

Maths Fundamentals – Springboard Programme of Study

	Number	Numerical Patterns / Addition and Subtraction
30 - 50 months	<ul style="list-style-type: none"> Recites numbers in order to 10 Sometimes matches numeral and quantity correctly 	<ul style="list-style-type: none"> Compare two groups of objects, saying when they are the same
40 - 60+ months	<ul style="list-style-type: none"> Recognise numerals to 5, and then to 10 Count objects to 10 Say the number that is one more than a given number to 10 Find one more or one less from a group of 5 then 10 	<ul style="list-style-type: none"> Use the language more/fewer to compare two sets of objects Find the total number of items in two groups by counting all of them In practical activities and discussion, begin using the vocabulary of addition and subtraction
2021 ELGs	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number Subitise up to 5 Automatically recall number bonds to 5 including subtraction facts Begin to recall number bonds to 10, including doubling facts 	<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10, using language greater than, less than and the same Explore and represent patterns within numbers to 10; including odds/evens, doubles, equal sharing
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 one 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
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 Say which number is ten more/less 	<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
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)

Oracy Fundamentals – Springboard Programme of Study			
	Speaking	Listening	Presenting and Performing
30 - 50 months	<ul style="list-style-type: none"> • Use talk to explain what is happening and recall past experiences • Begin to use more complex sentences; using and/because 	<ul style="list-style-type: none"> • Listen to others when conversation interests them 	<ul style="list-style-type: none"> • Sing a few familiar songs
40 - 60 months	<ul style="list-style-type: none"> • Use talk to clarify thinking, ideas, feelings and events 	<ul style="list-style-type: none"> • Maintain attention, concentrate and sit quietly during an appropriate activity 	<ul style="list-style-type: none"> • Use language to imagine and recreate roles and experiences in play
2021 ELGs	<ul style="list-style-type: none"> • Participate in small group and one-to-one discussions, offering own ideas • Offer explanations for why things might happen • Express ideas and feelings about their experiences 	<ul style="list-style-type: none"> • Listen attentively and respond with relevant questions, comments and actions • Make comments and ask questions to clarify understanding of what they have heard • Hold conversation with peers and adults 	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories • Sing a range of nursery rhymes and songs • Perform songs and stories with others
Year 1 and 2 Content is taught at a level appropriate to the age/ability of the pupil	<ul style="list-style-type: none"> • Ask relevant questions to extend understanding and knowledge • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of standard English 	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and peers • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	<ul style="list-style-type: none"> • Participate in discussions, presentations, performances, role play, improvisations and debates

PE Fundamentals – Springboard Programme of Study		
30 - 50 months	<ul style="list-style-type: none"> • Moves freely with pleasure and confidence in a range of ways • Runs skilfully, adjusting speed and direction • Can catch a large ball 	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 • Water sports
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 	
2021 ELGs	<ul style="list-style-type: none"> • Negotiate space and obstacles safely • Demonstrate strength, balance and coordination • Move energetically; running, jumping, dancing, hopping, skipping and climbing 	
Year 1	<ul style="list-style-type: none"> • Master basic movements; running, jumping, throwing and catching • Develop balance, agility and co-ordination • Participate in team games 	
Year 2	<ul style="list-style-type: none"> • 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 	

Science – Springboard Programme of Study	
	Working Scientifically
30 - 50 / 40 - 60+ months	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change (Understanding the World – The World)
ELGs 2021	<ul style="list-style-type: none"> • Ask questions to clarify understanding (Communication & Language - Listening, Attention and Understanding) • Explore the natural world, making observations (Understanding the World – The Natural World) • Compare quantities in different contexts (Mathematics – Numerical Patterns) • Offer explanations for why things might happen (Communication & Language - Speaking)
Year 1 & 2	Working Scientifically <ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways • Observe closely, using simple equipment • Perform simple tests • Use their observations to suggest answers to questions

Writing Fundamentals – Springboard Programme of Study		
	Transcription	Composition
30 - 50 months	<ul style="list-style-type: none"> Sometimes gives meaning to marks they make 	
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"> Introduces a storyline or narrative to their play Write own name Write labels and captions
2021 ELGs	<ul style="list-style-type: none"> Spell words by identifying sounds and representing them with letters 	<ul style="list-style-type: none"> Write simple sentences that can be read by others
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"> Compose a sentence orally before writing it Re-read what they have written to check that it makes sense
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"> 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
Greater Depth	<ul style="list-style-type: none"> Add suffixes to spell most words correctly in their writing 	<ul style="list-style-type: none"> Write effectively and coherently for different purposes

Phonics – Springboard Programme of Study
Letters and Sounds, supported by Read Write Inc. resources

Reading Fundamentals – Springboard Programme of Study		
	Word reading	Comprehension
30 - 50 months	<ul style="list-style-type: none"> Know that print carries meaning Recognises familiar words such as own name 	<ul style="list-style-type: none"> Listens to and joins in with stories Suggests how the story might end
40 - 60+ months	<ul style="list-style-type: none"> Can segment the sounds in simple words and blend them together Begin to read words 	<ul style="list-style-type: none"> Enjoys an increasing range of books Use vocabulary influenced by experiences of books
2021 ELGs	<ul style="list-style-type: none"> Say a sound for each letter of the alphabet Read words consistent with phonic knowledge by blending Read some common exception words Read aloud simple sentences 	<ul style="list-style-type: none"> Retell stories and narratives in own words Anticipate key events in stories Use and understand new vocabulary, during discussions about stories
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 	<ul style="list-style-type: none"> In books consistent with their developing phonic knowledge; Explain clearly their understanding of what is read by answering questions in discussion with the teacher Become familiar with and retell key stories

		<ul style="list-style-type: none"> • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Begin to develop own reading preferences
Year 2	<ul style="list-style-type: none"> • Read most words quickly and accurately without overt sounding and blending • Read further common exception words 	<p>In books consistent with their developing phonic knowledge;</p> <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 • Predict what might happen on the basis of what has been read so far • Discussing and clarifying the meanings of words; linking new meanings to new vocabulary • Demonstrate own reading preferences
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