

**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 narrative diaries.

**Non-fiction**

Write labels.

Write lists.

Write captions.

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.

Discuss books.

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.

Listen to and learn a wide range of subject specific vocabulary.

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.

Explore numbers and place value up to at least 100.

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****Habitats**

Look at the suitability of environments and at food chains.

**Animals and humans**

Identify, classify and observe.

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

**Physics****Sound**

Look at sources.

**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.

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

**Computing**

Write and test 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**

Design purposeful, functional, appealing products for themselves and other users based on design criteria.

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 range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.

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

**Evaluate**

Explore and evaluate a range of existing products.

Evaluate their ideas and products against design criteria.

**Cooking and nutrition**

Use the basic principles of a healthy and varied diet to prepare dishes.

Understand where food comes from.

**Geography**

Investigate the world's continents and oceans.

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.

**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.

#### 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.

#### Personal Development

Discuss and learn techniques to improve in the eight areas of success.

Study role models who have achieved success.

#### Physical Education

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

Perform dances using simple movement patterns.

#### Religious Education

Study the main stories of Christianity.

Study other religions of interest to pupils.