

<b>Art and Design – Building Programme of Study</b>						
<b>30-50 months</b>	<ul style="list-style-type: none"> <li>• Explore colour and how colours can be changed</li> <li>• Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects</li> <li>• Begin to be interested in and describe the texture of things</li> </ul>					
<b>40-60+ months</b>	<ul style="list-style-type: none"> <li>• Explore what happens when they mix colours</li> <li>• Experiment to create different textures</li> <li>• Understand that different media can be combined to create new effects</li> <li>• Manipulate materials to achieve a planned effect</li> <li>• Handle tools with increasing control</li> </ul>					
<b>ELGs 2021</b>	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• Share their creations, explaining the process they have used</li> <li>• Begin to show accuracy and care when drawing</li> <li>• Use a range of small tools, including scissors and paintbrushes</li> </ul>					
<b>Year 1 and Year 2</b>	<b>Exploring and Developing Ideas</b>					
	<ul style="list-style-type: none"> <li>• Respond positively to ideas and starting points</li> <li>• Explore ideas and collect information</li> <li>• Describe differences and similarities and make links to their own work</li> <li>• Try different materials and methods to improve</li> <li>• Use key vocabulary to demonstrate knowledge and understanding; work, work of art, idea, starting point, observe, focus, design, improve</li> </ul>					
	<b>Drawing</b>	<b>Painting</b>	<b>Sculpture</b>	<b>Collage</b>	<b>Textiles</b>	<b>Printing</b>
<ul style="list-style-type: none"> <li>• Draw lines of varying thickness</li> <li>• Use dots and lines to demonstrate pattern and texture</li> <li>• Use different materials to draw, for example pastels, chalk, felt tips</li> <li>• Use key vocabulary to demonstrate knowledge and</li> </ul>	<ul style="list-style-type: none"> <li>• Name the primary and secondary colours</li> <li>• Experiment with different brushes (including brushstrokes) and other painting tools</li> <li>• Mix primary colours to make secondary colours</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of natural, recycled and manufactured materials for sculpting; clay, straw and card</li> <li>• Use a variety of techniques, e.g. rolling, cutting, pinching</li> <li>• Use a variety of shapes, including lines and texture</li> <li>• Use key vocabulary to</li> </ul>	<ul style="list-style-type: none"> <li>• Use a combination of materials that have been cut, torn and glued</li> <li>• Sort and arrange materials</li> <li>• Add texture by mixing materials</li> <li>• Use key vocabulary to demonstrate knowledge and understanding; collage, squares, gaps, mosaic,</li> </ul>	<ul style="list-style-type: none"> <li>• Show pattern by weaving</li> <li>• Use a dyeing technique to alter a textile's colour and pattern</li> <li>• Decorate textiles with glue or stitching, to add colour and detail</li> <li>• Use key vocabulary to demonstrate knowledge and understanding;</li> </ul>	<ul style="list-style-type: none"> <li>• Copy an original print</li> <li>• Use a variety of materials; sponges, fruit, blocks</li> <li>• Demonstrate a range of techniques; rolling, pressing, stamping and rubbing</li> <li>• Use key vocabulary to demonstrate knowledge and</li> </ul>	

	<p>understanding; portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space</p>	<ul style="list-style-type: none"> <li>• Add white and black to alter tints and shades</li> <li>• Use key vocabulary to demonstrate knowledge and understanding; primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint</li> </ul>	<p>demonstrate knowledge and understanding; sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric</p>	<p>features, cut, place, arrange</p>	<p>textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set</p>	<p>understanding; colour, shape, printing, printmaking, woodcut, relief printing, objects</p>
<p><b>Work of other Artists</b></p>						
<ul style="list-style-type: none"> <li>• Describe the work of famous, notable artists and designers</li> <li>• Express an opinion on the work of famous, notable artists</li> <li>• Use inspiration from famous, notable artists to create their own work and compare</li> <li>• Use key vocabulary to demonstrate knowledge and understanding; Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild</li> </ul>						

Computing – Building Programme of Study						
30 – 50 months	<ul style="list-style-type: none"> <li>• Knows how to operate simple equipment</li> <li>• Shows an interest in technological toys</li> <li>• Show skill in making toys work by pressing parts or lifting flaps</li> <li>• Knows that information can be retrieved from computers</li> </ul>					
40 - 60+ months	<ul style="list-style-type: none"> <li>• Completes a simple programme on a computer</li> <li>• Interacts with age appropriate computer software</li> </ul>					
ELG 2021						
	Compter Art	Word Processing	Programming Toys / Scratch	Online Safety	Using the Internet	Presentation Skills
Year 1 and 2	<ul style="list-style-type: none"> <li>• Use technology purposefully to create and manipulate</li> <li>• Use logical reasoning to predict the behaviour of simple programs</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve</li> </ul>	<ul style="list-style-type: none"> <li>• Algorithms and what they are</li> <li>• How algorithms are implemented as programs on digital devices</li> <li>• Programs and how to execute by following precise and unambiguous instructions</li> <li>• Use logical reasoning to predict the behaviour of simple programs</li> <li>• Use technology to create, organise and retrieve</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology safely and respectfully</li> <li>• The need to keep personal information private</li> <li>• Where to go for help and support when they concerns about content or contact on the Internet or other online technology</li> <li>• Recognise common uses of information technology beyond school</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve</li> <li>• Use technology safely and respectfully</li> <li>• The need to keep personal information private</li> <li>• Where to go for help and support when they concerns about content or contact on the Internet or other online technology</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology purposefully to organise, store and retrieve</li> <li>• Recognise common uses of information technology beyond school</li> <li>• Use technology safely and respectfully</li> </ul>

Design and Technology – Building Programme of Study				
	Design	Make	Evaluate	Technical Knowledge
<b>30-50 months</b>	<ul style="list-style-type: none"> <li>Use various construction materials</li> <li>Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</li> <li>Join construction pieces together to build and balance</li> <li>Realise tools can be used for a purpose</li> </ul>			
<b>40-60+ months</b>	<ul style="list-style-type: none"> <li>Construct with a purpose in mind, using a variety of resources</li> </ul>	<ul style="list-style-type: none"> <li>Use simple tools and techniques competently and appropriately</li> <li>Select appropriate resources</li> </ul>	<ul style="list-style-type: none"> <li>Selects appropriate resources and adapts work where necessary</li> </ul>	<ul style="list-style-type: none"> <li>Select tools and techniques needed to shape, assemble and join materials they are using</li> </ul>
<b>ELGs 2021</b>	<ul style="list-style-type: none"> <li>Begin to show accuracy and care when drawing</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of small tools, including scissors, paintbrushes and cutlery</li> </ul>	<ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used</li> </ul>	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> </ul>
<b>Year 1 and Year 2</b>	<ul style="list-style-type: none"> <li>Use their knowledge of existing products and their own experience to help generate their ideas;</li> <li>Design products that have a purpose and are aimed at an intended user</li> <li>Explain how their products will look and work through talking and simple annotated drawings</li> <li>Design models using simple computing software</li> <li>Plan and test ideas using templates and mock-ups</li> <li>Understand and follow simple design criteria</li> </ul>	<p>Planning:</p> <ul style="list-style-type: none"> <li>With support, follow a simple plan or recipe</li> <li>Begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer</li> <li>Select from a range of materials, textiles and components according to their characteristics</li> </ul> <p>Practical skills and techniques:</p> <ul style="list-style-type: none"> <li>Learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures</li> <li>Use a range of materials and components, including</li> </ul>	<ul style="list-style-type: none"> <li>Explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations</li> <li>Explain positives and things to improve for existing products</li> <li>Explore what materials products are made from</li> <li>Talk about their design ideas and what they are making</li> <li>As they work, start to identify strengths and possible changes they might make to refine their existing design</li> <li>Evaluate their products and ideas against their simple design criteria</li> </ul>	<ul style="list-style-type: none"> <li>Build simple structures, exploring how they can be made stronger, stiffer and more stable</li> <li>Talk about and start to understand the simple working characteristics of materials and components</li> <li>Explore and create products using mechanisms, such as levers, sliders and wheels</li> </ul>

	<ul style="list-style-type: none"><li>• Work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment</li></ul>	<p>textiles and food ingredients</p> <ul style="list-style-type: none"><li>• With help, measure and mark out</li><li>• Cut, shape and score materials with some accuracy</li><li>• Assemble, join and combine materials, components or ingredients</li><li>• Demonstrate how to cut, shape and join fabric to make a simple product;</li><li>• Manipulate fabrics in simple ways to create the desired effect</li><li>• Use a basic running stitch</li><li>• Cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups</li><li>• Begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations</li></ul>	<ul style="list-style-type: none"><li>• Start to understand that the iterative process sometimes involves repeating different stages of the process</li></ul>	
--	--	--	---	--

Geography – Building Programme of Study				
30 – 60+ months	<ul style="list-style-type: none"> <li>• Know about similarities and differences in relation to places</li> <li>• Talk about the features of their own immediate environment and how environments might vary from one another</li> <li>• Know that the environment is influenced by human activity</li> <li>• Describe some actions that people in their own community do that help maintain the area they live in</li> </ul>			
ELG's 2021	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge stories, nonfiction texts and maps</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> </ul>			
Year 1&2	Locational Knowledge	Place Knowledge	Human Physical Geography	Geographical Skills and Fieldwork
	<ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans</li> <li>• Name locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• Use key vocabulary to demonstrate knowledge and understanding; United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the UK with a contrasting country in the world</li> <li>• Compare a local city/town in the UK with a contrasting city/town in a different country</li> <li>• Use key vocabulary to demonstrate knowledge and understanding; South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano</li> </ul>	<ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the UK</li> <li>• Identify hot and cold areas of the world in relations to the Equator and the North and South Poles</li> <li>• Use basic geographical vocabulary to refer to key physical features; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• Use basic geographical vocabulary to refer to key human features; city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the countries, continents and oceans</li> <li>• Use simple compass directions, location and direction to describe the location of features and routes on a map</li> <li>• Devise a simple map; use and construct basic symbols in a key</li> <li>• Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods</li> <li>• Use key vocabulary to demonstrate knowledge and understanding; compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical</li> </ul>

History – Building Programme of Study					
30 - 60+ months	<ul style="list-style-type: none"> <li>Remember and talk about significant events in their own experience</li> <li>Recognise and describe special times or events for family or friends</li> <li>Show interest in different occupations and ways of life</li> </ul>				
ELG's 2021	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>Understand the past through settings, characters and events encountered in books and storytelling</li> </ul>				
Year 1&2	Historical Interpretations	Historical Investigations	Chronological Understanding	Knowledge & Understanding of Events, People & Places in the Past	Presenting, Organising & Communicating
	<ul style="list-style-type: none"> <li>Start to compare two versions of a past event</li> <li>Observe and use pictures, photographs and artefacts to find out about the past</li> <li>Start to use stories or accounts to distinguish between fact and fiction</li> <li>Explain that there are different types of evidence and sources that can be used to help represent the past</li> </ul>	<ul style="list-style-type: none"> <li>Observe or handle evidence to ask simple questions about the past</li> <li>Observe or handle evidence to find answers to simple questions about the past, on the basis of simple observations</li> <li>Choose and select evidence and say how it can be used to find out about the past</li> </ul>	<ul style="list-style-type: none"> <li>Sequence artefacts and events that are close together in time</li> <li>Order dates from earliest to latest on simple timelines</li> <li>Sequences pictures from different periods</li> <li>Describe memories and changes that have happened in their own lives</li> <li>To show the passing of time, use words and phrases such as; old, new, oldest, newest, earliest, latest, past, present, future, century, modern, before, after</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some similarities and differences between the past and the present</li> <li>Identify similarities and differences between ways of life in different periods</li> <li>Know and recount episodes from stories and significant events in history</li> <li>Understand that there are reasons why people in the past acted as they did</li> <li>Describe significant individuals from the past</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of historical terms such as; monarch, parliament, government, war, remembrance</li> <li>Talk, write and draw about things from the past</li> <li>Use historical vocabulary to retell simple stories about the past</li> <li>Use drama/role play to communicate their knowledge about the past</li> </ul>

**Maths – Building Programme of Study**

	Number; Place Value	Numerical Patterns / Addition and Subtraction
30 - 50 months	<ul style="list-style-type: none"> <li>• Uses some number names and number language spontaneously</li> <li>• Uses some number names accurately in play</li> <li>• Recites numbers in order to 10</li> <li>• Knows that numbers identify how many objects are in a set</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures</li> <li>• Sometimes matches numeral and quantity correctly</li> <li>• Shows curiosity about numbers by offering comments or asking questions</li> <li>• Shows an interest in numerals in the environment</li> <li>• Shows an interest in representing numbers</li> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps</li> </ul>	<ul style="list-style-type: none"> <li>• Compares two groups of objects, saying when they have the same number</li> <li>• Shows an interest in number problems</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</li> </ul>
40 - 60+ months	<ul style="list-style-type: none"> <li>• Recognise some numerals of personal significance</li> <li>• Recognises numerals 1 to 5</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects</li> <li>• Counts up to three or four objects by saying one number name for each item</li> <li>• Counts actions or objects which cannot be moved</li> <li>• Counts objects to 10, and beginning to count beyond 10</li> <li>• Counts out up to six objects from a larger group</li> <li>• Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them</li> <li>• Says the number that is one more than a given number</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations</li> </ul>

	<ul style="list-style-type: none"> <li>• Finds one more or one less from a group of up to five objects, then ten objects</li> <li>• Records, using marks that they can interpret and explain</li> </ul>	
2021 ELGs	<ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number</li> <li>• Subitise up to 5</li> <li>• Automatically recall number bonds to 5 including subtraction facts</li> <li>• Begin to recall number bonds to 10, including doubling facts</li> </ul>	<ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system</li> <li>• Compare quantities up to 10, using language greater than, less than and the same</li> <li>• Explore and represent patterns within numbers to 10; including odds/evens, doubles, equal sharing</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from only given number</li> <li>• Count in multiples including 2s, 5s and 10s</li> <li>• Given a number, identify 1 more and 1 less</li> <li>• Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, less</li> <li>• Read and write numbers to 100 in numerals Read and write numbers from 1-20 in numerals and words</li> </ul>	<ul style="list-style-type: none"> <li>• Read, write and interpret mathematical statements involving +, -, = signs</li> <li>• Represent and use number bonds and related subtraction facts within 20</li> <li>• Add and subtract 1 digit and 2-digit numbers to 20, including zero</li> <li>• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backwards</li> <li>• Recognise the place value of each digit in a 2-digit number</li> <li>• Identify, represent and estimate numbers using different representations, including the number line</li> <li>• Compare and order numbers from 0 up to 100: use &lt;, &gt; and = sign</li> <li>• Given a number, identify 10 more and 10 less</li> <li>• Read and write numbers to at least 100 in numerals and in words</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - two-digit number and ones, two-digit number and tens, two two-digit numbers, adding three one-digit numbers</li> </ul>

	<ul style="list-style-type: none"> <li>Use place value and number facts to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems</li> </ul>
Greater Depth	<ul style="list-style-type: none"> <li>Apply knowledge and skills taught to solve problems (including 2 step problems)</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge and skills taught to solve problems (including 2 step problems)</li> </ul>

Maths – Building Programme of Study		
	Multiplication & Division	Statistics
30 - 50 months		
40 - 60+ months		
2021 ELGs	<ul style="list-style-type: none"> <li>Explore and represent doubles facts</li> <li>Explore and represent how quantities can be distributed equally</li> </ul>	
Year 1	<ul style="list-style-type: none"> <li>Can solve problems involving multiplication and division, by calculating the answer using concrete objects and pictorial representations and arrays with the support of the teacher</li> </ul>	
Year 2	<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5, 10 tables, including recognising odd and even numbers</li> <li>Calculate the mathematical statements for multiplication and division within the multiplication tables, and write them using <math>\times</math>, <math>\div</math>, <math>=</math> signs</li> </ul>	<ul style="list-style-type: none"> <li>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>Ask and answer simple questions by counting the number of objects in each category and sorting categories by quantity</li> <li>Ask and answer questions about totalling and comparing categorical data</li> </ul>

	<ul style="list-style-type: none"> <li>• Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts including problems in contexts</li> </ul>	
--	--	--

Maths – Building Programme of Study		
	Fractions	Geometry - Shape, Position & Direction
30 - 50 months		<ul style="list-style-type: none"> <li>• Shows an interest in shape and space by playing with shapes or making arrangements with objects</li> <li>• Shows awareness of similarities of shapes in the environment</li> <li>• Uses positional language</li> <li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements</li> <li>• Shows interest in shapes in the environment</li> <li>• Uses shapes appropriately for tasks</li> <li>• Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'</li> </ul>
40 - 60+ months		<ul style="list-style-type: none"> <li>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes</li> <li>• Selects a particular named shape</li> <li>• Can describe their relative position such as 'behind' or 'next to'</li> <li>• Orders two or three items by length or height</li> <li>• Orders two items by weight or capacity</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models</li> <li>• Uses everyday language related to time</li> <li>• Beginning to use everyday language related to money</li> </ul>

		<ul style="list-style-type: none"> <li>• Orders and sequences familiar events</li> <li>• Measures short periods of time in simple ways</li> </ul>
2021 ELGs		
Year 1	<ul style="list-style-type: none"> <li>• Recognise and name a half as one of two equal parts of an objects, shape or quantity</li> <li>• Recognise and name a quarter as one of four equal parts of an objects, shape or quantity</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and name common 2D and 3D shapes</li> <li>• Describe position, directions and movement, including half and quarter turns</li> </ul>
Year2	<ul style="list-style-type: none"> <li>• Recognise, find, name and write fractions <math>\frac{1}{3}</math> <math>\frac{1}{4}</math> <math>\frac{2}{4}</math> <math>\frac{3}{4}</math> or a length, shape or set of objects or quantity</li> <li>• Write simple fractions and equivalence</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe properties of 2D shapes; including sides and line of symmetry in a vertical line</li> <li>• Identify and describe properties of 3D shapes; including edges, vertices and faces</li> <li>• Identify 2D shapes on the surface of 3D shapes</li> <li>• Compare and sort common 2D and 3D shapes and everyday objects</li> <li>• Order and arrange combinations of mathematical objects in patterns and sequences</li> <li>• Use Mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotations a turn and in terms of right angles for quarter and three quarter turns</li> </ul>

Maths – Building Programme of Study			
	Measurement	Money	Time
30 - 50 months			
40 - 60+ months	<ul style="list-style-type: none"> <li>• Orders two or three items by length or height</li> <li>• Orders two items by weight or capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to use everyday language related to money</li> </ul>	<ul style="list-style-type: none"> <li>• Uses everyday language related to time</li> <li>• Orders and sequences familiar events</li> </ul>

			<ul style="list-style-type: none"> <li>Measures short periods of time in simple ways</li> </ul>
2021 ELGs			
Year 1	<ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for <ul style="list-style-type: none"> <li>-Length &amp; height; long/short, longer/shorter, tall/short, double/half</li> <li>-Mass/weight; heavy/light, heavier than, lighter than</li> <li>-Capacity &amp; volume; full/empty, more/less, half/quarter full</li> </ul> </li> <li>Measure and begin to record lengths and heights, mass/weight, capacity and volume</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and know the value of each denomination or coins or notes</li> </ul>	<ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for time; quicker, slower, earlier later</li> <li>Measure and begin to record time</li> <li>Sequence events in chronological order using relevant language such as before, after and today</li> <li>Recognise and use language relating to dates; including days of the week</li> <li>Tell the time to the hour and half past</li> <li>Draw the hands on the clock</li> </ul>
Year2	<ul style="list-style-type: none"> <li>Choose and use the appropriate standard units to estimate and measure <ul style="list-style-type: none"> <li>-Lengths and heights in any direction m/cm</li> <li>-Mass/Weight kg/g</li> <li>-Temperature °C</li> <li>-Capacity and Volume l/ml</li> </ul> </li> <li>To the nearest appropriate unit using rulers, scales, thermometers and measuring vessels <ul style="list-style-type: none"> <li>Compare and order lengths, mass, volume and capacity and record the results using &lt;&gt; and =</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use symbols for pounds and pence combine to make a particular value</li> <li>Find different combinations of coins that make the same value</li> <li>Solve problems in a practical context involving addition and subtraction of money of the same unit including giving change</li> </ul>	<ul style="list-style-type: none"> <li>Compare and sequence intervals of time</li> <li>Tell and write the time to 5 mins including quarter to and quarter past</li> <li>Draw the hands on the clock face to show these times</li> <li>Know the number of minutes in an hour and hours in a day</li> </ul>

Music – Building Programme of Study	
30-50 months	<ul style="list-style-type: none"> <li>• Sings a few familiar songs</li> <li>• Sings to self and makes up simple songs</li> <li>• Taps out simple repeated rhythms</li> <li>• Makes up rhythms</li> <li>• Explores and learns how sounds can be changed</li> </ul>
40-60+ months	<ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs</li> <li>• Explores the different sounds of instruments</li> </ul>
ELGs 2021	<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others</li> <li>• When appropriate, try to move in time with music</li> </ul>
Year 1 & 2	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music; pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</li> </ul>

Oracy Fundamentals – Programme of Study			
	Speaking	Listening	Presenting and Performing
30 - 50 months	<ul style="list-style-type: none"> <li>• Use talk to explain what is happening and recall past experiences</li> <li>• Begin to use more complex sentences; using and/because</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to others when conversation interests them</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a few familiar songs</li> </ul>
40 - 60 months	<ul style="list-style-type: none"> <li>• Use talk to clarify thinking, ideas, feelings and events</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain attention, concentrate and sit quietly during an appropriate activity</li> </ul>	<ul style="list-style-type: none"> <li>• Use language to imagine and recreate roles and experiences in play</li> </ul>
2021 ELGs	<ul style="list-style-type: none"> <li>• Participate in small group and one-to-one discussions, offering own ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively and respond with relevant questions, comments and actions</li> </ul>	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories</li> <li>• Sing a range of nursery rhymes and songs</li> </ul>

	<ul style="list-style-type: none"> <li>• Offer explanations for why things might happen</li> <li>• Express ideas and feelings about their experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Make comments and ask questions to clarify understanding of what they have heard</li> <li>• Hold conversation with peers and adults</li> </ul>	<ul style="list-style-type: none"> <li>• Perform songs and stories with others</li> </ul>
<p>Year 1 and 2 Content is taught at a level appropriate to the age/ability of the pupil</p>	<ul style="list-style-type: none"> <li>• Ask relevant questions to extend understanding and knowledge</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Speak audibly and fluently with an increasing command of standard English</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and peers</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul>

PE Fundamentals – Building Programme of Study		
30 - 50 months	<ul style="list-style-type: none"> <li>• Moves freely with pleasure and confidence in a range of ways</li> <li>• Runs skilfully, adjusting speed and direction</li> <li>• Can catch a large ball</li> </ul>	Objectives will be covered through a combination of the following opportunities; <ul style="list-style-type: none"> <li>• Rock climbing</li> <li>• Gymnastics</li> <li>• Team games, including ball skills</li> <li>• Dance</li> <li>• Swimming</li> <li>• Cycling</li> <li>• Horse riding</li> <li>• Water sports</li> <li>• Athletics</li> <li>• Movement</li> </ul>
40 - 60 months	<ul style="list-style-type: none"> <li>• Travels with confidence and skill around climbing equipment</li> <li>• Jumps off an object and lands appropriately</li> <li>• Shows increasing control when throwing, catching and kicking</li> </ul>	
2021 ELGs	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely</li> <li>• Demonstrate strength, balance and coordination</li> <li>• Move energetically; running, jumping, dancing, hopping, skipping and climbing</li> </ul>	
Year 1	<ul style="list-style-type: none"> <li>• Master basic movements; running, jumping, throwing and catching</li> <li>• Develop balance, agility and co-ordination</li> <li>• Participate in team games</li> </ul>	
Year 2	<ul style="list-style-type: none"> <li>• Develop simple tactics for attacking and defending</li> <li>• Perform dances using simple movement patterns</li> </ul>	

PSHC and RE – Building Programme of Study (PSHE Association, DfE Relationship Education, DfE Citizenship)		
Health and Wellbeing	Relationships	Living in the Wider World
<b>Healthy Lifestyle</b> <ul style="list-style-type: none"> <li>• What keeping healthy means; different ways to keep healthy</li> <li>• Foods that support good health and the risks of eating too much sugar</li> <li>• How physical activity helps us to stay healthy; and ways to be physically active everyday</li> <li>• Why sleep is important and different ways to rest and relax</li> <li>• Simple hygiene routines that can stop germs from spreading</li> <li>• Medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</li> <li>• Dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</li> </ul>	<b>Family and Close Relationships</b> <ul style="list-style-type: none"> <li>• The roles different people (e.g. acquaintances, friends and relatives) play in our lives</li> <li>• Identify the people who love and care for them and what they do to help them feel cared for</li> <li>• Different types of families including those that may be different to their own</li> <li>• Identify common features of family life</li> <li>• It is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</li> </ul> <b>Friendships</b>	<b>Shared Responsibilities and Communities</b> <ul style="list-style-type: none"> <li>• What rules are, why they are needed, and why different rules are needed for different situations</li> <li>• How people and other living things have different needs; about the responsibilities of caring for them</li> <li>• Things they can do to help look after their environment</li> <li>• Different groups they belong to</li> <li>• Different roles and responsibilities people have in their community</li> </ul>

- How to keep safe in the sun and protect skin from sun damage
- Different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- People who help us to stay physically healthy
- Things that people can put into their body or on their skin; how these can affect how people feel (drugs, alcohol, tobacco)

### **Mental Health**

- Different feelings that humans can experience
- How to recognise and name different feelings
- How feelings can affect people's bodies and how they behave
- How to recognise what others might be feeling
- To recognise that not everyone feels the same at the same time, or feels the same about the same things
- Ways of sharing feelings; a range of words to describe feelings
- Things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- To recognise when they need help with feelings; that it is important to ask different situations for help with feelings; and how to ask for it
- Change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

### **Ourselves, Growing and Changing**

- Recognise what makes them special
- Recognise the ways in which we are all unique
- Identify what they are good at, what they like and dislike
- How to manage when finding things difficult
- To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- Growing and changing from young to old and how people's needs change
- Preparing to move to a new class/year group

- How people make friends and what makes a good friendship
- How to recognise when they or someone else feels lonely and what to do
- Simple strategies to resolve arguments between friends positively
- How to ask for help if a friendship is making them feel unhappy

### **Managing Hurtful Behaviour**

- Bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- How people may feel if they experience hurtful behaviour or bullying
- Hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

### **Safe Relationships**

- Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- Sometimes people may behave differently online, including by pretending to be someone they are not
- How to respond safely to adults they don't know
- How to respond if physical contact makes them feel uncomfortable or unsafe
- Knowing there are situations when they should ask for permission and also when their permission should be sought
- The importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- What to do if they feel unsafe or worried for themselves or others; who to ask for help and

- Recognise the ways they are the same as, and different to, other people

### **Economic Wellbeing: Money**

- What money is; forms that money comes in; that money comes from different source
- People make different choices about how to save and spend money
- Difference between needs and wants; that sometimes people may not always be able to have the things they want
- Money needs to be looked after; different ways of doing this

### **Economic Wellbeing: Aspirations and Career**

- Everyone has different strengths
- Jobs help people to earn money to pay for things
- Different jobs that people they know or people who work in the community do
- Some of the strengths and interests someone might need to do different jobs

<p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>• Rules and age restrictions that keep us safe</li> <li>• Recognise risk in simple everyday situations and what action to take to minimise harm</li> <li>• How to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</li> <li>• Household products (including medicines) can be harmful if not used correctly</li> <li>• Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</li> <li>• The people whose job it is to help keep us safe</li> <li>• Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them; the role of the internet; that not all information seen online is true</li> <li>• What to do if there is an accident and someone is hurt</li> <li>• How to get help in an emergency (how to dial 999 and what to say)</li> </ul>	<p>vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p><b>Respecting Self and Others</b></p> <ul style="list-style-type: none"> <li>• What is kind and unkind behaviour, and how this can affect others</li> <li>• How to treat themselves and others with respect; how to be polite and courteous</li> <li>• Recognise the ways in which they are the same and different to others</li> <li>• How to listen to other people and play and work cooperatively</li> <li>• How to talk about and share their opinions on things that matter to them</li> </ul>	
---	--	--

Religious Education – Building Programme of Study (from exploRE syllabus)						
30 – 40 months	<ul style="list-style-type: none"> <li>• Show interest in the lives of people who are familiar to them</li> <li>• Remembers and talks about significant events in their own experience</li> <li>• Recognises and describes special times or events for family or friends</li> </ul>					
40 – 60+ months	<ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines</li> </ul>					
ELG 2021	<ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> </ul>					
	Special People	Special Places	Special Words and Stories	Special Things in Nature	Special Symbols and Objects	Special Ways of Living

Year 1 and 2	<ul style="list-style-type: none"> <li>• Personal experience</li> <li>• Different faiths</li> <li>• Christianity</li> </ul>	<ul style="list-style-type: none"> <li>• Personal experience</li> <li>• Christianity</li> <li>• Judaism</li> </ul>	<ul style="list-style-type: none"> <li>• Personal experience</li> <li>• Christianity</li> <li>• Hinduism</li> </ul>	<ul style="list-style-type: none"> <li>• Personal experience</li> <li>• Christianity</li> <li>• Islam</li> </ul>	<ul style="list-style-type: none"> <li>• Personal experience</li> <li>• Christianity</li> <li>• Buddhism</li> </ul>	<ul style="list-style-type: none"> <li>• Personal experience</li> <li>• Christianity</li> <li>• Sikhism</li> </ul>
--------------	---	--	---	--	---	--

Reading – Building Programme of Study		
	Word reading	Comprehension
30 - 50 months	<ul style="list-style-type: none"> <li>• Enjoys rhyming and rhythmic activities</li> <li>• Shows awareness of rhyme and alliteration</li> <li>• Recognises rhythm in spoken words</li> <li>• Shows interest in illustrations and print in books and print in the environment</li> <li>• Recognises familiar words and signs such as own name and advertising logos</li> <li>• Looks at books independently</li> <li>• Handles books carefully</li> <li>• Knows information can be relayed in the form of print</li> <li>• Holds books the correct way up and turns pages</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Beginning to be aware of the way stories are structured</li> <li>• Suggests how the story might end</li> <li>• Listens to stories with increasing attention and recall</li> <li>• Describes main story settings, events and principal characters</li> </ul>
40 - 60+ months	<ul style="list-style-type: none"> <li>• Continues a rhyming string</li> <li>• Hears and says the initial sound in words</li> <li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet</li> <li>• Begins to read words and simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</li> <li>• Enjoys an increasing range of books</li> <li>• Knows that information can be retrieved from books and computers</li> </ul>
2021 ELGs	<ul style="list-style-type: none"> <li>• Say a sound for each letter of the alphabet and at least 10 digraphs</li> <li>• Read words consistent with their phonic knowledge by sound-blending</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>• Anticipate key events in stories</li> <li>• Use and understand recently introduced vocabulary during discussions about stories,</li> </ul>

		non-fiction, rhymes, and poems during role play
Year 1	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words</li> <li>• Respond speedily with the correct sound to graphemes for all 40+ phonemes</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• Read common exception words</li> <li>• Read words containing taught GPCs</li> <li>• Read words of more than one syllable</li> <li>• Read words with contractions and understand the apostrophe represents the omitted letter</li> <li>• Read aloud accurately books that are consistent with their developing phonic knowledge</li> <li>• Reread these books to build up their fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by; <ul style="list-style-type: none"> <li>-Listening to, discussing and expressing views on a wide range of poems, stories and non-fiction at a level beyond independent reading</li> <li>-Linking what they read/hear to their own experiences</li> <li>-Becoming familiar with and retelling key stories</li> <li>-Recognising and joining in with predictable phrases</li> </ul> </li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>-Learning to appreciate poems/rhymes and recite some by heart, with appropriate intonation</li> <li>-Discussing and clarifying word meanings</li> <li>Discussing favourite words and phrases</li> <li>• Understand books they can read accurately and fluently and those they listen to; <ul style="list-style-type: none"> <li>-Draw on what they already know</li> <li>-Explain clearly their understanding of what is read by answering questions in discussion with the teacher</li> <li>-Check the text makes sense as they read and correct inaccuracies</li> <li>-Discuss the significance of the title and events</li> <li>-Make inferences on the basis of what is being said and done</li> <li>-Answering and asking questions</li> <li>-Predict what might happen on the basis of what has been read so far</li> </ul> </li> <li>• Participate in discussion about what is read to them and those they read</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• Read accurately by blending the sounds in words that contain graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• Read further common exception words</li> <li>• Read words containing taught GPCs and s, es, ing ed er and est endings</li> <li>• Read accurately words of two or more syllables that contain taught GPCs</li> <li>• Read words with contractions begin understand the apostrophe is the missing letter</li> <li>• Read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered</li> </ul>	

	<ul style="list-style-type: none"> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• Reread these books to build up their fluency and confidence in word reading</li> <li>• Read words containing common suffixes</li> </ul>	
Greater Depth		<ul style="list-style-type: none"> <li>• Demonstrate own reading preferences</li> <li>• Make links between the book they are reading and other books they have read</li> </ul>

Science – Building Programme of Study				
	Working Scientifically	Animals and Humans	Plants	Materials
30 - 50 / 40 - 60+ months	<ul style="list-style-type: none"> <li>• Identify and classify</li> <li>• Observe closely</li> <li>• Perform simple tests</li> </ul>	<ul style="list-style-type: none"> <li>• Comment and ask questions about the natural world</li> <li>• Talk about things observed; plants, animals, natural and found objects</li> <li>• Talk about why things happen and how</li> <li>• Develop an understanding of growth, decay and changes over time</li> <li>• Look closely at similarities, differences, patterns and change</li> <li>• Show care and concern for living things and the environment</li> </ul>		
ELGs 2021		<ul style="list-style-type: none"> <li>• Explore the natural world, making observations and drawing pictures of animals</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the natural world, making observations and drawing pictures of plants</li> <li>• Understand seasonal changes</li> </ul>	<ul style="list-style-type: none"> <li>• Know the properties of some materials</li> <li>• Understand changing states of matter</li> </ul>
Year 1 & 2	<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>• Ask simple questions and recognise that they can be answered in different ways</li> <li>• Observe closely, using simple equipment</li> <li>• Perform simple tests</li> <li>• Identify and classify</li> <li>• Use their observations to suggest answers to questions</li> <li>• Gather and record data to help answer questions</li> </ul>			
	<b>Animals, including humans</b>	<b>Plants</b>	<b>Everyday Materials</b>	<b>Seasonal Changes</b>
Year 1	<ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish,</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name a variety of common wild and garden plants,</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made</li> </ul>	<ul style="list-style-type: none"> <li>• Observe changes across the four seasons</li> </ul>

	<p>amphibians, reptiles, birds and mammals</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> </ul>	<p>including deciduous and evergreen trees</p> <ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name a variety of everyday materials; wood, plastic, glass, metal, water, rock</li> <li>Describe the simple physical properties of a variety of everyday materials</li> <li>Compare and group a variety of everyday materials based on their simple physical properties</li> </ul>	<ul style="list-style-type: none"> <li>Observe and describe weather associated with the seasons</li> <li>Observe how length of day varies</li> </ul>
	<b>Animals, including humans</b>	<b>Plants</b>	<b>Uses of Everyday Materials</b>	<b>Living Things and their Habitats</b>
Year 2	<ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including humans, for survival; water, food, air</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials (wood, metal, plastic, glass, brick, rock, paper, cardboard) for particular uses</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>	<ul style="list-style-type: none"> <li>Explore and compare differences between things that are living, dead and were never alive</li> <li>Identify that most living things suited and adapted to their habitats</li> <li>Describe how different habitats provide for the basic needs of different animals and plants</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>Describe how animals obtain food from plants and other animals using a simple food chain</li> <li>Identify and name different sources of food</li> </ul>

Writing – Building Programme of Study				
	Transcription	Handwriting	Composition	Vocabulary, Grammar and Punctuation
30 - 50 months		<ul style="list-style-type: none"> <li>• Draws lines and circles using gross motor movements</li> <li>• Holds pencil between thumb and two fingers</li> <li>• Holds pencil near point and uses it with good control</li> <li>• Can copy some letters</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks they make</li> <li>• Ascribes meanings to marks that they see in different places</li> </ul>	
40 - 60 months	<ul style="list-style-type: none"> <li>• Hears and says the initial sound in words</li> <li>• Can segment the sounds in simple words and blend them together</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet</li> <li>• Writes own name and other things such as labels, captions</li> <li>• Attempts to write short sentences in meaningful contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Handle tools with increasing control</li> <li>• Shows a preference for a dominant hand</li> <li>• Begin to use anticlockwise movement and retrace vertical lines</li> <li>• Begin to form recognisable letters</li> <li>• Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed</li> </ul>	<ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint</li> <li>• Introduces a storyline or narrative to their play</li> <li>• Begins to break the flow of speech into words</li> <li>• Continues a rhyming string</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</li> </ul>	
2021 ELGs	<ul style="list-style-type: none"> <li>• Spell words by identifying sounds and representing them with letters</li> </ul>	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple sentences that can be read by others</li> </ul>	
Year 1	<ul style="list-style-type: none"> <li>• Spell words containing 40+ graphemes taught</li> <li>• Spell common exception words</li> <li>• Spell days of the week</li> <li>• Name letters of alphabet</li> <li>• Learn alternate spellings of sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Sit correctly at a table, hold a pencil comfortably and correctly</li> <li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form digits 0-9</li> <li>• Form capital letters</li> </ul>	<ul style="list-style-type: none"> <li>• Saying what they are going to write about</li> <li>• Orally composing sentence</li> <li>• Sequence sentences to form a short narrative</li> <li>• Re-read what they have written to check it makes sense</li> <li>• Discuss what they have written with teacher and peers</li> </ul>	<ul style="list-style-type: none"> <li>• Leave spaces between words</li> <li>• Begin to punctuate a sentences using capital letters, question marks, exclamation marks and full stops</li> <li>• Use <i>and</i> to join clauses</li> <li>• Use capital letters for names for people, places, days of week and 'I'</li> </ul>

	<ul style="list-style-type: none"> <li>• Add prefixes and suffixes; <i>un, s, es, ing, ed, er est</i></li> <li>• Write from memory simple dictated sentences (Refer to Appendices in NC)</li> </ul>		<ul style="list-style-type: none"> <li>• Read aloud their writing clearly enough for teacher and peers to hear</li> </ul>	(Refer to Appendices in NC)
Year2	<ul style="list-style-type: none"> <li>• Segment spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• Learn new ways of spelling phonemes for which one or more spellings are already known</li> <li>• Spell common exception words</li> <li>• Spell words with contracted forms</li> <li>• Learn the possessive apostrophe</li> <li>• Distinguish between homophones and near-homophones</li> <li>• Add suffixes; <i>ment, ness, ful, less, ly</i></li> <li>• Write from memory simple dictated sentences (Refer to Appendices in NC)</li> </ul>	<ul style="list-style-type: none"> <li>• Form lower-case letters, capital letters and digits of the correct size, orientation and relationship to one another</li> <li>• Use spacing between words that reflects the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>• Develop positive attitudes and stamina for writing by writing; narratives (real &amp; fictional), real events, poetry, for different purposes</li> <li>• Plan/say what they are going to write about</li> <li>• Write down ideas and key words, including new vocabulary</li> <li>• Encapsulating what they want to say, sentence by sentence</li> <li>• Make simple additions, revisions and corrections to their own writing by; evaluating their writing with the teacher and other pupils, re-reading and proof reading</li> <li>• Read aloud what they have written with appropriate intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuate sentences with capital letters, question marks, exclamation marks, full stops, commas for lists and apostrophes (possessive &amp; contracted forms)</li> <li>• Use expanded noun phrases to describe and specify</li> <li>• Write statements, exclamations, questions and commands</li> <li>• Use the present and past tense correctly</li> <li>• Use subordination; <i>when, if, that, because</i></li> <li>• Use coordination; <i>or, and, but</i> (Refer to Appendices in NC)</li> </ul>
Greater Depth		<ul style="list-style-type: none"> <li>• Use diagonal and horizontal strokes needed to join letters</li> </ul>	<ul style="list-style-type: none"> <li>• Write effectively and coherently for different purposes</li> </ul>	