



**Writing**

**Narrative**

- Write stories set in places pupils have been.
- Write stories with imaginary settings.
- Write stories and plays that use the language of fairy tales and traditional tales.
- Write stories that mimic significant authors.
- Write narrative diaries.

**Non-fiction**

- Write instructions.
- Write recounts.
- Write glossaries.
- Present information.
- Write non-chronological reports.

**Poetry**

- Write poems that use pattern, rhyme and description.
- Write nonsense and humorous poems and limericks.

**Reading**

- Listen to traditional tales.
- Listen to a range of texts.
- Learn some poems by heart.
- Become familiar with a wide range of texts of different lengths.
- Build up a repertoire of poems to recite.
- Use the class and school libraries.
- Listen to short novels over time.

**Communication**

- Engage in meaningful discussions in all areas of the curriculum.
- Through reading identify vocabulary that enriches and enlivens stories.
- Speak to small and larger audiences at frequent intervals.
- Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.
- Listen to and tell stories often so as to internalise the structure.
- Debate issues and formulate well-constructed points.

**Mathematics**

- Count and calculate in a range of practical contexts.

Use and apply mathematics in everyday activities and across the curriculum.

Repeat key concepts in many different practical ways to secure retention.

Add and subtract using mental and formal written methods in practical contexts.

Multiply and divide using mental and formal written methods in practical contexts.

Explore the properties of shapes.

Use language to describe position, direction and movement.

Use and apply in practical contexts a range of measures, including time.

Handle data in practical contexts.

**Science**

**Biology**

**Plants**

Observe and describe growth and conditions for growth.

**Habitats**

Look at the suitability of environments and at food chains.

**Animals and humans**

Look at growth, basic needs, exercise, food and hygiene.

**All living things**

Investigate differences.

**Chemistry**

**Materials**

Look at the practical uses of everyday materials.

**Working Scientifically**

Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.)

**Art & Design**

Use experiences and ideas as the inspiration for artwork.

Share ideas using drawing, painting and sculpture.

Explore a variety of techniques.

Learn about the work of a range of artists, artisans and designers.

**Computing**

Write and test simple programs.

Use logical reasoning to predict the behaviour of simple programs.

Organise, store, manipulate and retrieve data in a range of digital formats.

Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school.

**Design & Technology**

**Design**

Generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

**Make**

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

**Evaluate**

Evaluate their ideas and products against design criteria.

**Technical knowledge**

Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.

**Cooking and nutrition**

Understand where food comes from.

**Geography**

Investigate the world's continents and oceans.

Investigate the countries and capitals of the United Kingdom.

Compare and contrast a small area of the United Kingdom with that of a non-European country.

Explore weather and climate in the United Kingdom and around the world.

Use basic geographical vocabulary to refer to and describe key physical and human features of locations.

Use world maps, atlases and globes.

Use simple compass directions.

Use aerial photographs.

Use fieldwork and observational skills.

**History**

The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers



such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.

Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.

### Music

Use their voices expressively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically.

Listen with concentration and understanding to a range of high-quality live and recorded music.

Make and combine sounds using the inter-related dimensions of music.

### Physical Education

Participate in team games, developing simple tactics for attacking and defending.

Perform dances using simple movement patterns.

Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.

### Religious Education

Study the main stories of Christianity.

Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.

Study other religions of interest to pupils.