

Writing Fundamentals – Programme of Study				
	Transcription	Handwriting	Composition	Vocabulary, Grammar and Punctuation
40-60 months	<ul style="list-style-type: none"> • Gives meaning to marks they make • Hears and says the initial sound in words • Can segment the sounds in simple words and blend them together 	<ul style="list-style-type: none"> • Handle tools with increasing control • Begin to use anticlockwise movement and retrace vertical lines • Begin to form recognisable letters 	<ul style="list-style-type: none"> • Introduces a storyline or narrative to their play • Writes own name 	
ELG	<ul style="list-style-type: none"> • Use phonic knowledge to write words • Write some common irregular words 	<ul style="list-style-type: none"> • Handle tools effectively • Hold paper in position and use correct pencil grip 	<ul style="list-style-type: none"> • They develop their own narratives and explanations by connecting ideas or events • Write labels and captions 	
Year 1	<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught • Spell common exception words 	<ul style="list-style-type: none"> • Hold a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form digits 0-9 	<ul style="list-style-type: none"> • Compose a sentence orally before writing it • Re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> • Leave spaces between words • Begin to punctuate a sentences using capital letters and full stops. • Use capital letters for names for people and 'I'
Year2	<ul style="list-style-type: none"> • Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Learn new ways of spelling phonemes for which one or more spellings are already known • Spell common exception words 	<ul style="list-style-type: none"> • Form lower-case letters, capital letters and digits of the correct size, orientation and relationship to one another 	<ul style="list-style-type: none"> • Develop positive attitudes and stamina for writing for different purposes across a range of genres • Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils 	<ul style="list-style-type: none"> • Punctuate sentences with question marks and exclamation marks • Use expanded noun phrases to describe and specify • Use verbs to write commands
Greater Depth	<ul style="list-style-type: none"> • Add suffixes to spell most words correctly in their writing 	<ul style="list-style-type: none"> • Use diagonal and horizontal strokes needed to join letters 	<ul style="list-style-type: none"> • Write effectively and coherently for different purposes 	<ul style="list-style-type: none"> • Use subordination and co-ordination

Oracy Fundamentals – Programme of Study			
	Speaking	Listening	Presenting and Performing
40-60 months	<ul style="list-style-type: none"> Use talk to clarify thinking, ideas, feelings and events 	<ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during an appropriate activity 	<ul style="list-style-type: none"> Use language to imagine and recreate roles and experiences in play
ELG	<ul style="list-style-type: none"> Use a range of vocabulary in imaginative ways to express ideas or explain actions or events 	<ul style="list-style-type: none"> Children listen attentively in a range of situations 	<ul style="list-style-type: none"> Represent their own ideas, thoughts and feelings through role-play and stories
These statements apply to all years. Content is taught at a level appropriate to the age/ability of the pupil	<ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Speak audibly and fluently Articulate and justify answers, arguments and opinions Participate in discussions, presentations, performance and role-play 		

Reading Fundamentals – Programme of Study		
	Word reading	Comprehension
40-60 months	<ul style="list-style-type: none"> Can segment the sounds in simple words and blend them together 	<ul style="list-style-type: none"> Enjoys an increasing range of books
ELG	<ul style="list-style-type: none"> Use phonic knowledge to decode regular words Read some common irregular words 	<ul style="list-style-type: none"> Demonstrate understanding when talking with others about what they have read Describe main events in simple stories they have read or heard
Year 1	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words Read common exception words Read aloud accurately books that are consistent with their developing phonic knowledge 	In books consistent with their developing phonic knowledge; <ul style="list-style-type: none"> Explain clearly their understanding of what is read by answering questions in discussion with the teacher Become familiar with and retell key stories Make inferences on the basis of what is being said and done
Year 2	<ul style="list-style-type: none"> Read most words quickly and accurately without overt sounding and blending Read further common exception words 	In books consistent with their developing phonic knowledge; <ul style="list-style-type: none"> Explain clearly their understanding of what is read by answering questions in discussion with the teacher Become familiar with and retell key stories Make inferences on the basis of what is being said and done Discussing and clarifying the meanings of words; linking new meanings to new vocabulary
Greater Depth	<ul style="list-style-type: none"> Re-read books to build up fluency and confidence in word reading 	<ul style="list-style-type: none"> Make links between the book they are reading and other books they have read

Phonics
Letters and Sounds, supported by Read Write Inc. resources.

Maths Fundamentals – Programme of Study					
	Number	Addition and Subtraction	Time	Money	Measurement (length/height)
EYFS	<ul style="list-style-type: none"> Recognise number 1-5, then 1-10 Accurately count objects to 5, then 10 Use language more/fewer Order numbers from 1-20 Say which number is 1 more/less 	<ul style="list-style-type: none"> Begin to use vocabulary of addition and subtraction Find the total objects by counting all objects in 2 groups Add and subtract 2 single digit numbers to 10 	<ul style="list-style-type: none"> Order and sequence familiar events, using everyday language related to time Use everyday language to talk about time 	<ul style="list-style-type: none"> Use everyday language to talk about money to compare quantities and solve problems 	<ul style="list-style-type: none"> Use everyday language to talk about size Order two or three items by length or height
Year 1	<ul style="list-style-type: none"> Count to 50, forwards and backwards from any number, then 100 Read and write numbers to 50, then 100 Say which number is 1 more/less 	<ul style="list-style-type: none"> Add and subtract 1 and 2 digit numbers to 20, including 0 Solve one-step problems using concrete objects and pictorial representations 	<ul style="list-style-type: none"> Tell the time to the hour and half past the hour Draw hands on a clock face to show these times 	<ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes 	<ul style="list-style-type: none"> Compare, describe and solve practical problems for length and height Measure and begin to record lengths and heights
Year2	<ul style="list-style-type: none"> Recognise the place value of each digit in a 2-digit number Use place value and number facts to solve problems 	<ul style="list-style-type: none"> Add and subtract numbers including; <ul style="list-style-type: none"> - A 2-digit number and ones - A 2-digit number and tens - Two 2-digit numbers - Add three 1-digit numbers 	<ul style="list-style-type: none"> Tell and write the time to 5 minutes, including quarter past/to the hour Draw hands on a clock face to show these times 	<ul style="list-style-type: none"> Recognise and use symbols for pounds (£) and pence (p) Combine amounts to make a particular value 	<ul style="list-style-type: none"> Choose and use appropriate standard units to measure length/height in any direction, to the nearest appropriate unit using a ruler
Greater Depth	<ul style="list-style-type: none"> Apply knowledge and skills taught to solve problems (including 2 step problems) 	<ul style="list-style-type: none"> Apply knowledge and skills taught to solve problems (including 2 step problems) 	<ul style="list-style-type: none"> Apply knowledge and skills taught to solve problems (including 2 step problems) 	<ul style="list-style-type: none"> Apply knowledge and skills taught to solve problems (including 2 step problems) 	<ul style="list-style-type: none"> Apply knowledge and skills taught to solve problems (including 2 step problems)

Science Fundamentals – Programme of Study				
	Working Scientifically	Animals, including humans	Plants	Materials
40-60 months	<ul style="list-style-type: none"> Identifying and classifying Observing closely Performing simple tests 	<ul style="list-style-type: none"> Look closely at similarities and differences 	<ul style="list-style-type: none"> Look closely at similarities and differences 	<ul style="list-style-type: none"> Look closely at similarities and differences
ELG		<ul style="list-style-type: none"> Make observations of animals 	<ul style="list-style-type: none"> Make observations of plants 	<ul style="list-style-type: none"> Know the properties of some materials
Year 1		<ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals 	<ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants 	<ul style="list-style-type: none"> Identify and name a variety of everyday materials
Year 2		<ul style="list-style-type: none"> Find out about and describe the basic needs of animals for survival 	<ul style="list-style-type: none"> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 	<ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials for particular uses
Year 3	<ul style="list-style-type: none"> Begin to record findings (including drawings and diagrams) 	<ul style="list-style-type: none"> Identify that animals need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat 	<ul style="list-style-type: none"> Explore the requirements of plants for life and growth and how they vary from plant to plant 	<ul style="list-style-type: none"> Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet

PE Fundamentals – Programme of Study		
40-60 months	<ul style="list-style-type: none"> Travels with confidence and skill around climbing equipment Jumps off an object and lands appropriately Shows increasing control when throwing catching and kicking 	Objectives will be covered through a combination of the following opportunities; <ul style="list-style-type: none"> Rock climbing Gymnastics Team games, including ball skills Dance Swimming Cycling Horse riding Yoga
ELG	<ul style="list-style-type: none"> Shows good control and co-ordination in large and small movements 	
Year 1	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching Develop balance, agility and co-ordination 	
Year 2	<ul style="list-style-type: none"> Participate in team games Develop simple tactics for attacking and defending Perform dances using simple movement patterns 	
Year 3	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance 	

Design and Technology Fundamentals – Programme of Study			
	Design	Make	Evaluate
40-60 months	<ul style="list-style-type: none"> Construct with a purpose in mind 	<ul style="list-style-type: none"> Select appropriate resources 	<ul style="list-style-type: none"> Uses talk to clarify thinking
ELG	<ul style="list-style-type: none"> Use what they have learnt about materials (ingredients) to think about uses 	<ul style="list-style-type: none"> Represent their own ideas through design and technology 	<ul style="list-style-type: none"> Talk about features of their own work
Year 1	<ul style="list-style-type: none"> Design products based on design criteria 	<ul style="list-style-type: none"> Select and use a range of tools and materials (ingredients) 	<ul style="list-style-type: none"> Evaluate their ideas and products against design criteria
Year 2			
Year 3	<ul style="list-style-type: none"> Develop design criteria to inform the design 	<ul style="list-style-type: none"> Select and use a wider range of tools and materials (ingredients) 	<ul style="list-style-type: none"> Consider the views of others to improve their work

Art and Design Fundamentals – Programme of Study			
	Painting	Drawing	Sculpture
40-60 months	<ul style="list-style-type: none"> Explores what happens when they mix colours 	<ul style="list-style-type: none"> Handles tools with increasing control 	<ul style="list-style-type: none"> Constructs with a purpose in mind
ELG	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function 		
Year 1	<ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques Learn about the work of a range of artists 		
Year 2			
Year 3	<ul style="list-style-type: none"> Pupils taught to develop their art and design techniques 		

PSHE and Relationships Education Fundamentals – Programme of Study

	Mental Wellbeing	Families	Being Safe	Caring Friendship	Internet Safety	Respectful Relationships
All year groups	<ul style="list-style-type: none"> That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings 	<ul style="list-style-type: none"> That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<ul style="list-style-type: none"> That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact How to recognise and report feelings of being unsafe or feeling bad about any adult How to ask for advice or help for themselves or others, and to keep trying until they are heard 	<ul style="list-style-type: none"> How important friendships are in making us feel happy and secure, and how people choose and make friends The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties 	<ul style="list-style-type: none"> That people sometimes behave differently online, including by pretending to be someone they are not The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	<ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs The importance of self-respect and how this links to their own happiness
	Basic First Aid			Road Safety		
All year groups	<ul style="list-style-type: none"> To know the 'special people' who work in their community and who are responsible for looking after them and protecting them How to contact those special people when they need their help How to make a clear and efficient call to emergency services if necessary Concepts of basic first-aid, for example dealing with common injuries, including head injuries 			<ul style="list-style-type: none"> To develop familiarity with the Stop, Look, Listen and Think sequence To know that pedestrians walk on the pavement and vehicles travel on the road To know how to walk safely with a grown up and hold hands when walking near the road Know safer crossing places and how to use them 		