** | Read phonetically decodable books, with support. | Read phonetically decodable books sometimes with appropriate guidance. | Accurately read phonetically decodable books, consistent with their developing phonic knowledge. | *Read books closely matched to their expanding phonic knowledge, sounding out with some prompts required at times* |
| **Fluency and confidence** | Re-read, with some prompts, familiar phonetically decodable books to help to build up their fluency and confidence. | Re-read, more independently, familiar phonetically decodable books to increase fluency, confidence and enjoyment. | Re-read familiar phonetically decodable books to build up their fluency, confidence, understanding and enjoyment. | *Confidently re-read familiar phonetically decodable books, with common exception words in to continue to build up their fluency, confidence, understanding and enjoyment. Re-read, with some support, less familiar phonetically decodable books* |
| **COMPREHENSION – LINGUISTIC SKILLS** | **Self-Correcting** | With a prompt (e.g. ‘read it again’) identify when what they have read is inaccurate. | Begin to recognise themselves when what they have read is inaccurate or does not make sense. | Identify independently when what they have read is inaccurate or does not make sense. | *Identify and, with support, begin to self-correct inaccurate reading.* |
| **Language within Texts** | Join in with and talk about familiar language when sharing a book with an adult. | Begin, with prompts, to identify obvious features of language when sharing a book with an adult. | Comment on obvious features of language (e.g. rhymes and refrains or significant words and phrases). | *Identify, when prompted, their favourite words, explaining their choices in a simple way.* |
| **Structure and Organisation of Texts** | Identify the beginning or end of stories. | Identify events from the beginning, middle or end of stories. Begin, with support, to notice that fiction is organised differently to non-fiction. | Identify the beginning, middle and end of stories and recognise different sections of a non-fiction text. | *With prompts, begin to identify familiar patterns of language. Identify some common features of non-fiction texts (e.g. contents page).* |
| **Vocabulary** | Talk about a book with an adult, using some relevant vocabulary. | Listen to stories and hold short structured conversations with adults/peers to develop vocabulary. | Understand the meaning of new words or phrases, with adult support. | *With adult support, recognise that dictionaries can help us find the meaning of new words.* |
| **COMPREHENSION – RESPONDING TO READING** | **Listening** | Enjoy listening to stories, poems and information books. | Listen attentively, making relevant comments to show they have understood the events or the main ideas in a book. | Listen with concentration to books and discuss what they have heard. | *Talk to an adult or peer about what they like about a book.* |
| **Reading Aloud** | Recognise repeated text or rhymes in stories and poetry, sometimes joining in with the class. | Join in more often with familiar phrases in stories and poetry. | Recognise and join in with predictable, familiar phrases in stories and poetry. | *Read aloud familiar phrases in stories with developing intonation.* |
| **Retelling** | Retell or role play stories with simple structures. | With help, sequence the main points of a story. | Retell a very familiar story with characteristics of the original. | *Retell stories more independently, using pictures to help.* |
| **Reciting** | Recite by heart parts of a simple poem or rhyme. | Recite by heart, beginning to recognise ‘in order’, a simple poem or rhyme. | Recite by heart, in order, a simple poem or rhyme. | *Recite poems by heart, beginning to use some appropriate intonation.* |
| **Personal Reading** | Choose a favourite text to share with an adult. | Choose a favourite text to share with an adult and begin to say what they like about it. | Choose a favourite text to share with an adult and say what they like about it. | *Choose to re-read books they have enjoyed in class reading sessions.* |
| **Discussing** | Answer questions about what is read to them, beginning to include the significance of events. | Ask and answer questions about what is read to them, including the significance of titles and events. | Make relevant comments about what is read to them, including the significance of titles and events. | *Begin to take part in group and class discussions about what is read to them.* |
| **Explaining** | Answer questions on what they have read or listened to. | Make simple comments about what they have read or listened to, to show understanding. | Take turns and listen to others during discussions about books. Explain their understanding of what they have read or listened to. | *Explain their understanding of the events and themes in familiar books.* |
| LITERAL COMPREHENSION | **Understanding and retrieving information** | Answer, with prompts, some simple questions about familiar texts using picture cues. Enjoy looking at and talking about, simple non-fiction books. | Recall some simple points from familiar texts that interest them, identifying some key words. Find, with some support, information in simple non-fiction books. | Recall simple points from familiar texts and identify key words (e.g. words learnt in phonic sessions). Find information in simple non-fiction books. | *Begin, when prompted, to recall some specific simple information (e.g. the names of characters). Find, with some support, specified information in non-fiction books.* |
| **Answering literal questions** | With adult support, answer simple questions on what they have read. | With more independence, answer simple questions on what they have read. | Answer simple questions on what they have read, giving literal answers from the text. | *Answer two or three questions on what they have read, giving literal answers from the text. Begin to write their answers down with some support.* |
| **Asking literal questions** | Ask simple questions on the general theme of the book. | With support, ask questions or comment on parts of a text (e.g. illustrations and diagrams). | Ask questions or comment on parts of text (e.g. illustrations, diagrams and changes in font style). | *Make increasingly relevant comments on stories, poems and non-fiction, relating to their own experience.* |
| **INFERENTIAL COMPREHENSION** | **Deducing of Inferring Information** | Listen attentively to a text (e.g. story or poem) and answer questions with support (e.g. who are the characters?). | Begin to make simple inferences, when prompted by the teacher (e.g. recall what has happened in a familiar story). | Make basic inferences (e.g. explaining what has happened in a familiar story or say who is speaking). | *Make simple inferences on the basis of what is being said and done. With some support attempt to explain meaning in the text (e.g. why have capital letters been used?).* |
| **Predicting** | Predict, with some prompts, what might happen next in familiar stories. | Predict, with support, what might happen next, beginning to relate to what they have read before. | Predict what might happen next, based on what they have read before. | *Predict what might happen next, beginning to use evidence from the text, with support.* |
| **Making Links** | Answer, with some prompts, questions on the sequence of events in books they are familiar with. | With prompts, begin to discuss the sequence of events in books they are familiar with. | Discuss the sequence of events in books they are familiar with. | *Answer, with support, questions on cause and effect in narrative (e.g. because Beegu was lost, how did she feel?).* |
| **Answering Inference Questions** | Make some sense of what they have read, using the illustrations to answer simple inference questions, with support (e.g. What do you think will happen next?). | Make more sense of what they have read and, with prompts, answer some simple inference questions using words/phrases such as ‘I think… because…’. | Draw on their own experiences, background information provided by the teacher and illustrations to make sense of what they have read. Answer simple inference questions (e.g. What do you think will happen next?). Use words/phrases, such as ‘I think … because…’. | *Draw on their own experiences or background information provided by the teacher to recognise how a character is feeling.* |
| **Asking Inference Questions** | Listen to inferential questions asked by the teacher. | Listen to and begin to answer inferential questions asked by the teacher or peers. | Listen to/talk about inferential questions asked by the teacher or peers. | *Create, with support, one or two inferential questions based on a visual image or illustrations in a fiction text (e.g. Why do you think…? How does …? Where do you..?).* |
| **Comment on the use of Language** | With support, begin to notice obvious features of language (e.g. repeated phrases, significant words). | Notice and begin to comment on features of language (e.g. significant words and phrases, repeated phrases). | Notice and comment on obvious features of language, such as significant words and phrases. | *Choose some favourite words.* |
|  | **Writer’s Purpose and Viewpoints** | Answer simple questions about how a text makes them feel, when prompted to do so. | Talk about how the text makes them feel, beginning, with support, to consider how it might make others feel. | Talk about how the text might make the reader feel. | *Talk about how the main character feels.* |
| **Overall Effect of the Text** | Attempt, with prompts, to name the overall emotion expressed by stories or poems (e.g. happy or sad). | Speculate on what they believe the overall emotion expressed by a story or poem to be (e.g. happy, sad, funny or scary). | Name the overall emotion expressed by stories or poems (e.g. happy, sad, funny or scary). | *Make simple statements about likes and dislikes, when prompted to do so.* |

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|  | **Year 1 Writing** | | | | |
|  |  | **End of term 1 expectations** | **End of term 2 expectations** | **End of year expectation** | ***Exceeding End of year expectations*** |
| THINKING BEFORE WRITING | **Planning Writing through Talk** | Begin, with prompts, to talk to an adult about what they are going to write. | Talk, with increasing clarity, to an adult or peer about what they are going to write. | Talk to an adult or peer about what they are going to write. | *With some help, talk through the content of what they are going to write about and consider the order of their writing.* |
| **Using Writing Models and Checklists** | Recognise, with adult support, the main features of a given model (e.g. a nursery rhyme). | Recognise, with some adult support, the main features of a given model and contribute to class or group writing checklists. | With adult support, recognise the main features of a given model and create simple checklists for their own writing. | *Begin to identify sentence level features in writing models (e.g. simple adjectives to describe nouns).* |
| **Planning and Making Notes** | With support, draw pictures and begin to write some keywords before writing. | Draw pictures and write down keywords or ideas with more independence. | Draw pictures and write down keywords or ideas before writing. | *Draw pictures and note down ideas, in a simple planning format, with some support.* |
| **Drama and Role Play** | Take part in small world play with peers inspired by stories and rhymes. | Use familiar story language during simple role play or small world play. | Use simple role play (e.g. puppets, small world) to explore writing ideas. | *With adult guidance/modelling, take on roles as characters in familiar stories or rhymes.* |
| THINKING DURING AND AFTER WRITING | **Composing Sentences** | Use talk to express themselves and their ideas before writing. | Use talk to express themselves and their ideas effectively before writing. Form and say sentence-like structures out loud to an adult or peer before writing. | Say sentences out loud to an adult or peer before writing. Independently attempt to replicate what they have said out loud in their writing. | *Plan the content of each sentence orally before writing.* |
| **Sentence Structure** | Independently write simple words, phrases and clauses to convey meaning. | Write simple phrases and clauses with growing confidence, sometimes in series. Show an awareness that combining words makes sentences.  Begin to use ‘and’ to join words and clauses when prompted to do so, and with support. | Independently write simple phrases and clauses in series. Confidently write some sentence-like structures by chaining ideas/clauses together using ‘and’.  Begin to demarcate sentence-like structures, using some simple punctuation symbols. | *Write in simple and compound sentences that make sense (e.g. using ‘and’).Use simple adjectives to describe some nouns in their sentences.*  *Use capital letters and full stops to demarcate sentences.*  *Begin to explore other punctuation (e.g. exclamation marks and question marks).* |
| **Organising and Sequencing** | Begin, with prompts, to make simple connections in their writing. | Develop their writing, with support, ordering events or ideas and making simple connections between them. | Make simple connections between ideas and events using some formulaic phrases (e.g. ‘last week’, ‘first’, ‘next’, ‘then’, ‘after that’ and ‘finally’), including those to indicate the start or end of a text (e.g. ‘Once upon a time’, ‘A long, long time ago’, ‘One day’, ‘The end’ or ‘They lived happily ever after’). | *Begin, with support, to group ideas into sections (e.g. using headings).Sequence ideas appropriately.* |
| **Writing for Different Purposes** | Use simple vocabulary when writing. Begin to write in different forms for themselves (e.g. lists, captions and messages). | Begin to make simple vocabulary choices guided by the teacher. Begin to identify a developing range of writing forms (e.g. stories and instructions). | Use simple vocabulary appropriate to the purpose for writing (e.g. simple scientific words).Show some indication of basic purpose or form in their writing. | *Make, with support, style choices appropriate to the purpose of the writing (e.g. using a heading for a fact text).* |
| **Language** | Use simple language when writing. | Use simple language when writing which reflects the breadth of their experiences and developing phonic knowledge. Establish meaning through the repeated use of key/subject specific words. | Use some descriptive language (e.g. colour, size, simple emotion).Show evidence of vocabulary beginning to match the context. | *Begin to make some apt word choices, using word banks for support.* |
| **Writing to Entertain** | Produce and record ideas with support, using simple writing frames to include pictures, labels and/or captions. Share the composition of a simple narrative or poem with the teacher/class. | Use simple stories and poems that they have heard/read to support their own writing. Use simple models from reading as a frame for their own writing.  Attempt to write simple narratives/poems with support and prompts. | Compose sentences and record in order to form narratives. Use simple poetic structures to substitute own ideas and write new lines/verses within an appropriate frame. | *Write, with support, narratives (about real or fictional events) in simple sentences. Begin to use poetic techniques, including humour and word play, as part of a group/class.* |
| **Writing to Inform** | Begin to write, with support, a sequence of connected events. | Write a short and simple sequence of connected events independently. With support, begin to use an appropriate order in their writing. | Write a sequence of connected events in an appropriate order and, in some cases, linked to their own experience. Write information in simple forms (e.g. captions, lists and labels) and within an appropriate frame (e.g. instructions, recounts or an information text).  Write simple texts linked to a topic of interest/personal experience. | *Write, with some support, about real events in chronological order. Produce clear labels to provide more information (e.g. label a simple flow diagram to explain a process).* |
| **Writing to Persuade** | Produce and record simple ideas with adult support (e.g. adding simple pictures, labels and/or a caption to a partially complete poster). | Manipulate text provided by the teacher to make sense of writing (e.g. piece together sections of an advert/poster). Begin to express own words and ideas. | Use simple structures and writing frames to substitute own ideas and write new lines (e.g. producing own simple adverts/posters). | *Make, with some prompts, word choices to engage the reader.* |
| **Proof-Reading** | Re-read their own writing with teacher/adult support. | Attempt/begin to re-read their own writing independently (they may still require some support and prompts). | Re-read their own writing to check that it makes sense. | *Re-read to check for sense, noticing obvious errors in spelling, grammar and punctuation with some help.* |
| **Evaluating and Editing** | Talk, with prompts, about their writing with the teacher/an adult. | Talk, with increasing independence, about their writing with the teacher/an adult, beginning to give an opinion. | Talk about their writing with the teacher or a partner. | *Take part in a collaborative conversation (e.g. with an adult or peer) to discuss the strengths of their writing.* |
| **Performing Composition** | Begin to read aloud their own writing with adult/teacher support. | Read aloud their own writing using an audible voice (some teacher/adult support may still be required). | Read aloud their own writing clearly and audibly. | *Read aloud own writing clearly and, with help, begin to recognise intonation.* |
| TRANSCRIPTION SPELLING | **GPC (Grapheme-Phoneme Correspondence)** | Segment words (including words with adjacent consonants) into phonemes and choose graphemes to represent these sounds. Write some words containing the vowel digraphs and trigraphs for Year 1 (English, Appendix 1), including words ending in ff (e.g. off), ll (e.g. well), ss (e.g. miss), zz (e.g. buzz) and ck (e.g. back) and those ending in nk (e.g. bank). | Represent phonemes by choosing the correct grapheme more often. Increase accuracy in writing words containing the vowel digraphs and trigraphs for Year 1 (English, Appendix 1). Correctly spell an increasing number of words containing the spelling patterns for Year 1, including -tch (e.g. catch); -ve (e.g. have); -y (e.g. very); words containing ph for the /f/ sound (e.g. elephant) and wh for the /w/ sound (e.g. when); words where the /k/ sound is represented by k (e.g. skin). | Segment words into phonemes before choosing graphemes to represent the sounds. Write words in a phonetically plausible way. Write words containing the vowel digraphs and trigraphs for Year 1 with accuracy (English, Appendix 1) | *Consolidate GPCs taught in Year 1 and learn the new GPCs for Year 2 (English, Appendix 1), including words containing the /j/ sound (e.g. age, edge, giant, jar); words containing the /s/ sound spelt as c (e.g. race); words which start with kn, gn and wr (e.g. knight, gnat and wrap); words which end in le (e.g. table) and words ending in al, el or il (e.g. metal, camel, pencil).Segment words into phonemes and represent these, using graphemes, with increasing accuracy.* |
| **Apply** | Write, with some support, words containing each of the 10+ phonemes taught. | Write words containing each of the 20+ phonemes already taught. | Write words containing each of the 40+ phonemes already taught. | *Write, with occasional prompts, words containing all phonemes taught.* |
| **Letter Names and Alphabetical Order** | Name the letters of the alphabet. | Name the letters of the alphabet, mostly in the correct order. | Name the letters of the alphabet in order. | *Use some letter names when orally spelling a word.* |
| **Alternative Spelling Patterns** | Begin, with support, to use letter names to distinguish between alternative spellings of the same sound. | Use, more readily, letter names to distinguish between alternative spellings of the same sound. | Use letter names to distinguish between alternative spellings of the same sound. | *Begin, with support, to use alternative spelling patterns for words where one spelling pattern is already known.* |
| **Syllables** | With support, clap the syllables in multisyllabic words. With guidance, identify each syllable of a two-syllable compound word. | Clap and begin to count the syllables in words to support spelling. Identify each syllable of a two-syllable compound word and segment each part with some accuracy. | Clap and count the syllables in words. Spell two-syllable compound words by segmenting each part of the word (e.g. farmyard, football). | *Spell many decodable high frequency words correctly. Spell common exception words from the Year 2 list (e.g. who, any, many), beginning to use mnemonics to help.* |
| **Suffixes** | Add -ing to verbs where no change is needed to the root word (e.g. jumping). | Add -ed and -er where no change is needed to the root word (e.g. jumping, jumper).Begin to add -est to adjectives (e.g. quickest). | Use suffixes that can be added to verbs where no change is needed in the spelling of the root word (e.g. helping, helped, helper).Add -er and -est to adjectives. | *Notice more common words with contracted forms (e.g. it’s).* |
| **Prefixes** | Begin to add the prefix un- to root words (e.g. unhappy). | Explain how the prefix un- changes a word’s meaning (e.g. unfair). | Add the prefix un- to root words, explaining why. | *Begin to notice near homophones (e.g. one and won).* |
| **Plurals** | Write words with the regular plural noun suffix –s. | Write, with more independence, words with regular plural noun suffixes –s and begin to use –es. | Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. | *Investigate word lists, correctly spelling given words. Notice the use of an apostrophe to show possession for singular nouns.* |
| **High Frequency Words** | Spell, with support, the days of the week and some common decodable and exception words (e.g. the, a, to). | Spell, more accurately, the days of the week and common decodable words. Spell an increasing number of exception words (e.g. he, me, we, she). | Spell the days of the week and common decodable words. Spell simple common exception words (e.g. said, was, where). | *Use wall charts and picture dictionaries, which identify initial sounds, graphemes and words, as a regular strategy for spelling.* |
| **Contractions** | Begin to notice simple words with contractions (e.g. I’m and I’ll). | Spell, with some support, simple words with contractions (e.g. I’m and I’ll). | Spell simple words with contractions (e.g. I’m and I’ll). | *Write, from memory, simple sentences dictated by the teacher that include some revision of words and punctuation taught so far.* |
| **Homophones** | Notice, with some prompts, homophones. | Notice the difference in meaning between common homophones. | Recognise that homophones have different spellings but the same sound. | *Use, with prompts, the regular plural noun suffix –s (e.g. dog, dogs).* |
| **Spelling Rules** | Recognise that homophones have different spellings but the same sound. | Apply, with support, spelling rules to rhyming and other lists (e.g. catch, match, hatch). | Apply simple spelling rules and guidance for Year 1 (English, Appendix 1). | *Notice, with support, how the prefix ‘un’ changes the meaning of verbs and adjectives (negation) (e.g. unkind or undoing).* |
| **Using a Dictionary** | Notice wall charts and picture dictionaries which identify initial sounds. | Notice and, with some help, begin to find appropriate information from wall charts and picture dictionaries which identify initial sounds. | Use wall charts and picture dictionaries which identify initial sounds, graphemes and words. | *Recognise, with prompts, some common suffixes at the end of a word (e.g. -ing: helping and running; -ed: walked and helped; er: driver and helper).* |
| **Fluency** | Write words and phrases dictated by the teacher that included GPC words taught so far. | Write, increasingly from memory, sentences dictated by the teacher that include GPC words and common exception words taught so far. | Write, from memory, simple sentences dictated by the teacher that include common exception words, GPC words and punctuation from Year 1. | *Recognise rhymes and, with support, play word games to extend knowledge of words.* |

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| **Vocabulary, Grammar and Punctuation** | **Plurals** | | Use, with prompts, the regular plural noun suffix –s (e.g. dog, dogs). | | Use, more accurately, the regular plural noun suffixes –s or –es (e.g. dog, dogs and wish, wishes). | | Use regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes) and identify the effect of suffixes on the meaning of the noun. | | *Begin, with some support, to combine words to make simple sentences.* | |
| **Prefixes** | | Notice, with support, how the prefix ‘un’ changes the meaning of verbs and adjectives (negation) (e.g. unkind or undoing). | | Recognise, in context, how the prefix ‘un’ changes the meaning of verbs and adjectives (e.g. untie the boat). | | Explain how the prefix ‘un’ changes the meaning of verbs and adjectives (e.g. unkind, undoing and untie). | | *Recognise and find simple describing words.* | |
| **Suffixes** | | Recognise, with prompts, some common suffixes at the end of a word (e.g. -ing: helping and running; -ed: walked and helped; -er: driver and helper). | | Add, with some help, suffixes to verbs where no change is needed to the spelling of the root word (e.g. helping, helped and helper). | | Independently add suffixes to verbs where no change is needed to the spelling of the root word (e.g. helping, helped and helper). | | *Recognise, with prompts, some common suffixes at the end of a word (e.g. -ing: helping and running; -ed: walked and helped; -er: driver and helper).* | |
| **Words** | | Recognise rhymes and, with support, play word games to extend knowledge of words. | | Begin to use rhymes and word games, with peers, to extend knowledge of words. | | Use rhymes and word games to extend knowledge of words. | | *Recognise rhymes and, with support, play word games to extend knowledge of words.* | |
| **Sentence Construction** | | Begin, with some support, to combine words to make simple sentences. | | Construct some sentence-like structures by combining words more instinctively. Begin to leave spaces between words using their finger as a guide if needed. | | Independently combine words to make simple sentences, leaving spaces between words. | | *Begin, with some support, to combine words to make simple sentences.* | |
| **Sentence Development** | | Recognise and find simple describing words. | | Begin to select simple adjectives to describe nouns with guidance. Use simple stories that they have heard/read to support their own writing. | | Select simple adjectives to describe nouns. Sequence sentences to form short narratives. | | *Recognise and find simple describing words.* | |
| **Grammatical Components** | | Use simple words and phrases to convey meaning. | | Begin to use ‘and’ to join words and clauses when prompted. | | Join words and clauses using ‘and’ appropriately. | | *Use simple words and phrases to convey meaning.* | |
| **Tense** | | Begin to use, with some support, past and present tense correctly in speech. | | Use, more readily, past and present tense correctly in speech, making some errors. | | Use past and present tense correctly in speech. | | *Begin to use, with some support, past and present tense correctly in speech.* | |
| **Layout** | | Become familiar with simple writing frames to support the layout of text in guided writing. | | Begin, with some help, to use simple writing frames to support the layout of text. | | Use simple writing frames to support the layout of text. | | *Become familiar with simple writing frames to support the layout of text in guided writing.* | |
| **Capital Letters** | | Notice, with prompts, capital letters at the start of sentences. | | Recognise capital letters at the start of sentences. With prompts/guidance, use capital letters in own writing. | | Begin to independently use capital letters at the start of sentences. | | *Notice, with prompts, capital letters at the start of sentences.* | |
| **Punctuation Marks** | | Begin to notice, and sometimes use, full stops at the end of sentences. | | Begin to use full stops, and sometimes question marks, at the end of sentences. | | Begin to use full stops, exclamation marks and question marks at the end of sentences. | | *Begin to notice, and sometimes use, full stops at the end of sentences.* | |
| **Proper Nouns and Personal Pronouns** | | Notice, with prompts, that capital letters are used for names. | | Use a capital letter for their own name and the names of their peers. Begin, with support, to use capital letters in other instances (e.g. ‘I’). | | Use a capital letter for names of people, places, the days of the week and the personal pronoun ‘I’. | | *Notice, with prompts, that capital letters are used for names.* | |
| **Technical Terms** | | Use, with prompts, some of the Y1 terms (e.g. letter, capital letter, word, sentence and full stop). | | Use, more instinctively and sometimes in the right context, the terms: letter, capital letter, word, sentence, full stop, question mark and punctuation. | | Use the terms: letter, capital letter, word, sentence, full stop, question mark, exclamation mark, punctuation, singular and plural. | | *Use, with prompts, some of the Y1 terms (e.g. letter, capital letter, word, sentence and full stop).* | |
|  | **Standard English** | | Notice, with some prompts, some simple but distinctive features of Standard English. | | Recognise some distinctive features of Standard English, beginning to apply to their writing. | | Use some distinctive features of Standard English in their writing (e.g. words combined to make sentences, past/present tense evident and some accurate examples of singular and plural). | | *Notice, with some prompts, some simple but distinctive features of Standard English.* | |
| **Vocabulary Range** | | Use simple vocabulary to communicate meaning. | | Begin to repeat keywords in their writing. | | Use mostly simple vocabulary and communicate meaning through repetition of keywords. | | *Use simple vocabulary to communicate meaning.* | |
| **Year 1 Maths**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | **End of term 1 expectations** | **End of term 2 expectations** | **End of year expectation** | | | ***Exceeding End of year expectations*** | | | ADDITION & SUBTRACTION | **Adding and Subtracting Mentally** | Represent and use number bonds and related subtraction facts to 10 (e.g. 5 + 5 = 10; 10 – 5 = 5, 4 + 6 = 10; 10 – 6 = 4).Add and subtract one-digit numbers to 10 (e.g. 5 + 4 = 9, 10 – 4 = 6), including zero, using concrete objects and pictorial representation. | Represent and use number bonds and related subtraction facts to 20 (e.g. 14 + 6 = 20; 20 – 6 = 14, 3 + 17 = 20; 20 – 17 = 3).Add and subtract one-digit and two-digit numbers to 20 (e.g. 9 + 9 = 18, 20 – 9 = 11), including zero, using concrete objects and pictorial representation.  Realise the effect of adding zero. | Represent, reason with and use number bonds and related subtraction facts within 20 (e.g. 9 + 7 = 16; 16 – 7 = 9; 7 = 16 – 9).Add and subtract one-digit and two-digit numbers to 20 (e.g. 9 + 9 = 18, 18 – 9 = 9), including zero, using abstract representation. | | | *Recall and use addition and subtraction facts to 20 fluently, and derive and use related addition and subtraction facts up to 100 (e.g. 3 + 7 = 10; 10 – 7 = 3; 30 + 70 = 100; 100 – 70 = 30).Add and subtract numbers to 100 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.* | | | **Adding and Subtracting using Written Methods** | Read and write simple mathematical statements to 10, involving addition (+), subtraction (-) and equals (=) signs. | Read, write and interpret mathematical statements to 20, involving addition (+), subtraction (-) and equals (=) signs. | Read, write and interpret simple mathematical statements, involving addition (+), subtraction (-) and equals (=) signs, recognising that addition and subtraction are related operations. | | | *Show, with examples, that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Record addition and subtraction in columns to support their understanding of place value in preparation for formal written methods with larger numbers.* | | | **Estimating and Checking** | n/a | n/a | n/a | | | *Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. Check their calculations by adding numbers in a different order (e.g. 5 + 2 + 1 = 1 + 5 + 2 = 1 + 2 + 5).* | | | **Problem Solving and Applying** | Solve simple one-step problems that involve addition and subtraction with numbers to 10, using concrete objects and pictorial representations. | Solve simple one-step problems that involve addition and subtraction with numbers to 20, using concrete objects and pictorial representations. | Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, including missing number problems (e.g. 4 +? = 9, 7 =? – 9). Use addition and subtraction in familiar and practical contexts. | | | *Apply their increasing knowledge of mental and written methods to solve simple problems with addition and subtraction, using concrete objects and pictorial representations (including those involving numbers, quantities and measures).* | | | FRACTION; RATIO AND PROPORTION | **Recognise, Represent and Name Fractions** | Recognise and name half as one of two equal parts of an object or shape, making the connection to equal sharing.  Recognise and name a quarter as one of four equal parts of an object or shape, making the connection to equal sharing. | Recognise, find and name half as one of two equal parts of an object or shape and recognise halves as part of a whole. Recognise, find and name a quarter as one of four equal parts of an object or shape and recognise halves as part of a whole. | Recognise, find and name half as one of two equal parts and find half of discrete and continuous quantities by problem solving, using shapes, objects and quantities (e.g. recognise and find half of a length, quantity, set of objects or shape).Recognise, find and name a quarter as one of four equal parts and find a quarter of discrete and continuous quantities by problem solving, using shapes, objects and quantities (e.g. recognise and find a quarter of a length, quantity, set of objects or shape). | | | *Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity, meeting 2/4 and 3/4 as the first example of non-unit fractions.* | | | **Counting** | n/a | n/a | | n/a | | *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 11/2), 1 3/4, 2).* | | | **Finding Fractions of Amounts** | n/a | n/a | | n/a | | *Write simple fractions with numbers up to and including 100 (e.g. ½ of 30 = 15, ½ of 40 = 20, ½ of 50 = 25, ½ of 100 = 50).Recognise the equivalence of two quarters (2/4) and one half (½).* | | | MULTIPLICATION AND DIVISION | **Multiplication Tables** | Count in multiples of 2 up to and including 20. | Count in multiples of 2 and 10 up to and including 50 (where appropriate). | | Count in multiples of 2, 5 and 10 up to and including 100 (where appropriate). | | *Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.* | | | **Multiplying and Dividing Mentally** | Use mental strategies to double numbers to and including 10, using concrete and pictorial representation. | Use mental strategies to double and half numbers to and including 20, using concrete and pictorial representation. | | Use mental strategies to double and half one and two-digit numbers to and including 50, using concrete objects and pictorial representation. | | *Calculate mathematical statements for multiplication and division within the 2, 5 and 10 multiplication tables.* | | | **Multiplying and Dividing using Written Methods** | Use written strategies to double numbers to and including 10, using concrete and pictorial representation. | Use written strategies to double and half numbers to and including 20, using concrete and pictorial representation. | | Use written strategies to double and half one and two-digit numbers to and including 50, using concrete and pictorial representation. | | *Show, with examples, that multiplication of two numbers in the 2, 5 and 10 times table can be done in any order (commutative) and division of one number by another cannot (e.g. 2 x 6 = 12 therefore 6 x 2 = 12 12 ÷ 6 = 2 5 x 3 = 15 therefore 3 x 5 = 15 15 ÷ 5 = 3 6 x 10 = 60 therefore 10 x 6 = 60 60 ÷ 10 = 6).* | | | **Estimating and Checking** | n/a | n/a | | n/a | | *Recognise and use the inverse relationship between multiplication and division in calculations (working within the 2, 5 and 10 times tables).* | | | **Properties of Number** | n/a | n/a | | n/a | | *Identify multiples of 2, 5 and 10.Recognise that multiples of 2 are always even, multiples of 5 always end with 0 or 5 and multiples of 10 always end with 0.* | | | **Place Value** | n/a | n/a | | n/a | | *Multiply numbers to 20 by 10, beginning to understand the effect.* | | | **Problem Solving** | Use concrete objects, pictorial representations and arrays to derive simple multiplication facts to and including 10. | Use concrete objects, pictorial representations and arrays to derive simple multiplication and division facts to and including 20. | | Solve, with teacher support, simple one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays. | | *Solve problems involving multiplication and division, using materials, arrays, repeated addition and mental methods for all of the above. Solve problems in contexts when multiplying by 2, 5 and 10, including doubling and halving.* | | | NUMBER AND PLACE VALUE | **Identifying and Representing Numbers** | Identify and represent numbers to 20 using concrete objects, pictorial representations and the number line. Begin to use the language of: equal to, more than, less than (fewer), most and least. | Identify and represent numbers to 50 using concrete objects, pictorial representations and the number line. Use the language of: equal to, more than, less than (fewer), most and least in context. | | | Identify and represent numbers beyond 50 using concrete objects, pictorial representations and the number line. Confidently use the language of: equal to, more than, less than (fewer), most and least in other mathematical concepts with examples.  Begin to recognise the place value of two-digit numbers (tens and ones to 20). | | *n/a* | | **Comparing, Reading and Writing Numbers** | Read and write numbers to 20 in numerals. Read and write numbers from 1 to 10 in words. | Read and write numbers to 50 in numerals. Read and write numbers from 1 to 15 in words. | | | Read and write numbers to 100 in numerals. Read and write numbers from 1 to 20 in words (not necessarily spelt correctly). | | *n/a* | | **Counting** | Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number. Given a number, identify 1 more and 1 less with numbers up to 20.  Count to 20 in different multiples, including ones and twos. | Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number. Given a number, identify 1 more and 1 less with numbers up to 50.  Count to 50 in different multiples, including ones, twos and tens. | | | Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Given a number, identify 1 more and 1 less with numbers up to 100.  Count in different multiples, including ones, twos, fives and tens. | | *n/a* | | **Rounding** | n/a | n/a | | | n/a | | *n/a* | | **Problem Solving** | Use place value and number facts to solve simple concrete and pictorial problems, involving all of the above. | Use place value and number facts to solve simple concrete and pictorial problems, involving all of the above. | | | Use place value and number facts to solve simple concrete and pictorial problems, involving all of the above. | | *n/a* |   **Year 1 Measurement, Geometry Statistics**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  | **End of term 1 expectations** | **End of term 2 expectations** | **End of year expectation** | ***Exceeding End of Year expectations*** | | GEOMETRY – PROPERTIES OF SHAPE; POSITION AND DIRECTION | **Identifying, Recognising and Naming Shapes** | Handle and name common 2-D shapes, including: rectangles, squares, circles and triangles. Handle and name common 3-D shapes, including: cuboids, cubes, pyramids and spheres. | Recognise and name common 2-D shapes, including: rectangles, squares, circles and triangles in different orientations and sizes. Recognise and name common 3-D shapes, including: cuboids, cubes, pyramids and spheres in different orientations and sizes. | Recognise and name common 2-D shapes, including: rectangles, squares, circles and triangles in different orientations and sizes and fluently relate them to everyday objects. Recognise and name common 3-D shapes, including: cuboids, cubes, pyramids and spheres in different orientations and sizes and fluently relate them to everyday objects. | *Handle and name a wide variety of common 2-D shapes in different orientations and sizes and fluently relate them to everyday objects (e.g. quadrilaterals and polygons).Identify 2-D shapes on the surface of 3-D shapes (e.g. a circle and a triangle on a pyramid).* | | **Properties of Shape** | **n/a** | **n/a** | **n/a** | *Compare and sort common 2-D shapes by the number of sides and faces. Identify and describe the properties of 3-D shapes, including the number of faces.* | | **Interpreting** | n/a | n/a | n/a | *Interpret simple pictograms. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity for simple pictograms.*  *Ask and answer questions about totalling and compare categorical data for simple pictograms.* | | **Position and Direction** | Describe position, direction and movement, demonstrating understanding of: 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. | Describe position, direction and movement, including using and demonstrating understanding of: 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. | Describe position, direction and movement, progressing to whole, half, quarter and three-quarter turns. | *Begin to use the mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns. Order and arrange combinations of mathematical objects in simple patterns and sequences.* | | **Time** | **Sequence a few events in chronological order and begin to use some related language (e.g. before, after, next, first).Recognise and begin to use language relating to dates and know the names of all the days of the week. Compare times (e.g. quicker, slower, earlier, later).**  **Tell the time to the hour and use ‘o’ clock’.**  **Measure time (hours, minutes, seconds).** | Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow. Recognise and use language relating to dates, including days of the week, weeks, months and years.  Compare and describe times (e.g. quicker, slower, earlier, later).  Tell the time to the hour and half past the hour and draw one missing hand on a clock face to show these times.  Measure and begin to record time (hours, minutes, seconds). | Sequence a number of 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 with increasing fluency.  Compare, describe and solve practical problems for time (e.g. quicker, slower, earlier, later).  Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.  Measure and record time (hours, minutes, seconds). | Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening with increasing fluency. Tell the time to the hour, half past the hour and quarter past/to the hour and draw the hands on a clock face to show these times.  Recall the number of seconds in a minute and the number of minutes in an hour. | | **Money** | **Recognise and know the value of different denominations of coins, (including counting coins) 1p, 2p, 5p and 10p.** | Recognise and know the value of different denominations of coins (including counting coins) 1p, 2p, 5p, 10p, 20p and 50p. | Recognise and know the value of different denominations of coins (including counting coins) 1p, 2p, 5p, 10p, 20p, 50p, £1, £2 and notes. | Recognise coins and notes and identify their value. Find different combinations of coins (up to one pound) that equal the same amounts of money. Solve simple problems in a practical context, involving addition of money of the same unit. | | **Problem Solving** | **Solve simple problems involving all of the above.** | Solve simple problems involving all of the above. | Solve simple problems involving all of the above. | Solve simple problems involving all of the above. | | MEASUREMENT | **Length and Height (including area and perimeter)** | Compare measurements for lengths and heights (e.g. long/short, longer/shorter, tall/short).Measure lengths and heights using non-unit measures (e.g. measuring with hands and classroom objects). | Compare and describe measurements for lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half).Measure lengths and heights and begin to use a ruler with standard units of measure. | Compare, describe and solve practical problems for lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half).Measure with a ruler and begin to record lengths and heights in standard units of measure. | *Compare and order lengths/heights using the related language: shorter, longer, taller, double and half with increasing accuracy. Measure the length and height of objects in any direction, in centimetres, using a ruler and the standard abbreviation (cm).* | | **Mass and Weight** | Compare measurements for mass or weight (e.g. heavy/light, heavier than, lighter than).  Measure mass/weight using non-unit measures and balance scales to make comparisons. | Compare and describe measurements for mass or weight (e.g. heavy/light, heavier than, lighter than).Measure mass/weight using simple scales and equipment with standard units of measure. | Compare, describe and solve practical problems for mass or weight (e.g. heavy/light, heavier than, lighter than).Measure using simple scales and equipment and begin to record mass/weight in standard units of measure. | *Compare, describe and solve practical problems for mass or weight (e.g. heavy/light, heavier than, lighter than) with increasing accuracy. Measure the mass of objects in grams using simple scales and the standard abbreviation (g).* | | **Capacity and Volume** | Compare measurements for capacity/volume (e.g. full/empty, more than, less than).Measure and compare capacity and volume using a range of containers and vessels. | Compare and describe measurements for capacity/volume (e.g. full/empty, more than, less than, half).Measure capacity and volume using simple scales and equipment with standard units of measure. | Compare, describe and solve practical problems for capacity/volume (e.g. full/empty, more than, less than, half, quarter).Measure using simple scales and equipment and begin to record capacity and volume in standard units of measure. | *Compare, describe and solve practical problems for capacity/volume (e.g. full/empty, more than, less than, half, quarter) with increasing accuracy. Measure the capacity/volume of objects in millilitres using simple scales and use the standard abbreviation (ml).* |   **Year 1- *Key Stage One***  **Year 2 Spoken Language** | | | | | | | | | |
|  | | **End of term 1 expectations** | | **End of term 2 expectations** | | **End of year expectation** | | ***Exceeding End of year expectations*** | |
| **Vocabulary** | | Begin to answer questions that require more interesting word choices. | | With support, ask/answer questions to prompt more suitable word choices to create interest. | | Ask/answer questions to prompt apt word choices to create interest. | | *Begin, with prompts, to consciously widen their vocabulary through listening and reading.* | |
| **Asking Questions** | | Ask simple questions to find out more about a topic and learn new vocabulary. | | Ask questions, with support, to clarify their understanding. | | Ask questions to clarify understanding and learn new vocabulary. | | *Independently ask more suitable questions to clarify their understanding and learn new vocabulary.* | |
| **Justification** | | Give more substantial reasons for their answers or opinions. | | Begin to provide evidence, with support, for their own answers or opinions. | | Provide clear reasons or evidence for their own answers or opinions. | | *Begin to make comments that help to explain their answers or opinions.* | |
| **Description and Explanation** | | Recount an event or experience, providing simple explanation, with prompts. | | Explain a task or experience, usually clearly, sequencing ideas and including some main points. | | Explain a task or experience, structuring talk so that the main points are clear. | | *Explain a task or experience, understanding the main points with support.* | |
| **Exploring Ideas** | | With support, recount experiences and imagine scenarios. | | Recount experiences and imagine scenarios, beginning to connect ideas, including some brief detail. | | Recount experiences and imagine scenarios, connecting ideas, including relevant detail. | | *Confidently recount experiences and imagine scenarios, connecting ideas, including relevant detail. Begin to develop ideas through sustained speaking turns.* | |
| **Listening and Responding** | | Listen and begin to reply to the speaker, remembering one or two points of interest. | | Listen and reply to the speaker, beginning to make comments and suggestions when prompted. | | Listen and reply to the speaker, making simple comments and suggestions, where appropriate, and remembering specific points of interest. | | *Listen to the speaker, beginning with prompts to take note of a few key points made.* | |
| **Speaking Audibly and Fluently** | | Speak clearly and, with help, begin to recognise intonation. | | Speak clearly and begin to use some intonation to vary talk to create interest. | | Speak clearly with appropriate intonation, varying talk to capture and hold the listeners’ attention. | | *Talk with increased fluency in some situations.* | |
| **Speaking to Different Audiences** | | Begin to use specific vocabulary for task with prompts/reminders (e.g. scientific words or D&T vocabulary). | | Use, more independently, specific vocabulary for task, beginning to include some simple non-verbal features. | | Use specific vocabulary for task and simple non-verbal features that demonstrate awareness of the audience. | | *Incorporate some detail when talking, some of which may be irrelevant. Begin to recognise other non-verbal features used when speaking (e.g. facial expressions, tone of voice, intonation and volume).* | |
| **Speaking for Different Purposes** | | Begin to choose vocabulary that demonstrates a basic awareness of different purposes. | | Select vocabulary and begin, with prompts, to use some simple non-verbal features that show an awareness of different purposes. | | Choose vocabulary and simple non-verbal features that show an awareness of different purposes. | | *Begin to talk with some confidence in different contexts when communicating ideas.* | |
| **Organising Talk** | | Use, more instinctively, words to sequence talk, thinking about the listener. | | With prompts, attempt to structure talk to include some main points, considering the listener/listeners more carefully. | | Attempt to structure talk to aid the listener/listeners and include main points. | | *Structure talk more successfully to aid the listener/listeners, beginning to incorporate some detail.* | |
| **Presenting** | | Clearly and confidently talk to the class about matters of particular personal interest. | | Begin, with guidance, to present ideas, results and findings to the class. | | Present ideas, results and findings to the class. | | *Read aloud written work to a partner, supporting one another where necessary.* | |
| **Conversations** | | Take turns in pairs and talk more constructively about what they are going to do. | | Engage in purposeful conversations, staying on topic with some reminders. | | Sustain attention in purposeful conversations and stay on topic. | | *Begin to respond to comments made by others during purposeful conversations.* | |
| **Valuing the Views of Others** | | Listen to the views and responses of peers, responding when prompted. | | Listen to the views and responses of peers, responding more instinctively with fewer prompts. | | Listen and respond to the views and responses of peers. | | *Show a simple awareness of one or two behaviours which contribute towards a positive discussion.* | |
| **Discussing and Debating** | | Continue to work on their turn-taking skills. Offer, with prompts, some apt comments when speaking in small groups. | | Take turns more effectively. Offer mainly relevant contributions to group discussions with fewer prompts required. | | Offer relevant contributions to group discussions. | | *Begin to make some decisions (e.g. about how to report the group’s views or what they are going to do next)* | |
| **Performance and Drama** | | Engage in imaginative play, representing less familiar characters and situations and, with support, adapt everyday speech, gesture or movement. | | With support, extend their experience and ideas, beginning to adapt speech, gesture or movement to simple roles and different scenarios. | | Extend their experience and ideas, more independently adapting speech, gesture or movement to simple roles and different scenarios. | | *Begin, with support, to use understanding of characters or situations to inform their use of speech, gesture and movement when performing/presenting.* | |
| **Standard English** | | Sometimes use modelled Standard English for speech, when appropriate. | | Use, on more occasions, modelled Standard English for speech, when appropriate, correcting errors with support. | | Use modelled Standard English for speech when appropriate, on occasion self-correcting. | | *Use modelled Standard English for speech and self-correct more instinctively.* | |
| **Register** | | Show some awareness that more formal vocabulary is sometimes appropriate. Explore different ways of speaking. | | Begin to notice, more independently, some occasions when more formal vocabulary is appropriate. Experiment with tone of voice when speaking. | | Show greater awareness that more formal vocabulary and tone of voice are sometimes appropriate and explore different ways of speaking. | | *Demonstrate the use of more formal vocabulary and tone of voice when speaking, showing a better understanding of when it is used.* | |

**Year 2 Reading**

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|  |  | **End of term 1 expectations** | **End of term 2 expectations** | **End of year expectation** | ***Exceeding End of year expectations*** |
| **WORD READING** | **Decoding strategies** | Decode more quickly, beginning to establish sounding and blending routines with prompts. | Decode more competently, using sounding and blending routines with increasing ease. | Blend phonemes to decode familiar and, on occasions, unfamiliar words, continuing to apply their growing phonic knowledge. | *Blend phonemes to decode familiar and unfamiliar words with increasing ease, applying prior phonics knowledge confidently. Begin, with prompts, to read silently.* |
| **GPC (grapheme-phoneme correspondence** | Develop automatic grapheme-phoneme correspondence for many phonemes taught so far. | Quickly recognise grapheme-phoneme correspondence for many phonemes taught so fa, identifying some alternative pronunciations for graphemes and alternative spelling patterns for phonemes. | Automatically recognise grapheme-phoneme correspondence for many phonemes taught so far, especially alternative pronunciations for graphemes and alternative spelling patterns for phonemes. | *Apply and consolidate their knowledge of grapheme-phoneme correspondence, especially alternative pronunciations for graphemes and alternative spelling patterns for phonemes.* |
| **Application** | Read, with prompts, a growing number of new and unfamiliar words using their knowledge of GPCs. | Continue to read new words encountered using GPCs and, with support, recognise words containing common suffixes. | Read a growing number of words using GPCs and containing common suffixes, recognising the whole suffix as well as letters. | *Read more words using GPC’s and apply their developing knowledge of root words, prefixes and suffixes.* |
| **Polysyllabic words** | Read words with two syllables that contain taught GPCs, beginning to recognise syllable boundaries. | Read words with two or more syllables that contain taught GPCs, showing awareness of syllable boundaries. | Accurately read words with two or more syllables, that contain taught GPCs, using syllable boundaries appropriately. | *Recognise syllables as ‘chunks/beats’ of sounds in a word, understanding all words have at least one syllable. Identify syllable boundaries in words with two or more syllables.* |
| **Compound words** | Completely read two-syllable words and with support begin to read three-syllable words made up of two words joined together (e.g. everywhere). | Read three-syllable words more confidently, beginning to read four-syllable words made up of two words joined together (e.g. everybody). | Accurately read three and four syllable words made up of two words joined together (e.g. everywhere or everybody). | *Recognise that compound words are made when two words are joined together, forming a new word. Identify, with some support, the ‘new’ compound word and the two words which it has been derived from, which make sense on their own.* |
| **Homophones** | Competently read common homophones, attempting to explain the difference in meaning. | Read a growing number of homophones and near homophones, showing awareness that such words have the same pronunciation but different meanings. | Read homophones and near homophones and understand the difference in meaning (e.g. see/sea, bare/bear, blue/blew, night/knight, their/there). | *Recognise that the word ‘homophone’ means ‘one sound’, identifying homophones and near homophones as words which sound the same but are spelt differently and have a different meaning.* |
| **Contractions** | Read, with support, a growing number of contractions found in texts. | Recognise a greater number of contractions in texts, reading more independently, those that are familiar/age-appropriate. | Independently read a growing number of contractions found in texts which are age-appropriate (e.g. can’t, didn’t, hasn’t, couldn’t, it’s, I’ll). | *Identify that a contraction is a shortened version of a written or spoken word, providing some examples. Identify and read more contractions which they encounter in texts.* |
| **Exception word reading** | Recognise that common exception words are words in which the English spelling code works in an unusual or uncommon way. Identify, without support, some simple common exception words when reading. | Read, with more confidence, a growing number of common exception words, showing a simple awareness that these words use a particular combination of letters to represent sound patterns in a rare or unique way. | Read further common exception words, noting unusual correspondence between spelling and sound and where these occurs in words (e.g. because, Mrs, would, who). | *Read, with some prompts, more exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word (e.g. busy and business).* |
| **High Frequency Words** | Recognise and read a growing number of age-appropriate high frequency words, sometimes using sounding and blending. | Recognise and read age-appropriate high frequency words more automatically. | Read age-appropriate high frequency words without overt sounding and blending. | *Recognise and confidently red all prior learnt high frequency words with increasing speed and ease.* |
| **Reading books** | Read books closely matched to their expanding phonic knowledge, sounding out with some prompts required at times | Read books aloud with developing fluency, which are closely matched to their improving phonic knowledge, sounding out more automatically. | Read aloud books closely matched to their improving phonic knowledge, sounding out automatically and reading with fluency. | *Read books confidently using a banding system, selecting their own book from within that band which meets the needs of their reading ability.* |
| **Fluency and confidence** | Confidently re-read familiar phonetically decodable books, with common exception words in to continue to build up their fluency, confidence, understanding and enjoyment. Re-read, with some support, less familiar phonetically decodable books | Re-read more independently, both familiar and less familiar phonetically decodable books, containing a greater number of common exception words in order to improve their fluency, confidence, understanding, vocabulary and enjoyment. | Re-read familiar and less familiar phonetically decodable books, with common exception words in context, to build up their fluency, confidence, understanding, vocabulary and enjoyment. | *Recognise, with support, that pronunciation refers to the way in which a word is pronounced/spoken and is important so others understand what you are saying.* |
| **COMPREHENSION – LINGUISTIC SKILLS** | **Self-Correcting** | Identify and, with support, begin to self-correct inaccurate reading. | Identify and often self-correct inaccurate reading. | Identify and self-correct inaccurate reading without losing the ‘flow’ of what is being read. | *Identify and self-correct, beginning to use some knowledge acquired from being read to.* |
| **Language within Texts** | Identify, when prompted, their favourite words, explaining their choices in a simple way. | Begin to note some effective language choices. Begin, with support, to develop their explanations further when discussing their favourite word choices | Note effective language choices and show skill in discussing their favourite words and phrases (e.g. ‘”slimy” is a good word’). | *Find and name correctly some basic features of language used (e.g. adjectives).* |
| **Structure and Organisation of Texts** | With prompts, begin to identify familiar patterns of language. Identify some common features of non-fiction texts (e.g. contents page). | Identify, more independently, familiar patterns of language (e.g. first, next, last).Name some further features of non-fiction texts (e.g. index). | Identify familiar patterns of language (e.g. ‘Once upon a time’, ‘first’, ‘next’ and ‘finally’).Identify and name various organisational features of non-fiction texts (e.g. captions, illustrations, headings, contents page and index). | *With some support, identify themes in fiction texts (e.g. triumph of good over evil) and the purpose of different parts of non-fiction texts. Explore and talk about poetic structures.* |
| **Vocabulary** | With adult support, recognise that dictionaries can help us find the meaning of new words. | With adult support, begin to use simple dictionaries including picture dictionaries), to find the meaning of new words. | Use age-appropriate dictionaries or thesauri to find the meaning of new words, with some adult/peer support. | *With increasing independence, use dictionaries and thesauri to find the meaning of new words.* |
| **COMPREHENSION – RESPONDING TO READING** | **Listening** | Talk to an adult or peer about what they like about a book. | With prompts, begin to express views about what they have read. | Listen to, discuss and express views about books read aloud to them. | *Listen to and discuss, with some prompts, the main points from a growing range of fiction, poetry, plays and non-fiction.* |
| **Reading Aloud** | Read aloud familiar phrases in stories with developing intonation. | Read aloud familiar sentences and phrases in stories with confidence. | Read and join in with familiar phrases in stories and poems, using own independent reading skills. | *Prepare simple poems, using a prescribed framework, to read aloud to their teacher, a friend or small group.* |
| **Retelling** | Retell stories more independently, using pictures to help. | Retell stories independently, including the main points and some specific words/phrases. | Retell a range of stories they have listened to, using story language. | *Begin to retell a wider range of stories (including traditional tales), clearly sequencing the events.* |
| **Reciting** | Recite poems by heart, beginning to use some appropriate intonation. | Read poems with increasing intonation. | Recite poems by heart, with appropriate intonation, so that the meaning is clear. | *Recite poems as part of a group, remembering repeated sections by heart.* |
| **Personal Reading** | Choose to re-read books they have enjoyed in class reading sessions. | Say what they like or dislike about a book. | Give one reason why they have chosen a particular text. | *Begin to show preferences for different types of text (e.g. choosing non-fiction over fiction).* |
| **Discussing** | Begin to take part in group and class discussions about what is read to them. | Make increasingly meaningful contributions in discussions about what is read to them, taking turns to speak and listen. | Contribute meaningfully in discussions about what is read to them, taking turns to speak/listen and consider the opinions of others. | *Express opinions about what is read to them, comparing with other texts.* |
| **Explaining** | Explain their understanding of the events and themes in familiar books. | Begin to explain their understanding with more clarity in group situations. | Explain and discuss their understanding of what they have read, with growing confidence. | *Explain the key themes and ideas in a text.* |
| LITERAL COMPREHENSION | **Understanding and retrieving information** | Begin, when prompted, to recall some specific simple information (e.g. the names of characters). Find, with some support, specified information in non-fiction books. | Recall, more independently, some specific, simple information (e.g. the names of characters or places). Find, with some support, information in non-fiction books, using features such as the contents page. | Recall some specific, simple information 9e.g. the names of characters or places). Find information in non-fiction books using features (e.g. a simple contents page and index). | *Recognise what information they need to look for. Begin to check that the text makes sense to them.* |
| **Answering literal questions** | Answer two or three questions on what they have read, giving literal answers from the text. Begin to write their answers down with some support. | Answer two or three questions on what they have read, giving literal answers from the text. Write their answers down with increasing independence. | Answer several simple questions on what they have read, giving literal answers from the text and writing them down. | *Increasingly, answer literal questions, locating the part of the text that gives the information.* |
| **Asking literal questions** | Make increasingly relevant comments on stories, poems and non-fiction, relating to their own experience. | Begin, with some prompts, to ask questions based on textual cues. | Ask questions and make comments, based on textual cues. | *Begin to generate literal questions about a text before or after reading.* |
| INFERENTIAL COMPREHENSION | **Deducing of Inferring Information** | Make simple inferences on the basis of what is being said and done. With some support attempt to explain meaning in the text (e.g. why have capital letters been used?). | Participate in discussion, making more plausible inferences, regarding books, poems and other materials (those listened to/read for themselves). | Make simple/plausible attempts to explain meanings in the text based on characters’ speech or actions. | *Make some inferences about a character’s feelings, based on the text.* |
| **Predicting** | Predict what might happen next, beginning to use evidence from the text, with support. | Predict, more independently, what might happen next, sometimes referring to the text. | Predict what might happen next, using evidence from the text. | *Make more confident predictions using evidence from the text.* |
| **Making Links** | Answer, with support, questions on cause and effect in narrative (e.g. because Beegu was lost, how did she feel?). | Make some comments on cause and effect in both narrative and non-fiction (e.g. why certain dates are commemorated annually). | Explain cause and effect in both narrative and non-fiction (e.g. what prompts a character’s behaviour in a story). Discuss the sequence of events in books and how items of information are linked. | *Identify, with some support, simple connections between well-known texts (e.g. similarities in plot or theme)* |
| **Answering Inference Questions** | Draw on their own experiences or background information provided by the teacher to recognise how a character is feeling. | Draw on their own experiences or background information provided by the teacher to make comments on how a character is feeling. | Draw on their own experiences or background information provided by the teacher, to make comments on how a character is feeling, based on what is said and done | *Comment on characters, sometimes based on personal speculation rather than a character’s feelings (e.g. ‘Mr Twit is horrid’).* |
| **Asking Inference Questions** | Create, with support, one or two inferential questions based on a visual image or illustrations in a fiction text (e.g. Why do you think…? How does …? Where do you..?). | Create, with increasing accuracy, inferential questions based on a visual image or illustrations in a fiction text (e.g. How do you think Beegu’s parents feel?). | Create inferential questions based on a visual image or illustration in a fictions text (e.g. Why does Beegu look sad?). | *Confidently create inferential questions based on a visual image or illustration in a text.* |
| **Comment on the use of Language** | Choose some favourite words. | With support, choose favourite words and phrases and begin to say why they are effective. | Choose favourite words or phrases and say why they are effective. | *With support, begin to identify a few basic features of language (e.g. use of adjectives or powerful words).* |
| **Writer’s Purpose and Viewpoints** | Talk about how the main character feels. | Talk about how different characters might feel, beginning to understand that there are different viewpoints in a story 9e.g. different characters). | Recognise that there are different viewpoints in a story. | *Begin, with support, to recognise that the writer has a viewpoint (e.g. ‘The writer doesn’t like violence’) and that presentation contributes to meaning.* |
| **Overall Effect of the Text** | Make simple statements about likes and dislikes, when prompted to do so. | Say what they liked and disliked, beginning to offer simple reasons with prompts. | Make simple statements about likes and dislikes with reasons. | *Begin, with guidance, to link the effect on the reader to personal experience (e.g. ‘She was helpful, like my teacher’).* |

**Year 2 Writing**

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|  | | **End of term 1 expectations** | | **End of term 2 expectations** | **End of year expectation** | ***Exceeding End of year expectations*** |
| THINKING BEFORE WRITING | **Planning Writing through Talk** | With some help, talk through the content of what they are going to write about and consider the order of their writing. | | Talk through the content of what they are going to write about, beginning to think about the sequence of sentences. | Talk through the content of what they are going to write about, considering the sequence of sentences. | *Orally rehearse sections of writing with prompts from an adult.* |
| **Using Writing Models and Checklists** | Begin to identify sentence level features in writing models (e.g. simple adjectives to describe nouns). | | Improve their recognition skills of the main features of a given model (e.g. a recount).With support, include sentence level features in their own writing checklists (e.g. expanded noun phrases and conjunctions). | With peer support, recognise the main features of a given model (e.g. recount) and create simple checklists for their own writing, including sentence level features (e.g. commas in lists). | *Recognise the main features of a given model (e.g. a nonsense poem) and create simple checklists for their own writing, including sentence level features.* |
| **Planning and Making Notes** | Draw pictures and note down ideas, in a simple planning format, with some support. | | Use new vocabulary linked to the topic in their plans. | Draw pictures and note down ideas, key words and new vocabulary in a simple planning format. | *Draw pictures and note down ideas, key words and new vocabulary in a given planning format organised into sections.* |
| **Drama and Role Play** | With adult guidance/modelling, take on roles as characters in familiar stories or rhymes. | | With support from peers, take on roles as characters in familiar stories or rhymes. | Take on roles as characters to understand the structure of narratives. | *Adapt a range of roles in order to develop creative and imaginative writing.* |
| THINKING DURING AND AFTER WRITING | **Composing Sentences** | Plan the content of each sentence orally before writing. | | Plan the content and practise the structure of each sentence, making revisions orally before writing. | Plan the content and structure of each sentence orally before writing (including simple conjunctions and adjectives). | *Consider the organisation or sequence of sentences, beginning to use more effective adjectives and conjunctions.* |
| **Sentence Structure** | Write in simple and compound sentences that make sense (e.g. using ‘and’).Use simple adjectives to describe some nouns in their sentences.  Use capital letters and full stops to demarcate sentences.  Begin to explore other punctuation (e.g. exclamation marks and question marks). | | Often use simple expanded noun phrases in their sentences (e.g. the blue butterfly).Write with a growing awareness of past and present tense in simple and compound sentences (e.g. using ‘when’, ‘if’, ‘that’, ‘because’, ‘or’, ‘and’, ‘but’).  On most occasions, use punctuation in the right place and to help show meaning (e.g. an exclamation mark for emphasis).  Begin to use commas to separate items in a list. | Write in simple and compound sentences with a generally consistent use of past and present tense. Recognise and write statements, questions, exclamations and commands.  Use capital letters, full stops, question marks and exclamation marks to demarcate sentences more consistently.  Use a growing range of sentence openers to avoid repetition.  Use adjectives, nouns, verbs and some adverbs with growing confidence and appropriateness in their writing. | *Confidently write in simple structured sentences (e.g. simple and compound).Use co-ordinating conjunctions as the most common conjunction (e.g. and, or, but, so).*  *Use full stops and capital letters accurately.*  *Use the past and present tense consistently in sentences.*  *Use adverbs independently to add detail to sentences.* |
| **Organising and Sequencing** | Begin, with support, to group ideas into sections (e.g. using headings).Sequence ideas appropriately. | | Group ideas into sections when prompted and sequence writing, beginning to use time connectives, headings and numbers more instinctively. | Group ideas into sections and sequence writing through the use of time connectives, headings and numbers. | *Begin, with support, to recognise paragraphs as a device to group related material. Use headings to organise information, more clearly, with guidance.* |
| **Writing for Different Purposes** | Make, with support, style choices appropriate to the purpose of the writing (e.g. using a heading for a fact text). | | Use some characteristics of the chosen form, referring to known texts as models. | Make vocabulary and style choices appropriate to the purpose of the writing, ensuring the main features are included. Use largely appropriate ideas and content in their writing. | *Independently select the appropriate language and organisation for the type of writing.* |
| **Language** | Begin to make some apt word choices, using word banks for support. | | Make, more readily, some apt word choices to create interest. | Make some apt word choices and add detail to interest the reader (e.g. using adjectives and simple expanded noun phrases).Use new vocabulary gathered from their reading experiences. | *Draw on their experience of reading to inform their choice of vocabulary.* |
| **Writing to Entertain** | Write, with support, narratives (about real or fictional events) in simple sentences. Begin to use poetic techniques, including humour and word play, as part of a group/class. | | Write narratives (about real or fictional events) by developing a sequence of sentences. Use poetic techniques, including humour and word play, to compose a poem with the support of a peer. | Write narratives (about real or fictional events) by developing a sequence of sentences, including some variation in sentence openings. Draw on their experience of listening to and reading stories to develop their story writing style.  Use poetic techniques, including humour and word play independently.  Write poems individually with support from a response partner to plan and evaluate. | *Write narrative structure to include a simple beginning, middle and end. Use poetic structures including shape poems.* |
| **Writing to Inform** | Write, with some support, about real events in chronological order. Produce clear labels to provide more information (e.g. label a simple flow diagram to explain a process). | | Write about real events in chronological order, structuring the events into a clear beginning, middle and end. Write simple non-fiction texts using writing frames to organise ideas.  Include enough detail, when writing non-fiction, to interest the reader. | Write about real events in chronological order, using a structure of orientation (scene setting), events (recount) and reorientation (closing statement).Write simple non-fiction texts, with support, incorporating the main features of the genre (e.g. instructions and information texts). | *Write about real events, in chronological order, using a structure of orientation (scene setting), events (recount), reorientation (closing statement) and with prompts begin to add detail in one section. Use non-fiction writing frames independently and confidently, selecting the most appropriate for purpose.* |
| **Writing to Persuade** | Make, with some prompts, word choices to engage the reader. | | Begin to use detail to engage the reader and promote a simple viewpoint. | Make adventurous word choices and use detail to engage the reader. Give a simple viewpoint in their writing, using some words chosen for effect to promote this viewpoint (e.g. Great/fun/healthy/unhealthy). | *Recognise some simple features of persuasive writing used to engage the reader (e.g. adventurous word choices, vocabulary chosen for effect, detail) and use checklists/frames to structure ideas for their own writing.* |
| **Proof-Reading** | Re-read to check for sense, noticing obvious errors in spelling, grammar and punctuation with some help. | | Re-read to check for sense and, with help, ensure that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. | Re-read to check for sense, correct use of verbs and errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly). | *Proof-read and correct noticed errors in spelling, grammar and punctuation.* |
| **Evaluating and Editing** | Take part in a collaborative conversation (e.g. with an adult or peer) to discuss the strengths of their writing. | | Evaluate their own writing, with support, identifying the main strengths and beginning to recognise an area for improvement. | Evaluate their own writing with the teacher and their peers, identifying the main strengths and an area for improvement. | *Evaluate, with some support, their own writing, beginning to suggest improvements to vocabulary.* |
| **Performing Composition** | Read aloud own writing clearly and, with help, begin to recognise intonation. | | Read aloud own writing clearly and begin to use some intonation. | Read aloud their own writing clearly, audibly and with appropriate intonation. | *Read aloud their own writing to a group with appropriate intonation and volume.* |
| TRANSCRIPTION SPELLING | **GPC (Grapheme-Phoneme Correspondence)** | Consolidate GPCs taught in Year 1 and learn the new GPCs for Year 2 (English, Appendix 1), including words containing the /j/ sound (e.g. age, edge, giant, jar); words containing the /s/ sound spelt as c (e.g. race); words which start with kn, gn and wr (e.g. knight, gnat and wrap); words which end in le (e.g. table) and words ending in al, el or il (e.g. metal, camel, pencil).Segment words into phonemes and represent these, using graphemes, with increasing accuracy. | | Learn more GPCs for Year 2 (English, Appendix 1), including words ending in -y (as in cry); words with a before l or ll (pronounced as in walk, all); words containing o (pronounced as in mother); words ending in ey (e.g. monkey); words containing a after w or qu (pronounced as in want and squash); words with or after w (pronounced as in work) and ar after w (pronounced as in war; words containing s (pronounced as in usual); words ending in -tion (e.g. station).Segment, with increasing competence, spoken words into phonemes and represent these by graphemes, spelling some correctly. | Segment words into phonemes and represent these by graphemes, spelling many correctly. Write phonetic and irregular words with increasing accuracy and confidence.  Draw on knowledge of previously taught vowel digraphs and trigraphs to tackle new words. | *Continue to draw on their knowledge of previously taught vowel digraphs and trigraphs to tackle new words. Write words containing the spelling guidance for Year 3 and 4 (English, Appendix 1), including words containing y elsewhere than at the end of words (e.g. gym); words containing ‘ou’ (pronounced as in young).* |
| **Apply** | Write, with occasional prompts, words containing all phonemes taught. | | Write words, as part of independent writing, containing most phonemes taught, including alternative spelling patterns for some phonemes. | Write words containing phonemes taught, including alternate spelling patterns for some phonemes. | *Spell, with some reminders, a range of root words, recognising the link between sounds and letters.* |
| **Letter Names and Alphabetical Order** | Use some letter names when orally spelling a word. | | Use mostly letter names when orally spelling a word. | Use letter names when orally spelling a word. | *Recognise the difference between using letter names and sounds.* |
| **Alternative Spelling Patterns** | Begin, with support, to use alternative spelling patterns for words where one spelling pattern is already known. | | Use, increasingly, alternative spelling patterns for words where one spelling pattern is already known. | Use alternative spelling patterns for words where one or more spelling pattern is already known. | *Apply alternative spelling patterns for a growing range of age-appropriate words.* |
| **Syllables** | Discriminate syllables in multisyllabic words and, with support, use to assist spelling. Spell, with some help, three-syllable compound words by segmenting each part of the word (e.g. blackberry). | | Chunk words into syllables to support spelling. Spell three and begin to spell four-syllable compound words by segmenting each part of the word (e.g. watermelon). | Discriminate syllables in multisyllabic words independently to aid spelling. Spell three and four-syllable compound words by segmenting each part of the word (e.g. strawberry and anybody). | *Begin, with some support, to discriminate syllables in some more complex multisyllabic words, to aid spelling (e.g. experiment).* |
| **Suffixes** | Add -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (e.g. dropping, dropped). | | Add, with some guidance, suffixes to spell further words: -ment, -ness, -ful, -less, -ly (e.g. enjoyment, sadness). | Add -ed, -ing, -er and -est to a root word ending in -y with a consonant before it (e.g. copied, copying).Add -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it (e.g. hiking, hiked). Use the suffixes: -ment, -ness, -ful, -less, -ly (e.g. playful). | *Begin to use further suffixes, such as adding -ly, -ily or -ally to an adjective to form an adverb and, with support, begin to apply the associated spelling rule.* |
| **Prefixes** | Use simple prefixes to assist spelling (e.g. happy and unhappy). | | Use a growing knowledge of prefixes to assist spelling (e.g. beginning to use dis- or miss-). | Use any known prefixes confidently. | *Investigate, with some support, further prefixes (e.g. sub- and super-).* |
| **Plurals** | Add, with prompts, -es to nouns and verbs ending in -y by changing the y to i before adding es (e.g. lady to ladies and baby to babies). | | Begin to recognise that words ending in a vowel plus y are pluralised by adding -s (e.g. monkeys). | Add -es to words ending in -y by changing the y to i before adding -es (e.g. carry becomes carries). Add -s to words ending in a vowel plus -y, including -ey, -oy, -ay, -uy (e.g. donkeys). | *Begin to learn further rules for plurals (e.g. for words ending in x).* |
| **High Frequency Words** | Spell many decodable high frequency words correctly. Spell common exception words from the Year 2 list (e.g. who, any, many), beginning to use mnemonics to help. | | Spell, more accurately, decodable high frequency words. Spell an increasing range of common exception words from the Year 2 list (e.g. because, could, would, should), using mnemonics where appropriate. | Spell decodable high frequency words correctly. Spell common exception words (e.g. Mrs, people, Christmas, beautiful). | *Spell decodable high frequency words correctly (e.g. busy and business).* |
| **Contractions** | Notice more common words with contracted forms (e.g. it’s). | | Begin to spell more common words with contracted forms (e.g. didn’t and hasn’t), noticing that ‘it’s’ can mean ‘it is’ or ‘it has’ but is not used for the possessive. | Spell more common words with contracted forms (e.g. ‘couldn’t’ and ‘can’t’).Note that ‘it’s’ means ‘it is’ or ‘it has’. | *Explain that the apostrophe replaces the missing letter (e.g. don’t, isn’t, he’s).* |
| **Homophones** | Begin to notice near homophones (e.g. one and won). | | Select the correct spelling for homophones more accurately. | Distinguish between homophones and near homophones and select the correct spelling (e.g. there, their, they’re). | *Notice further homophones and near homophones.* |
| **Spelling Rules** | Investigate word lists, correctly spelling given words. Notice the use of an apostrophe to show possession for singular nouns. | | Spell an increasing number of words from the Year 2 rules and lists. Begin to use the possessive apostrophe for singular nouns. | Apply spelling rules and guidance for Year 2 (English Appendix 1).Use the possessive apostrophe for singular nouns. | *Spell many words from KS1, beginning to correctly spell words from taught Y3/4 rules and lists.* |
| **Using a Dictionary** | Use wall charts and picture dictionaries, which identify initial sounds, graphemes and words, as a regular strategy for spelling. | | Use alphabetical order to find a picture or, with help, a word. | Use wall charts and picture dictionaries to identify initial sounds, graphemes and words, becoming more aware of alphabetical order. | *Begin to use, with some guidance, the first letter of a word to check its spelling in a simple dictionary.* |
| **Fluency** | Write, from memory, simple sentences dictated by the teacher that include some revision of words and punctuation taught so far. | | Write, from memory, simple sentences dictated by the teacher that include Y2 words and punctuation taught so far. | Write from memory simple sentences, dictated by the teacher, that include words using the GPCs, common exception words and punctuation from Year 2. | *Write, from memory, simple sentences dictated by the teacher that revise KS1 work and include some words and punctuation from Year 3.* |
| VOCABULARY, GRAMMAR, PUNCTUATION | **Plurals** | | Use, with prompts, the regular plural noun suffix –s (e.g. dog, dogs). | Use, more accurately, the regular plural noun suffixes –s or –es (e.g. dog, dogs and wish, wishes). | Use regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes) and identify the effect of suffixes on the meaning of the noun. | *Begin to notice the possessive apostrophe in words with regular plurals (e.g. girls’ and boys’).* |
| **Prefixes** | | Notice, with support, how the prefix ‘un’ changes the meaning of verbs and adjectives (negation) (e.g. unkind or undoing). | Recognise, in context, how the prefix ‘un’ changes the meaning of verbs and adjectives (e.g. untie the boat). | Explain how the prefix ‘un’ changes the meaning of verbs and adjectives (e.g. unkind, undoing and untie). | *Form nouns, beginning to use other prefixes, such as sub- and super-.* |
| **Suffixes** | | Recognise, with prompts, some common suffixes at the end of a word (e.g. -ing: helping and running; -ed: walked and helped; -er: driver and helper). | Add, with some help, suffixes to verbs where no change is needed to the spelling of the root word (e.g. helping, helped and helper). | Independently add suffixes to verbs where no change is needed to the spelling of the root word (e.g. helping, helped and helper). | *Begin to use further suffixes such as: -ily and -ally, adding to adjectives to form adverbs (e.g. happy becomes happily and frantic becomes frantically). Confidently add -ly to an adjective to form an adverb (e.g. sad becomes sadly and quick becomes quickly).* |
| **Words** | | Recognise rhymes and, with support, play word games to extend knowledge of words. | Begin to use rhymes and word games, with peers, to extend knowledge of words. | Use rhymes and word games to extend knowledge of words. | *Use, increasingly, word families based on common words to assist spelling.* |
| **Sentence Construction** | | Begin, with some support, to combine words to make simple sentences. | Construct some sentence-like structures by combining words more instinctively. Begin to leave spaces between words using their finger as a guide if needed. | Independently combine words to make simple sentences, leaving spaces between words. | *Extend, with some prompts, the range of sentences with more than one clause, by beginning to use a wider range of conjunctions (e.g. when, if, because and although).* |
| **Sentence Development** | | Recognise and find simple describing words. | Begin to select simple adjectives to describe nouns with guidance. Use simple stories that they have heard/read to support their own writing. | Select simple adjectives to describe nouns. Sequence sentences to form short narratives. | *Show a simple awareness of pronouns as well as nouns as a device to avoid repetition in writing.* |
| **Grammatical Components** | | Use simple words and phrases to convey meaning. | Begin to use ‘and’ to join words and clauses when prompted. | Join words and clauses using ‘and’ appropriately. | *Notice the forms ‘a’ or ‘an’ (e.g. a rock or an open box).* |
| **Tense** | | Begin to use, with some support, past and present tense correctly in speech. | Use, more readily, past and present tense correctly in speech, making some errors. | Use past and present tense correctly in speech. | *Use the past and present tense consistently in writing. Use, confidently and accurately, the progressive form of verbs in the present and past tense.* |
| **Layout** | | Become familiar with simple writing frames to support the layout of text in guided writing. | Begin, with some help, to use simple writing frames to support the layout of text. | Use simple writing frames to support the layout of text. | *Begin, with support, to recognise paragraphs as a device to group related material. Use headings to organise information, more clearly, with guidance.* |
| **Capital Letters** | | Notice, with prompts, capital letters at the start of sentences. | Recognise capital letters at the start of sentences. With prompts/guidance, use capital letters in own writing. | Begin to independently use capital letters at the start of sentences. | *Check, with prompts, writing for capital letters at the start of sentences. Use capital letters for some proper nouns (e.g. names).* |
| **Punctuation Marks** | | Begin to notice, and sometimes use, full stops at the end of sentences. | Begin to use full stops, and sometimes question marks, at the end of sentences. | Begin to use full stops, exclamation marks and question marks at the end of sentences. | *Recognise, with some guidance, direct speech and notice speech marks.* |
| **Proper Nouns and Personal Pronouns** | | Notice, with prompts, that capital letters are used for names. | Use a capital letter for their own name and the names of their peers. Begin, with support, to use capital letters in other instances (e.g. ‘I’). | Use a capital letter for names of people, places, the days of the week and the personal pronoun ‘I’. | *Consider the reader and use a growing range of sentence openers to avoid repetition (e.g. not always starting with a name or he/she).* |
| **Technical Terms** | | Use, with prompts, some of the Y1 terms (e.g. letter, capital letter, word, sentence and full stop). | Use, more instinctively and sometimes in the right context, the terms: letter, capital letter, word, sentence, full stop, question mark and punctuation. | Use the terms: letter, capital letter, word, sentence, full stop, question mark, exclamation mark, punctuation, singular and plural. | *Apply understanding of Year 2 terminology and, with prompts, use some taught Year 3 terms.* |
| **Standard English** | | Notice, with some prompts, some simple but distinctive features of Standard English. | Recognise some distinctive features of Standard English, beginning to apply to their writing. | Use some distinctive features of Standard English in their writing (e.g. words combined to make sentences, past/present tense evident and some accurate examples of singular and plural). | *Begin, with some guidance, to recognise some of the differences between Standard and non-Standard English.* |
| **Vocabulary Range** | | Use simple vocabulary to communicate meaning. | Begin to repeat keywords in their writing. | Use mostly simple vocabulary and communicate meaning through repetition of keywords. | *Draw on their experience of reading to inform their choice of vocabulary.* |

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| **Year 2 Maths** | | | | | |
|  |  | **End of term 1 expectations** | **End of term 2 expectations** | **End of year expectation** | ***Exceeding End of Year Expected*** |
| ADDITION & SUBTRACTION | Adding and Subtracting Mentally | Recall and use addition and subtraction facts to 20 fluently. Add and subtract numbers to 50 using concrete objects, pictorial representations, and mentally, including: – a two-digit number and ones – a two-digit number and tens. | Recall and use addition and subtraction facts to 20 fluently, deriving and using related addition facts up to 100 (e.g. 3 + 7 = 10; 30 + 70 = 100, 4 + 6 = 10; 40 + 60 = 100).Add and subtract numbers to 100 using concrete objects, pictorial representations, and mentally, including: – a two-digit number and ones – a two-digit number and tens – adding three one-digit numbers. | Recall and use addition and subtraction facts to 20 fluently, and derive and use related addition and subtraction facts up to 100 (e.g. 3 + 7 = 10; 10 – 7 = 3; 30 + 70 = 100; 100 – 70 = 30).Add and subtract numbers to 100 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. | *Recall and use addition and subtraction facts to 50 (e.g. 24 + 26 = 50; 50 – 26 = 24).Derive and use related facts up to 100 (e.g. 27 + 73 = 100; 100 – 27 = 73).*  *Add and subtract, working with three-digit numbers, using structured apparatus to support calculation.* |
| Adding and Subtracting using Written Methods | Begin to recognise that addition of two numbers can be done in any order (commutative). | Recognise that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Begin to demonstrate the concept of adding and subtracting in columns, using concrete and pictorial representation in place of digits. | Show, with examples, that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Record addition and subtraction in columns to support their understanding of place value in preparation for formal written methods with larger numbers. | *Begin to add numbers with two and three digits, using the formal written methods of columnar addition, progressing gradually from concrete and pictorial representation to abstract representation.* |
| Estimating and Checking | Recognise the inverse relationship between addition and subtraction. | Recognise and begin to use the inverse relationship between addition and subtraction. | Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. Check their calculations by adding numbers in a different order (e.g. 5 + 2 + 1 = 1 + 5 + 2 = 1 + 2 + 5). | *Estimate, by rounding to the nearest 10, the answer to addition and subtraction calculations with numbers up to 200.* |
| Problem Solving and Applying | Solve simple problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers and quantities. | Solve simple problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures. | Apply their increasing knowledge of mental and written methods to solve simple problems with addition and subtraction, using concrete objects and pictorial representations (including those involving numbers, quantities and measures). | *Solve simple problems, including missing number problems, using number facts and place value with numbers up to and including 200.* |
| FRACTION; RATIO AND PROPORTION | **Recognise, Represent and Name Fractions** | Recognise, find, name and write fractions1/2, 1/3 and 1/4 of a length, shape or set of objects. | Recognise, find, name and write fractions 1/2, 1/3and 1/4 of a length, shape, set of objects or quantity. | Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity, meeting 2/4 and 3/4 as the first example of non-unit fractions. | *Recognise and show, using diagrams, equivalent fractions including: halves, quarters, fifths and tenths. Recognise and use fractions as numbers; unit fractions and non-unit fractions including: halves, quarters, fifths and tenths.* |
| **Compare and Order Fractions** | n/a | n/a | n/a | *Compare and order unit fractions with pictorial representation and fraction cards to support understanding.* |
| **Counting** | Count in halves up to 10 from 0. | Count in halves to 10 from any number. | 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 11/2), 1 3/4, 2). | *Count forwards in tenths, recognising that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.* |
| **Finding Fractions of Amounts** | Write simple fractions with numbers up to and including 20 (e.g. ½ of 6 = 3, ½ of 12 = 6). | Write simple fractions with numbers up to and including 50 (e.g. ½ of 30 = 15, ½ of 40 = 20, ½ of 50 = 25). | Write simple fractions with numbers up to and including 100 (e.g. ½ of 30 = 15, ½ of 40 = 20, ½ of 50 = 25, ½ of 100 = 50).Recognise the equivalence of two quarters (2/4) and one half (½). | *Recognise, find and write fractions of a discrete set of objects; unit fractions including; halves, quarters, fifths and tenths.* |
| **Adding and Subtracting Fractions** | n/a | n/a | n/a | *Add and subtract fractions with the same denominator within one whole (beginning with halves, quarters, fifths and tenths), using pictorial and concrete representation (e.g. equivalent fraction cards and fraction walls).* |
| **Problem Solving** | n/a | n/a | n/a | *Solve simple problems that involve all of the above.* |
| **Multiplication Tables** | Recall and use multiplication and division facts for the 2 times table, including recognising odd and even numbers. | Recall and use multiplication and division facts for the 2 and 5 multiplication tables, including recognising odd and even numbers. | Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. | *Recall and use multiplication and division facts for the 2, 3, 5 and 10 times tables.* |
| **Multiplying and Dividing Mentally** | Calculate mathematical statements for multiplication and division within the 2 times table. | Calculate mathematical statements for multiplication and division within the 2 and 5 multiplication tables. | Calculate mathematical statements for multiplication and division within the 2, 5 and 10 multiplication tables. | *Recall and use the 2, 3, 5 and 10 multiplication tables, including for two-digit numbers times one-digit numbers. Multiply one-digit numbers by 2, 3, 5 and 10, using mental strategies.* |
| **Multiplying and Dividing using Written Methods** | Begin to recognise that numbers in the 2 times table can be done in any order (e.g. 2 x 6 = 12 therefore 6 x 2 = 12). | Recognise that multiplication of two numbers in the 2 and 5 times table can be done in any order (commutative) and division of one number by another cannot (e.g. 2 x 6 = 12 therefore 6 x 2 = 12 12 ÷ 6 = 2 5 x 3 = 15 therefore 3 x 5 = 15 15 ÷ 5 = 3). | Show, with examples, that multiplication of two numbers in the 2, 5 and 10 times table can be done in any order (commutative) and division of one number by another cannot (e.g. 2 x 6 = 12 therefore 6 x 2 = 12 12 ÷ 6 = 2 5 x 3 = 15 therefore 3 x 5 = 15 15 ÷ 5 = 3 6 x 10 = 60 therefore 10 x 6 = 60 60 ÷ 10 = 6). | *Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know (2, 3, 5 and 10).Progress to formal written methods to multiply two-digit numbers by a one-digit number (multiplying by 2, 3 and 5).* |
| **Estimating and Checking** | Recognise that multiplication and division are linked (working within the 2 times table). | Notice the inverse relationship between multiplication and division in calculations (working within the 2 and 5 times table). | Recognise and use the inverse relationship between multiplication and division in calculations (working within the 2, 5 and 10 times tables). | *Recognise the inverse relationship between multiplication and division when performing calculations to check answers and written methods (when multiplying and dividing by 2, 3, 5 and 10).* |
| **Properties of Number** | Identify multiples of 2.Recognise that multiples of 2 are always even. | Identify multiples of 2 and 5.Recognise that multiples of 2 are always even and multiples of 5 always end with 0 or 5. | Identify multiples of 2, 5 and 10.Recognise that multiples of 2 are always even, multiples of 5 always end with 0 or 5 and multiples of 10 always end with 0. | *Identify, from a set of numbers, multiples of 2, 3, 5 and 10 by their properties (e.g. multiples of 2 are even, multiples of 3 can be odd and even, multiples of 5 always have 5 or 0 in the units column).* |
| **Place Value** | Multiply numbers to 10 by 10, beginning to understand the effect using concrete and pictorial representation. | Multiply numbers to 10 by 10, beginning to understand the effect. | Multiply numbers to 20 by 10, beginning to understand the effect. | *Multiply numbers to 50 by 10 and begin to understand the effect on the place value of the number being multiplied. Recognise the relationship between multiplying and dividing by 10.* |
| **Problem Solving** | Solve problems involving multiplication and division, using materials, arrays, repeated addition and mental methods for all of the above. Solve problems in contexts when multiplying by 2, including doubling and halving. | Solve problems involving multiplication and division, using materials, arrays, repeated addition and mental methods for all of the above. Solve problems in contexts when multiplying by 2 and 5, including doubling and halving. | Solve problems involving multiplication and division, using materials, arrays, repeated addition and mental methods for all of the above. Solve problems in contexts when multiplying by 2, 5 and 10, including doubling and halving. | *Solve problems, including missing number problems involving multiplying and dividing by 2, 3, 5 and 10.* |

**Year 2 Measurement Geometry Statistics**

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|  |  | **End of term 1 expectations** | **End of term 2 expectations** | **End of year expectation** | **Exceeding End of Year Expectations** |
| GEOMETRY – PROPERTIES OF SHAPE; POSITION AND DIRECTION | **Identifying, Recognising and Naming Shapes** | Handle and name a wide variety of common 2-D shapes in different orientations and sizes and fluently relate them to everyday objects (e.g. quadrilaterals and polygons).Identify 2-D shapes on the surface of 3-D shapes (e.g. a circle and a triangle on a pyramid). | Identify and describe the properties of 2-D shapes (e.g. quadrilaterals and polygons), including the number of sides, beginning to use basic vocabulary, such as: sides, edges and vertices. Identify 2-D shapes on the surface of 3-D shapes and name the faces on prisms, pyramids, cylinders and cones, beginning to use basic language, such as: sides, edges, vertices and faces. | Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line (e.g. quadrilaterals and polygons).Identify and describe 2-D shapes on the surface of 3-D shapes (e.g. a circle on a cylinder and a triangle on a pyramid) and use basic language, such as: sides, edges, vertices and faces. | Recognise and name symmetrical and non-symmetrical polygons. Continue to identify, name and describe 3-D shapes, including: cones, cylinders, prisms, pyramids, cubes, cuboids, spheres. |
| **Properties of Shape** | Compare and sort common 2-D shapes by the number of sides and faces. Identify and describe the properties of 3-D shapes, including the number of faces. | Compare, sort and describe common 2-D shapes and everyday objects by the number of sides/faces, edges and vertices. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. | Compare, sort and describe common 2-D and 3-D shapes and everyday objects by the number of sides/faces, edges, vertices and lines of symmetry. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces using precise terminology. | Continue to compare, sort and describe common 2-D shapes and 3-D shapes and everyday objects by the number of sides/faces, edges, vertices and lines of symmetry (e.g. using a Venn or Carroll diagram). |
| **Drawing Shapes** | n/a | n/a | Draw lines and shapes using a ruler. | Draw 2-D shapes with straight lines, including measuring and labelling sides, in centimetres, with a ruler. Make 3-D shapes using modelling materials and name and describe their properties. |
| **Angles** | n/a | n/a | n/a | Recognise angles as a property of shapes. Identify right angles.  Identify horizontal and vertical lines. |
| **Symmetry** | n/a | n/a | n/a | n/a |
| MEASUREMENT | **Length and Height (including area and perimeter)** | Compare and order lengths/heights using the related language: shorter, longer, taller, double and half with increasing accuracy. Measure the length and height of objects in any direction, in centimetres, using a ruler and the standard abbreviation (cm). | Compare and order lengths/heights, and record the results independently, including using simple multiples such as: half as high, twice as wide. Measure the length and height of objects in any direction, in centimetres and metres, using rulers and tape measures and the standard abbreviation (cm/m). | Compare and order lengths/heights and record the results using >, < and =.Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers and tape measures with increasing accuracy. | Measure and compare lengths (m/cm/mm) within the same units. Measure the perimeter of simple 2-D shapes in cm. |
| **Position and Direction** | Begin to use the mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns. Order and arrange combinations of mathematical objects in simple patterns and sequences. | Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).Order and arrange combinations of mathematical objects in patterns and sequences. | Use the concept and language of angles to describe ‘turn’ by applying rotations, including in practical contexts (e.g. children themselves moving in turns, giving instructions to other children to do so and programming robots, using instructions given in right angles).Order and arrange combinations of mathematical objects in patterns and sequences, including those in different orientations. | Continue to use the concept and language of angles to describe position and direction to improve fluency. |
| **Capacity and Volume** | Compare, describe and solve practical problems for capacity/volume (e.g. full/empty, more than, less than, half, quarter) with increasing accuracy. Measure the capacity/volume of objects in millilitres using simple scales and use the standard abbreviation (ml). | Compare and order capacity/volume, and record the results independently, including using simple multiples such as: half as heavy, twice the capacity. Measure the capacity/volume of objects in millilitres and litres using a range of measuring vessels and the standard abbreviation (ml/l). | Compare and order capacity/volume and record the results using >, < and =.Choose and use appropriate standard units to estimate and measure temperature (°C); capacity/volume (litres/ml) to the nearest appropriate unit using thermometers and measuring vessels. | Measure and compare volume/capacity (l/ml) within the same units. |
| **Time** | Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening with increasing fluency. Tell the time to the hour, half past the hour and quarter past/to the hour and draw the hands on a clock face to show these times.  Recall the number of seconds in a minute and the number of minutes in an hour. | Compare and sequence intervals of time (times to the hour, half past and quarter past/to).Tell and write the time to five minutes, including quarter past/to the hour and recognise the hands on a clock face to show these times, becoming more fluent at telling the time.  Recall the number of seconds in a minute, minutes in an hour and the number of hours in a day. | Compare and sequence intervals of time, including times to five minutes. Tell and write the time to five minutes, including quarter past/to the hour and recognise and draw the hands on a clock face independently to show these times, recording them with increasing fluency.  Recall the number of seconds in a minute, minutes in an hour and the number of hours in a day and apply to simple time problems. | Compare time durations and find simple time differences. Tell and write the time from an analogue clock.  Estimate and read time with increasing accuracy to the nearest minute.  Recall the number of seconds in a minute, minutes in an hour and the number of hours in a day and apply to time problems. |
| **Money** | Recognise coins and notes and identify their value. Find different combinations of coins (up to one pound) that equal the same amounts of money. Solve simple problems in a practical context, involving addition of money of the same unit. | Recognise symbols for pounds (£) and pence (p) and combine amounts to make a particular value. Find different combinations of coins (up to five pounds) that equal the same amounts of money. Solve simple problems in a practical context, involving addition and subtraction of money of the same unit. | Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value and record pounds and pence separately. Find different combinations of coins (beyond five pounds) 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. | Add and subtract simple amounts of money to give change, using structured apparatus. |
| PROBLEM SOLVING | Problem Solving | Solve simple problems involving all of the above | Solve simple problems involving all of the above. | Solve simple problems involving all of the above. | Solve simple problems involving all of the above. |
| STATISTICS | **Recording & Organising** | n/a | n/a | n/a | Present data using simple pictograms and tables. |
| **Interpreting** | Interpret simple pictograms. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity for simple pictograms.  Ask and answer questions about totalling and compare categorical data for simple pictograms. | Interpret simple pictograms and tally charts. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity for simple pictograms and tally charts.  Ask and answer questions about totalling and compare categorical data for simple pictograms and tally charts. | Interpret 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 compare categorical data. | Interpret data using simple pictograms and tables. |
| **Using statistics and problem solving** | n/a | n/a | n/a | Solve one-step questions using information presented in pictograms and tables (e.g. ‘How many more?’ and ‘How many fewer?’) |

**Year 1 and Year 2 - *Key Stage One***

**Year 1 and 2 Science**

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|  |  | **End of year 1 expectations** | **End of year 2 expectations** |
| Working Scientifically | **Asking and answering questions** | Use everyday language/begin to use simple scientific words to ask or answer a scientific question. | Suggest ideas, ask simple questions and know that they can be answered / investigated in different ways including simple secondary sources, such as books and video clips. |
| **Investigating** | Follow instructions to complete a simple test individually or in a group. | Do things in the correct order when performing a simple test and begin to recognise when something is unfair. |
| **Observing** | Observe objects, materials and living things and describe what they see. | Observe something closely and describe changes over time. |
| **Equipment and measuring** | Use simple, non-standard measurements in a practical task. | Use simple equipment, such as hand lenses or egg timers to take measurements, make observations and carry out simple tests. |
| **Identifying and classifying** | Sort and group objects, materials and living things, with help, according to simple observational features. | Decide, with help, how to group materials, living things and objects, noticing changes over time and beginning to see patterns. |
| **Recording and reporting findings** | Talk about their findings and explain what they have found out. | Gather data, record and talk about their findings, in a range of ways, using simple scientific vocabulary. |
| **Analysing data** | Use every day or simple scientific language to ask and/or answer a question on given data. | Identify simple patterns and/or relationships using simple comparative language. |
| **Drawing conclusions** | Explain, with help, what they think they have found out. | Use simple scientific language to explain what they have found out. |
| Animals including Humans | **Identifying and Naming** | **Identify and name a range of common animals from the local and wider environment.** | Name and match animals to their offspring. |
| **The body** | **Draw and label basic parts of the human body, including those related to the senses.** | Explain simply how humans and some familiar animals change as they grow. |
| **Lifecycles** | **Describe in simple terms the life cycle of a familiar animal such as a frog, butterfly or human.** | Recognise the need for animals and humans to grow and reproduce.  Describe the life cycles of some common animals and humans. |
| **Comparing** | **Compare animals that are kept as pets, knowing which group they belong to.** | Compare the living things in familiar habitats with the living things in a less familiar habitat. |
| **Classification** | **Classify and sort familiar animals according to whether they are invertebrates, fish, amphibians, reptiles, birds or mammals.** | Sort and classify things according to whether they are dead, alive or have never been alive. |
| **Habitats, adaptation and interdependence** | **Name animals living in a range of familiar environments, such as their homes, woodland or school grounds.** | Define the terms ‘habitat’ and ‘micro-habitat’, giving examples of animals that live in each place. |
| **Growth, health and survival** | **Explain how to take care of an animal from the local habitat.** | Identify the basic needs of animals and humans for survival, including good nutrition and regular exercise. |
| **Diet and teeth** | **Identify whether an animal is a carnivore, herbivore or omnivore and how we might know this from their physical appearance.** | Construct a simple food chain that includes humans as the top consumer. |
| Electricity | **Identifying and naming Series circuits** | **Identify and talk about products that use electricity.** | Create working circuits in the context of D&T (e.g. to light a bulb or work a buzzer). |
| **Safety** | **Recognise that electricity can be dangerous.** | Recognise that electricity can be dangerous. |
| Plants | **Identifying and naming** | **Identify and name common flowers and trees found growing in the locality.** | Identify what eats plants as a food source and recognise simple food chains. |
| **Classification** | **Sort trees into groups to show those that are evergreen and those that are deciduous.** | Sort seeds and bulbs into groups according to physical features. |
| **Plant parts and their functions** | **Identify the basic structural parts of common flowering plants and trees, including root, stem, stalk, leaves, flowers, bulb, fruit, seeds and trunk.** | Describe the different plant parts and give examples of different foods that we eat which are derived from these plant parts, for example rhubarb (stem), carrot (root). |
| **Habitats and adaptation** | **Identify their locality as a habitat for living things.** | Explain how plants are suited to their habitats and give examples of plants growing in different habitats. |
| **Growth and survival** | **Care for a growing seedling, observing and describing its growth.** | Describe how plants grow, identifying what a plant needs for healthy growth and survival. |
| **Lifecycles** | **Identify the seeds, as a part of a plant that makes a whole new plant.** | Recognise that plants produce seeds in order to reproduce and generate new plants. |
| Seasonal Changes | **Seasonal changes** | **Describe how plants change over time, including seasonal change (leaves fall off, blossom, buds opening).** | Describe how bulbs help plants to grow in winter. |
| **Comparisons** | **Name, compare and contrast familiar plants according to their observable features.** | Make comparisons between seeds or bulbs grown in different conditions (e.g. with and without light or water). |
| **Identifying and naming** | Name a range of different types of weather from pictures or sounds. | Identify less familiar weather conditions that are more common in other parts of the world. |
| **Effects of weather** | Describe some positive and negative effects of the weather for ourselves and our environment. | Explain how and why the weather influences our choice of clothing and affects what we can do. |
| **Recording the weather** | Observe and record the daily weather on a chart or in a table. | Identify patterns and similarities and differences within recorded weather over a given period of time. |
| **The seasons** | Broadly assign different weather types to seasons. | Explain how animals or plants are affected by the seasons, using a specific animal or plant as an example. |
| **Day length** | Describe how day length changes over a year, from experience and know how it affects their lives. | Make comparisons to other parts of the world where day length changes to a greater or lesser degree, such as Arctic or equatorial regions. |
| Substances, Matter  and Materials | **Identifying and naming** | Name a range of everyday materials, including wood, plastic, metal, rock and glass. | Identify the uses of everyday materials in a familiar location (e.g. school or home), recording their findings. |
| **Classification** | Group and sort materials according to their simple physical properties. | Sort and grade a range of materials for a specific property (e.g. smoothness). |
| **Uses** | Identify the material an object is made from, suggesting why it is made from that material. | Identify and describe the range of materials that can be used to make a single given object (e.g. cup, chair, table or shelter). |
| **Physical processes** | Identify some materials that help physical processes (e.g. woollen fabric keeps us warm). | Describe how the shape of some materials can be changed by twisting, bending, squashing or stretching. |
| **Physical properties** | Describe properties of a material using everyday language or simple scientific vocabulary (e.g. hard/soft or bendy/not bendy). | Relate a material’s physical properties to its uses (e.g. describe or demonstrate how a material can be unsuitable for a given task due to its ability to be changed by squashing and bending). |
| **Comparisons** | Compare two or more different materials for their performance at a particular task (e.g. mopping up a spill). | Compare significant individuals who have developed useful materials (e.g. Charles Macintosh or John Dunlop) and decide which individual’s material is of most use to them. |
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**Year 1 and 2 Geography**

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|  |  | **End of year 1 expectations** | **End of year 2 expectations** |
| Knowledge and Understanding | **Human and physical** | Use the correct terms for simple geographical features in the local environment. | Describe and compare human and physical features seen in their local environment and other places in the world. |
| **United Kingdom** | Name and locate the four countries of the United Kingdom on a map or globe. | Name and locate the capital cities of the United Kingdom and its surrounding seas. |
| **The World** | Find and name some continents on a world map. | Name and locate the world’s continents and oceans on a world map or globe. |
| **Environmental** | Describe how pollution (e.g. litter) affects the local environment. | Suggest ways of improving the local environment. |
| **Processes** | Describe in simple terms how wind or water has affected the geography of an area. | Describe how a physical or human process has changed an aspect of an environment (e.g. the local environment). |
| **Patterns** | Answer simple questions regarding straight forward geographical patterns (e.g. what are the busiest times at the park?). | Explain simple patterns and offer an explanation (e.g. count traffic and suggest reasons for why the flow changes at different times). |
| **Weather and climate** | Name the four seasons and describe typical weather conditions for each of them. | Locate hot and cold areas of the world in relation to the Equator and the North and South Poles and explain how the weather affects these areas. |
| **Places** | Identify the similarities and differences between the local environment and one other place. | Describe and compare the physical similarities/differences between an area in the United Kingdom and one of a contrasting non-European country. |
| **Changes over time** | Explain what changes are taking place in the local environment. | Explain how a place has changed over time. |
| **Express views** | Ask and respond to questions about places/environment. | Use given information and observations to ask and respond to questions about the environment, recognising how people affect this. |
| Practical | **Mapping** | Draw a simple picture map (e.g. of an imaginary place from a story), labelling particular features. | Draw simple maps or plans using symbols for a key. |
| **Using Maps** | Locate countries on a map | Locate continents and oceans on a world map. |
| **Field Work** | Name, describe and group features of the home/school environment from first hand observations, responding to simple questions. | Name, describe and compare human and physical features of their own locality and another named place, asking and responding to questions. |
| **Vocabulary** | Use basic geographical vocabulary to name physical and human features of familiar places. | Use geographical vocabulary to name features of familiar and unfamiliar places. |
| **Research** | Use maps, pictures and stories to find out about different places. | Use information texts and the web to gather information about the world’s human and physical geography. |
| **Direction** | Use simple locational language, including in front, behind, nest to, far away and near to, to describe the location of geographical features on map and in fieldwork. | Use compass directions (North, South, East, West) to describe the location of geographical features and routes on a map. |
| **Positioning** | Locate hot and cold areas of the world. | Locate the Equator and the North and South Poles. |
| **Data** | Collect data during fieldwork such as the number of trees/ houses/ cars. | Collect and organise simple data from first and second hand sources including fieldwork. |
| **Perspectives** | Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different from above. | Identify and describe geographical human and physical features using an aerial photograph. |

**Year 1 and 2 Art**

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|  | **End of year 1 expectations** | **End of year 2 expectations** |
| **Sketch book** | Record ideas and experiences in a sketch book or journal. | Make/use a simple sketch book, using a range of joining techniques including gluing, tying and stapling. |
| **Developing ideas** | Draw from or talk about experiences, creative ideas and observations. | Develop ideas from a variety of starting points, including the natural world, man-made objects, fantasy and stories. |
| **Selection** | Describe the sensory properties of a range of different materials and decide which ones to use when making something. | Choose appropriate materials and techniques for a given project. |
| **Drawing** | Use lines to represent a shape or outline. | Use line and tone to draw shape, pattern and texture. |
| **Painting** | Apply paint using a range of tools (e.g. large brushes, hands, feet, rollers and pads). | Mix paint colours to suit a task. |
| **3D** | Handle and manipulate rigid and malleable materials and say how they feel. | Use modelling materials to create an imaginary or realistic form. |
| **Printmaking** | Create simple mono prints using a range of printing utensils. | Create single and multi-coloured prints using a range of printing techniques. |
| **Collage** | Cut and tear paper and glue it to a surface. | Cut and tear fabrics and papers, attaching using different joining techniques. |
| **Photography** | Take a self-portrait or a photograph of someone else. | Use a zoom feature to show an object in detail. |
| **Colour** | Name primary colours and collate colours into groups of similar shades. | Select and match colours when painting from observation, explaining how different colours make them feel |
| **Pattern** | Create a simple pattern using colours and shapes. | Create patterns using natural materials (e.g. pebbles, sticks, shells, leaves and petals). |
| **Line and tone** | Use lines of different thickness. | Use tone to show light and shade. |
| **Form** | Use modelling materials to create a realistic or imagined form. | Build simple thumb pots using clay, including rolling out clay on a board. |
| **Evaluating** | Outline personal likes and dislikes regarding their own work. | Explain the main successes and challenges encountered when completing a piece of artwork. |
| **Appreciating** | Outline personal likes and dislikes regarding their own work. | Explain what they like/dislike about an artwork, comparing it with other pieces of art. |

**Year 1 and 2 Computing**

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|  |  | **End of year 1 expectations** | **End of year 2 expectations** |
| Networks | **Algorithms** | Give simple instructions to everyday devices to make things happen. | Recognise what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions. |
| **Computational thinking** | Make choices to control simple models or simulations | Write and test simple programs. |
| **Problem solving** | Solve a problem using ICT. | Use logical reasoning to predict the behaviour of simple programs. |
| **Knowledge and understanding** | Discuss and share how and when they use ICT in everyday life. | Explain why digital folders are used. |
| **Using and applying** | Complete simple tasks on a computer by following instructions. | Organise work into digital folders. |
| Digital Literacy | **Knowledge and understanding** | Show an awareness of information in different formats. | Recognise common uses of ICT beyond school. |
| **Using and applying** | Make decisions about whether or not statements or images found online are likely to be true. | Organise, store, manipulate and retrieve data in a range of digital formats. |
| E-safety | **Personal knowledge and understanding** | Identify different devices that can go online, and separate those that do not. | Identify obviously false information in a variety of contexts. Identify personal information that should be kept private. |
| **Responsibilities** | Understand rules around e-safety and know who to tell if something concerns them online. | Communicate safely, respecting and considering other people’s feelings online. |
| Data | **Knowledge and understanding** | Explain that images give information. Say what a pictogram is showing them. | Explain how a branching diagram or tree works. |
| **Using and applying** | Put data into a program (pictogram).Sort objects and pictures in lists or simple tables. | Place objects and pictures in a list or a simple table. Make a simple Y/N tree diagram to sort information. |
| Practical Data | **Mapping** | Draw a simple picture map (e.g. of an imaginary place from a story), labelling particular features. | Draw simple maps or plans using symbols for a key. |
| **Using Maps** | Locate countries on a UK map. | Locate continents and oceans on a world map. |
| **Field Work** | Name, describe and group features of the home/school environment from first hand observation, responding to simple questions. | Name, describe and compare human and physical features of their own locality and another named place, asking and responding to questions. |
| **Vocabulary** | Use basic geographical vocabulary to name physical and human features of familiar places. | Use geographical vocabulary to name features of familiar and unfamiliar places. |
| **Research** | Use maps, pictures and stories to find out about different places. | Use information texts and the web to gather information about the world’s human and physical geography. |
| **Direction** | Use simple locational language including in front, behind, next to, far away and near to, to describe the location of geographical features on a map and in fieldwork. | Use compass directions (North, South, East and West) to describe the location of geographical features and routes on a map. |
| **Positioning** | Locate hot and cold areas of the world. | Locate the Equator and the North and South Poles. |
| **Data** | Collect data during fieldwork such as the number of trees/houses. | Collect and organise simple data from first and second hand sources including fieldwork. |
| **Perspectives** | Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different from above. | Identify and describe geographical human and physical features using an aerial photograph. |

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| **Year 1 and 2 History** | | | |  | |  | | |
|  | | | | **End of year 1 expectations** | | **End of year 2 expectations** | | |
| **Similarities and differences** | | | | Begin to describe similarities and differences between historical artefacts and pictures. | | Describe how their own life is different from past generations of their own family. | | |
| **Vocabulary** | | | | Use simple vocabulary to describe passing of time (e.g. now, then, long ago, before and after). | | Use further terms associated with the past (e.g. year, decade and century). | | |
| **Chronology** | | | | Begin to order artefacts and pictures from significantly different time periods. | | Order events in a period of history studied and begin to recall the dates of important festivals or celebrations. | | |
| **Significant individuals** | | | | Sequence the story of a significant historical figure. | | Use the stories of famous historical figures to compare aspects of life in different times. | | |
| **Local history** | | | | Describe, in simple terms, the importance of a local place or landmark. | | Describe how people, places and events in their own locality have changed over time. | | |
| **Continuity and change** | | | | Compare own life and interests now with their babyhood (e.g. clothes, toys, food, size, abilities), recalling a significant memory from the past. | | Describe changes in the local area during their own lifetime and that of their parents and grandparents. | | |
| **Cause and consequence** | | | | Describe, in simple terms, why a significant individual acted the way they did. | | Begin to understand cause and effect by looking at a significant individual’s actions and what happened as a result. | | |
| **Historical questions** | | | | Ask and respond to simple questions about the past, using sources of information. | | Ask and answer questions about a range of historical sources. | | |
| **Recording** | | | | Retell a story or significant event from their own past. | | Show increased knowledge and understanding of events beyond living memory through simple recording, using text and drawings. | | |
| **Historical enquiry** | | | | Use simple source material (e.g. photographs) to answer questions about an event beyond living memory. | | Build a ‘bigger picture’ of a historical period, using a range of source material. | | |
| **Year 1 and 2 PE** | | | |  |  | | | |
|  | | | | **End of year 1 expectations** | | **End of year 2 expectations** | | |
| **Team games** | | | | Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles. | | Pass a ball, bean bag or tag in a team game, working collaboratively. | | |
| **Sending and striking** | | | | Pat, throw, kick, stop and sometimes catch a ball. | | Stop or catch a projectile, such as a bean bag or ball, and hit with a bat or racket. | | |
| **Strategy** | | | | Accurately shadow a partner’s movements. | | Use a range of simple tactics to aid attacking/defending. | | |
| **Dance** | | | | Create simple movement patterns, showing awareness of rhythm. | | Perform movements to express ideas, emotions or feelings and repeat dance phrases. | | |
| **Athletics** | | | | Run a short distance with some control .Jump with both feet from standing. Throw a projectile in a given direction. | | Run a short distance with co-ordination and speed. Throw a projectile overarm. Jump from one foot, landing on the opposite or both feet. | | |
| **Gymnastics** | | | | Show control and co-ordination when moving or standing still. Perform basic sequences, using space safely and recognising simple technical words (e.g. roll, travel and balance). | | Balance and move over, under and through apparatus, creating a variety of shapes with the body and distinguishing a well-performed move. | | |
| **Outdoor / adventurous** | | | | Follow a simple route around the school grounds or a given outdoor space. | | Move over, under and through spaces and obstacles outdoors. | | |
| **Performance** | | | | Perform simple movement or dance work, sometimes with a partner. Identify a simple goal in P.E. | | Perform a simple dance or movement sequence to a small group, expressing ideas, emotions or feelings. Identify a simple goal in PE and talk about how they could achieve it. | | |
| **Swimming** | | | | Swim/move short distances using a buoyancy aid, becoming more confident in the water. | | Swim between 10 and 20 metres unaided, using a basic stroke and becoming confident to travel underwater. | | |
| **Year 1 and 2 Design and Technology** | | | | | |  | | |
|  |  | **End of year 1 expectations** | | | | **End of year 2 expectations** |
| **Planning, Knowledge & Evaluation** | **Designing** | Draw a simple picture of an intended design with basic labelling. | | | | Produce detailed, labelled drawings or models of products based on design criteria. |
| **Using IT to aid design** | Use ICT packages to create a simple plan for a design. | | | | Use ICT packages to create a labelled design or plan. |
| **Working from plans** | With help, put ideas into practice. | | | | Think of ideas and plan what to do next, based on their experience of working with materials and components. |
| **Opinion and influence** | Describe others’ work, including work by professional craftspeople and designers and say what they like and dislike about it. | | | | Describe similarities and differences between own and others’ work including work by professional craftspeople and designers. |
| **Existing product evaluation** | Describe how an existing product works (e.g.  ‘the toy moves when I turn the handle’). | | | | Investigate a range of existing products and say if they do what they are supposed to do. |
| **Evaluation** | Talk about their own work and others’ work identifying strengths or weaknesses. | | | | Explain how closely, finished products, meet their design criteria and say what they could do better in the future. |
| **History and culture** | Order products or designs chronologically and begin to explain reasons why they are ordered in that way. | | | | Describe why a design, building or designer is important. End of Year 3 expectation |
| **Making, using and Understanding** | **Tools** | Select and explain why they have chosen a particular tool for a task. | | | | Use tools safely for cutting and joining materials and components. |
| **Materials** | Select and explain their choice of materials, sometimes with help. | | | | Choose appropriate materials and suggest ways of manipulating them to achieve a desired effect. |
| **Health & Safety** | Explain how to keep safe during a practical task. | | | | Work safely and hygienically in construction and cooking activities. |
| **Repairs and maintenance** | Explain how they would fix simple products. | | | | Cut, measure, form and shape materials to fix or repair something, explaining objectives. |
| **Textiles** | Cut out shapes from a range of fabrics and papers. | | | | Join fabrics using running stitch, glue, staples, over sewing and tape. |
| **Card making** | Fold, tear, roll and cut paper and card. | | | | Create simple hinges and pop-ups using card. |
| **Cutting** | Cut accurately and safely with scissors. | | | | Cut wood/dowel using a bench hook and hacksaw. |
| **Joining** | Join appropriately, using glue or tape. | | | | Attach features to a vehicle (e.g. an axle and wheels or a sail and rudder). Join appropriately, with glue and/or tape, for different materials and situations. |
| **Structures** | Build simple structures. | | | | Improve structures by making them stronger, stiffer and more stable. |
| **Mechanisms** | Use wheels, axles, levers and sliders. | | | | Create and use wheels and axles, levers and sliders. |
| **Electricity** | Identify and talk about products that use electricity to make them work. | | | | Create working circuits to light a bulb or work a buzzer. |
| **IT** | Input random control instructions to simple devices for an unplanned outcome (e.g. making Roamer move). | | | | Input a sequence of instructions to a device for a planned outcome. |
| **Preparing and cooking food** | Measure and weigh food items using non-standard measures (e.g. spoons and cups). | | | | Cut, peel, grate and chop a range of ingredients to make dishes from other countries. |
| **Nutrition** | Identify the main food groups including fruit and vegetables. | | | | Recognise the need for a variety of foods in a diet. |
| **Origins of food** | Identify the source for common foods. | | | | Explain where the food they eat comes from (e.g. by referring to countries, counties, animals and plants). |

**Year 1 and 2 PSHE**

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|  | **End of year 1 expectations** | **End of year 2 expectations** |
| **Confidence and Responsibility** | Take part in group play or conversations, recognising what they like/dislike.  Demonstrate growing independence and responsibility when carrying out everyday tasks, such as getting changed for PE and tidying up. | Recognise what is fair/unfair, right/wrong, kind/unkind and utilise this in planning and deciding.  Recognise that all living things have needs and we share a responsibility to meet them. |
| **Views and Opinions** | Begin to give simple reasons for their own views/opinions. | Share their views and opinions on things which matter to them, providing some evidence to support, such as gathered relevant information and data. |
| **Health and Hygiene** | Explain ways of keeping clean (e.g. by washing their hands and keeping their hair tidy) and how this stops the spread of some diseases. | Explain why exercise and rest contribute to a healthy lifestyle.  Recognise what they like and don’t like and how choices have effects on health (e.g. brushing their teeth). |
| **Relationships and Respect** | Explain different ways that family and friends should care for one another.  Identify the main body parts, including differences between boys and girls and what physical contact is acceptable and comfortable. | Explain how their actions have consequences for themselves and others.  Identify people who look after them.  Identify who to go to if they are worried and how to attract their attention. |
| **Personal safety** | Identify some hazards in the home, such as cleaning products and medicines.  Describe ways of keeping safe in familiar situations.  Talk about the difference between secrets and surprises and recognise that people’s bodies and feelings can be hurt. | Recognise some dangerous situations out of school grounds, such as crossing the road and talking to strangers.  Suggest ways to avoid dangerous situations and be aware that they should not keep adults’ secrets. |
| **Emotional well-being** | Describe things that make them feel happy and things that make them feel sad. | Explain how they like to rest and relax, knowing that this contributes to their own well-being.  Explain how they share the responsibility for keeping themselves and others safe.  Communicate and respond to their own and others’ feelings. |
| **Collaboration** | Play and learn collaboratively in a small group.  Recognise when someone makes them, or others, feel sad or hurt.  Begin to develop an understanding of different forms of teasing, that it is wrong, and what they can do about it. | Explain what it means to be a good friend.  Play and learn co-operatively, developing strategies to solve simple arguments through negotiation. |
| **Diversity** | Describe how they are the same as, or different to, a friend or family member.  Show an awareness of how needs change as they grow from young to old. | Describe and respect similarities and differences between people, including people from different places in the world, or different ethnic backgrounds. |
| **Citizenship** | Suggest how they could make a positive contribution to their class, school or community.  Explain how they belong to various groups and communities and contribute to the development of class and group rules. | Identify and describe characteristics that make a good citizen.  Identify how their local environment can be harmed and improved. |
| **Financial understanding** | Explain in simple terms where money comes from and what money is used for in everyday life, including the terms ‘spend’ and ‘save’. | Demonstrate a realistic idea of how much everyday items cost and begin to demonstrate how to manage their money. |
| **Relationships and Feelings** | Use facial expressions to demonstrate some named feelings and describe some of their positive or negative qualities. | Manage feelings in a positive and effective way.  Learn about loss, change and the feelings involved in those situations. |
| **Goals** | Talk about their gifts and talents.  Identify a simple goal for themselves. | Talk about things they are good at and things that they find difficult.  Identify a simple goal and talk about how they could achieve it.  Support others, giving constructive feedback. |

**Year 1 and 2 Music**

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|  | **End of year 1 expectations** | **End of year 2 expectations** |
| **Listening** | Listen to a piece of music, identifying if it is fast or slow, happy or sad. | Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder).Begin to recall sounds. |
| **Composing** | Make sounds in different ways, including hitting, blowing and shaking. | Carefully choose instruments to combine layers of sound, showing awareness of the combined effect. |
| **Vocabulary** | Talk about the songs/pieces of music which they enjoy. | Describe basic elements of a piece of music (e.g. pace, volume, emotion). |
| **Performing** | Perform with awareness of others (e.g. take turns in a performance and sing/play with peers). | Use own voice in different ways, including speaking, singing and chanting for different effects. |
| **Singing** | Sing with a sense of shape and melody. | Use own voice in different ways, including using a loud or soft voice, and sing simple repeated phrases. |
| **Pulse and Rhythm** | Copy a simple rhythm by clapping or using percussion. | Identify the difference between rhythm and pulse. |
| **Notation** | Begin to represent sounds with drawings. | Follow a simple piece of written rhythmic notation. |
| **Appreciation and Understanding** | State what they like or dislike about a piece of music. | Explain what they like or dislike about a piece of music and why. |

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| **Spanish** |  | | |
| **Reception** | | **Year 1** | **Year 2** | |
| Join in with class activities and songs.  Repeat single words and phrases in the lesson. | | Join in with all activities and songs.  Repeat single words and phrases and starts to remember them from week to week.  Understands some simple greetings. | Repeat single words and phrases.  Begins to answer simple questions.  Makes connections between lessons and transfers their skills across lessons. | |
| Repeat single words and phrases.  Begins to answer simple questions.  Makes connections between lessons and transfers their skills across lessons | | Pupils show that they understand simple classroom commands, short statements and questions. They understand speech spoken clearly, face-to-face or from a good-quality recording, with no background noise or interference. They may need a lot of help, such as repetition and gesture.  Pupils respond briefly, with single words or short phrases, to what they see and hear. Their pronunciation may be approximate, and they may need considerable support from a spoken model and from visual cues. | Pupils show that they understand a range of familiar statements and questions [for example, everyday classroom language and instructions for setting tasks]. They respond to a clear model of standard language, but may need items to be repeated.  Pupils give short, simple responses to what they see and hear. They name and describe people, places and objects. They use set phrases [for example, to ask for help and permission]. Their pronunciation may still be approximate and the delivery hesitant, but their meaning is clear.  Children make connections in their learning from week to week and can understand new vocabulary based on what they already know. | |
| Pupils show that they understand simple classroom commands, short statements and questions. They understand speech spoken clearly, face-to-face or from a good-quality recording, with no background noise or interference. They may need a lot of help, such as repetition and gesture.  Pupils respond briefly, with single words or short phrases, to what they see and hear. Their pronunciation may be approximate, and they may need considerable support from a spoken model and from visual cues. | | Pupils show that they understand a range of familiar statements and questions [for example, everyday classroom language and instructions for setting tasks]. They respond to a clear model of standard language, but may need items to be repeated.  Pupils give short, simple responses to what they see and hear. They name and describe people, places and objects. They use set phrases [for example, to ask for help and permission]. Their pronunciation may still be approximate and the delivery hesitant, but their meaning is clear. | Pupils show that they understand a range of familiar statements and questions [for example, everyday classroom language and instructions for setting tasks]. They respond to a clear model of standard language, but may need items to be repeated.  Pupils give short, simple responses to what they see and hear. They name and describe people, places and objects. They use set phrases [for example, to ask for help and permission]. Their pronunciation may still be approximate and the delivery hesitant, but their meaning is clear.  Children make connections in their learning from week to week and can understand new vocabulary based on what they already know. | |

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| **Swimming** |  | | |
| **Reception** | | **Year 1** | **Year 2** | |
| **Level R with Aids**  Skill Development   1. Enter the water confidently and unaided using a swivel entry 2. Scoop the water and wash face 3. Move freely around the pool 4. Bob up and down to fully submerge the head   Stroke Development   1. Move forwards for a distance of 5 metres 2. Move backwards for a distance of 5 metres 3. Achieve a stretch position 4. Regain an upright position from on the back 5. Regain an upright position from on the front 6. Give examples of two pool rules. 7. Exit the water without support   Extension without aids   1. Move from a flat floating position on the back or front and return to standing 2. Push and glide in a flat position from a wall 3. Using arms and legs travelling 5m on the front or the back without aids | | **Level 1**  Skill Development   1. Jump into the water from the side and submerge 2. Hold a tucked floating position for 5 seconds 3. Push and glide on the back or front with arms extended and log roll onto the front or back 4. Fully submerge to pick up an object   Stroke Development   1. Travel 5 meters on the back 2. Travel 5 meters on the front 3. Travel on front, tuck to rotate return on back 4. Answer correctly three questions on the Water Safety 5. Exit the water without using steps.   Extension   1. Travel for 7 meters continuously on front, rotate to back | **Level 2**  Skill Development   1. Hold a tucked floating position for 5 seconds 2. Tread water for 20 seconds 3. Swim through a submerged hoop 4. Scull head first, on the back, for a distance of 5m   Stroke Development   1. Push and glide travel 10m full stroke front crawl showing basic technique 2. Push and glide travel 10m using a back crawl showing basic technique 3. Push and glide travel 10m breaststroke leg action on the front 4. Demonstrate an action for getting help.   Extension   1. Push and glide Kick 10m butterfly front or back | |
| **Level R+ Without Aids**  Skill Development   1. Blow bubbles a minimum of 3 rhythmically with nose and mouth submerged 2. Achieve a floating position on the back or front, hold for 5 seconds and regain to a vertical standing position. 3. Push off the wall to show a horizontal position on the front or back 4. Jump in from poolside safely to a minimum depth of    1. metre   Stroke Development   1. Kick 5m using an alternating leg action on the front 2. Kick 5m using an alternating leg action on the back 3. Using arms and legs travelling 5m on the front or back 4. Perform a rotation from the back to the front to gain an upright position whilst travelling 5. Give examples of two pool rules 6. Exit the water without support   Extension   1. Kick 5m using simultaneous kicking action 2. Using arms and legs travelling 10m on the front and back | | **Level 1 Plus**  Skill Development   1. Swim through a submerged hoop 2. Perform a sequence of changing shapes whilst floating on the surface 3. Perform 3 different jumps entering feet first and showing control in flight and on landing 4. Exit the water without using steps.   Stroke Development   1. Kick 5m Dolphin front or back 2. Kick 10m Breaststroke on the front or back 3. Kick 10m Backstroke 4. Kick 10m Front crawl 5. Travel on front or back and roll in one continuous movement onto back 6. Answer correctly three questions on the Water Safety 7. Exit the water without using steps.   Extension   1. Swim 10 metres, choice of full stroke is optional | **Level 2 Plus**  Skill Development   1. Perform a handstand 2. A headfirst surface dive, swim 3m and pick up an object and return 3. Push off from the wall with two feet perform a somersault tuck 4. Sink, push off on side from wall glide, kick and rotate into back crawl or front crawl   Stroke Development   1. Push and glide 10m front crawl to include 6 rhythmical breathing 2. Push and glide 10m back crawl to include 6 rhythmical breathing 3. Push and glide 10m Breaststroke to include 6 rhythmical breathing 4. Push and glide Kick 10m dolphin front or back 5. Demonstrate an action for getting help   Extension   1. Push and glide and swim a set distance, choice of stroke is optional | |

**Religious Education**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Reception** | **Theme:**  Special People  **Key Question:**  What makes people special?  **Religion:**  Christianity, Judaism | **Theme:**  Christmas  **Key Question:**  What is Christmas?  **Religion:**  Christianity | **Theme:**  Celebrations  **Key Question:**  How do people celebrate?  **Religion:**  Hinduism | **Theme:**  Easter  **Key Question:**  What is Easter?  **Religion:**  Christianity | **Theme:**  Stories  **Key Question:**  What can we learn from stories?  **Religion:**  Christianity, Islam, Hinduism, Sikhism | **Theme:**  Special Places  **Key Question:**  What makes places special?  **Religion:**  Christianity, Islam, Judaism |
| **YEAR 1** | **Theme:**  Creation story  **Concept:**  God/creation  **Key Question:**  Does God want Christians to look after the world?  **Religion:**  Christianity | **Theme:**  Christmas  **Concept:**  Incarnation  **Key Question:**  What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?  **Religion:**  Christianity | **Theme:**  Jesus as a friend  **Concept:**  Incarnation  **Key Question:**  Was it always easy for Jesus to show friendship?  **Religion:**  Christianity | **Theme:**  Easter - palm Sunday  **Concept:**  Salvation  **Key Question:**  Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?  **Religion:**  Christianity | **Theme:**  Shabbat    **Key Question:**  Is Shabbat important to Jewish people?  **Religion:**  Judaism | **Theme:**  Rosh Hashanah and Yom Kippur  **Key Question:**  Are Rosh Hashanah and Yom Kippur important to Jewish children?    **Religion:**  Judaism |
| **YEAR 2** | **Theme:**  What did Jesus teach?    **Key Question:**  Is it possible to be kind all of the time?    **Religion:**  Christianity | **Theme:**  Christmas - Jesus as gift from God  **Concept:**  Incarnation    **Key Question:**  Why do Christians believe God gave Jesus to the world?  **Religion:**  Christianity | **Theme:**  Passover    **Key Question:**  How important is it for Jewish people to do what God asks them to do?  **Religion:**  Judaism  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Theme:**  Prayer at home    **Key Question:**  Does praying at regular intervals help a Muslim in his/her everyday life?  **Religion:**  Islam | **Theme:**  Easter - Resurrection  **Concept:**  Salvation    **Key Question:**  How important is it to Christians that Jesus came back to life after his crucifixion?  **Religion:**  Christianity | **Theme:**  The Covenant    **Key Question:**  How special is the relationship Jews have with God?  **Religion:**  Judaism  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Theme:**  Community and belonging  **Key Question:**  Does going to a mosque give Muslims a sense of belonging?  **Religion:**  Islam | **Theme:**  Rites of Passage and good works    **Key Question:**  What is the best way for a Jew to show commitment to God?  **Religion:**  Judaism  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Theme:**  Hajj    **Key Question:**  Does completing Hajj make a person a better Muslim?  **Religion:**  Islam |