



**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.

**Non-fiction**

Write labels.  
Write lists.  
Write captions.  
Write recounts.  
Write non-chronological reports.

**Poetry**

Write nonsense and humorous poems and limericks.

**Reading**

Listen to a range of texts.  
Learn some poems by heart.  
Become familiar with a wide range of texts of different lengths.  
Discuss books.

**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.

**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 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.

**All living things**

Investigate differences.

**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.)

**Computing**

Use logical reasoning to predict the behaviour of simple programs.

**Design & Technology**

**Cooking and nutrition**

Understand where food comes from.

**Geography**

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

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**

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.

**Physical Education**

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

**Religious Education**

Study the main stories of Christianity.  
Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.

**Additional Content**

**School History**

Children to regularly visit the timeline in the hall and develop a sense of chronology regards what they are currently studying.

**Personal Development**

Discuss and learn techniques to use in the 8 areas of success.  
1. To try new things 2. To work hard 3. To concentrate 4. To push oneself 5. To imagine 6. To improve 7. To understand others 8. To not give up

**Daily Spelling**

Children will receive daily spelling input.

**Reading**

Children will read to the adult and be read to by the adult daily.

**Relationships**

**Caring Friendships**  
Know how important friendships are in making us feel happy and secure, and how people choose and make friends.

**Respectful Relationships**  
Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

**Tier 2 Vocab**

To explicitly teach Tier 2 Vocabulary.