



## KEY STAGE 1 - STEPS IN LEARNING CYCLE B

B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Enchanted		Inventors, Designers and Explorers		Wonders of the world; Space, Sea and Future	
<b>Literacy</b>  <b>Talk for writing model</b>	Yr 2 Transition: Fiction - <b>Cinderella</b> Yr 1 Transition: Fiction - <b>Cinderella</b> Fiction: Fantasy <b>Harry Potter and the Philosopher's Stone</b> Fiction: instruction writing - <b>magic potions</b> Poetry: <b>Macbeth</b> by <b>W.Shakespeare</b> <b>Magic Poems</b> by <b>John Foster</b> and <b>Korky Paul</b> <b>Senses poem</b>	Poetry: Michael Rosen performance poetry; Y2 - fireworks poems Non-Fiction: <b>Information Texts, Newspaper text on Guy Fawkes</b> Non-Fiction: <b>Letters to Santa and The Jolly Christmas Postman</b> Stories to perform: <b>Christmas nativity</b>	Non-Fiction: <b>Instructions.</b> Non- Fiction: <b>Information texts based on Polar Animals and Cpt Scott</b> Fiction: <b>Michael Bond Paddington</b>  (Non-Fiction information Texts; Tin Forest next time)  (Other book links-The Great Explorer Diary of a Wombat)	Non-Fiction: Information texts Poetry: Poems on a theme Fiction: Fantasy  <b>The Dragon Machine Advertisement: Beans</b> <b>Tim Berners Lee</b>	Fiction: Stories on a theme <b>Baboon on the moon</b> Non- Fiction: persuasive writing/ discussion <b>Flotsam</b> Non- Fiction: Information texts <b>Chick diary</b>	Non- Fiction: Information texts <b>Space</b> Fiction: Stories to perform Non- Fiction: discussion
<b>Writing outcomes</b>	Story writing Descriptions - adjectives Instruction writing - verbs, imperative verbs, adjectives, time connectives Poems	Newspaper report Letter Firework rhyming poem	Non chronological report Recount	Poster Emotional speech Story innovation Instruction Story endings Class rhyming poem	Persuasive writing Information pages Instruction list Non-chronological report Recount	Diary entry Simple biography Story innovation
<b>Maths</b>  <b>Push for Greater Depth</b>	<b>Y1 and Y2</b> Number: Place Value Number: Addition & Subtraction Geometry: Shape		<b>Y1</b> Number: Place value, addition and subtraction Measure: length, height, weight, volume  <b>Y2</b>		<b>Y1</b> Number: Multiplication and division, fractions, place value Geometry: Position and direction Measure: money, time <b>Y2</b>	

			Measurement: Money Number: Multiplication & Division Measure: Length & Height, mass capacity, temperature		Number: Fractions Measurement: Time Statistics Geometry: Position and direction
<b>Science</b>	<b>Y1 and Y2</b> Everyday Materials distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<b>Y1</b> - seasonal changes  <b>Y2</b> - everyday materials - recycling, testing absorbency investigation  Working Scientifically (KS1 WS) i) asking simple questions and recognising that they can be answered in different ways ii) observing closely, using simple equipment iii) performing simple tests iv) identifying and classifying v) using their observations and ideas to suggest answers to questions	<b>Y1 and Y2</b> Identify that 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 Identify and name a variety of plants (coral reef) and animals in their habitats, including microhabitats	<b>Y1 and Y2</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores  Living, dead or never alive?  Classification Comparing and learning animal structures (features of animals)	<b>Y1 and Y2</b> Climate change and the environment. (Space and Sea)  i) notice that animals, including humans, have offspring which grow into adults ii) find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ii) describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)  Working Scientifically (KS1 WS) i) asking simple questions and recognising that they can be answered in different ways ii) observing closely, using simple equipment iii) performing simple tests iv) identifying and classifying v) using their observations and ideas to suggest answers to questions <b>Butterflies + Chicks- life cycle, label features, looking after/caring for animals</b>
<b>Geography/History Y1 and Y2</b>	Simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map  Use aerial photographs  Plan perspectives  Identifying landmarks	The lives of significant individuals; <b>Guy Fawkes Events beyond living memory; Bonfire Night WW2 Remembrance Day</b>  Changes within living memory- How they have changed  <b>Black History Month</b>	Continents and Oceans (Where explorers travelled, Arctic, Antarctic and Australia) Naming and locating the world's seven continents and five oceans Using world maps, atlases and globes to identify the United Kingdom and its countries, as well as	The lives of significant individuals; <b>Benz (cars), George Stephenson (trains), Wright Brothers (plane), William Morris</b>  Naming, locating and identifying characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map  Using simple fieldwork and observational skills to study the geography of school and its grounds  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key  <b>Olympics: History of the Olympics, country it is being held,</b>

	<p>Devising simple maps</p> <p>Using and constructing basic symbols in a key</p>	<p><b>Walter Tull, Rosa Parks, Nelson Mandela, Martin L King</b></p>	<p>countries, continents and oceans</p> <p>Using simple compass directions</p> <p>Locational/directional language to describe features and routes</p> <p><b>History: (also covered within Literacy)</b></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements and to compare aspects of life in different periods (Shackleton/ Scott-Antarctica, Victorian era, Captain Cook, Amy Johnson)</p>	<p>Developing an awareness of the past, through finding out about changes within living memory.</p> <p>Chronological frameworks of people and events</p> <p>Choosing sources to show they know and understand key features of events.</p> <p>Developing an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>and the key human and physical features of its surrounding environment.</p> <p>Events beyond living memory: <b>Moon landing, Neil Armstrong, Katherine Johnson</b></p>	<p><b>Coasts; seashores past and present, coastal vocabulary,</b></p> <p>Using basic geographical vocabulary, in the context of coastal/seaside locations and others relevant to the children themselves. Using key words to describe different places and environments. Using world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans Using a map to find seaside locations. Using aerial photographs and to recognise landmarks and basic human and physical features</p>
<p><b>RE</b></p> <p><b>Year 1</b></p>	<p>Key Question: Does God want Christians to look after the world?</p> <p>(include the Muslim story -The Tiny Ants, to make comparisons with Christianity)</p> <p><b>Religion:</b> Christianity, Islam</p>	<p>Key Question: What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p><b>Religion:</b> Christianity</p>	<p>Key Question: Was it always easy for Jesus to show friendship?</p> <p><b>Religion:</b> Christianity</p>	<p>Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p><b>Religion:</b> Christianity</p>	<p>Key Question: Is Shabbat important to Jewish children?</p> <p><b>Religion:</b> Judaism</p>	<p>Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p><b>Religion:</b> Judaism</p>
<p><b>RE</b></p> <p><b>Year 2</b></p>	<p>Key Question: Is it possible to be kind to everyone all of the time?</p> <p><b>Religion:</b> Christianity</p>	<p>Key Question: Why do Christians believe God gave Jesus to the world?</p> <p><b>Religion:</b> Christianity</p>	<p>Key Question: How important is it for Jewish people to do what God asks them to do?</p> <p><b>Religion:</b> Judaism</p>	<p>Key Question: How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p><b>Religion:</b> Christianity</p>	<p>Key Question: Does going to a mosque give Muslims a sense of belonging</p> <p><b>Religion:</b> Islam</p>	<p>Key Question: What is the best way for a Jew to show commitment to God?</p> <p><b>Religion:</b> Judaism</p>

<b>ICT Y1</b>	Online Safety  Grouping & Sorting	Pictograms - data being represented in picture form  Lego Builders - following and creating instructions  Maze Explorers - Understanding the functionality of basic directions and creating their own	Animated Story Books - Adding animation, sounds and backgrounds	Coding - building one and two step instructions to code. Develop skills of coding characters and backgrounds.	Spreadsheets-To understand simple spreadsheets and use the data presented.	Technology outside School -To identify examples of technology in the community.
<b>ICT Y2</b>	Spreadsheets - to understand and apply key vocabulary related to spreadsheets. To be able to add images, use totalling functions, move cells and copy and paste information in a spreadsheet, as well as using data to make simple bar graphs.	Coding - creating multiple step algorithms, to be able to understand how to spot a 'bug' in code and how to 'debug' code in order for programs effectively.	Online safety - to understand how to keep ourselves safe whilst online,	Questioning - to use questioning in order to find required information on a simple database.	Effective searching Creating pictures - link to art	Making music Presenting ideas
<b>Music Y1</b>	Pitch and Tempo	Christmas Singing	Listening to, reviewing and evaluating music across a range of historical periods, genres, styles and traditions- <b>Aborigine</b>	Listening to and analysing an orchestral version of different stories	Pulse and tempo Dynamics and timbre Pitch and rhythm Texture and Structure	Copying rhythms, learning a traditional call and response song and recognising simple notation Creating call and response rhythms
<b>Music Y2</b>	Timbre and rhythmic patterns	Dynamics and timbres for a piece of music musical notation to play melodies	Recorders and Singing  Playing simple rhythmic patterns on an instrument Demonstrating control when playing instruments Singing/clapping a pulse increasing or decreasing in tempo Performing musical patterns to keep a steady pulse	Recorders and Singing  Rhythm and structure, Playing simple rhythmic patterns on an instrument Demonstrating control when playing instruments Singing/clapping a pulse increasing or decreasing in tempo Performing musical patterns to keep a steady pulse	Dynamics, timbre, tempo and motifs- theme space simple soundscape for effect Comparing two pieces of music Creating short sequences of sound and performing with accuracy.	Structured graphic score, Composing with structure, Performing a group composition  Expressing opinions about a piece of music  Describing events using words and sounds Performing a piece of music

<b>Design Technology</b>  <b>Y1 and Y2</b>	<b>Designing and sewing puppets</b> Designing purposeful, functional, appealing products for themselves and other users based on design criteria. Generating, developing, modelling and communicating ideas through talking, drawing, templates, mock ups and, where appropriate ICT Selecting from and using a range of tools and equipment to perform practical tasks Selecting from and using a wide range of materials and components including construction and textiles according to their characteristics Evaluating their ideas and products against design criteria.	<b>Christmas Cookies</b> Designing purposeful, functional, appealing products for themselves and other users Make- select from and use a range of tools and equipment to perform practical tasks Evaluate their ideas and products against design criteria	To use a range of materials creatively to design and make products <b>Didgeridoo, boomerang</b>	To use a range of materials creatively to design and make products  <b>Printing in the style of William Morris (tile)</b>	To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups, and where appropriate information and communication technology Select from and use a range of tools and equipment to perform practical tasks Selecting from and using a wide range of materials and components including construction and textiles according to their characteristics Evaluating their ideas and products against design criteria. To build structures, exploring how they can be made stronger, stiffer and more stable. <b>Creating a caterpillar habitat</b>	To use the basic principles of a healthy and varied diet. To understand where food comes from. <b>Fruit kebabs</b>
<b>Art</b>  <b>Y1 and Y2</b>	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  <b>Harry Potter Hogwarts chalk pictures</b>	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <b>Joan Miro</b>  About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <b>Joan Miro</b>	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <b>Pointillism, aboriginal symbols,</b> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <b>Northern Lights, Aboriginal art in sand, clay, pointillism, hot and cold colours, blending</b>	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  <b>Observational drawings- plants William Morris</b>  About the work of a range of artists, craft makers and designers, describing the differences and similarities between	To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Produce creative work, exploring their ideas and	About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <b>Y2 link to Computing purple mash unit 2.6 creating pictures.</b>  About the work of a range of artists, craft makers and designers, describing the differences and

				different practices and disciplines, and making links to their own work.  <b>William Morris</b>  To use a range of materials creatively to design and make products  <b>Printing in the style of William Morris</b>	recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative works using the language of art, craft and design <b>Butterfly (Austins drawing)</b>	similarities between different practices and disciplines, and making links to their own work. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <b>Acrimboldo - fruit pictures - link to fruit kebabs in DT</b>
<b>PSHE Y1</b>	Who am I? (Uniqueness and what we have in common) Keeping safe Being a good friend Identifying feelings	Our Daily Routine (inc. personal hygiene)	Gifts and talents Understanding jealousy What is bullying? Secrets and surprises	Needs and wants Understanding change	Staying healthy	Cooperation in a group Outdoor safety Environment
<b>PSHE Y2</b>	Self awareness Habits and obstacles to change	Body Parts Body image Exercise and fitness	Being cared for Loss of things you care about and bereavement	Rights and responsibilities	Risk Hazardous substances Safety	Community Gender and work Urban and rural environments World environments
<b>PE Y1</b> Exploring ranges of motion whilst developing strength through fun and engaging games.	<b>Y1</b> <b>FMS (FUNDAMENTAL MOVEMENT SKILLS):</b> 18% FMS will be developed through low structured games. FMS is divided into three categories: Locomotion: walking, running, bounding, hopping, jumping, leaping, rolling, galloping, climbing, sliding and skipping Manipulation: catching, pushing, pulling, dribbling, carrying, bouncing, trapping, throwing, kicking, striking and collecting Stabilization: turning, twisting, bending, landing, stretching, extending, flexing, hanging, bracing, rotation, tucking <b>STRENGTH:</b> 18% Strength exercises will offer a neural adaptation for the children, which results into greater co-ordination, flexibility and balance. Children won't be lifting any weights at this age but instead focus on 'bodyweight' movements. Bodyweight strength training refers to the body using its own mass as a force in which it must produce force against (i.e. a press up). Strength training has been proven to help with the development of FMS, power, speed and agility, running economy, mobility and the ability to acquire sport specific skills. <b>POWER:</b> 14% Power exercises will assist with developing fitness levels through exercises such as jumping, hopping and maximal throwing <b>SPEED &amp; AGILITY:</b> 14 % each At this age children will develop quickness and agility through play. A focus should be on sprint technique in order to develop speed throughout childhood. <b>MOBILITY:</b> 12% Mobility will be developed through strength-based exercises. Mobility mainly comes from strength and flexibility of the joints, which are developed through strength training. <b>SSS (SPORT SPECIFIC SKILLS):</b> 6% The focus of SSS will often be developed through FMS based games. Sports equipment will be used regularly <b>ENDURANCE &amp; MC:</b> 4% Endurance & MC (metabolic conditioning) will mainly be developed through the FMS-based games.					
<b>PE Y2</b> With a primary focus on strength and fundamental movement skills, children continue to	<b>STRENGTH:</b> 18% Strength exercises will offer a neural adaptation for the children, which results into greater coordination, flexibility and balance. Children won't be lifting any weights at this age but instead focus on 'bodyweight' movements. Bodyweight strength training refers to the body using its own mass as a force in which it must produce force against (i.e. a press up). Strength training has been proven to help with the development of FMS, power, speed and agility, running economy, mobility and the ability to acquire sport specific skills. <b>FMS (FUNDAMENTAL MOVEMENT SKILLS):</b> 18% FMS will be developed through low structured games. FMS is divided into three categories: Locomotion: walking, running, bounding, hopping, jumping, leaping, rolling, galloping, climbing, sliding and skipping Manipulation: catching, pushing, pulling,					

explore a range of movement patterns.	dribbling, carrying, bouncing, trapping, throwing, kicking, striking and collecting Stabilization: turning, twisting, bending, landing, stretching, extending, flexing, hanging, bracing, rotation, tucking <b>POWER:</b> 14% Power exercises will assist with developing fitness levels through exercises such as jumping, hopping and maximal throwing <b>SPEED &amp; AGILITY:</b> 14 % each At this age children will develop quickness and agility through play. A focus should be on sprint technique in order to develop speed throughout childhood. <b>MOBILITY:</b> 12% Mobility will be developed through strength-based exercises. Mobility mainly comes from strength and flexibility of the joints, which are developed through strength training. <b>SSS (SPORT SPECIFIC SKILLS):</b> 6% The focus of SSS will often be developed through FMS based games. Sports equipment will be used regularly <b>ENDURANCE &amp; MC:</b> 4% Endurance & MC (metabolic conditioning) will mainly be developed through the FMS based games					
<b>Visits and Visitors</b> <b>Enriching the curriculum</b> <b>Y1 and Y2</b>	Steel bands workshop First aid training		Roald Dahl museum Explorer visit	Bletchley Park		Oxford Natural History Museum

## Reading

- Use my phonics as my main strategy when reading.
- I can confidently read books containing sounds I have been taught that do not require me to use other strategies to work out words.
- I can respond speedily with the correct sound to grapheme (letter or group of letters) for the 40+ phonemes, including, alternative sounds for graphemes.
- I can use the phonics I have learned to sound out new words (and non-words).
- I can blend sounds to read words (and non-words).
- I can split words into syllables to support blending for reading, for example, pocket, rabbit, carrot, thunder, sunset
- I can read compound words, for example, football, playground, farmyard, bedroom
- I can read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
- I can read words containing s, es, ing, ed, er, est endings
- I can read words which have the prefix -un added
- I can read common exception words, noting tricky parts.
- I can talk about poems, stories and books my teacher reads to me.
- I can tell some familiar fairy stories and tales without looking at the book.
- I can choose a poem or rhyme I like, learn it by heart and recite it.
- I can retell key class stories orally using narrative language.
- I can get even better by reading the same books again.
- I can say when a book or poem reminds me of something that has happened to me.
- I can join in with a story my teacher is reading to me.
- I can find out what new words mean.
- I can make sense of a new book using what I already know and what my teacher tells me.
- I can talk about the title of a book and what happens in the story.
- I can say what I think will happen next in a story and give reasons.
- I can say what a story was about and what happened in it.
- I can listen to myself while I read and check that it makes sense, going back if I need to.
- I can pick up clues a writer leaves for me. (Inferences from text and illustrations) I can say what I think about a story and listen to what other people think.

## Writing

- compose a sentence orally before writing it
- sequence sentences to form short narratives
- sequence sentences to form short information texts
- I can write from memory simple sentences dictated by the teacher.
- demarcate many sentences with capital letters and full stops
- begin to use exclamation marks
- begin to use question marks
- use a capital letter for names of the days of the week, and the personal pronoun 'I'
- use some subordination (when / if / because) to join clauses
- Begin to use 'and', 'but' and 'or' to join sentences together
- spell many Y1 common exception words
- I can spell the days of the week.
- use known phonemes in unfamiliar words
- I can name the letters of the alphabet: naming the letters of the alphabet in order / using letter names to distinguish between alternative spellings of the same sound
- use syllables to divide words when spelling
- segment spoken words into phonemes and represent these as graphemes, spelling some correctly
- use the suffixes: s, es, ed, ing, er and est within their writing
- know how the prefix 'un' can be added to words to change meaning
- sit correctly at a table, holding a pencil comfortably and correctly
- form lower case letters in the correct direction, starting and finishing in the right place
- know which letters sit below the line and which are tall letters
- form capital letters and the digits 0-9
- match upper case and lower case letters
- use finger spaces
- re-read what they have written to check that it makes sense and discuss with peers and teacher



## Year One English Expectations

### Speaking

- Speak clearly and confidently in front of others
- Retell a well-known story, remembering the main characters
- Prepare to use 'new' words when communicating
- Hold attention well when collaborating with others
- Does not stray away from main topic when engaged in collaborative talk
- Prepare to ask relevant questions to extend understanding and knowledge
- Initiate conversation in collaborative situation
- Listen carefully to what others are saying in group talk
- Respond appropriately to what others saying group talk
- Happy to join in with role play



## Reading

- I can sound through a new word and blend the sounds to read the word. (using the GPCs taught)
- I can read words containing common suffixes: -ness, -ment, -ful, -less, -ly, -ing, -ed, -er, -est, -y
- I can read most words I have seen before fluently without stopping to sound them through and blend them. (high frequency words)
- I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- I can sound longer words and blend the sounds to read the whole word. (polysyllabic words)
- I can read tricky words I have been taught and spot the tricky bits inside them.
- I can re-read books to become more fluent and confident.
- I can read longer and less familiar texts independently.
- I am developing a love of reading and show this by reading regularly.
- I listen to, discuss and read or hear a wide variety of texts including classic and contemporary poems, stories and nonfiction.
- I can learn a poem by heart and perform it to others with expression. (Build up my repertoire of poems)
- I can explain what new words might mean by thinking of words I already know.
- I can listen to myself read, check that my reading makes sense and go back to the right place to correct any mistakes I make.
- I can answer questions about what I have heard or read and think of questions I want to ask.
- I can say my favourite words, phrases or sentences from what I have heard or read and explain why I like them.
- I can talk to others about what we have read or heard, taking turns and listening to other people's ideas
- I can make inferences based on what is said and done.
- I can say what I think is going to happen next in what I have heard or read based on what has happened so far.
- I can find my way through non-fiction texts that are organised and laid out in many different ways.
- I can talk about what I have heard or read, explaining what I have learned and what I have worked out for myself.

## Writing

- I can write narratives (real and fictional), write about real events, write poetry and write for different purposes.
- I can write sentences with different forms: statements, questions, exclamations and commands.
- I can use expanded noun phrases (adjectives).
- I can use adverbs in my writing.
- I am building a positive attitude towards writing and my stamina.
- I can reread my writing to check it makes sense and edit checking for errors in spelling, punctuation and grammar.
- I can use the past and present tense correctly and consistently including the progressive form.
- I can use subordinating (when, if, that, because) and coordinating conjunctions (or, and, but).
- I can use the grammar in the English Appendix. (See your knowledge organiser)
- I remember to use capital letters and full stops in most of my sentences.
- I can use question marks and exclamation marks.
- I can use commas in lists.
- With support, I can use apostrophes for contracted forms.
- I am starting to use apostrophes for singular possession.
- I can segment spoken words into phonemes spelling many correctly and making phonetically plausible attempts at others.
- I can learn new ways of spelling phonemes for which one or more spellings are already known, including homophones.
- I can spell common exception words.
- I can learn to spell more words with contracted forms.
- I can use apostrophe for possession (singular) e.g. the girl's book.
- I can add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly.
- Applies spelling rules as listed in English appendix.
- I can distinguish between homophones and near homophones.
- Applies spelling rules as listed in English appendix.
- I can distinguish between homophones and near homophones.



## Year Two English Expectations

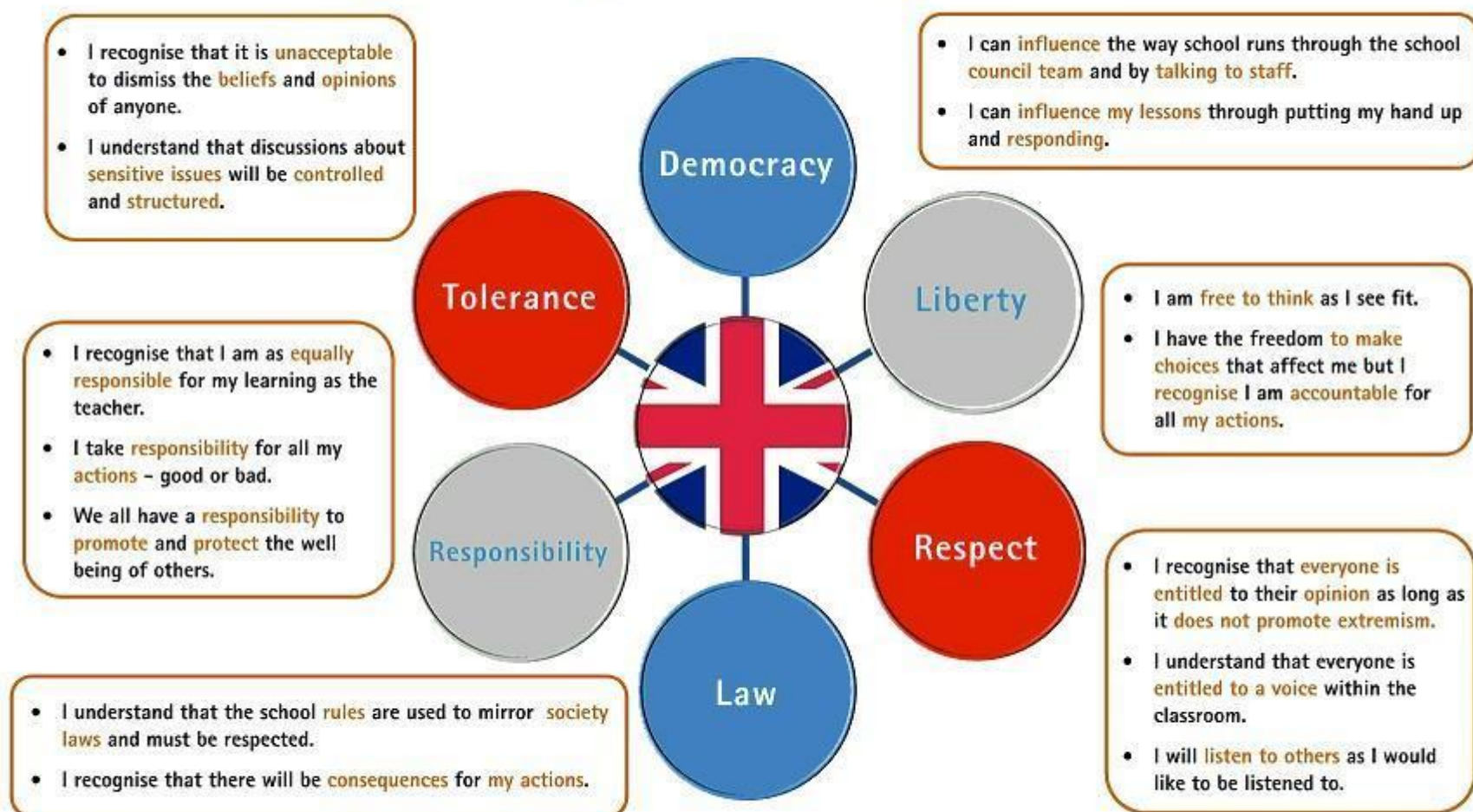
### Speaking

- Ask questions to gain information and to clarify meaning
- Express themselves using complete sentences when required
- Make more specific vocabulary choices; for example, technical language
- Take turns when talking in pairs or in small groups
- Offer appropriate comments in paired or small group discussion
- Begin to be aware that formal and informal situations require a different role and language
- Retell a familiar story using narrative language and linking words and phrases
- Hold the attention of listeners by adapting the way they talk
- Begin to understand how to speak for different purposes and audiences
- Perform a simple poem from memory

### Handwriting

- I can form lower case letters of the correct size relative to one another.
- I am beginning to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to each other are best left unjoined.
- I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
- I use spaces between words that reflects the size of the letters.

# Core British Values



 Social – Moral – Spiritual – Cultural 