

Writing

Transcription

Use of prefixes, suffixes and how to use them, homophones, spell words often mis-spelt, use first 2 or 3 letters to check spelling in dictionary, write simple sentences from memory, dictated by teacher (including words and punctuation taught)

Handwriting

Diagonal and horizontal strokes to join letters and to know which letters are best left un-joint, increase legibility, consistency and quality of handwriting.

Composition

Plan writing (structure, grammar and vocab), draft writing (composing and rehearsing sentence orally, building vocab, range of sentence structures, narratives—setting, characters and plot, non-narrative—organisational devices, such as heading and sub heading), evaluate and edit (assess effectiveness, suggest improvements, change grammar /vocab), proof read for spelling and punctuation errors, read aloud own writing (looking at tone, control, volume).

Grammar and punctuation

Wider range of conjunctions, mark time and cause (using verbs, conjunctions, adverbs and prepositions), nouns and pronouns (for clarity, cohesion, ambiguity and repetition), fronted adverbials, commas for fronted adverbials, possession using the possessive apostrophe, punctuating direct speech.

Reading

Word reading

root words, prefixes, suffixes, read aloud and understand meaning of new words, exception words (noting unusual correspondences between spelling and sound).

Comprehension

listening and discussing a wide range of:

Fiction, poetry, plays, non-fiction, reference books or textbooks, different structured books, range of purposes, use dictionaries to check meaning, increase familiarity (fairy stories, myths, legends—retelling orally), identify themes and conventions, preparing poems and play scripts to read out loud and perform (intonation, tone, volume, action), discuss words/phrases that capture readers interest or imagination, recognise different forms of poetry.

Understands and read independently by:

Checking text makes sense, discussing understanding and explain meaning, ask questions to improve understanding, draw inferences (characters feeling, thoughts, motives), justify inference with evidence predicting what might happen from details implied, identify main ideas from more than 1 paragraph, identify how language, structure presentation adds to meaning.

Retrieve and record info from non fiction.

Participate in discussion about books read to them and those they can read for themselves, taking turns and listening to what others say.

Grammar

- ◆ Range of sentences with more than 1 conjunctions (connectives—when, if because, although).
- ◆ Mark relationships by using perfect form of verbs e.g. using have, had or will.
- ◆ Choose nouns or pronouns without repetition.
- ◆ Use conjunctions, adverbs and prepositions to express time and cause, use adverbs at the start of a sentence (fronted adverbials) with commas, punctuate direct speech and use apostrophe to indicate possessions.
- ◆ Adding suffixes beginning with vowels letters to words of more than 1 syllable.
- ◆ The sound spelt y elsewhere than at the end of the words.
- ◆ The sound spelt ou.
- ◆ More prefixes.
- ◆ The suffix –ation, -ly, -ous, words with ending sounding like –sure and –ture.
- ◆ Endings which sound like –sion, –tion, -sion, -ssion, -cian.
- ◆ Words with a ch (Greek origin e.g. echo, character), words with a ch (French origin e.g. chef, brochure), words ending with –gue (French origin e.g. league, tongue), words with sc (Latin origin e.g. science, discipline)
- ◆ Words with ei, eigh or ey
- ◆ Homophones or near-homophones

Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and build vocabulary and knowledge
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions and explanations
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

Vocabulary, punctuation and Grammar

Word

- Formation of nouns using a range of prefixes such as super-, anti-, auto-
- Use of forms a or an according to whether the next word begins with a consonant or a vowel
- Word families based on common words, showing how words are related in forms and meanings (e.g. solve, solution, solver, dissolve, insoluble)

Sentence

- Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because of).

Text

- Introduction to paragraphs as a way to group related material
- Headings and sub headings to aid presentation
- Use of the present perfect form of verbs instead of simple past

Punctuation

- Introduction to inverted commas to punctuate direct speech

Terminology

- Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks').

Word list

accident(ally)	circle	famous	island	peculiar	sentence
actual(ly)	complete	favourite	knowledge	perhaps	separate
address	consider	February	learn	popular	special
answer	continue	forward(s)	length	position	straight
appear	decide	fruit	library	possess(ion)	strange
arrive	describe	grammar	material	possible	strength
believe	different	group	medicine	potatoes	suppose
bicycle	difficult	guard	mention	pressure	surprise
breath	disappear	guide	minute	probably	therefore
breathe	early	heard	natural	promise	though/although
build	earth	heart	naughty	purpose	thought
busy/business	eight/eighth	height	notice	quarter	through
calendar	enough	history	occasion(ally)	question	various
caught	exercise	imagine	often	recent	weight
centre	experience	increase	opposite	regular	woman/women
century	experiment	important interest	ordinary	reign	
certain	extreme		particular	remember	

<p>Number: place value and rounding</p> <p>Count from 0 in multiples of 4, 8, 50.</p> <p>Find 10 or 100 more or less than a given number.</p> <p>Recognise place value of each digit in a 3 digit number</p> <p>Compare and order numbers to 1000</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Read and write numbers to at least 1000 in numerals and words.</p> <p>Solve number problems and practical problems involving these ideas.</p>	<p>Addition and subtraction</p> <p>Mentally add and subtract:: HTU +/- U, HTU +/- T, HTU +/- H.</p> <p>Use column addition and subtraction when adding and subtracting 3 digit numbers</p> <p>Estimate the answer to a calculation using inverse operations to check</p> <p>Solve problems (including missing number) using number facts, place value and more complex addition and subtraction.</p>	<p>Multiplication and division</p> <p>Recall and use multiplication and division facts for 3, 4, 8 x table (x2 double, x4 double, double, x8 double, double, double).</p> <p>Use commutative strategies to multiply ($4 \times 5 \times 12 = 20 \times 12 =$).</p> <p>Use inverse to work out division facts.</p> <p>Use mental methods then progress to efficient written methods when $TU \times U$.</p> <p>Solve problems (including missing number) involving \times and \div, include integer scaling problems and correspondence problem in which n objects are connected to m objects. (e.g. 3 hats and 4 coats, how many outfits?)</p>
<p>Geometry: properties of shapes</p> <p>Draw 2D shapes and make 3D shapes using modelling materials.</p> <p>Recognise 3D shapes in different orientations and describe them with increasing accuracy.</p> <p>Recognise angles,</p> <p>Recognise that 2 right angles make a half turn, 3 = $\frac{3}{4}$ turn, 4 = full turn</p> <p>Identify whether angles are greater than or less than a right angle.</p> <p>Identify horizontal, vertical, perpendicular and parallel lines in relation to other lines.</p>	<p>Measurement</p> <p>Measure, compare, add and subtract length (m/cm/mm), mass (kg/g), volume/capacity (l/ml).</p> <p>Measure perimeter of 2D shapes</p> <p>Add and subtract amounts if money to give change (£ and p).</p> <p>Tell and write the time from an analogue clock, including Roman numerals an 12 hour, 24 hour clock.</p> <p>Estimate and read time with increasing accuracy to the nearest minute.</p> <p>Record and compare time to nearest, s, min, hr and o'clock.</p> <p>Use vocab such as am pm morning, afternoon, noon and midnight</p> <p>Know number of seconds in min and days in each month, year and leap year</p> <p>Compare duration of events.</p>	<p>Fractions</p> <p>Count up and down in $\frac{1}{10}$'s</p> <p>Recognise that a $\frac{1}{10} =$ dividing object into 10 equal parts therefore $\div 10$.</p> <p>Recognise, find and write fractions of set of objects (both unit fractions = numerators is 1 and non unit fractions = number is a number bigger than 1)</p> <p>Recognise and use fractions as numbers e.g on a number line.</p> <p>Recognise and show, using diagram, equivalent fractions with small denominators.</p> <p>Add and subtract fractions with same denominator within a whole.</p> <p>Compare and order unit with the same denominator</p> <p>Solve problems that involve all of the above.</p>
<p>Statistics: handling data</p> <p>Interpret and present data using bar chart, pictograms and tables.</p> <p>Solve 1 step an 2 step questions using information presented in scaled bar charts, pictograms and tables.</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Use straightforward scientific evidence to answer questions or to support findings.</p>		

Animals, including humans

Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Identify that humans and some animals have skeletons and muscles for support, protection and movement.

Plants

Identify and describe the functions of different parts of flowering plant: roots, stem, leaves and flowers.

Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.

Investigate the way in which water is transported within plants.

Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Rocks

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.

Recognise that soils are made from rocks and organic matter.

Forces and magnets

Notice that some forces need contact between 2 objects and some forces act at a distance.

Observe how magnets attract or repel each other and attract some materials and not others.

Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

Describe magnets as having 2 poles.

Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.

Light

Notice that light is reflected from surface.

Find patterns that determine the size of shadows.

Working scientifically

Ask relevant questions using different types of scientific enquires to answer them.

Setting up simple practical enquiries, comparative and fair tests.

Making systematic and careful observations taking accurate measurements using standard units and a range of equipment.

Gathering, recording, classifying and presenting data in a variety of ways to help answer a questions.

Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.

Reporting findings from enquiries, including oral and written explanations, displaying or presentations of results and conclusions.

Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

Identify difference, similarities or changes related to simple scientific ideas and processes.

Using straightforward scientific evidence to answer questions to support their findings.

KS2 curriculum

Computing

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Use sequence, selection and repetition in programmes; work with variables and various forms of input and output.

Use logical reasoning to explain how some simple algorithms (step by step procedure) work and to detect and correct errors in algorithms and programmes.

Understand computer networks including the internet, how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour.

Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Foreign Languages

Listens to spoken and show understanding by joining in and responding.

Explore patterns in sound in songs, rhymes, link spelling and meaning.

Engage in conversations, asks and answer questions, express opinions and respond to those of others.

Speaks in sentences, using familiar vocabulary, phrases and basic language structures.

Develop accurate pronunciation and intonation so that others understand when they are reading aloud.

Present ideas and information orally, read carefully and show understanding of words, phrases and simple

Read carefully and show understanding of words, phrases and simple writing.

Appreciate stories, songs, poems and rhymes in the language.

Broaden vocabulary and develop their ability to understand new words that are introduced into familiar written material.

Use dictionaries and write phrases from memory.

Describe people, places, things and actions orally.

Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these and how these differ from or are similar to English.

P.E.

Use skills in different ways and to link them to make actions and sequences of movement,

Communicate, collaborate and compete with each other.

Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Use running, jumping, catching and throwing in isolation and in combination.

Play competitive games and apply basic principles suitable for attacking and defending.

Develop flexibility, strength, technique, control and balance.

Perform dances using a range of movement patterns.

Take part in outdoor and adventurous activity challenges both individually and within a team.

Compare their performances with previous ones to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in KS1 or KS2

Swim competently, confidently and proficiently over a distance of at least 25m.

Use a range of strokes effectively

Perform safe self-rescue in different water-based situations.

KS2 curriculum

D&T

Through a variety of creative and practical activities, knowledge, understanding and skills need to be taught in an interactive process of designing and making.

Design

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided-designs.

Make

Select from and use a wide range of tools and equipment to perform practical task.

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

Investigate and analyse a range of existing products

Evaluate their ideas and products against their own design criteria and consider the views of other to improve their work.

Understand how key events and individuals in design and technology have helped shape the world.

Technical knowledge

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Understand and use mechanical and electronically systems in their products.

Apply their understanding of computing to programme, monitor and control their products.

Art and Design

Develop techniques (control, use of materials) with creativity, experimentation, increasing awareness of different kinds of art, craft and design.

To create sketch books to record their observations and use them to review and revisit ideas, and collect visual material to help them to develop their ideas.

To improve their mastery of techniques, such as drawing, painting and sculpture with materials.

Taught about the greatest artists, architects and designers in history.

Cooking and nutrition

Understand and apply the principles of a healthy and varied diet.

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

NB: a focus on pupils feeding themselves and other affordably and well, now and in later life.

Music

Sing, play musically with increasing confidence and control.

Develop understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression.

Improvise and compose music using the inter-related dimensions of music separately and in combination.

Listen with attention to detail and recall sounds with increasing aural memory.

Use and understand the basics of staff and other musical notations.

Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers

Develop an understanding of history of music.

KS2 curriculum

Geography

Extend knowledge and understanding beyond the local area to include the UK, Europe, North and South America (including the locations and characteristics of a range of the world's most significant human and physical features).

Location Knowledge

Locate the world's countries, using maps to focus on Europe (including location of Russia) and N and S America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

Identify the position and significance of latitude, longitude, Equator, N Hemisphere, S Hemisphere, the tropics of Cancer and Capricorn Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.

Place Knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within N or S America.

Human and Physical Geography

Describe and understand key aspects of physical geography (*climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle*) and human geography (*types of settlement and land use, economic activity including trade links, distribution of natural resources such as energy, food, minerals and water*)

Geographical skills and fieldwork

Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.

Use the 8 point compass, 4 and 6 figure grid references, symbols and key to build their knowledge of the UK and wider world.

Use fieldwork to observe, measure and record the human and physical features in the local areas using a range of methods, including sketch maps, plans and graphs and digital technology.

History

Develop a chronological secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reason of this.

Taught about:

Changes in Britain from Stone Age to Iron Age;

The Roman Empire and its impact on Britain;

Britain's settlement by Anglo-Saxons and Scots;

the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;

A local history study;

A study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066;

The achievement of the earliest civilizations;

Ancient Greece;

A non-European society that provides contrasts with British history.