



Writing	Mathematics	progress section.)
<b>Narrative</b>	Count and calculate in a range of practical contexts.	<b>Physics</b>
Write stories with imaginary settings.	Use and apply mathematics in everyday activities and across the curriculum.	<b>Electricity</b>
Write stories that mimic significant authors.	Repeat key concepts in many different practical ways to secure retention.	Look at appliances and circuits.
Write narrative diaries.	Explore numbers and place value up to at least 100.	<b>Art &amp; Design</b>
<b>Non-fiction</b>	Add and subtract using mental and formal written methods in practical contexts.	Use experiences and ideas as the inspiration for artwork.
Write captions.	Multiply and divide using mental and formal written methods in practical contexts.	Share ideas using drawing, painting and sculpture.
Write instructions.	Explore the properties of shapes.	Explore a variety of techniques.
Write recounts.	Use language to describe position, direction and movement.	Learn about the work of a range of artists, artisans and designers.
Write glossaries.	Use and apply in practical contexts a range of measures, including time.	<b>Computing</b>
Present information.	Handle data in practical contexts.	Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
Write non-chronological reports.	<b>Science</b>	Write and test simple programs.
<b>Poetry</b>	<b>Biology</b>	Use logical reasoning to predict the behaviour of simple programs.
Write poems that use pattern, rhyme and description.	<b>Plants</b>	Organise, store, manipulate and retrieve data in a range of digital formats.
Write nonsense and humorous poems and limericks.	Observe and describe growth and conditions for growth.	Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school.
<b>Reading</b>	<b>Habitats</b>	<b>Design &amp; Technology</b>
Listen to traditional tales.	Look at the suitability of environments and at food chains.	<b>Design</b>
Listen to a range of texts.	<b>Animals and humans</b>	Design purposeful, functional, appealing products for themselves and other users based on design criteria.
Learn some poems by heart.	Identify, classify and observe.	Generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
Become familiar with a wide range of texts of different lengths.	Look at growth, basic needs, exercise, food and hygiene.	<b>Make</b>
Discuss books.	<b>All living things</b>	Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.
Build up a repertoire of poems to recite.	Investigate differences.	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
Use the class and school libraries.	<b>Chemistry</b>	<b>Evaluate</b>
Listen to short novels over time.	<b>Materials</b>	Explore and evaluate a range of existing products.
<b>Communication</b>	Identify, name, describe, classify, compare properties and changes.	
Engage in meaningful discussions in all areas of the curriculum.	Look at the practical uses of everyday materials.	
Listen to and learn a wide range of subject specific vocabulary.	<b>Physics</b>	
Through reading identify vocabulary that enriches and enlivens stories.	<b>Forces</b>	
Speak to small and larger audiences at frequent intervals.	Describe basic movements.	
Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.	<b>Working Scientifically</b>	
Listen to and tell stories often so as to internalise the structure.	Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for	
Debate issues and formulate well-constructed points.		



Evaluate their ideas and products against design criteria.

#### Technical knowledge

Build structures, exploring how they can be made stronger, stiffer and more stable.

Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.

#### Cooking and nutrition

Use the basic principles of a healthy and varied diet to prepare dishes.

Understand where food comes from.

#### Geography

Investigate the world's continents and oceans.

Compare and contrast a small area of the United Kingdom with that of a non-European country.

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.

#### 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.

#### Additional Content