



KEY STAGE 1 - STEPS IN LEARNING CYCLE A

A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Animal Magic Celebrations		We are Britain		If you go down to the woods today	
Literacy	Year 2 Transition: Non-fiction: Summer Holidays Year 1 Transition: Non-Fiction: -Summer Holidays Fiction: Adventure Stories- The Antlered Ship Poetry: Classic poems- The Owl and the Pussycat Fiction: Familiar settings Owl Babies	Non-Fiction: Information Texts, Autobiography and Biography- Follow the Moon and The fantastic undersea life of Jaques Cousteau Animal info texts Year 2 Non-Fiction: Letters, postcards, messages- Greenpeace Fiction: Stories from other cultures Handa's surprise and others Poetry: Bonfire poems War poems Performance: Christmas Production	Fiction: Stories by the same author; Katie Morag Non- Fiction: Information texts- Katie in London, London info texts Non-Fiction: Instructions- Tudor House and Food instructions	Fiction: Fantasy- Lost and found by Oliver Jeffers Poetry: Poems on a theme- All aboard the London bus Non-Fiction: Information texts- Florence Nightingale	Fiction: Stories on a theme- Jack and the Beanstalk, Jim and the Beanstalk Where the wild things are Non- Fiction: Earth Day and eco friendly Non- Fiction: Instructions- Geography/ Maths link Directional Language and map work Next time-	Non- Fiction: Information texts Plants and growing, Animals and their habitats Fiction: Winnie the Pooh
Writing Outcomes	Recount Letters Postcards Adventure stories Rhyming Poetry writing	Autobiographical writing Biographical writing Letter writing Class rhyming poem	Instruction writing Description Letter Fact file / non chronological report Story imitation / innovation	Speech bubbles Story endings Class rhyming poem Diary entry Simple biography	Story innovation Information pages Instruction list poem Non-chronological report Recount	Information pages Instructions Non-chronological report Adventure stories

<p>Maths</p> <p>Push for Greater Depth</p>	<p>Y1 and Y2</p> <p>Number: Place Value Number: Addition & Subtraction Geometry: Shape</p>	<p>Y1</p> <p>Number: Place value, addition and subtraction Measure: length, height, weight, volume</p> <p>Y2</p> <p>Measurement: Money Number: Multiplication & Division Measure: Length & Height, mass capacity, temperature</p>		<p>Y1</p> <p>Number: Multiplication and division, fractions, place value Geometry: Position and direction Measure: money, time</p> <p>Y2</p> <p>Number: Fractions Measurement: Time Statistics Geometry: Position and direction</p>	
<p>Science</p>	<p>Y1 and Y2</p> <p>Animals inc Humans 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</p> <p>notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Animals inc Humans describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Y1 and Y2</p> <p>Seasonality observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.</p>	<p>Y1 and Y2</p> <p>Seasonality and 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.</p> <p>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</p>	<p>Y1 and Y2</p> <p>Plants identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>identify and name a variety of plants</p> <p>observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Y1 and Y2</p> <p>Animals/Habitats 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 identify and name a variety of plants and animals in their habitats, including microhabitats 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. Explore and compare the differences between things that are living, dead, and things that have never been alive.</p>

				by squashing, bending, twisting and stretching.		
Geography/History	<p>Y1 and Y2 Continents and Oceans (Including science link where animals come from, seasonality and weather)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Haddenham and literacy link- the locality of stories from cultures</p> <p>Significant historical events, people and places in their own locality. - Our local area- Haddenham</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; use basic symbols in a key Haddenham</p>	<p>Y1 and Y2 The lives of significant individuals; Guy Fawkes Events beyond living memory; Bonfire Night, WW2, Remembrance Day, speak to grandparents</p> <p>Changes within living memory-Science link Humans, RE How they have changed</p>	<p>Y1 and Y2 Rivers and Coasts Map work- London</p> <p>Events beyond living memory; Great Fire of London</p> <p>Identify seasonal and daily weather patterns in the United Kingdom - Weather forecast, Seasonal science links 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- London</p> <p>Continents and Oceans UK</p>	<p>Y1 and Y2 The lives of significant individuals; Florence Nightingale</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Fairtrade</p>	<p>Y1 and Y2 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 (Literacy link- Winnie the Pooh) Orienteering pack</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. (Literacy link- Winnie the Pooh) Orienteering pack</p>	<p>Y1 and Y2 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 (Literacy link- Winnie the Pooh) Orienteering pack</p>
RE	<p>Y1 Key Question: Does God want Christians to look after the world? (include the Muslim story - The Tiny Ants, to make comparisons with Christianity) Religion: Christianity, Islam</p>	<p>Y1 Key Question: What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity</p>	<p>Y1 Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity</p>	<p>Y1 Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity</p>	<p>Y1 Key Question: Is Shabbat important to Jewish children? Religion: Judaism</p>	<p>Y1 Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism</p>

	<p>Y2 Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity</p>	<p>Y2 Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity</p>	<p>Y2 Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism</p>	<p>Y2 Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity</p>	<p>Y2 Key Question: Does going to a mosque give Muslims a sense of belonging Religion: Islam</p>	<p>Y2 Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism</p>
ICT	<p>Y1 Purple mash units 1.1 and 1.2 Online Safety Grouping & Sorting</p>	<p>Y1 Purple mash units 1.3, 1.4 and 1.5 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</p>	<p>Y1 Purple mash unit 1.6 Animated Story Books - Adding animation, sounds and backgrounds</p>	<p>Y1 Purple mash unit 1.7 Coding - building one and two step instructions to code. Develop skills of coding characters and backgrounds.</p>	<p>Y1 Purple mash unit 1.8 Spreadsheets-To understand simple spreadsheets and use the data presented.</p>	<p>Y1 Purple mash unit 1.9 Technology outside School -To identify examples of technology in the community.</p>
	<p>Y2 Purple mash unit 2.1 Coding - Understanding algorithms, debugging and building programs</p>	<p>Y2 Purple Mash unit 2.2 Online Safety - Refining searches, emailing, digital footprints and keeping data safe.</p>	<p>Y2 Purple Mash unit 2.3 Spreadsheets - Using spreadsheets and manipulating data</p>	<p>Y2 Purple mash unit 2.4 Questioning - Separating information, constructing binary trees and using databases</p>	<p>Y2 Purple mash units 2.5 and 2.6 Effective searching using the internet Creating Pictures - Impressionist styles of art and surrealism</p>	<p>Y2 Purple mash units 2.7 and 2.8 Making Music - digital music Presenting ideas - Stories, fact files and presentations</p>
Music	<p>Y1 Musical vocabulary - music, movement, chanting and the playing of tuned percussion instruments.</p>	<p>Y1 Pulse and rhythm - identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities Christmas songs</p>	<p>Y1 Classical music, dynamics and tempo - use their bodies and instruments to listen and respond to pieces of classical music that represent animals</p>	<p>Y1 Timbre and rhythmic patterns - Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story.</p>	<p>Y1 Pitch and tempo - identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.</p>	<p>Y1 Vocal and body sounds - make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.</p>
	<p>Y2 West African call and response song - Learning a</p>	<p>Y2 Orchestral instruments - instruments of the</p>	<p>Y2 Musical Me - Children learn to sing the song 'Once a Man Fell in a</p>	<p>Y2 Dynamics, timbre, tempo and motifs -</p>	<p>Y2 British songs and sounds - Creating</p>	<p>Y2 Myths and legends - Developing</p>

	traditional Ghanaian call and response song, recognising simple notation and composing animal-based call and response rhythms.	orchestra and practice identifying these within a piece of music. C Christmas songs	Well' and to play it using tuned percussion. Using letter notation to write a melody.	Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.	sounds to represent three contrasting landscapes: seaside, countryside and city.	understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.
Art	<p>Y1 and 2 To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination: -portraits, Guiseppe, animals, bird nest,</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; collage faces, printing, sketching faces, portraits, animals,</p> <p>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. - Guiseppe</p>	<p>Y1 and 2 To use a range of materials creatively to design and make products- Christmas decorations for Bazaar</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -Christmas cards</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -Bonfire Night</p>	<p>Y1 and 2 To use a range of materials creatively to design and make products - Tudor houses,</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - Tudor houses, The Seasons and Weather,</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, -Drawing maps of London</p>	<p>Y1 and 2 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - Inspired from British Artists studied, see below.</p> <p>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. - British artists with Katie; George Stubbs, Turner, Van Gogh, J Constable, Thomas Gainsborough</p>	<p>Y1 and 2 To use a range of materials creatively to design and make products -Moving Pictures</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -Plants</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -Plants</p>	<p>Y1 and 2 To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - Henry Rousseau</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - Henry Rousseau</p> <p>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. - Henry Rousseau - Andy Goldsworthy, Nature Art</p>
PSHE	<p>Y1 Who am I? (Uniqueness and what we have in common) Keeping safe in school (people's bodies and</p>	<p>Y1 Our Daily Routine (inc. personal hygiene) Keeping Clean Dental Families and Care</p>	<p>Y1 Gifts and talents (there has never been and never will be another them)</p>	<p>Y1 Values of coins and notes</p>	<p>Y1 Staying healthy Medicines Who gives us medicines?</p>	<p>Y1 Cooperation in a group Living together (listening to people</p>

	<p>feelings can be hurt, inc online safety) Being a good friend Identifying feelings (a vocabulary to describe their feelings to others)</p>		<p>Understanding jealousy What is bullying? Secrets and surprises</p>	<p>Needs and wants Looking after my money Understanding change</p>	<p>Going to hospital</p>	<p>and play and work cooperatively - resolving arguments through negotiation) Outdoor safety Environment</p>
	<p>Y2 Self awareness Managing feelings (simple strategies for managing feelings) Resolving arguments and working with others Habits and obstacles to change Good or bad touches (what physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond)</p>	<p>Y2 Identify and respect the differences and similarities between people Differences: boys & girls Differences: males & females Naming Body Parts (including external genitalia) Body image Exercise and fitness</p>	<p>Y2 Being cared for Loss of things you care about and bereavement Effects of bullying (recognise that they have a shared responsibility for keeping themselves and others safe) Choices and consequences ('privacy', when to say 'yes', 'no', 'I'll ask' and 'I'll tell' and know that they do not need to keep secrets.)</p>	<p>Y2 Keeping track of money Spend or save? Where money comes from Rights and responsibilities and how they change as we grow</p>	<p>Y2 Risk Hazardous substances Safety Rules People who help us Emergency services - when and how they can help us (who to go to if they are worried and how to attract their attention)</p>	<p>Y2 Community Gender and work Urban and rural environments World environments</p>
<p>PE Exploring ranges of motion whilst developing strength through fun and engaging games.</p>	<p>Y1 FMS (FUNDAMENTAL MOVEMENT SKILLS): 18% FMS will be developed though 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 STRENGTH: 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. POWER: 14% Power exercises will assist with developing fitness levels through exercises such as jumping, hopping and maximal throwing SPEED & AGILITY: 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. MOBILITY: 12% Mobility will be developed through strength-based exercises. Mobility mainly comes from strength and flexibility of the joints, which are developed though strength training. SSS (SPORT SPECIFIC SKILLS): 6% The focus of SSS will often be developed through FMS based games. Sports equipment will be used regularly ENDURANCE & MC: 4% Endurance & MC (metabolic conditioning) will mainly be developed through the FMS-based games.</p>					
<p>Y2 With a primary focus on strength</p>	<p>STRENGTH: 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</p>					

<p>and fundamental movement skills, children continue to explore a range of movement patterns.</p>	<p>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.</p> <p>FMS (FUNDAMENTAL MOVEMENT SKILLS): 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</p> <p>POWER: 14% Power exercises will assist with developing fitness levels through exercises such as jumping, hopping and maximal throwing</p> <p>SPEED & AGILITY: 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.</p> <p>MOBILITY: 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.</p> <p>SSS (SPORT SPECIFIC SKILLS): 6% The focus of SSS will often be developed through FMS based games. Sports equipment will be used regularly</p> <p>ENDURANCE & MC: 4% Endurance & MC (metabolic conditioning) will mainly be developed through the FMSbased games</p>					
<p>Trips and visitors</p>	<p>Y1 and 2 Wheatley Birds of Prey</p>	<p>Y1 and 2 Local area walk</p>	<p>Y1 and 2 Local area walk and Museum Trip</p>	<p>Y1 and 2 Claydon House Explorer James</p>	<p>Y1 and 2 Forest School Oxford Botanical Gardens?</p>	<p>Y1 and 2 Forest School</p>

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

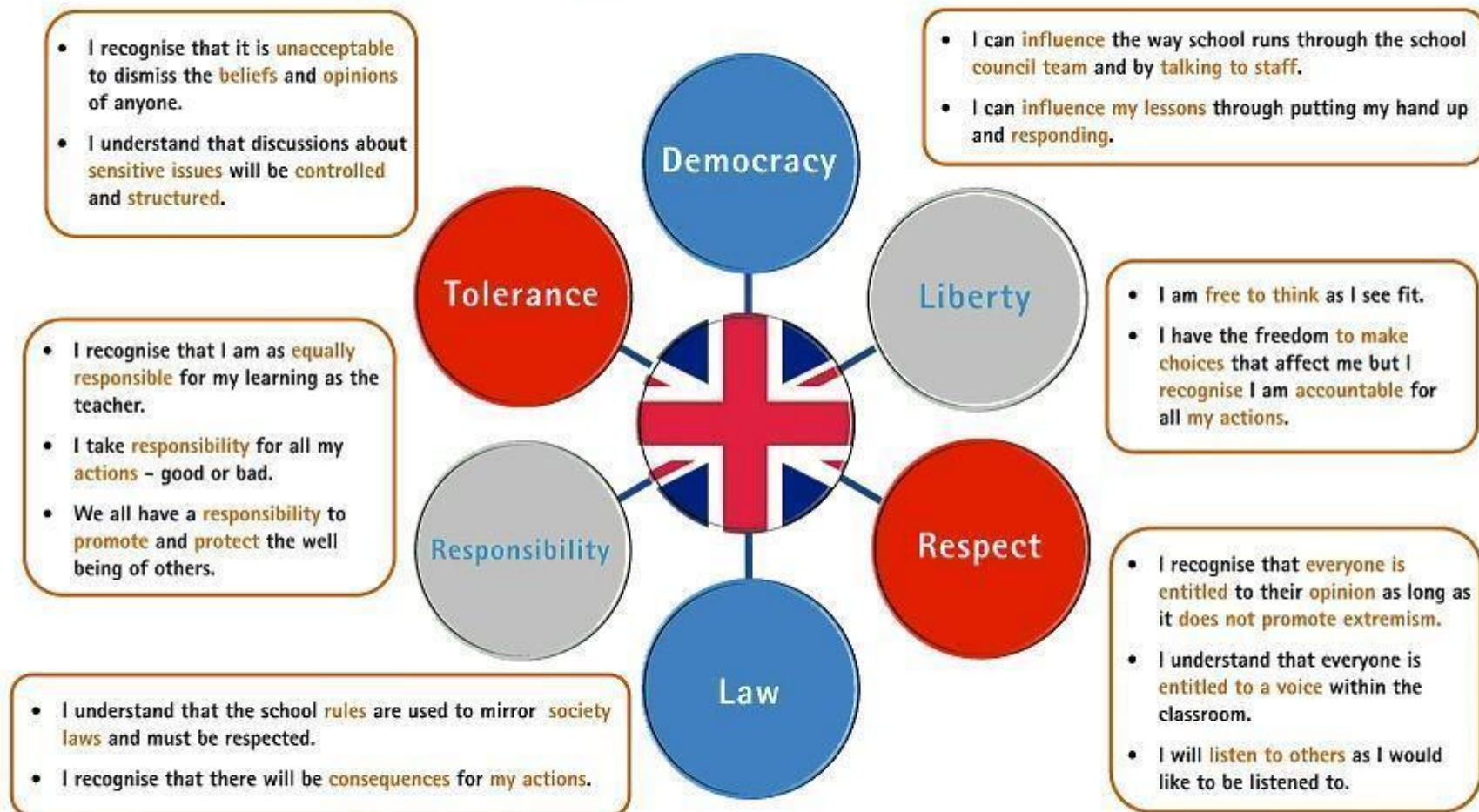
Speaking

- 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 

