

Cognition and Numeracy**Measurements and geometry/Shape revisited****Year 1 (SD, ZA, LP and AV) Measurements and Geometry**

- 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 1 (SD, LP, AV and ZA) Shape

- Recognise and name common 2-D shapes, including: rectangles, squares, circles, triangles, hexagons, pentagons
- Recognise and name common 3-D shapes, including: cuboids, cubes, pyramids and spheres

Year 3 (OS, QF, IS and OB) Measurements and Geometry

- 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

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

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

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 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
- 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

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 and 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

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

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

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

Science- Everyday materials and the use of everyday materials/ Living things and their habitats

Band 6 (SD, AV and LP) Everyday materials and the use of everyday materials

- 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.

Band 6 (SD, AV and LP) Living things and their habitats

- They can match a variety of living things to their habitat.
- Children can list things in their setting that are alive or not.

Year 1 (ZA) Everyday materials and the use of everyday materials

- 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 1 (ZA) Living things and their habitats

- They can order 3-part food chains.
- Children make comparisons between things that are living and dead and things that have never been alive.

Year 2 (IS, OB, OS and QF) Everyday materials and the use of everyday materials

- 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.

Year 2 (IS, OB, OS and QF) Living things and their habitats

- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats

National Curriculum year 1 and 2

Physical Development

Shadow Dance (Summer term)

Band 6 (SD and AV)

- Pupil can consistently travel using controlled movements.
- Pupils remember the structure of the lesson; they remember small sequences of movement.
- Pupil can create a short movement phrase which demonstrates their own ideas.

Band 7 (OB, ZA, LP, IS and QF)

- Pupil can confidently copy and repeat actions.
- Work individually or with a partner.
- Pupil can use simple choreographic techniques such as unison, canon and mirroring.
- Begin to improvise independently to create a simple dance.

Semi -formal, National Curriculum band 6 and 7