**HISTORY:**

**GEOGRAPHY:**

**SCIENCE:**

**Seasonal changes**

* observe changes across the four seasons

#### Living things and their habitats (nocturnal animals)

* explore and compare the differences between things that are living, dead, and things that have never been alive
* identify and name a variety of plants and animals in their habitats, including micro-habitats
* 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.

**Plants**

* identify and name a variety of plants and animals in their habitats, including micro-habitats
* 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.

**READING: KPIs**

* Read accurately by blending GPCs taught so far
* Read multi-syllable words
* Read aloud books closely matched to their phonic knowledge
* Re-read these books to build up fluency and confidence
* Listen to and discuss a wide range of poetry, stories and non-fiction at a level beyond independent reading
* Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
* Discuss the sequence of events in books and how items of information are related
* Check that text makes sense to them as they read
* Answer questions
* Predict what might happen on the basis of what has been read so far
* Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves
* Experience non-fiction books that are structured in different ways
* Explain and discuss understanding of books, poems and other material that they read for themselves

**WRITING: KPIs**

**Objectives in bold show the progression throughout the year**

* **Use suffixes –er, -est in adjectives**
* **Use suffix –ly to from adverbs**
* Write capital and lower case letters of the correct size
* Use capital letters, full stops, question marks and exclamation marks to demarcate sentences
* Write for different purposes
* Write expanded noun phrases (using adjectives)
* Use Progressive (ing) forms of verbs in the present and past tense consistently
* **Use subordination (when, if, that, because)**
* **Use apostrophe for omission and possession**
* Encapsulate what they want to say, sentence by sentence
* Proof read to check for errors in SPaG

**MATHS: KPIs**

**Number & Place Value**

* Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
* Compare and order numbers from 0 up to 100; use <, > and = signs.
* Use place value and number facts to solve problems.

**Addition & Subtraction**

*Solve problems with addition and subtraction:*

* Using concrete objects and pictorial representations, including those involving numbers, quantities and measures;
* Applying their increasing knowledge of mental and written methods.

*Recall and use addition and subtraction facts to 20 and 100:*

* fluently up to 20;

**Multiplication & Division**

* Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
* Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

**Fractions**

* Recognise, find, name and write fractions 1/3, 1/4, 2/4, and 3/4 of a length, shape, set of objects or quantity.

**Measurement**

* Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

**Geometry: Properties of Shapes**

* Compare and sort common 2-D and 3-D shapes and everyday objects.

**Geometry: Position & Direction**

* Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter and three-quarter turns (clockwise and anti-clockwise).

**Statistics**

* Ask and answer questions about totalling and comparing categorical data.

**ART AND DESIGN:**

**Pupils should be taught:**

* 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.
* 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.

**COMPUTING:**

**PE:**

* master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
* participate in team games, developing simple tactics for attacking and defending.
* perform dances using simple movement patterns.

**DT:**

* Design, Make and Evaluate. Link this to your project work. Within the year this needs to include a link to cooking and nutrition. (see NC document for further detail).

**MUSIC:**

* use their voices expressively and creatively 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.
* experiment with, create, select and combine sounds using the inter-related dimensions of music.

**RE:**