

**Cognition and Numeracy****Measurements and geometry****Year 1 (SD, ZA, LP and AV)**

- Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- Measure and begin to record the following: lengths and heights
- Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]
- Measure and begin to record the following: mass/weight

**Year 3 (OS, QF, IS and OB)**

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts

National curriculum years 1-3

**Cognition and Numeracy****Number****Year 1 (SD, LP, AV and ZA)**

- They write numbers from 1-5 in numerals and words
- They can begin to solve number problems.
- Children can recognise, understand and use mathematical symbols in their work including; +, -, =
- Children can match numbers to 20.
- Children can find the 'total' by adding two sets of objects.
- They can solve and record number problems that includes the addition and subtraction of single digit numbers up to 10
- Children can record number problems that involve addition and subtraction including missing number problems for example  $5=?-2$
- They can understand and record inverse relationships that involve addition and subtraction for example if  $3+2=5$  then  $5-2=3$

**Year 2**

- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- Recognise the place value of each digit in a two-digit number (tens, ones)
- Identify, represent and estimate numbers using different representations, including the number line
- use place value and number facts to solve problems

**Year 3 (IS, OB, QF and OS)**

- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- Compare and order numbers up to 1000
- Identify, represent and estimate numbers using different representations
- Read and write numbers up to 1000 in numerals and in words
- add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

National curriculum years 1-3

**Cognition and Literacy****Writing:****Year 1 (SD, AV and ZA)**

- To consistently compose a sentence orally before writing it.
- To use adjectives to describe.
- To use conjunctions to join ideas and sentences
- To punctuate sentences using a full stop and a capital letter.

**Year 2 (OS, QF and OB)**

- Make simple additions, revisions and corrections to their own writing, proof-reading to check for errors in spelling, grammar and punctuation
- Writing narratives about personal experiences and those of others
- Writing for different purposes

**Year 3 (IS, QF and OB)**

- Plan their writing
- In narratives, creating settings, characters and plot
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

National curriculum years 1-3

**Art****Year 1 and 2 (key stage 1) (SD, LP, AV, ZA, IS, QF, OB and OS)**

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

**Year 3 (key stage 2) (IS and QF)**

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Identify great artists, architects and designers in history

National Curriculum 1, 2 and 3

**PH-RSE -Keeping safe including touch and Getting along/ playing and working together****Band 6 (SD, LP and AV)**

- Explain how they feel with different types of touches
- Identify some different responsibilities we may have to help keep ourselves safe
- Demonstrates an understanding of when to say, 'No'
- **Complete a simple activity that requires working collaboratively together**
- To be able to tell my friends and grown-ups what I need, what I want, what I like to do and if I like or don't like something.

**Year 1 and 2 (Key stage 1) (IS, QF, OB, ZA and OS)**

- Interview adults in school to collect information
- Explain why we hope to do a particular job in the future the particular skills we will need
- Recognise how strengths, qualities and things, we learn in school might link to possible future jobs
- Recognise how to react in an emergency
- Identifying who we can ask for help
- Recognising good and bad secrets
- **Develop own strategies to resolve simple disagreements with friends**
- **Describe and explain to others what they can do to help a peer who is hurt or upset**
- **Recognise trusted adults we can talk to if our friends are making us feel sad, scared or angry**

Semi-formal band 6 and key stage 1

**Geography-Human and physical****Band 6 (AV, LP and SD)**

- **Identify which weather they would expect to experience in different seasons**
- **Understand what is needed on a short journey in different weather**
- **Describes how different cold weather might affect them/what they wear**
- **Describes how different hot weather might affect them/what they wear**

**Year 1 and 2 (key stage 1) (ZA)**

- **Name key human features, including: city, town, village, factory, farm, house, office, port, harbour and shops**
- **Describes the effects of weather conditions**

**Year 3 (Key stage 2) (IS, OB, QF and OS)**

- **describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle**
- **human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water**

Semi-formal band 6, Key stage 1 and 2

**Religious Education****Year 1 and 2 (Key stage 1) (SD, LP, AV, ZA, OS, QF, OB and IS)**

- Recognise some special people linked to a range of different religions
- Identify some special people linked to Christianity, Islam & Judaism
- Retell and suggest meanings to some religious and moral stories, exploring and discussing
- Recognise that there are special/sacred books linked to different religions
- Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities

National curriculum year 1 and 2

## Cognition and Literacy

### Reading:

#### Year 1 (LP and AV)

- Children use their phonic knowledge and skills to decode words
- They make sense of a text and self-correct inaccurate reading.
- They can predict events/make inferences based on what has been read.

#### Year 2 (SD, ZA and OS)

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

#### Year 3 (IS, OB and QF)

- Using dictionaries to check the meaning of words that they have read
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

National curriculum year 1, 2 and 3

## Cognition and Literacy

### Speaking and Listening

#### Year 1 (SD and AV)

- Children can independently join complex sentences using 'and', 'because', 'when'
- They can talk about the things they need to complete a task.
- Children can build and express/record a sentence that includes elements of justification. [Include the 'How?' and the 'Why?']

#### Year 2 (ZA and OS)

- Making inferences on the basis of what is being said and done. Answering and asking questions
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Discussing the sequence of events in books and how items of information are related
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

#### Year 3 (IS, OB and QF)

- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Asking questions to improve their understanding of a text

National curriculum year 1, 2 and 3

## History

### Band 6 (SD, LP and AV)

- To know some similarities and differences between things in the past and now
- Understand the past through settings, characters and events
- To ask different types of questions and respond to questions about the past
- To show curiosity about the past and identify same/different between now and then

### Year 1 and 2 (Key stage 1) (IS, OB, QF, OS and ZA)

- Start to understand that there can be different versions of the same event from the past
- Observe and use pictures, photographs and artefacts to find out about the past
- Start to use stories or accounts to distinguish between fact and fiction
- Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.
- **Semi-formal band 6 and key stage 1**

## **Science- Everyday materials and the use of everyday materials**

### **Band 6 (SD, AV and LP)**

- Children group and sort materials in different ways
- They make collections of objects with a common property.
- Describe materials in terms of their physical properties.

### **Year 1 (ZA)**

- They can identify and name a variety of everyday materials. These include wood, plastic, glass, water and rock
- They can describe the simple physical properties of a variety of everyday materials.
- Children can distinguish between an object and the material from which it is made.

### **Year 2 (IS, OB, OS and QF)**

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

**National Curriculum year 1, 2 and 3**

## **Physical Development**

### **Swimming Forum (Spring term)**

#### **Band 4 (IS)**

- Enter the water safely with a jump or show an awareness of entering the pool safely
- Move across the pool or swim 5 metres on the front

#### **Band 5 (QF, OB)**

- Enter the water safely or enter the water safely, submerge and swim to the poolside and show a safe support
- Float on the back for 10 seconds
- Move through the water using any style for 10 metres
- Blow bubbles rhythmically while moving forward through the water

#### **Band 6**

- Copy the swimming movements of an adult or swim 15 metres using any style
- Move across the pool using arms or swim 5 metres on the front, roll onto the back and swim a further 5 metres
- Look or feel for submerged toys with the face in the water or breathe rhythmically while swimming for 10 metres on the front or back

#### **Band 7 (AV, LP, SD)**

- Swim across the pool on the front using any style for 20 metres
- Jump into the water safely with a partner or recover a submerged toy from chest depth water

#### **Band 9 (ZA and OS)**

- Swim 25 metres changing from back to front and return to the back
- Recover a toy from the bottom of the pool, from a swimming position, in chest deep water
- Tread water for 30 seconds

### **ROAR potential (Spring Term)**

#### **Band 7 (AV, LP, IS and SD)**

- Aim and use rolling skills confidently in a game.
- Children can successfully kick/throw a ball to another player in a simple game.
- Run at different speeds, change direction and may begin to use space in a game.
- participate in team games, developing simple tactics for attacking and defending

#### **Year 3 (ZA, OB, OS and QF)**

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- take part in outdoor and adventurous activity challenges both individually and within a team

**Semi -formal, National Curriculum Years 1 and 2**

## **Music**

### **Key stage 1 (SD, AV and LP)**

- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds

### **Key stage 2 (OS, IS, ZA, QF and OB)**

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes