



Reading

- I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognizing alternative sounds for graphemes
- I can read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffices
- I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- I can read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- 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, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - I can discuss the sequence of events in books and how items of information are related
 - I am becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - I am being introduced to non-fiction books that are structured in different ways
 - I can recognise simple recurring literary language in stories and poetry
 - I can discuss and clarify the meanings of words, linking new meanings to known vocabulary
 - I can discuss my favourite words and phrases
 - I am continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
 - I understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what I 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 am making inferences on the basis of what is being said and done
 - I can answer and asking questions
 - I can predict what might happen on the basis of what has been read so far
 - I can participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what

others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing

- I can develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events, writing poetry, writing for different purposes
- I can consider what I am going to write before beginning by:
- I can plan or saying out loud what they are going to write about, writing down ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence
- I can make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils, re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form, proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- I can read aloud what I have written with appropriate intonation to make the meaning clear
- I can develop my understanding of the concepts by: learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- I can learn how to use: sentences with different forms: statement, question, exclamation, command, expanded noun phrases to describe and specify [for example, the blue butterfly], use the present and past tenses correctly and consistently including the progressive form, use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- I can use some features of written Standard English
- I can use and understand the grammatical terminology

Text	Correct choice and consistent use of present tense and past tense throughout writing
	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
	Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
Terminology	for noun, noun phrase pupils statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Maths

Number and Place Value

- I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- I can recognise the place value of each digit in a two-digit number (tens, ones)
- I can identify, represent and estimate numbers using different representations, including the number line
- I can compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- I can read and write numbers to at least 100 in numerals
- I can read and write numbers to at least 100 in words
- I can use place value and number facts to solve problems

Calculation

- I can solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures, applying their increasing knowledge of mental and written methods
- I can recall and use addition and subtraction facts to 20 fluently
- I can derive and use related facts up to 100
- I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers
- I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
- I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs
- I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Fraction and decimals

- I can recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity
- I can write simple fractions for example, $\frac{1}{2}$ of 6 = 3
- I can recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Measures

- I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- I can compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- I can find different combinations of coins that equal the same amounts of money
- I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- I can compare and sequence intervals of time
- I can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- I know the number of minutes in an hour and the number of hours in a day.

Geometry

- I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- I can identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
- I can compare and sort common 2-D and 3-D shapes and everyday objects.
- I can order and arrange combinations of mathematical objects in patterns and sequences
- I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

Statistics

- I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- I can ask and answer questions about totalling and comparing categorical data

Science

Animals including humans

- I notice that animals, including humans, have offspring which grow into adults
- I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Materials

- I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Plants

- I can observe and describe how seeds and bulbs grow into mature plants
- I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Living things and their habitats

- I can explore and compare the differences between things that are living, dead, and things that have never been alive
- I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- I can identify and name a variety of plants and animals in their habitats, including microhabitats
- I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Computing

- I can understand that algorithms are implemented as programs on digital devices
- I can understand that programs execute by following precise and unambiguous instructions
- I can debug simple programs
- I can use logical reasoning to predict the behaviour of simple programs
- I can use technology purposefully to organise digital content
- I can use technology purposefully to manipulate digital content
- I can use technology respectfully
- I can identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

History

- I have been taught about events beyond living memory that are significant nationally or globally. The Battle of Hastings, The Plague, The Great Fire of London.
- I can find out about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. 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.

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 to draw and paint
- I can draw and paint with a range of different pencils and sizes of brush
- I can mix colours and add white to tint and black to create tones
- I can develop techniques using colour, pattern, texture and line
- I can explore different materials and create collages using different materials
- I can create prints using different objects to create patterns and explore surfaces to print on
- 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 confidently design purposeful, functional and appealing products
- I can generate, model and communicate my ideas through mock ups and, where appropriate, information and communication technology
- I can use a range of tools and materials to complete practical tasks such as cutting, shaping, joining and finishing
- I can evaluate existing products against design criteria
- I can use cooking & nutrition – use the basic principles of a healthy and varied diet/understand where food comes from

PE

- I can use master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- I can participate in team games, developing simple tactics for attacking and defending
- I can perform dances using simple movement patterns

Music

- I can use my voice expressively and creatively; through rhymes, song and chants
- I can play untuned and tuned instruments musically
- I can listen with concentration and understanding to a range of live and recorded music
- 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.