

**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.

**Non-fiction**

Write labels.

Write lists.

Write captions.

Write instructions.

Write recounts.

Write glossaries.

Present information.

**Poetry**

Write poems that use pattern, rhyme and description.

**Reading**

Listen to traditional tales.

Listen to a range of texts.

Become familiar with a wide range of texts of different lengths.

Discuss books.

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.

**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.

**Science****Biology****Plants**

Identify, classify and describe their basic structure.

**Animals and humans**

Identify, classify and observe.

**Chemistry****Materials**

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

**Physics****Light**

Look at sources and reflections.

**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.

Share ideas using drawing, painting and sculpture.

Explore a variety of techniques.

Learn about the work of a range of artists, artisans and designers.

**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.

**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.

Explore weather and climate in the United Kingdom and around the world.

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.

Study other religions of interest to pupils.