## 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 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

#### Plants

Identify, classify and describe their basic structure.

#### Animals and humans

Identify, classify and observe.

#### All living things

Investigate differences.

### Chemistry

#### Materials

Look at the practical uses of everyday materials.

### Physics

#### Light

Look at sources and reflections

#### Sound

Look at sources.

#### Forces

Describe basic movements.

### 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

Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.

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

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.

### Technical knowledge

build structures, exploring how they can be made stronger, stiffer and more stable.

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

### Cooking and nutrition

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

understand where food comes from.

## Geography

Investigate the countries and capitals of the United Kingdom.

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.

Significant historical events, people and places in their own locality.

## Language

Languages is optional at Key Stage 1.

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