

**Writing****Narrative**

Write stories set in places pupils have been.

Write stories with imaginary settings.

**Non-fiction**

Write labels.

Write lists.

Write captions.

**Poetry**

Write poems that use pattern, rhyme and description.

Write nonsense and humorous poems and limericks.

**Reading**

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.

**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.

**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.

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.

**Science****Chemistry****Materials**

Identify, name, describe, classify, compare properties and changes.

Look at the practical uses of everyday materials.

**Physics****Forces**

Describe basic movements.

**Earth and space**

Observe seasonal changes.

**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.

Explore a variety of techniques.

**Computing**

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.

**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 simple compass directions.

Use aerial photographs.

Use fieldwork and observational skills.

**History**

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

**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.

**Religious Education**

Study the main stories of Christianity.

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

**Additional Content****Houses and Homes**

The study of the places in the locality that show how lives have changed.

**The Gunpowder Plot**

Why did Guy Fawkes try to blow up the Houses of Parliament?