



Reading

- I can apply phonic knowledge and skills as the route to decode words
- I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- I can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- I can read other words of more than one syllable that contain taught GPCs
- I can read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- I can read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- I can re-read these books to build up their fluency and confidence in word reading.
- I can develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- I can be encouraged to link what they read or hear read to their own experiences
- I am becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- I am recognising and joining in with predictable phrases or learning to appreciate rhymes and poems, and to recite some by heart
- I can discuss word meanings, linking new meanings to those already known
- I understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher
- I can check that the text makes sense to them as they read and correcting inaccurate reading
- I can discuss the significance of the title and events
- I am making inferences on the basis of what is being said and done
- I can predict what might happen on the basis of what has been read so far
- I can participate in discussion about what is read to them, taking turns and listening to what others say
- I can explain clearly their understanding of what is read to them.

Writing

Write sentences by:

- I can say out loud what I am going to write about
- I can compose a sentence orally before writing it
- I can sequence sentences to form short narratives
- I can re-read what I have written to check that it makes sense
- I can discuss what I have written with the teacher or other pupils
- I can read aloud my writing clearly enough to be heard by my peers and my teacher.
- I can leave spaces between words
- I can join words and clauses using and
- I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- I am using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- I can combine words to make sentences

Text	<ul style="list-style-type: none">• Sequencing sentences to form short narratives• Separation of words with spaces
Punctuation	<ul style="list-style-type: none">• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
	<ul style="list-style-type: none">• Capital letters for names and for the personal pronoun I
	<ul style="list-style-type: none">• Terminology for letter, capital letter pupils word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Handwriting

- I can sit correctly at a table, holding a pencil comfortably and correctly
- I can begin to form lower-case letters in the correct direction, starting and finishing in the right place
- I can form capital letters
- I can form digits 0-9
- I understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and practise these.

Maths

Number and place value

- I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- I can count, read and write numbers to 100 in numerals
- I can count in multiples of twos, fives and tens
- I can identify one more and one less
- I can identify and represent numbers using objects
- I can identify and represent numbers using pictorial representations including the number line
- I can use the language of: equal to, more than, less than (fewer), most, least, read and write numbers from 1 to 20 in numerals and words

Calculation

- I can read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- I can represent and use number bonds and related subtraction facts within 20
- I can add and subtract one-digit and two-digit numbers to 20, including zero
- I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.
- I can solve one-step problems involving multiplication and division, by calculating the answer using concrete objects
- I can solve one-step problems involving multiplication and division using pictorial representations and arrays with the support of the teacher

Fractions and decimals

- I can recognise, find and name a half as one of two equal parts of an object, shape
- I can recognise, find and name a half of a quantity
- I can recognise, find and name a quarter as one of four equal parts of an object, shape
- I can recognise, find and name a quarter of a quantity

Measures

- I can compare, describe and solve practical problems for:
 - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
 - mass/weight [for example, heavy/light, heavier than, lighter than]
 - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]

- time [for example, quicker, slower, earlier, later] measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds)
- I can recognise and know the value of different denominations of coins and notes
- I can sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- I can recognise and use language relating to dates, including days of the week, weeks, months and years
- I can tell the time to the hour and half past the hour
- I can draw the hands on a clock face to show these times [hour and half past the hour]

Science

Animals including humans

- I can identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals
- I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- I can describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets).
- I can identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.

Materials

- I can distinguish between an object and the material from which it is made.
- I can identify and name a variety of everyday materials, including wood, plastic, glass, water and rock.
- I can describe the simple physical properties of a variety of everyday materials.
- I can compare and group together a variety of everyday materials on the basis of their physical properties.

Plants

- I can identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen
- I can identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.

Seasonal change

- I am able to observe and describe weather associated with the seasons.
- I am able to observe and describe how day length varies.
- I am able to observe changes across the four seasons.

Computing

- I can understand what algorithms are
- I can create simple programs
- I can use technology purposefully to create digital content

- I can use technology purposefully to store digital content
- I can use technology purposefully to retrieve digital content
- I can use technology safely
- I can keep personal information private
- I can recognise common uses of information technology beyond school

History

- I can identify changes within living memory.
- I can use these to reveal aspects of change in national life.
- I have been taught about events beyond living memory that are significant nationally or globally – the Great Fire of London, The Battle of Hastings, The Plague,
- I can find out about the lives of significant individuals in the past who have contributed to national and international. William Conqueror, Samuel Pepys, Neil Armstrong and the moon landing, Rosa Parks, Mary Anning, Amelia Earhart
- I can find out about significant historical events, people and places in their own locality.

Geography

Location:

- I have simple locational knowledge about individual places and environments, especially in the local area but also in the UK.
- I can name and locate the world's seven continents and five oceans.
- I can place knowledge:
- I understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.

Human and physical vocabulary:

I can use basic geographical vocabulary to refer to:

- Physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather)
- Human features (city, town, village, factory, farm, house, office, port, harbour and shop).

Geographical skills and fieldwork:

I can investigate places using:

- World maps, atlases and globes (to identify the world's seven continents and five oceans).
- Aerial photographs and plan perspectives (to recognise landmarks and basic human and physical features of its environment).

Art & Design

- I can use a range of materials
- I can draw and paint with different pencils and sizes of brush
- I can develop techniques using colour, pattern, texture and line

- I can explore different materials and create collages
- I can create prints using different objects to create patterns
- I can join materials using glue and stitches
- I can learn about a range of artists and recognise similarities and differences between them and make links

Design & Technology

- I can begin to design purposeful, functional and appealing products
- I can generate, model and communicate their ideas through talking, drawing and templates
- I can use a range of tools and materials to complete practical tasks i.e. cutting, shaping and joining
- I can evaluate existing products and own ideas
- I have an understanding of cooking & nutrition – begin to use the basic principles of a healthy and varied diet/begin to understand where food comes from

PE

- I can begin to develop basic movements including running, jumping, throwing and catching.
- I can begin to develop balance and co-ordination and apply to a range of activities
- I can copy basic dance movements using simple movements

Music

- I can use their voices expressively and creatively; through rhymes, song and chants
- I can play unturned instruments musically
- I can experiment with, create, select and combine sounds

Religious Education

Christianity:

- I can recall the main events from the Christmas Bible stories linking these stories with Christianity.
- I can recall the main events from the Easter Bible stories linking these stories with Christianity.
- I can identify at least 4 aspects of how Christians celebrate Christmas, Easter and Baptism explaining why each event might be important to them.
- I can talk about who Christians say Jesus is, e.g. called the Son of God; God made man.
- I can explain the Bible is a Christian's holy book and identify different kinds of genre/writing.
- I can recognise the features of a church building and identify at least 3 artefacts found in a church explaining why they are important to Christians.
- I can describe at least three things a minister/church leader might do.

Judaism

- I can identify the Torah is a holy book for Jews & how the rules in the Torah can guide a Jew in their lives.

- I can describe some of what happens at the synagogue & why Shabbat is important to Jews.
- I can describe at least three things a rabbi might do.

Cross religious/Non-religious viewpoints:

- I can talk about stories in the Bible that describe what God is like for Christians and Jews.
- I can explain why Abraham is important to both Jews and Christians.
- I can begin to show curiosity and ask questions about at least three Christian and three Jewish stories.
- I can explain three reasons why Moses found it difficult to obey God.
- I can raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning.
- I can begin to talk thoughtfully with respect to a range of spiritual questions.