



English, Mathematics and Science aims and objectives.

Built upon the statutory requirements of the National Curriculum 2014

English

Unless stated otherwise, all areas will be taught during year 1 and will be further built upon and skills refined in year 2.

Writing – Presentation & Spelling	Writing - Composition	Writing - Analysis
<ul style="list-style-type: none">▪ To present work neatly and legibly applying accurate letter formation.▪ To write with speed and fluency.▪ To present writing in different forms; for different audiences and in different contexts.▪ To use phonic knowledge to help to spell words.▪ To correctly spell common exception words.▪ To develop the skill of joining handwriting.	<ul style="list-style-type: none">▪ To plan effectively before beginning to write (orally, pictorially, formally)▪ To use imaginative, high quality descriptive language to enhance writing.▪ To punctuate writing with accuracy.▪ To write with purpose and clarity in a range of genres.▪ To organise writing appropriately and coherently; using paragraphs and the organisational features from each specific genre.	<ul style="list-style-type: none">▪ To analyse and edit writing to improve it and ensure it is the best it can be. <p><u>Year 2</u> (however it will be adult modeled and supported in year1)</p> <ul style="list-style-type: none">▪ To use reading as research and preparation for writing.

Spoken language and communication

- To listen carefully and ask questions to help ensure and develop understanding.
- To develop interesting and high quality vocabulary.
- To speak clearly and confidently.
- To communicate and share ideas, thoughts and emotions
- To tell stories with structure (beginning-middle-end)
- To create, adapt and sustain a role.
- To respond to others while in role.
- To participate in conversations and discussions on different scales (*partner talk, small group, whole class, year group*)
- To use language as a means of participating in society – talking with others in different situations and adapting talk to the situation or the other participants.

Reading

- To read for pleasure.
- To read widely across both fiction and non-fiction.
- To pronounce words correctly, using phonics to segment and blend unfamiliar words.
- To confidently and accurately read common exception words. (*those words which phonics cannot help to read*)
- To read with fluency and accuracy.
- To develop expression and intonation when reading aloud.
- To understand texts – writer intention, form, context, audience.
- To use reading as a way to developing existing knowledge and to help to acquire new knowledge.
- To have an understanding and appreciation of both the UK and the worlds literary heritage.

Mathematics

Unless stated otherwise, all areas will be taught during year 1 and will be further built upon and skills refined in year 2.

Number, handling data, shape-space and measure

To recognise and write numbers understanding the value of each digit

To add, subtract, multiply and divide mentally and using a range of progressive written methods.

To recognise, find, name and write simple fractions.

To recognise equivalent fractions.

To talk about and identify the properties of 2D and 3D shapes (*name, sides, corners, faces, vertices, faces, symmetry*)

To describe the position, direction and movement of objects.

To use measures for length, height, weight, capacity, volume, time and temperature.

To understand the value of coins and notes and recognise and use the symbols for pounds (£) and pence (p).

To collect, present, and interpret data in simple pictograms, tally charts, block diagrams and simple tables

Investigating and problem solving

To solve problems applying mathematical skills and knowledge.

To reason mathematically – explain what had been found out and why.

To make links between mathematical skills and ideas.

To develop and apply a mathematical vocabulary.

To present ideas clearly. (written & verbal)

To explain ideas to others using mathematical vocabulary.

Science

Unless stated otherwise, all areas will be taught during year 1 and will be further built upon and skills refined in year 2.

Knowledge

To recognise and name common plants and animals found in the school grounds and the wider areas of the UK.

To identify the structure, lifecycle and requirements for growth of flowering plants.

To understand living things have basic needs in order to stay alive.

To explain what a habitat is, and that food chains exist within them; identifying herbivores, carnivores and omnivores.

To investigate materials: identifying their properties, how they can be used and how they can be shaped and changed.

Working scientifically

To make links between knowledge and questions asked.

To understand the importance of carrying out a fair test.

To indentifying how to create a fair test to answer a given question.

To work scientifically making predictions, carrying out experiments and sharing what has been discovered.

To make links between knowledge and the results of an experiment.

Computing

Unless stated otherwise, all areas will be taught during year 1 and will be further built upon and skills refined in year 2.

Programming

To use simple programs to control robots and characters within computer games.

To write simple algorithms to control robots and characters within computer games.

To identify and solve problems within simple programs in order to debug them.

To use computer science vocabulary.

Using software and hardware

To use a range of technology including computers, tablets, digital cameras, interactive whiteboards and video equipment.

To navigate the screen on a computer using a mouse or mouse pad.

To use a word processor to create typed text.

To capture images using a range of technology.

To create images either by controlling a mouse or using touch screen technology.

To open, save and retrieve documents.

To connect and communicate using email, video, photograph.

To use and apply the skills taught to use technology to enhance and present learning.

To use computer and information technology safely: understanding the risks and how to keep themselves safe, and the procedures to follow to report content and contact which concern them.

History and Geography

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History

Unless stated otherwise, all areas will be taught during year 1 and will be further built upon and skills refined in year 2.

Historical Knowledge

To learn about significant historical events, people and places in their own locality.

To learn about events beyond living memory that are significant nationally or globally.

To learn about more recent changes nationally and socially.

To learn about the lives of significant historical figures and those that have contributed to national and international achievements.

Geography

Unless stated otherwise, all areas will be taught during year 1 and will be further built upon and skills refined in year 2.

Location and Place Knowledge

To have a good locational knowledge of the UK and be able to name and locate continents and oceans of the world.

Human and Physical Geography

To understand and use basic geographical vocabulary to refer to physical and human features of the environment.

To explore and understand the human and physical similarities and differences between an area in the UK and a small area in a contrasting non-European country.

To identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world.

Music, Art and Design, Physical Education

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Music

<u>Singing</u>	<u>Playing</u>	<u>Improvising</u>
<p data-bbox="100 624 183 651"><u>Year 1</u></p> <ul data-bbox="152 675 752 986" style="list-style-type: none">● Join in with group singing, building a repertoire of songs.● Sing with increasing confidence, fluency, control and expression.● Use voices to create a theme or idea (raps, beat boxing)● Use chants and rhymes to build rhythmic capability. <p data-bbox="100 995 183 1023"><u>Year 2</u></p> <ul data-bbox="152 1034 752 1225" style="list-style-type: none">● Sing unison songs with control and simple rounds with an awareness of how the part should fit● Sing with increasing awareness of pitch, demonstrating the shape of the melody	<p data-bbox="855 624 938 651"><u>Year 1</u></p> <ul data-bbox="907 662 1469 916" style="list-style-type: none">▪ Can hold and play a range of percussion instruments▪ Play tuned and untuned instruments experimenting with sounds, timbre and melody▪ Perform using simple graphic notation <p data-bbox="855 940 938 967"><u>Year 2</u></p> <ul data-bbox="907 991 1514 1283" style="list-style-type: none">▪ Can play simple patterns on tuned percussion instruments with increasing control▪ Play tuned and untuned instruments with a sense of tempo and dynamics▪ Perform using graphic scores and other simple notations	<p data-bbox="1572 571 1937 598"><u>Body, voice, tuned/untuned</u></p> <p data-bbox="1572 651 1655 678"><u>Year 1</u></p> <ul data-bbox="1624 727 2141 794" style="list-style-type: none">▪ Experiment with tuned and untuned instruments. <p data-bbox="1572 847 1655 874"><u>Year 2</u></p> <ul data-bbox="1624 924 2141 1029" style="list-style-type: none">▪ Experiment with tuned and untuned instruments, improvising with a theme in mind.

Composing

Year 1

- Create and choose sounds in response to given starting points
- Create simple representations and short pieces using tuned and untuned percussion
- Use simple symbols to represent sounds

Year 2

- Create short sequences of sound in response to given starting points
- Create simple soundscapes for intended effect
- Use simple symbols to represent sounds

Listening

Year 1

- Listens to a range of live and recorded pieces identifying key instruments.
- Identify changes in music and respond with movement
- Listens to own performances providing simple constructive comments

Year 2

- Listens to a range of high-quality live and recorded music identifying changes in pitch and tempo, leading to understanding the effect of these changes on the piece itself
- Listens to their own compositions and that of others and suggests improvements

Exceeding Year 2 objectives

Pupils understand the ways that sounds can be combined and used expressively. They recognise how the different musical elements are combined and make improvements to their work, commenting on the intended effect

Physical Education

Unless stated otherwise, all areas will be taught during year 1 and will be further built upon and skills refined in year 2.

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching
- Develop the following range of balance, agility and co-ordination skills; static balance, dynamic balance, counter balance, co-ordination with equipment, co-ordination (ball skills & floor movement patterns), agility (ball chasing and reaction/response).
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

Year 1 will be practicing these fundamental movement skills and then applying them through gymnastics sessions and games session once the children are confident and independent in using their skills.

Year 2 will be practicing these fundamental movement skills and then applying them through activities such as hockey, netball, quick cricket, gymnastics and tennis. They will also be learning a range of dances related to their topics throughout the year.

Art and Design and Technology

Unless stated otherwise, all areas will be taught during year 1 and will be further built upon and skills refined in year 2.

Design

- Ask and answer questions about the starting points for their work, and develop their ideas
- Record from first-hand observation, experience and imagination, and explore ideas
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities, and making links to their own work.

Make

- Develop and share their ideas, experiences and imagination
- Represent observations, ideas and feelings, and design and make images and artifacts

Technical knowledge

- investigate the possibilities of a range of materials and processes
- Try out tools and techniques and apply these to materials and processes, including drawing, painting sculpture, assembling

Evaluate

- Review what they and others have done and say what they think and feel about it
- Identify what they might change in their current work or develop in their future work.