	1.34		NI		Front arise of the a NA/a state
1.004	Literacy	NOOA	Numeracy	E004	Exploring the World
L001	Letter Families	N001	Investigating Sca		Getting the Animals Home
L002	Spot the Picture		Introducing the S		Time Snail
L003	Talk Like a Torto		Speed Counting		Body Journey Digestion
L004	Which Word Rhy		Lines	E004	Night and Day
L005	Beginning to Rea		Sort the Shapes		Hot Cross Buns
L006	Sound Effects	N006	Treasure Hunt	E006	Hello World
L007	Prepositions	N007	Speed Counting	E007	Magnets 1
L008	Letter Picture	N008	Begin Adding	E008	Senses
L009	Emphasis	N009	Favourite Type o	E009	Travelling Animal
L010	Beginning to Rea	N010	Measure the Sha	E010	Examining the Time Snail
L011	Can You Read T	N011	Board Game	E011	Body Journey Respiration
L012	Fact Files	N012	Speed Compare	E012	Seasons
L013	Letter Bingo	N013	Begin Multiplying	E013	Magnets 2
L014	Describe the Ani	N014	Rounding	E014	Do You Like It?
L015	Capital Letters	N015	Negative Numbe	E015	Lifecycles
L016	Beginning to Rea	N016	Animal Picnic	E016	What's it Made from?
L017	Which Kind of Bo	N017	Square Numbers	E017	Seasons 2
L018	Build a Sentence	N018	Name the Shape	E018	Changing Shapes
L019	Vowels	N019	Slow Compare	E019	Food
L020	Can You Write T	N020	Animal Walk	E020	Skeletons and Muscles
L021	Beginning to Rea	N021	Times Table Hun	E021	Plants - Life cycle
L022	Sound Race	N022	Animal Picnic 2	E022	Moving
L023	Identifying Letter	N023	Divide Your Time	E023	Parts of a Flower
L024	Pictionary	N024	Shapes by Touch	E024	Animal Habitats
L025	Spot the Feeling	N025	Ten Times Table		Staying Healthy - Physically
L026	Learning to Spell		Symmetrical Dra	E026	Shopping Around the World
L027	Beginning to Rea	N027	Frog Balance 2	E027	What Plants Need
L028	Parts of Speech		Adding Big Numb		Food Chains

L029	Draw What You I	N029	Use a Protractor	E029	Keeping Healthy	- Mentally
L030	Comparative Adj	N030	Missing Number	E030	Where in the Wo	rld?
L031	Opposites	N031	Adding Fractions	E031	How Plants Bree	d
L032	Beginning to Rea	N032	Weather Machine	E032	Rocks 2	
L033	Question Time 1	N033	Nine Times Table	E033	Shadow Puppets	
L034	Beginning to Rea	N034	Jepordy Maths	E034	Teeth	
L035	If I Were a Giant	N035	Decimals	E035	Solids, Liquids ar	nd Gases
L036	Consonants	N036	Percentages	E036	The Water Cycle	
L037	Word Machine	N037	Animal Pool	E037	Guess Who	
L038	Complete the Po	N038	Tardigrade Hous	E038	Sound	
L039	Finish the Story	N039	Multiplying and D	E039	Electricity 1	
L040	Question Time 2	N040	Frog Bookshop	E040	Mixing and Sepa	rating
L041	Playdough Recip	N041	Roman Numerals	E041	Levers and Inclin	ed Planes
L042	The Animals had	N042	Times Table Boa	E042	Gravity and Air R	esistance
L043	Complete the Wo	N043	Faces	E043	Blood Cells	
L044	Rocks 1	N044	Biscuit Recipe	E044	Electricity 2	
L045	Homophones	N045	Plot the Shape			
L046	Complete the Wo	N046	Dividing Small No	umbers		
L047	Mad Libs 1	N047	Subtracting Big N	lumbers		
L048	Evolution	N048	How Many Days'	?		
L049	Complete the Po	N049	Animal Picnic 3			
L050	Complex Senten	N050	Circles			
L051	Dictionary Race	N051	Multiplying Big N	umbers		
L052	Guess How Long	N052	Factor Ladders			
L053	Mad Libs 2	N053	Dividing Big Num	bers		
		N054	Noun Hunt			
		N055	Frog Bakery			
		N056	Scale Drawings			
		N057	Multiplying Small	Numbers		
		N058	Frog Punch			

			L001 L00	2 L003 L	004 L00	5 L006 L00	7 L008 L	009 L010	L011 L01	2 L013 L0	014 L015	5 L016 I	L017 L01	8 L019 L02	20 L021	L022 L02	23 L024	L025 L0	026 L027	L028 L0	29 L030 I	L031 L032	L033 L03	L035 L0	36 L037 L	038 L039	L040 L0	141 L042	L043 L	L044 L04	45 L046	L047 L04	48 L049	L050 L05	1 L052 L053	E035 N009	
	English	Spoken language																																			
		listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge	x x	x x	×	x x x	x x	x	x x x	x x x	x	x :	c x	x x	x	x x	x x	x x	×	x x x	x :	x x	x x	x x	x x x	×	x x	x x	x x x	x x x x	x x	x x x x	x	x x x x x	x x x		
		use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions				x x			х	×			(v				×	×		x x	x :	×			x	v	v	v	x x	x x	X	x x		x x	х		
		give well-structured descriptions, explanations and narratives for different purposes, including for expressir	gx			x x	×			×			. x				×	x			x :	×	x		×	×	x	x	x	×	x		×	×			
		maintain attention and participate actively in collaborative conversations, staying on topic and initiating and	rx x	x x	x	x x	x x	x	x x	x x	x	x :	c x	x x	×	x x	x	x x	x	x x	х :	x x	x x	x x	x x	×	x x	x	x x	x x	x	x x	×	x x	x x		
		use spoken language to develop understanding through speculating, hypothesising, imagining and explorir	gx	×		x x	x x		×	×			x x				x	x		х	х :	x	x		x x	×	x	х	x x	x x	х	x x	x	x x	x x		
		speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play/improvisations and debates	x x	x x	×	X X	x x	×	x x	x x	X	х :	K X	x x	x	x x	X	X X	×	x x	X :	x x	x x	x x	X X	×	X X	X	X X	x x	X	x x	X	x x	x x		
		gain, maintain and monitor the interest of the listener(s)	x x	x x		x x	x x		x x	×	×		. x	×			X	X		×	X :	x	x	x	x x	×	x	×	X	X	X	x x	X	x x	×		
		consider and evaluate different viewpoints, attending to and building on the contributions of others	x x	x x		×	×			×			c x				x	x		x	х :	×	x	x	×	×	x	x	х	х		x x	×	x x	x		
		select and use appropriate registers for effective communication		x		x	x			×			x x				x	x		x	х :	×	x	x	x x	×	x x	×	x x	x x	х	x x	x	х х	x x		
Year One		Reading - word reading																																			
		apply phonic knowledge and skills as the route to decode words	x	×	×	x x	x	х	x	x	×	х		x x	x	x x	x	x	×	x x		×	x x	х	x x		x		x	×	х		x	×			
		respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, in		×	x	x x	×	x	x	x	x	х		x x	×	x x	x	х	x	x x		×	x x	x	x x		x		x	x	x		×	×			
			×	×	х	x x	×	x	x	х	x	х		x x	x	x x	х	х	х	x x		x	x x	х	x x		x		х	х	x		×	х			
		read common exception words, noting unusual correspondences between spelling and sound and where the read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	nese occur in	n the wor x		x					×			x x			×	×		x x	× :	x x	x x	x x	x x		x	×	X Y	×	x	X X	×	x x	X X		
		read other words of more than one syllable that contain taught GPCs																							x				x		x	×		x x	×		
		read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents th	e omitted let	tter(s)																			x	×	×		x	х			х	x			x		
		read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not re	quire them t	to use other	r stra x			×				x			x				×	×		×			×		х х		х х	×		х х	X		x		
		reread these books to build up their fluency and confidence in word reading			×			×				x			×				×	×		×			×		x x		x x	x		x x	×		×		
		Reading - comprehension																																			
		develop pleasure in reading, motivation to read, vocabulary and understanding by:																																			
		develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fliction at a level beyond that at which th		indepen x		x	×		×				c					x							×	×	x		×	x		x	x				
		being encouraged to link what they read or hear to their own experiences	×			x	×		×	x			(х	x			х :	x	х	x	×	×	x x	х				×	×	х х	x x		
		becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering the recognising and joining in with predictable phrases	er particular	cnaracte x		v							K X			×		v						×		×		×									
		learning to appreciate rhymes and poems, and to recite some by heart		x x		x										x									×								×		x		
		discussing word meanings, linking new meanings to those already known				x			×												х :	×			x				х	х	x			×			
		understand both the books they can already read accurately and fluently and those they listen to by:																																			
		drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read, and correcting inaccurate reading				X Y			×												x :	×			×				X Y	×	X Y			×			
		discussing the significance of the title and events							×				<			x									. х	×	×	x	. х	х		x x	×		x x		
		making inferences on the basis of what is being said and done				x x	×		×	×			c x				х	x		x	х :	×			x x	×			x x	x x	х	x x	х	x x	x		
		predicting what might happen on the basis of what has been read so far				x			×				x x					x							×	×		х					x				
		participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them		x x		X Y			×							x		X Y		×					×	×	×		×	x x	X Y	x x	X Y	x x	x x		
		Writing - transcription Spelling - see English appendix 1 (boxes will contain appropriate letters to spell all required words)																																			
		opening see English appendix 1 (coxes will contain appropriate letters to spen all requires words)																																			
		spell:																													x						
		words containing each of the 40+ phonemes already taught common exception words	×		X X			×	x x		×	X Y		×	×			X	X Y			×	x x	x x	x x		x	X Y	X Y	×	×	×	×	x x	x x		
		the days of the week																					x									x		x	x x		
		name the letters of the alphabet:	x		х		×			x	x	х		x	х	x x		х	х			×	×	х										×			
		naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound	x				×			x	x					x																		×			
		add prefixes and suffixes (letter cards in boxes will include all listed prefixes and suffixes as individual card	s):															×			x		x		x		x		x		х						
		using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular ma	rker for verbs	s																	x				×				х		x						
		using the prefix un-																			x				×				х		х			×			
		using -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping apply simple spelling rules and guidance, as listed in English appendix 1	g, neipea, ne	eiper, eating	g, quicker	, quickestj								¥		¥		×			×				×				X Y		X Y			×			
		write from memory simple sentences dictated by the teacher that include words using the GPCs and comm	on exception	n words tau	ight so fa	r														x			x	×			х	х					x	x	x		
		Handwriting																																			
		Pupils should be taught to:																																			
		sit correctly at a table, holding a pencil comfortably and correctly			J						J						Ų		J			u															
		sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place	x		×		×	X			×	x		×	×		×	×	×	×		×	x x														
		form capital letters									×									ı i			x				x	×									
		form digits 0-9																					x				х	х									
		understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) are	nex																																		
		Writing - composition																																			
		write sentences by:																																			
		saying out loud what they are going to write about							x					×						×			x	×	×	x	x										
		composing a sentence orally before writing it							х					×						x			x	x	×	x	x	×				x	x		x x		
		sequencing sentences to form short narratives											×										x	x	×		x	×						x	x		
		re-reading what they have written to check that it makes sense											×										X	X	×	×	x	×					x	x	x		
		discuss what they have written with the teacher or other pupils read their writing aloud, clearly enough to be heard by their peers and the teacher											×	×									x	x	X	×	x	×					x	x x			
	- '																																				

	L001 L002 L003 L004	L005 L								D LU19 LU2	20 L021 L02	2 L023 L024	.025 L026 L02	7 L028 L0	29 L030 L03	31 L032 L033	LU34 LU35 LU	036 L037	LU38 LU39	LU4U LU4	I LU42 LU		U45 LU40				01 LU02 LU0	
nglish	Spoken language																											
	Writing - vocabulary, grammar and punctuation																											
	develop their understanding of the concepts set out in English appendix 2 by:																											
	leaving spaces between words joining words and joining clauses using 'and'					×								x		x	x		x x	x	x				×	x	×	
	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark													x		x	×			x	x					x	×	
	using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English appendix 2							×						×		х	×			X v	v v	x x	×	x x	x	X v	x x	
	use the grammatical terminology in English English appendix 2 in discussing their writing		×	×		×	×							×	x x			x		×	x x	x x	x	x x	x	x x	x x	
	Reading - word reading																											
	Pupils should be taught to:																											
- 1	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has be x x							v v		v v										v			×					
	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternal x	î			×	×	^	1		x	1	^	1 1	Î		î		- î		_	Î	Î	Î					
		х			x x	×	x	x x		x x	x x	x	x x	x		x	x x	×		x	×	×	x					
	read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the wor	ord								×			x		x			x			Х	×		x		×	×	
	read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered x											x		x		х	x		x	x		×		×		×	x	
_	read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically x					×			×								×		x x		×	×		x x	x	x	x x	
_	reread these books to build up their fluency and confidence in word reading x					×			×								×		x x		×	×		× ×	×	×	x x	
	Reading - comprehension Pupils should be taught to:																											
	develop pleasure in reading, motivation to read, vocabulary and understanding by:																											
	listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fliction at £x discussing the sequence of events in books and how items of information are related	,	x			x			x					x			x		x X x x	×	x	x		x x	×	х	x x	
	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	3	x			x			x										x x						x			
	being introduced to non-fliction books that are structured in different ways recognising simple recurring literary language in stories and poetry x					x													, ,	x		x		×	u			
	discussing and clarifying the meanings of words, linking new meanings to known vocabulary		x x			x	×				×			x	x x		*	x	^ X		^ x	x	х	x	×	x	x	
	discussing their favourite words and phrases x	3	x x				x		x x			x		х			x				x					х		
	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to x understand both the books that they can already read accurately and fluently and those that they listen to by:										×								×						x			
	drawing on what they already know or on background information and vocabulary provided by the teacher x		x x			×								×	x x			×			×	×	x	×		×	×	
	checking that the text makes sense to them as they read, and correcting inaccurate reading x	3	x x			×								x	x x			×			×	×	x	×		×	×	
	making inferences on the basis of what is being said and done x answering and asking questions x x x x x		x x			×				v v				X v	x x	v		×			v v	× ×	X	× v	v	× ×	x x	
	predicting what might happen on the basis of what has been read so far	х э	x			×			×					- "			×		x x		×		- 1"		x			
	participate in discussion about books, poems and other works that are read to them and those that they can x x x explain and discuss their understanding of books, poems and other material, both those that they listen to ar x x x	3	x x	x x	×	x x	×	x	x x	x x		×		х	x x	х	×		x x	x x	x x	x x	х	x x	×	x x	x x	
																										X X		
	explain and disease their anderstanding of books, poems and determinations, contrations that they issue to at X							^	x x	x x				×		Î			x x	x x	x x	x x	×	x x	×			
	Writing - transcription						×			x x				×			*		x x	x x	x x	x x	x	* *	x			
	Writing - transcription Spelling - see English appendix 1 (foam letters will be sufficient to spell all words in this list) x						×		x x	x x		×	x	×		^		x	x x	x x	x x	x x	x	* *	x	×		
	Writing - transcription						X		* *	x x		*	x	×				x	x x	x x	x x	x x	x	* *	×	×		
	Writing - transcription Spelling - see English appendix 1 (foam letters will be sufficient to spell all words in this list) x Puplis should be taught to: spell by:						X		* *	x x		×	x	X			X	x	x x	x x	x x	x x	x	* *	x	x		
	Writing - transcription Spelling - see English appendix 1 (floam letters will be sufficient to spell all words in this list) x Pupils should be taught to: sepile by: segmenting spoken words into phonemes and representing these by graphenes, spelling many correctly x x	×		x	X	x	X	x	X	x x		*	x	X		x	x x	x	x	x x	x x	x x	x	x x	x	x		
	Writing - transcription Spelling - see English appendix 1 (foam letters will be sufficient to spell all words in this list) x Puplis should be taught to: spell by:	x		x	X	x x	X	x	X	x x x x x x		X	x x x x x x x	X		x x	x x x x x x x x x x x x x x x x x x x	x x x	x	x x	x x	x x	x x x	* *	×	x x x		
	Writing - transcription Spelling - see English appendix 1 (floam letters will be sufficient to spell all words in this list) x Pupils should be Issuptif to: spell by spelling process or spelling processes and representing these by graphenes, spelling many correctly x x learning to spell common exception words x tearning to spell common exception words x	x		x	X	×	*	x	X	x x x x x x		x	x x x x x x	x		x x x x	x x x x x x x x x	x x x	x	x x	x x	x x	x	* *	x	x x x x x		
	Writing - transcription Spelling - see English appendix 1 (loam letters will be sufficient to spell all words in this list) x Spell by: segmenting spoken words winto phonemes and representing these by graphenes, spelling many correctly x x Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some w x x Learning to spell common exception words Learning to spell more words with contracted forms Learning to spell more words with contracted forms	x		x	×	×	*	×	X	x x x x x x		x	x x x x x x x	x		x x x x x x	x x x x x x x x x x x x x x x x x x x	x x x	x	x x x x x x x x x	x x	x x	x	X	x	x x x x x		
	Writing - transcription Spelling - see English appendix 1 (loam letters will be sufficient to spell all words in this list) x pulpis should be taught inc segmenting spoken words into phonemes and representing these by graphenes, spelling many correctly x segmenting spoken words into phonemes for which 1 or more spellings are already known, and learn some vx learning to spell common exception words learning to spell common exception words learning to spell more words with contracted forms learning the spessive apostrophe (langular) for example, the girl's book] distinguishing between homophones and near-homophones and sufficients to gling rewords including—ment. —ress., ful., -less., -ly	x		x	x	x	X	x	X	x x x x x x x		x	x x x x x x	x		x x x x	x x x x x x x x x x x	x x x	x	x	x x x x x x	x x	x	x	x	x x x x x x x x x x x x x x x x x x x	x	
	Writing - transcription Spelling - see English appendix 1 (floam letters will be sufficient to spell all words in this list) x Puples should be taught for: spell by: segimenting spoken words into phonemes and representing these by graphenes, spelling many correctly x x teaming in spell common exception words is used to spell or spelling phonemes for which 1 or more spellings are already known, and leam some w.x x learning to spell common exception words is usering to spell or words with contracted forms learning the possessive apostrophe (singular) (for example, the girl's bood) distinguishing between homosphones and mare-homosphones add suffices to spell fonger words including-ment. —ness, -ful, -less, -y apply spelling rules and guidance, as itself in English appendix 1 x x	xxx		x	x x	x	X	x	X	x x x x x x x x x x x x x x x x x x x		x	x x x x x x x x x x	x		x x x x	x x x x x x x x x x x x x x x x x x x	x x x	X	x x x x x x x x x x x x x x x x x x x	x x x x x	x x x x x x x x x x	x	x	x	x x x x x	x	
	Writing - transcription Spelling - see English appendix 1 (loam letters will be sufficient to spell all words in this list) x pulpis should be taught inc segmenting spoken words into phonemes and representing these by graphenes, spelling many correctly x segmenting spoken words into phonemes for which 1 or more spellings are already known, and learn some vx learning to spell common exception words learning to spell common exception words learning to spell more words with contracted forms learning the spessive apostrophe (langular) for example, the girl's book] distinguishing between homophones and near-homophones and sufficients to gling rewords including—ment. —ress., ful., -less., -ly		aught so far	x	x x	x x x		x x	x	x		x	x x x x x x	x x x		x x x x x x x x x x x x x x x x x x x	x x x x x x x x x x x x x x x x x x x	x x x	x	x x x x x x x x x x x x x x x x x x x	x x x x x x	x x	x x	x	x	x x x x x	x	
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	Spoken language read aloud what they have written with appropriate intonation to make the meaning clear														,						x		×	x		x x		
	read aloud what they have written with appropriate intornation to make the meaning clear								×						,				x		x		*	×		X X	×	×
	Writing - vocabulary, grammar and punctuation																											
	Pupils should be taught to:																											
	develop their understanding of the concepts set out in English appendix 2 by:																											
	learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters,	, exclamati	ion marks, question	n marks, comn	mas for lists and apo	strophes for co	ntracted for	ms and the posses	sive (singu	ılar)						(х х						х	х	×	
	learn how to use: sentences with different forms: statement, question, exclamation, command																											
	sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly]			×		×					X X		x 1	x x x	,				х	×	¥					×		
	the present and past tenses correctly and consistently, including the progressive form					_ ^							x :)	(×		x x		×			×		x		x
	subordination (using when, if, that, or because) and co-ordination (using or, and, or but)												1	x			x				×			×		x		x
	the grammar for year 2 in English appendix 2		х		x	x :	x						×	x	x							х :	×	×	x	x		x
	some features of written Standard English use and understand the grammatical terminology in English appendix 2 in discussing their writing		x	×	x	х :	×				x		х 1	х х	х >	(x		х х	×	x	× :	X	×	×	х	×	x
	use and understand the grammatical terminology in English appendix 2 in discussing their writing		X			×	x	x					×	×						×		×			×	× ×	×	x
	Reading - word reading Pupils should be taught to:																											
	,																											
	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English ap	opendix 1 ,	both to read aloud	and to unders	stand the meaning o	of new words the	ey meet					¥			x >			×			x		x x			×		
	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the	ne word									×	×	X 2	x x	x >		X		×				4			X X		
	Reading - comprehension																											
	Pupils should be taught to:																											
	develop positive attitudes to reading, and an understanding of what they read, by:																											
	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	х	x		x	x		x		×			x 1	x x	x				x	x	x	х :	x	×	x x	x x		x
	reading books that are structured in different ways and reading for a range of purposes	х	x		x	×		x		x			х 2	x x	x				x	х	x	х :	x	×	x x	x x		x
	using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these	e ora v	×											x x						v	v		,	×	x x	x x		
	increasing their familianty with a wide range of books, including fairly stories, myths and legends, and reteiling some of these identifying themes and conventions in a wide range of books	c ura X	^		¥			x		^	¥		A 2	^ X	^				x	×	^	×	`	^	x x	^ ×		^
	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume (x	x	x	x	1			x			×						x	×	x					×				x
	discussing words and phrases that capture the reader's interest and imagination x x		x		×		x	x x	x		x			x	x			×	x		x				×		x	
	recognising some different forms of poetry [for example, free verse, narrative poetry]	x								x								×							×		x	
	understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context																									+++		
	asking questions to improve their understanding of a text	t	x	X	X			x			x		×	X	X				x	×		X			X	×		
	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences of	with evider	nne x					x		×	¥		×	x	x			×	x	×		×			×	×		x
	predicting what might happen from details stated and implied	WILL CVICE	x					x			×								×						×			
	identifying main ideas drawn from more than 1 paragraph and summarising these										×		x						x			×			×			
	identifying how language, structure, and presentation contribute to meaning x x			x	×		x	x	x									×		х		x		x	x x	×	x	x
	retrieve and record information from non-fliction participate in discussion about both books that are read to them and those they can read for themselves, tak x x x			x x	×		x						x x	x x			×	x		x		×		×	x x x	x x		
	participate in discussion about both books that are read to them and those they can read for themselves, tak x x x	. х	x	x x	X		x	x x	×	×	×		× :	x x	x		×	×	x	x	x	х .	*		x x	X X	×	x
	Writing - transcription Spelling - see English appendix 1 x		¥		x x	x :	x x	x x	x x	x x	×	x >	. 1	×	¥		x	×			×		x x	×		×	×	×
	Pupils should be taught to:										- "																	
	use further prefixes and suffixes and understand how to add them - see English appendix 1											x						x			x		х			×		
	spell further homophones spell words that are often misspelt - see English appendix 1											×											x x			×		
	place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular	ılar plurals	[for example, child	ren's]									1	x		(×		×									
	use the first 2 or 3 letters of a word to check its spelling in a dictionary																									×		
	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far				×				x		x	x	1	x		•	х		х		x		x	x				x
	Handwriting																											
	Pupils should be taught to:																											
	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one a	another, are	e best left unjoined	×			x					x																
	increase the legibility, consistency and quality of their handwriting, (for example, by ensuring that the downstrokes of letters	are paralle	el and equidistant,	anx			x					x																
	Writing - composition																											
	Pupils should be taught to:																											
	plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabule	lany (=									-								v	v				-		+	Y	
	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabular discussing and recording ideas	x X	x	x	x	×	×	x x	x		×		X 1	x x	x s		x x	x x	x x	×	x x	×	x x	×	x x	x x	×	x
	draft and write by:																										Ė	
	composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocx x x	x	x x	x x	x x	×		x x	x	×	x x		ж 1	x x	х >	(x x	x x	x x	x	x x	х :	x x	×	x x	x	x	x
	organising paragraphs around a theme		x		x			x x			x						x	×	x	x	x	x			x x	x	x	
	in narratives, creating settings, characters and plot		x			×		x			×			×				×	x						×	X		
	In non-narrative material, using simple organisational devices (for example, headings and sub-headings) evaluate and edit by:				×										,				X	x		x			×	×		
	assessing the effectiveness of their own and others' writing and suggesting improvements	x	x	×				x			×				x			×	x	×					×		x	
	proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	es									1		x															×
	proofread for spelling and punctuation errors										x	x	1	x				×	x					x	×		x	x
	read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volum x			×	x				×)		x	×	x		×			×	×	×	×	x
	3-11-1																											
	3-7-7-7-7-7-7-7-7-7-7-7-7-7-7-7-7-7-7-7																											
	Writing - vocabulary, grammar and punctuation Pupils should be taught to:																											

develop their understanding of the concepts set out in English appendix 2 by:
extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although

x

x

x

x

x

	L001 L002 L003 L004	L005 L006 I	L007 L008 L	009 L010 L	.011 L012	L013 L014 L	.015 L016	L017 L018 L0	19 L020 L	L021 L022	L023 L024	L025 L026	L027 L028 L02	29 L030 L	.031 L032 L033	L034 L035 L	036 L037 L038	B L039 L04	10 L041 L042	L043 L044	1 L045 L	.046 L047	L048 L049	L050 L051	L052 L053	E035 N009
En	nglish Spoken language																									
	using the present perfect form of verbs in contrast to the past tense												x							х		х	x	х	х	x
	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition												x x		X	X		x	x			х			х	
	using conjunctions, adverbs and prepositions to express time and cause							x					x x			X			x			х		х	х	
	using fronted adverblals learning the grammar for years 3 and 4 in [English appendix 2]/government/uploads/system/uploads/attachment_data/file/335190/Eng	oliob Ar				x x							x x						x x		x	х		x x	x	
	Indicate grammatical and other features by:	glisn_Appendix	x			х х							X X	x					X X	×	x	×	x	x x	×	x
	using commas after fronted adverbials																									
	indicating possession by using the possessive apostrophe with plural nouns												v												. A	
	using and punctuating direct speech												^			^		v	_ ^			^			^	
	use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing an	d readin v				x x						×	x x	v				×	v v	v	v		v	v v	v	
	and distributed the grammatous commonly in England appendix 2 decembers and appropriately with discounting and	O TOBORT X				_ ^ ^	`	^				^	^ ^	^	^						^		_		_ ^	•
Years 5 & 6	Reading - word reading																									
	Pupils should be taught to:																									
	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both	to read aloud a	nd to understa	ind the meani	ing of new w	ords that they	meet										×				x			x		
	Reading - comprehension																									
	Pupils should be taught to:																									
	maintain positive attitudes to reading and an understanding of what they read by:																									
	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks x	X 2	x x		x	x x		x		x		x	x			x	x	x	x	×	x		x	×		x
	reading books that are structured in different ways and reading for a range of purposes x	X 2	x x		x	x x		x		x		x	x			x	x	x	x	×	x		x	×		x
	increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from x	X 1	x x		×	x x	(x		x		x	x			x	x	X	x	×	x		x	x		x
	recommending books that they have read to their peers, giving reasons for their choices							x																		X
	identifying and discussing themes and conventions in and across a wide range of writing				×			x									X	x	x							x
	making comparisons within and across books x learning a wider range of poetry by heart x				x			x		U		x	x				×	x	x	×			x x	×	×	×
	preparing a wider range of poetry by heart x preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so x									×							×						×		^	
	understand what they read by:	^	^					^		^		^					_ ^						^			
	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context x				v					v			v v	v	v			v v	v v			v	v v	v v	v	
	asking questions to improve their understanding x x x x x	Ŷ,	v v v		, ,	v v		v v v	Ŷ	v	v v	v v	x x	· v	, ,	v	v .	v v	ŷ ŷ	, ,	v v	·	· ·	v v	v v	0 0
	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evide	ence x			¥	_ ^ ^		x	×	¥		Y .	^ ^	^ ^	` _ ^	· ·	^ ^	x .		` ^	^ ^	_	^ ^			
	predicting what might happen from details stated and implied	¥			Y			×	¥	¥		Y Y	 Y				×	¥					×			
	summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas				×			×		x		x					×	x		×			x x			×
	identifying how language, structure and presentation contribute to meaning x x	×	x x		×	x		×	x	x		x	x x				x x	x x	x x	c x	x x	×	x x	x x	x x	x x
	discuss and evaluate how authors use language, including figurative language, considering the impact on the read x x	×	x x		x	x		x	x	x		x	x x				x x	x x	x x	c x	x x	x	x x	x x	x x	x x
	distinguish between statements of fact and opinion				x			×				x	×		×			х		x			x			x x
	retrieve, record and present information from non-fliction				x	x		×											x	×			x	×		x x
	participate in discussions about books that are read to them and those they can read for themselves, building on their own and cx	x	x		x	x	(x		x	x				×	x	x x	×		x	x x	x	x x	x x
	explain and discuss their understanding of what they have read, including through formal presentations and debates, maintainin x	×	x		x	x	(x	x	x		x	×		x		×	x	x x	×		x	x x	x	x x	x x
	provide reasoned justifications for their views x	×	x		x	x		x	x	x		x	x		x		x	x	x x	×		x	x x	x	x x	x x
	Writing - transcription																									
	Spelling - see English appendix 1 (foam letters will be sufficient to spell all listed words) x x x	x		x x		< x	×	x	x x	x x	х х	х	x		x	c	x			(x x			x		
	Pupils should be taught to:																									
	use further prefixes and suffixes and understand the guidance for adding them																×			(х			x		
	spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused											x									х			×		
	use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifical	by an listed in E	natich appond	lu 1								· ·									^					
	use dictionaries to check the spelling and meaning of words	iy, as iisteu iii L	rigiisii appeilu	IA I		^	,					^												· ·		
	use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary																							×		
	use a thesaurus													×										x		
	Handwriting and presentation																									
	Pupils should be taught to:																									
	write legibly, fluently and with increasing speed by:																									
	choosing which shape of a letter to use when given choices and deciding whether or not to join specific letterx		x			x			x																	
	choosing the writing implement that is best suited for a task		x			x	(x																	
	Writing - composition																									
	Writing - composition Pupils should be taught to:																									
	rupio sinuala de taugint to.																									
	plan their writing by:																									
	identifying the audience for and purpose of the writing, selection the appropriate form and usion other similar writing so models five	¥			×				×			×	v		¥		¥	x x	x			×	¥	¥	x x	
	identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models fix noting and developing initial ideas, drawing on reading and research where necessary	x			x	^		×	^			x	^		^		×	x ^	x				x	x	x x	×
	in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen pr	erformed																							_ <u>_</u>	
	draft and write by:																									
	selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning x	×			×	x		x				x		x x			×	x			×			×	x	
	in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	×										x						x								
	précising longer passages				×			x				x	x				×	x		×			x	x		
	using a wide range of devices to build cohesion within and across paragraphs				×							x					×	x						x	x	
	using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points,	underlining]			×	×													x					×		
	evaluate and edit by:																									
	assessing the effectiveness of their own and others' writing x	x			×			x		x							x	x				×	×		x x	
	proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning x	x						x				x					x	x	x			×	x		x x	
	ensuring the consistent and correct use of tense throughout a piece of writing												x					x								x
	ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and write	ing and x			×				x			x					x	x							x	
	proofread for spelling and punctuation errors														x		x	x x					×		x	
	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear x	x			x			x x x				x			x	x	x	x x	x x		x	x	x	x x	x x	

lish	Spoken language																									
	Writing - vocabulary, grammar and punctuation																									
	Pupils should be taught to:																									
	develop their understanding of the concepts set out in English appendix 2 by:																									
	recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form	s			x	×	x	x		x	x	х х	x		×			х :		x x	x	x	х	x	x	
	using passive verbs to affect the presentation of information in a sentence																								×	
	using the perfect form of verbs to mark relationships of time and cause																				x				x x	
	using expanded noun phrases to convey complicated information concisely							x				x											х			
	using modal verbs or adverbs to indicate degrees of possibility														×								х		×	
	using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative p	ronoun										x											х			
	learning the grammar for years 5 and 6 in English appendix 2		x	x	x	×	x	x x			×	x x	x	х	×	×	х	х :	x x	x x	x x	x	x x	x	x x	
	indicate grammatical and other features by:																									
	using commas to clarify meaning or avoid ambiguity in writing														×				c				x			
	using hyphens to avoid ambiguity																			x			x			
	using brackets, dashes or commas to indicate parenthesis																		c				x			
	using semicolons, colons or dashes to mark boundaries between independent clauses														x								х			
	using a colon to introduce a list														x								х			
	punctuating bullet points consistently						x											х :					x			

Maths	N001 N002 N003 N004 Number - number and place value	N005 N006 N007 N	1008 N009 N0	1010 N011 N	1012 N013 N	N014 N015 N016 N017	N018 N019 N0	020 N021 N022	N023 N024	4 N025 N026	6 N027 N028	N029 N030	N031 N032 N033 N034	N035 N036 N03	7 N038 N039 N04	N041 N042	N043 N044 N045 N046 N0	47 N048 N049	N050 N051 N	052 N053 N054 N	N055 N056 N057	N058 E004	E012 L	.052 E009
Year 1	Number - number and piace value Pupils should be taught to:																							
	count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number x	x x		×																				
	count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s x x	x x x	×	×	×		×	x		×	×					х								
	given a number, identify 1 more and 1 less x identify and represent numbers using objects and pictorial representations including the number line, and x x			x x																				
	read and write numbers from 1 to 20 in numerals and words x		×			×																		
	read and write numbers from 1 to 20 in numerals and words																							
	Number - addition and subtraction																							
	Pupils should be taught to:																							
	read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	×		×		×	×				×	×					×							
	represent and use number bonds and related subtraction facts within 20 x add and subtract one-digit and two-digit numbers to 20, including 0 x	x x		×																				
	and and subtract one-eight and two-digit numbers to 20, including 0 x solve one-step problems that involve addition and subtraction, using concrete objects and pictorial repres x x	x x		×		_																		
	solve one-step problems that involve addition and solutaction, using concrete dojects and pictorial represix					*																		
	Number - multiplication and division																							
	Pupils should be taught to:																							
	solve one-step problems involving multiplication and division, by calculating the answer using concrete of x x	×			×	×		×																
	Number - fractions																							
	Pupils should be taught to:																							
	recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity					x x		x		х														
	recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity					x		х							×									
	Measurement																							
	Pupils should be taught to:																							
	compare, describe and solve practical problems for:																							
	lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) x	×	х					×																
	mass/weight (for example, heavy/light, heavier than, lighter than) x										x													
	capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]													×			x							
	time (for example, quicker, slower, earlier, later) measure and begin to record the following:								x															
	measure and beights lengths and heights		x x																					
	mass/weight x																							
	capacity and volume x													х										
	time (hours, minutes, seconds)								×									×						
	recognise and know the value of different denominations of coins and notes														×						x			
	sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning	g, afternoon and evenis	ng)						×													x		
	recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times								x									x				×	x	
	tell the time to the hour and half past the hour and draw the hands on a clock face to show these times								x													×	×	
	Geometry - properties of shapes																							
	Pupils should be taught to:																							
	recognise and name common 2-D and 3-D shapes, including:																							
	2-D shapes (for example, rectangles (including squares), circles and triangles) x	x								×							x x		×					
	3-D shapes [for example, cuboids (including cubes), pyramids and spheres] x	×	×				×		×															
	Geometry - position and direction																							
	Pupils should be taught to:																							
	describe position, direction and movement, including whole, half, quarter and three-quarter turns																		x					x
Year 2	Number - number and place value																							
Year 2	Number - number and piace value Pupils should be taught to:																							
	I spira amond on mognitio.																							
	count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward x	×		x x				×		×						x								
	recognise the place value of each digit in a two-digit number (10s, 1s)			×	×					×	×													
	identify, represent and estimate numbers using different representations, including the number line x		x	×		x								x										
	compare and order numbers from 0 up to 100; use <, > and = signs			×																				
	read and write numbers to at least 100 in numerals and in words x use place value and number facts to solve problems x x	x x		x x		· ×							x x											
	was practi rende and number (BUS ID SOTTE PRODUCTIS X X	. x x		. x		* *	×		^	^	^		* ×	^	1									
	Number - addition and subtraction																							
	Pupils should be taught to:																							
	solve problems with addition and subtraction: x x x																							
	solve problems with addition and subtraction: x x x using concrete objects and pictorial representations, including those involving numbers, quantities and mix	x x	×	x x	×	×	×	-	×	× .	X Y	×	x x											
	applying their increasing knowledge of mental and written methods x x x	y .	×	x -		, , ,	v v	x x	×	x x	x x	¥	x x v v	x x v	x y x	v	x x x x	x v	x y -	x v	x x ×			
	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	1 1	-		1	1 1	^ ^	- ^				^	- ^ ^	- ^			^ ^	- ^	*	_ ^ /	- ^			
	add and subtract numbers using concrete objects, pictorial representations, and mentally, including:																							
	a two-digit number and 1s x x	x x	×	×																				
	a two-digit number and 10s	x		×			×	×	x	×	x x	×												
	2 two-digit numbers									×	x	×	×											
	adding 3 one-digit numbers x show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number froix		×								X v													
	recognise and use the inverse relationship between addition and subtraction and use this to check calcul; x	×		×		^ v																		
	A STATE OF THE STA	Î		-																				
	Number - multiplication and division																							
	Pupils should be taught to:																							
	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication	n (v) division (a) === =	sounte (n) einn-	×	×	×		x x		×				X v -	X	×	x x							
	calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot	·· (-), urvsion (+) and e	signs (=) signs		× ×	x x		. X	*				×	X	. x x	×	x X	* X	x x	. ,	. x X	^		
	solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and	nd division facts, include	ing problems in	ontexts	×	x		x x	x	x			×	х х у	x x y	×	x x	x x	x v	х .	x x x	x		
	,		y p. comonia III		-	1		- ^		-			1	^_		_	- ^	- ^	*		- ^			
	Number - fractions																							
	Pupils should be taught to:																							
	recognise, find, name and write fractions 1/3 , 1/4 , 2/4 and 3/4 of a length, shape, set of objects or quantity					×		×	x				x					x						
	write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2							×	x				×		×			×						

inter and place value be taught for: see appropriate standard units to estimate and measure tenghisheight in any direction (minori), mass (lighgi); term order lengths, mass, volume/capacity and record the results using 5, 4 and 4 use symbols for pound (s) and pricers (g) contine emonsts to make a particular value combinations of crisis that equal the same amounts of minory orders in a practical context involving addition and sobstaction of minory of the same unit, including giving of sequence inverside of times the time to be remineral, including quarter passifs the hour and draw the hands on a clock face to show these for the differential of shapes the differential of shapes to be supported or 3.0 shapes, including the number of sides, and line symmetry in a vertical line secroble the proporties of 3.0 shapes, including the number of sides, and line symmetry in a vertical line secroble the proporties of 3.0 shapes, including the number of sides, and strings on a paymetry	operature (*C); capacitys ange ange x x x x x x			x x	N013 N014 N	x x	NO18 NO19 N		x x x x x	0024 N025 N026	N027 N028	N029 N030 N0	N032 N033 I	N034 N035 I	x	N039 N040 N041	NO42 NO43 NO	NO45 NO46 NO46	7 N048 N049 N	N050 N051 N052 N053	x x x x		x x x x x	x x x	x x x x
to laught to: as appropriate standard units to estimate and measure tempfisheright in any direction (mixim); mass (lighig); temperature strengths, measure standard units to estimate and measure tempfisheright in any direction (mixim); mass (lighig); temperature strengths with the content of the content o	ange	r (litresimi) to th	x x	x		x	x		X X X	x					x	x x x	×				x x x	,	x x x x x	x x x	x x x
se appropriate standard units to estimate and measure langth/height in any direction (michin), mass (lips); term code fergits, mass, volume/copacity and record fer results using 1, 4 and 4 incomplete, mass, volume/copacity and record fer results using 1, 4 and 4 incomplete and the second of the	ange	(litres/ml) to th	tx x	x		x	X X		x x x	x					x	x x x	x				x x x	x 5	x x x x x	x x x	x x x
orde lengths, mass, volume-topacity and record for exusible using 3, 4 and 4 use symbots to possible, of possible process and a supersonal proces	ange	(litresimi) to tt	x	x		x	x		x x x	x					x	x x x	x				x x x	x	x x x	x x x	x x x
combinations of cross that equal the same amounts of money of the same unit, including giving of sequences in particular control monlay of the same unit, including giving of sequences invariant of times the first market for the same to the control of the same unit. Including giving of sequences are same unit including giving of sequences are same unit including giving of sequences are same units of the sa	x x x x		x	x		x	x		x x x	x						x x					x x		x x x	x x x	x x x
combinations of cross that equal the same amounts of money of the same unit, including giving of sequences in particular control monlay of the same unit, including giving of sequences invariant of times the first market for the same to the control of the same unit. Including giving of sequences are same unit including giving of sequences are same unit including giving of sequences are same units of the sa	x x x x		x			x	x		x x x	x						x					x x		x x	x x x	x x
problems in a practical content involving addition and substancino of money of the same unit, including giving of segment intrinsed from the same unit, including giving of segment interests of the market, including giving of segment in the same of the market of house in a day. The same of the same of the market of house in a day. The same of the same of the same of the market of house in a day. The same of t	x x x x		x			x	×		x x x	x						x					x		x x x	x x x	x x x
sequence intended of more the most off time the most off time the formation of a dock face to show these to the most off minutes in an hour and the number of hours in a day coperfies of shapes between the most off times and the number of hours in a day coperfies of shapes. The times of the most off times are the times of times	x x x x		x			x	x		x x x	x													x x x	x x x	x x
the of minutes in an hour and the number of hours in a day reporties of shapes be laught to: be laught to: south to a properties of 3-D shapes, involving the number of ades, and line symmetry in a various line sortice the properties of 3-D shapes, involving the number of ades, and line symmetry in a various line sortice the properties of 3-D shapes, the remains of ades, was force as a finite on a sprinter and a transple on a paramet sort common 2-D and 3-D shapes and everyday dejects. x upon on the shape of the common 2-D and 3-D shapes and everyday dejects be taught to: constitution plus pickingamm, tally charts, block daggams and tables or amplic questions by curating the number of objects in each category and sorting the call it is reliable to the constitution of properties of the call of the taught to: constitution plus pickingamm, tally charts, block daggams and tables or amplic questions by curating the number of objects in each category and sorting the call it is reliable to the constitution of the call of the cal	x x x		x x			x	x		x	x													x	x x	x
reporties of shapes the taught for: Souther the opposition of 2-0 shapes, including the number of oldes, and line symmetry in a vertical line souther the opposition of 2-0 shapes, including the number of oldes, and line symmetry in a vertical line is seatched to proposition of 2-0 shapes, life or example, a circle on a glinder and a triangle on a pyramid) x continue and direction be taught for: sample combinations of mathematical objects in patterns and sequences find vocabularly to describe position, direction and movement, including movement in a straight line and disting to taught for: the taught to: the ta			x			x	x		x	x													x	x	×
be laught to: scrole the properties of 2-D shapes, including the number of sides, and the symmetry in a vertical line scrole the properties of 3-D shapes, including the number of sides, and the symmetry in a vertical line scrole the properties of 3-D shapes, shoulding the number of sides, and line symmetry in a vertical line scrole that the state of 3-D shapes, shoulding the number of sides, and increased a triangle on a symmetry and of the state of 3-D shapes and everyday depicts and of the state of the state of 3-D shapes and everyday depicts and of the state of the			x			x	x			×															
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escribe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line secribe the properties of 3-D shapes, including the number of edges, verticas and faces in a symmetry of the properties of 3-D shapes, for example, can clien an a glinter and a triangle on a pyramid just common 22 and 3-D shapes and everylary objects or common 22 and 3-D shapes and everylary objects or common 22 and 3-D shapes and everylary objects to shape the shape of the shape the shape of the shape of the shape the shape of the shape of the shape of the shape the shape of the			x			x	×			×															
secrible the propriete of 3.0 halpess, including the number of olegas, vertices and faces a vertice of the properties of 3.0 halpess and every services on a primary of the properties of the pr			x			x	×			х															
hapes on the surface of 3.0 shapes, for example, a circle on a ginder and a triangle on a pyramid) or common 2.0 and 3.0 shapes and everyday objects solidon and direction. The surface of the surface o			x			x	×												×						
sort common 2.0 and 3.0 shapes and everyday objects x casion and direction be says it is, requested to the same of the same			x			x	×										×								
toollon and direction be laught be: sample combinations of mathematical objects in patterns and sequences fical vicabilities by describe position, direction and movement, including movement in a straight line and disting to be taught be: constant simple joilograms, tally charts. Mood diagrams and tables are simple quantities by rounting the number of objects in each category and sorting the cate x or questions about brailing and comparing categorized data.							_ ^										×								
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wher and place value																									
be taught to:																									
De laught to.																									
in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number				×	x			×		×		×	,	ĸ			x								
place value of each digit in a 3-digit number (100s, 10s, 1s) order numbers up to 1,000				×						×	×			×											
order numbers up to 1,000							х			×	x														
sent and estimate numbers using different representations				×																					
e numbers up to 1,000 in numerals and in words problems and practical problems involving these ideas				х		x x					х			K .			x								
problems and practical problems involving triese deas									×																
lition and subtraction																									
be taught to:																									
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umber and 10s											×														
number and 100s											x														
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answer to a calculation and use inverse operations to check answers												×		K											
ns, including missing number problems, using number facts, place value, and more complex addition and subtra	scson											×		×		×	×		x		x x >	. ×			
tiplication and division																									
be taught to:																									
a multiplication and division facts for the 2.4 and 8 multiplication tables																									
	uding for two-digit num	nbers times one	e-digit numbe	ers, using ment	ital and progressi	ing to formal written	methods										_			×		×			
														K	×	×	×		×		x x >	.)	s.		
tions																									
down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit	numbers or quantities I	by 10								×				х :	c										
d and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators						×		×											×						
												×				x			×						
a snow, using using range, equivalent tractions with small denominators ract fractions with the same denominator within one whole for example 5/7 + 1/7 = 6/7 1												×			x				×						
order unit fractions, and fractions with the same denominators												×							×						
ns that involve all of the above																			×	x x	x x	1 X Y	x		
be taught to:																									
npare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)			×				×								x x							1 7	x		
perimeter of simple 2-D shapes							×																		
ract amounts of money to give change, using both £ and p in practical contexts																x					×				
one time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clock	se and house use	abulanı such	e o'clock	Inm momis-	afternoon name	and midnight										×							×		
ther of seconds in a minute and the number of days in each month, year and leap year	and nours; use voca	worldry SUCH as	a a cruck, am	-p-11, 1110ming, 2	entiroun, noon	and munight			×														×	x	x
ations of events (for example, to calculate the time taken by particular events or tasks)									×															_	×
roperties or snapes																									
be taught to:																									
pes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and descri	bex		×							x							x	x							
gles as a property of shape or a description of a turn												×						×							×
angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; id		are greater than	an or less than	n a right angle								×													
ontal and vertical lines and pairs of perpendicular and parallel lines	x																								
be taught to:																									
present data using bar charts, pictograms and tables	×	1	x x						×																
p and two-step questions using information presented in scaled bar charts and pictograms and tables	x	1	x x						×																
be be reaction of the control of the	Inumbers mentally, including: Interest and 1s. Interest and 1s.	It is begin to common and office the common	It begins to Includes restrictly, holiding: Includes any of the control of the	te target to common and control of the control of t	It is target to an analysis and division faces for the 3.4 and 8 multiplication sades white production and division faces for the state of the stat	It is begin to commence sensibly, holizology. In common services and 10s and common services and 10s	It is begin to It contains marked by technique It contains any or the contains and of the contains and cont	It is begint to: It can be a set of the control of	Is target to: Incombern servicing, including: Incombern servicing to 10 digit, using formal written methods of columnar addition and subtraction Incombern servicing to 15 digit, using formal written methods of columnar addition and subtraction Incombern servicing to 15 digit, using formal written methods of columnar addition and subtraction Incombern servicing to 15 digit, using formal written methods of columnar addition and subtraction Incombern servicing to 15 digit, using formal written methods of columnar addition and subtraction Including ministry purpose proteins, surjeg number facts, place value, and more complex addition and subtraction Including ministry purposes from militylication and division surjeg for militylication and division facts for the 3,4 and 8 multiplication below the militylication and division surjeg for militylication and division facts for the 3,4 and 8 multiplication subtraction surjeges from militylication and division surjeges for militylication and division surjeges for militylication and division surjeges from militylication and convolution and surject formal militylication and convolut	It is begint to: Includes marking holduring: Includes marking holduring: Includes marking holduring: Includes marking holduring within methods of columns addition and subtraction Includes marking holduring marking holduring marking holduring marking holduring holduring marking holduring holduring marking holduring holduring marking holduring holduri	a target to: A combined method, withdray in the combined of columnar addition and subtraction A combined method of columnar addition and subtraction A column of the columnar addition and subtraction A column of the columnar addition and subtraction A columnar addition and subtraction A columnar addition and subtraction A column of the columnar addition and subtraction A column of the columnar addition and subtraction A column of the columnar addition and subtraction A columnar addition and division floats for the 3,4 and 8 multiplication tables A columnar addition and division floats for the 3,4 and 8 multiplication tables A columnar addition and division floats for the 3,4 and 8 multiplication tables A columnar addition and division floats for the 3,4 and 8 multiplication tables A columnar addition and division floats for the 3,4 and 8 multiplication tables A columnar addition and division floats for the 3,4 and 8 multiplication tables A columnar addition and division floats for the 3,4 and 8 multiplication tables A columnar addition and division floats for the 3,4 and 8 multiplication tables A columnar addition and division floats from addition floats from addition and division, including possible integer scaling problems in a transfer addition and division, including possible integer scaling problems are quantified by 10 and	a target to: Company Company	a large time and 15 in the case of 15 in the cas	The stand from the manufally, including: The card 15 in the manufally, including: The card 15 in the card 15	The stage of the contract metalling including in the contract of the contract metalling including in the contract of the contr	The start is setting in contrast metals, including the start and start metals in contrast metals and substantial in contrast metals in contrast me	The contract of the contract o	The companies of the co		The control of the co					

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Year 1	Number - number and place value																					
Year 4	Number - number and place value																					
	Pupils should be taught to:																					
	count in multiples of 6, 7, 9, 25 and 1,000						×					×			×							
	find 1,000 more or less than a given number								×													
	count backwards through 0 to include negative numbers				×							×										
	recognise the place value of each digit in a four-digit number (1,000s, 10s, 10s, and 1s)								×													
	order and compare numbers beyond 1,000								×													
	identify, represent and estimate numbers using different representations	x x		×	x		×															
	round any number to the nearest 10, 100 or 1,000									x												
	solve number and practical problems that involve all of the above and with increasingly large positive na	umbers															x	x				
	read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include	the concept of 0 and pla	ace value												x							
	Number - addition and subtraction																					
	Pupils should be taught to:																					
	add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and	subtraction where appr	ropriate							x							x					
	estimate and use inverse operations to check answers to a calculation										x	×										
	solve addition and subtraction two-step problems in contexts, deciding which operations and methods t	o use and why												×			x		×			
	Number - multiplication and division																					
	Pupils should be taught to:																					
	recall multiplication and division facts for multiplication tables up to 12 × 12						×								×							
	use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and	d 1; dividing by 1; multip	plying together 3 numbers															x				
	recognise and use factor pairs and commutativity in mental calculations																	x				
	multiply two-digit and three-digit numbers by a one-digit number using formal written layout																	x				
	solve problems involving multiplying and adding, including using the distributive law to multiply two-digit	numbers by 1 digit, into	leger scaling problems ar	d harder correspondence problems	s such as n objects are con	nected to m obje	cts							x x				x	x	x		
	Number - fractions (including decimals)																					
	Pupils should be taught to:																					
	recognise and show, using diagrams, families of common equivalent fractions										×			×			x					
	count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and	dividing tenths by 10							x				x x									
	solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide qua	antities, including non-ur	init fractions where the ar	swer is a whole number	x			x x			×		×	x			x					
	add and subtract fractions with the same denominator										×											
	recognise and write decimal equivalents of any number of tenths or hundreds												×									
	recognise and write decimal equivalents to 1/4 , 1/2 , 3/4												×									
	find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in	the answer as ones, ten	nths and hundredths						×				×									
	round decimals with 1 decimal place to the nearest whole number				x								×						×	x		
	compare numbers with the same number of decimal places up to 2 decimal places												×	x			x		×			
	solve simple measure and money problems involving fractions and decimals to 2 decimal places													×		x			×	x		
	Measurement																					
	Pupils should be taught to:																					
	convert between different units of measure [for example, kilometre to metre; hour to minute]													x		x			×	×		
	measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metre	s					×							x								
	find the area of rectilinear shapes by counting squares						×															
	estimate, compare and calculate different measures, including money in pounds and pence													x x		×			x x	x		
	read, write and convert time between analogue and digital 12- and 24-hour clocks							×												×	×	
	solve problems involving converting from hours to minutes, minutes to seconds, years to months, week	s to days						×									×			×	×	
	Geometry - properties of shapes																					
	Pupils should be taught to:																					
	compare and classify geometric shapes, including quadrilaterals and triangles, based on their propertie	s and sizes	x						×	×						×		x				
	identify acute and obtuse angles and compare and order angles up to 2 right angles by size									×												
	identify lines of symmetry in 2-D shapes presented in different orientations								×													
	complete a simple symmetric figure with respect to a specific line of symmetry								· ·													
	Geometry - position and direction																					
	Pupils should be taught to:																					
	describe positions on a 2-D grid as coordinates in the first quadrant		×													×						
	describe movements between positions as translations of a given unit to the left/right and up/down		× .													×						
	plot specified points and draw sides to complete a given polygon															×						
	Statistics																					
	Pupils should be taught to:																					
	interpret and present discrete and continuous data using appropriate graphical methods, including bar	charts and time graphs	x	x x				x											x			
	solve comparison, sum and difference problems using information presented in bar charts, pictograms,	tables and other graphs	s x	x x				×											x			
Year 5	Number - number and place value																					
	Pupils should be taught to:																					
	read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit								×													
	count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000								×													
	interpret negative numbers in context, count forwards and backwards with positive and negative whole	numbers, including thro	ough 0		×							x										
	round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000				x				×													
	solve number problems and practical problems that involve all of the above				x x				×			x		x				x x	x x x	. x x		
	read Roman numerals to 1,000 (M) and recognise years written in Roman numerals				x x				×			x		×		×		x v	x x x	x x		
	, , , , , , , , , , , , , , , , , , , ,														×				- ^			
	Number - addition and subtraction																					
	Number - addition and subtraction Pupils should be taught to:																					
	add and subtract whole numbers with more than 4 digits, including using formal written methods (column	nar addition and subtr-	action)														Y					
	add and subtract whole numbers with more than 4 digits, including using formal written methods (column add and subtract numbers mentally with increasingly large numbers	women and scora								_ ^		-					^					
	use rounding to check answers to calculations and determine, in the context of a problem, levels of acc	uracy									^	×										
	use rounding to check answers to calculations and determine, in the context of a proceem, levels of acc solve addition and subtraction multi-step problems in contexts, deciding which operations and methods				1							Y										
	some section and sabbaction must-step problems in contexts, deciding which operations and methods	to use allu wily										^		×					×			
	Number - multiplication and division																					
	Number - multiplication and division Pupils should be taught to:																					
	- opina anodio de taugiti to.																					
																		×				
	identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 nu	ilibers																				
	identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 nu know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers	libers					×											×				

Maths	Maths N001 N002 N003 N004 N005 N006 N007 N008 N009 N010 N011 N012 N013 N014 N015 N016 N017 N018 N019 N020	N021 N022 N023 N0	024 N025 N026 N027 N02	8 N029 N030 N031 N032 N	N033 N034 N035 N036 N	N037 N038 N039 N040 N041 N042 N043 N	NO44 NO45 NO46 NO47 NO48 NO49 NO50 NO51 NO52 NO53 N	1054 N055 N056 N057 N058 E004 E012 L052 E009
Year 1	Number - number and place value							
	establish whether a number up to 100 is prime and recall prime numbers up to 19	x				×		
	multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers						x	
	multiply and divide numbers mentally, drawing upon known facts			x	x	x		
	divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context						x x	
	multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000		x		x x			
	recognise and use square numbers and cube numbers, and the notation for squared (*) and cubed (*)							
	solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes					x x x x x x	x x x x x x	x x x
	solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign x		x	×	x x	x x x x x x	x x x x x x x x x	x x x x
	solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	x				x x x x x x	x x x x x x	x x x
	Number - fractions (including decimals and percentages)							
	Pupils should be taught to:							
	compare and order fractions whose denominators are all multiples of the same number			Y.		Y .	Y Y	
	identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths	×		· ·	x x	Y Y		
	recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (for example, 2/15 + 4/15 = 6/15 = 1 1/15) x	x x		, v	x x	Ŷ Ŷ	·	
	add and subtract fractions with the same denominator, and denominators that are multiples of the same number x							
	multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams							
	read and write decimal numbers as fractions from example, 0.71 = 71/100 1							
	read and was declinal intrinsers as inductors give example, (x 1 = 7 1700) recognise and use flowardths and relate them to tentify, hundredths and decimal equivalents				X			
	round decimals with 2 decimal places to the nearest whole number and to 1 decimal place x							
	round decimals with 2 deep state places to the invested whose furtherer and to 1 decimal place read, write, order and compare numbers with up to 3 decimal places as a compare numbers with up to 3 decimal places as x				×			
					×			
	solve problems involving number up to 3 decimal places x				x			
	recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction				x x			
	solve problems which require knowing percentage and decimal equivalents of 1/2 , 1/4 , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25				x x	x x	x	X
	Measurement							
	Pupils should be taught to:							
	convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre, gram and kilogram; litre and millitre)					x x	x	x x
	understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints					x	x	
	measure and calculate the perimeter of composition rectilinear shapes in certimeters and metres					x	× .	
	integasce and cancerate the permitted or option requirements and integrated and cancer the permitted or option requirements and integrated and cancer the permitted or option requirements and integrated and cancer the permitted or option requirements and integrated and permitted or option requirements and p							
	calculate and compare the area or rectangles (including suring sanatra units, square complications square the reference area or rectangles (including suring sanatra units, square complications square thereing), and estimate the area or integruar snapes x x estimate volume (for example, using 1 of mit blocks to build cuboids (including cuboss)) and capacity (for example) (for ex				×			
	estimate volume (for example, using 1 cm ² blocks to build cuboids (including cubes)) and capacity (for example, using water) solve problems involving coverting between units of time solve problems involve the solve the so				×	*		x
	solve problems involving converting between units of time use all four operations to solve problems involving measure for example, length, mass, volume, money using decimal notation, including scaling x							x
	use an our operations to solve process involving measure for example, sength, mass, volume, money) using declinal notation, including scaling				x	x x x	x x X	a X X
	Geometry - properties of shapes							
	Pupils should be taught to:							
	identify 3-D shapes, including cubes and other cuboids, from 2-D representations x					x		
	know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles			x				
	draw given angles, and measure them in degrees (*)			x				
	identify:							
	angles at a point and 1 whole turn (total 360°)			× .			¥	
	angles at a point on a straight line and half a turn (total 180')							
	other multiples of 90°			0			0	
	use the properties of rectangles to deduce related facts and find missing lengths and angles x			-		x x		
	use the properties of rectangles to deduce related and find missing lengths and angles						*	*
	distinguish between regular and irregular polygons based on reasoning about equal sides and angles			×			x	x
	Geometry - position and direction							
	Pupils should be taught to:							
	identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, an x x		x				x	
	Statistics							
	Pupils should be taught to:							
	e upra a nouro de unigra no.							
	solve comparison, sum and difference problems using information presented in a line graph							
				×				
	complete, read and interpret information in tables, including timetables x	x						
Year 6	Number - number and place value							
	Pupils should be taught to:							
	read, write, order and compare numbers up to 10,000,000 and determine the value of each digit x x x x x x x x		x					
	round any whole number to a required degree of accuracy							
	use negative numbers in context, and calculate intervals across 0 x			x				
	solve number and practical problems that involve all of the above x x x x x x	x x	x x x	x x	x x			
	Number - addition, subtraction, multiplication and division							
	Pupils should be taught to:							
	multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication							
	muspy must-age runneers up to 4 ages by a kno-ager whose number using the formal wintern memor of rong muspicasion divide numbers up to 4 digits by a kno-ager whose number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context						A	
	divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number or present presents, fractions, or by rounding, as appropriate for the context divide numbers up to 4 digits by a two-digits whole number using the formal written method of short division where appropriate, interpreting remainders according to the context.						×	
	divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context perform mental calculations, including with mixed operations and large numbers						x	
				X		×		
	identify common factors, common multiples and prime numbers						x	
	use their knowledge of the order of operations to carry out calculations involving the 4 operations		×	X	x x	x x x x x x	* * * * * * * * *	x x x x
	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why			x	x	x x x x	x x x x x	x x x
	solve problems involving addition, subtraction, multiplication and dilvision use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy x x x							
	use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy x x x x x x				x	x x		x
	Number - Fractions (including decimals and percentages)							
	Pupils should be taught to:							
	use common factors to simplify fractions; use common multiples to express fractions in the same denomination							
	use common factors to simplify fractions, use common multiplies to express fractions in the same denomination compare and order fractions, inclining fractions 1 of the common fractions of the common fractions of the common fractions of the common fractions 1 of the common fract			×		*	_ x	
				x		x	x x	
	add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions			x				
	multiply simple pairs of proper fractions, writing the answer in its simplest form (for example, 1/4 × 1/2 = 1/8)					x		
	divide proper fractions by whole numbers (for example, 1/3 + 2 = 1/6)					x	x	
	associate a fraction with division and calculate decimal fraction equivalents (for example, 0.375) for a simple fraction (for example, 3/8)				×			
	identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places				×			
	multiply one-digit numbers with up to 2 decimal places by whole numbers							x
	use written division methods in cases where the answer has un to 2 decimal places						x	
	use when unsuch members in cases where we also we have that up to 2 contained to so a contained to so accepted desires of accuracy.							y y
	sove process winch require answers to be founded to specific on agrees or accuracy recall and use equivalences between simple fractions, declinats and percentages, including in different contexts					×		
	Patio and reporting							

Ratio and proportion
Pupils should be taught to:

Maths		N001 N002 N003 N004 N00	05 N006 N007 N008 N009 N010	N011 N012 N013 N014	N015 N016 N017 N0	18 N019 N020 N0	21 N022 N023 N024 N02	.5 N026 N027 N028	N029 N030 N031 N	032 N033 N034 N03	5 N036 N037 N038	8 N039 N040 N0	041 N042 N043 I	N044 N045 N046	N047 N048 N049	3 N050 N051 N	052 N053 N054 N05	.5 N056 N057 N0	.58 E004	E012 L0	L052 E
	Number - number and place value																				
	solve problems involving the relative sizes of 2 quantities where missing values can be for	found by using integer multiplication and division for	facte																		
	solve problems involving the relative sizes of 2 quantities where missing values can be in solve problems involving the calculation of percentages (for example, of measures and s										×						×	×			
	solve problems involving the calculation of percentages (to example, or measures and s solve problems involving similar shapes where the scale factor is known or can be found		or companion								* ×							Υ			
	solve problems involving unequal sharing and grouping using knowledge of fractions and						x								×			-			
	sorre process involving directors assume and grouping using nitomodyc or nactions and	o monpres																			
	Algebra																				
	Pupils should be taught to:																				
	use simple formulae		×		x		x x		x x		x x		×		×			×			
	generate and describe linear number sequences		^		x	^ v					- 1		_ ^		_ ^			-			
	express missing number problems algebraically								×	×											
	find pairs of numbers that satisfy an equation with 2 unknowns								×	x											
	enumerate possibilities of combinations of 2 variables						×														
	enumerate possibilities of combinations of 2 variables						*					_ ^									
	Measurement																				
	Pupils should be taught to:																				
	solve problems involving the calculation and conversion of units of measure, using decim	mal notation up to 3 decimal places where appropr	riate							×							×	x x			
	use, read, write and convert between standard units, converting measurements of length			a, using decimal notation to	up to 3 decimal places		×				x x				×		. x				
	convert between miles and kilometres										×							x			
	recognise that shapes with the same areas can have different perimeters and vice versa					×															
	recognise when it is possible to use formulae for area and volume of shapes					×					×										
	calculate the area of parallelograms and triangles					×			K		×			×							
	calculate, estimate and compare volume of cubes and cuboids using standard units, incl	luding cubic centimetres (cm*) and cubic metres (r	(m*), and extending to other units ffor	example, mm* and km*1							×										
	Geometry - properties of shapes																				
	Pupils should be taught to:																				
	draw 2-D shapes using given dimensions and angles								K .					x							
											-		-								
	recognise, describe and build simple 3-D shapes, including making nets compare and classify geometric shapes based on their properties and sizes and find unk	terme andre is an identity and detects and	to the second second								x		x	x							
			regular polygons						K .					×							
	illustrate and name parts of circles, including radius, diameter and circumference and kn- recognise angles where they meet at a point, are on a straight line, or are vertically oppo-								× .							x					
	recognise angles where mey meet at a point, are on a straight line, or are vertically opportunity	usite, and into missing angles																			
	Geometry - position and direction																				
	Pupils should be taught to:																				
	describe positions on the full coordinate grid (all 4 quadrants)													×							
	draw and translate simple shapes on the coordinate plane, and reflect them in the axes													×							
	Statistics																				
	Pupils should be taught to:																				
	interpret and construct pie charts and line graphs and use these to solve problems																				
	mile precano construct pie charts and line graphs and use these to solve problems						×														

Primary		Resources:	Foam	Wordl Har	ndv Pla	stic Tim	eli Map	Coun	iti Calen	Alpha	Numb	Numb [ictio Num	b∈Squa	re Scale	es Ruler	Geor Pro	tra Mag	gni Tor	c Mag	ır Bell	s Bod
	Science																					
Year 1	During years 1 and 2, pupils should be tau	ght to use the following	practio	al scientific																		
	methods, processes and skills through the	teaching of the progra	nme of	study cont	ent:																	
	□ asking simple questions and recognising	g that they can be answ	ered in	different w	ays	х	x		x									x	x	x	x	
	□ observing closely, using simple equipme	ent																x	х	x	х	
	□ performing simple tests							x										x	х	x	х	
	□ identifying and classifying				x			x								X		x				
	$\hfill \square$ using their observations and ideas to su	ggest answers to quest	ions		х			x										x	х	x	х	
	□ gathering and recording data to help in a	answering questions.													x	X		x				
	Pupils should be taught to:																					
	$\hfill\Box$ identify and name a variety of common v	wild and garden plants,	includir	ng deciduo	us							х										
	and evergreen trees																					
	□ identify and describe the basic structure	of a variety of commor	flower	ing plants,								x										
	including trees.																					
	Pupils should be taught to:																					
	□ identify and name a variety of common a	animals including fish, a	mphibi	ans, reptile	es, x		х					х										
	birds and mammals																					
	□ identify and name a variety of common a	animals that are carnivo	res, he	rbivores ar	nd x							х										
	omnivores																					
	describe and compare the structure of a va	ariety of common anima	als (fish	x	x							х										
	amphibians, reptiles, birds and mammals,	including pets)																				
	$\hfill\Box$ identify, name, draw and label the basic	parts of the human boo	dy and s	say which p	part																	x
	of the body is associated with each sense																					
	Pupils should be taught to:																					
	$\hfill\Box$ distinguish between an object and the m	naterial from which it is	made	x	x															x	x	
	$\hfill\Box$ identify and name a variety of everyday	materials, including wo	od, plas	stic, glass,	х							x								x	х	
	metal, water, and rock																					
	□ describe the simple physical properties of	of a variety of everyday	materia	als	х							х								x	х	
	□ compare and group together a variety of	f everyday materials on	the bas	sis of their	x			x				x								x	х	
	simple physical properties.																					
	Pupils should be taught to:																					
	$\hfill \Box$ observe changes across the four season	ns							X													
	□ observe and describe weather associate	ed with the seasons and	how d	ay length					X													
	varies.																					
Voor 2	Dunile should be tought to																					
Year 2	Pupils should be taught to:	twoon things that !:-	رامم جاء	od ond the	200													.,	.,			
	cxplore and compare the differences be	tween things that are li	nng, ae	au, and thi	ng x	Х												Х	Х	Х	X	X
	that have never been alive identify that most living things live in hab						х														-	+

Primary	Resourc	es: Foam	Wordl Ha	ndv Plas	stic Time	eli Map	Count Cale	en Alpha Num	nb Numb Dictio	Numbe Square Scales	Ruler Geor Pro	tra Mag	gni Tor	c Mag	r Bells	Body
	how different habitats provide for the basic needs of different	kinds of an	imals and													
	plants, and how they depend on each other															
	☐ identify and name a variety of plants and animals in their ha	abitats, inclu	uding micro	oha x		х			х							
	☐ describe how animals obtain their food from plants and other	er animals,	using the i	idea x		х			х							
	of a simple food chain, and identify and name different source	s of food.														
	Pupils should be taught to:															
	□ observe and describe how seeds and bulbs grow into matu	re plants			х	х			х							
	☐ find out and describe how plants need water, light and a su	itable temp	erature to	grow					х							
	and stay healthy.															
	Statutory requirements															
	Pupils should be taught to:															
	□ notice that animals, including humans, have offspring which	grow into	adults	х	х											
	☐ find out about and describe the basic needs of animals, inc	luding hum	ans, for	х	х											х
	survival (water, food and air)															
	☐ describe the importance for humans of exercise, eating the	right amou	ints of diffe	erent												х
	types of food, and hygiene.															
	Pupils should be taught to:															
	☐ identify and compare the suitability of a variety of everyday	materials, i	including	х					х			х	х	х	x	
	wood, metal, plastic, glass, brick, rock, paper and cardboard t	or particula	ar uses													
	☐ find out how the shapes of solid objects made from some n	naterials ca	n be chang	ged x					х			х	х	х	x	
	by squashing, bending, twisting and stretching.															
Year 3	Pupils should be taught to:															
T CUI O	identify and describe the functions of different parts of flowers.	arina nlante	· roote						x			х		+		
	stem/trunk, leaves and flowers	ring plants	. 10013,						^			^		+		
	□ explore the requirements of plants for life and growth (air, li	aht water	nutriente fi	rom					x					+		
	soil, and room to grow) and how they vary from plant to plant	grit, water,	Tiddi Citto II	10111					^					+		
	investigate the way in which water is transported within plan	nte							x					+		
	□ explore the part that flowers play in the life cycle of flowerin		ıcludina						X					+		
	pollination, seed formation and seed dispersal.	g planto, in	loidding											+		
	Pupils should be taught to:													+		
	□ identify that animals, including humans, need the right type	s and amou	unt of nutrit	tion x		х			х					+		х
	and that they cannot make their own food; they get nutrition fr			uon x										+		X
	identify that humans and some other animals have skeletor			х					Х					+		х
	support, protection and movement.	.c and mus		^					^					+		
	Pupils should be taught to:													+		
	□ compare and group together different kinds of rocks on the	basis of the	eir appeara	ance		x	X		x					+		
	and simple physical properties	22010 01 111	o appour				^		^					+		-
	describe in simple terms how fossils are formed when thing	e that have	lived are		x	х			Х					-		

Primary				Resources:	Foam	Wordl H	landv Pla	stic Ti	neli Ma	ар Со	unte Cale	en Alphal	Numb	Numb	Dictio	Numbe	Square	Scales	Ruler	Geor	Protra	Magni	Torc N	lagr B	ells Bo	dy
	trapped within roc	k																								
	□ recognise that s	soils are made fro	om rocks and orga	anic matter.											х											

History		L025	L028	L048	E002	E010	E032	E001	E004	E009	E012	E017	E024	E026	E030	E036	N006	N056
KS1																		
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.		x	×	x	x	×	×											
They should know where the people and events they study fit within a chronological framework					x	x												
identify similarities and differences between ways of life in different periods						x												
They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and uncompared to the sources of the source of the sources of the source of the	erstand key features of even	ts x	x	x	x	x	x											
They should understand some of the ways in which we find out about the past			x				x											
identify different ways in which it is represented			x		x		x											
changes within living memory		x			x	x												
events beyond living memory that are significant nationally or globally					x	x												
the lives of significant individuals in the past			x		x	x												
KS2																		
develop a chronologically secure knowledge and understanding of British, local and world history					x	x												
establishing clear narratives within and across the periods they study						x												
note connections, contrasts and trends over time						x												
address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance		x	x x			x x	¥											
construct informed responses that involve thoughtful selection and organisation of relevant historical information		X				X												
understand how our knowledge of the past is constructed from a range of sources			x				x											
changes in Britain from the Stone Age to the Iron Age					x	x												
the Roman Empire and its impact on Britain					X X	x												
Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor					x	×												
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			×		×	×												
the achievements of the earliest civilizations			^		×	×												
Ancient Greece –					x	x												
a non-European society that provides contrasts with British history					x	x												
a non-caropean society that provides contracts with printer matery					^													
Geography																		
KS1&2																		
name and locate the world's seven continents and five oceans								x		x					x			
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas								x		x	×							
understand geographical similarities and differences											×	×	x					
identify seasonal and daily weather patterns in the United Kingdom											x	×						
the location of hot and cold areas of the world in relation to the Equator and the North and South Poles											x	×	x					
use basic geographical vocabulary								x	x	x	×	×	x					
use world maps, atlases and globes								x	x	x	x	×					×	
use simple compass directions								x		×					x		x	
use and construct basic symbols in a key																		x
locate the world's countries								x		×					x			
name and locate counties and cities of the United Kingdom											×	×						
identify the position and significance of latitude, longitude,											×	×	x					
understand geographical similarities and differences											×	×	x					
describe and understand key aspects of: ☐ physical geography											x	×	x					
human geography													x					
use the eight points of a compass, four and six-figure grid references															x		x	

			E006	E014	E026	E016	L008	N018	E041	E019	E033	E038	E039	E042	E044	L041	N044	E010	N045	E025	N058
Languages																					
KS2																					
listen attentively to spoken langua	age and show understanding by joining in and respon	iding	x	x	x																
explore the patterns and sounds o	of language through songs and rhymes and link the s	pelling, sound and meaning of words	x	x	x																
engage in conversations; ask and	d answer questions; express opinions and respond to	those of others; seek clarification and help		×	x																
speak in sentences, using familiar	r vocabulary, phrases and basic language structures			×	x																
develop accurate pronunciation an	ind intonation so that others understand when they ar	e reading aloud or using familiar words and phras	ies x	×	×																
present ideas and information oral	ally to a range of audiences		x	×	x																
read carefully and show understan	inding of words, phrases and simple writing		x	x	x																
broaden their vocabulary and deve	velop their ability to understand new words that are in	troduced into familiar written material,		×	x																
write phrases from memory, and a	adapt these to create new sentences, to express idea	as clearly		×	×																
describe people, places, things an	nd actions orally* and in writing			×	x																
understand basic grammar approp	priate to the language being studied		x	×	x																
Technology																					
KS1																					
design purposeful, functional, appe	pealing products for themselves and other users base	ed on design criteria				x															
generate, develop, model and con	mmunicate their ideas through talking, drawing, temp	lates				x	x	×													
select from and use a range of too	ols and equipment to perform practical tasks					×	x	×													
select from and use a wide range	of materials and components, including construction	materials, textiles and ingredients, according to the	heir characteristic	cs		×	x	×													
explore and evaluate a range of ex	existing products					x															
evaluate their ideas and products	against design criteria					x															
build structures, exploring how the	ey can be made stronger, stiffer and more stable					×		×													
explore and use mechanisms									x												
understand where food comes from	om.									x											
KS2																					
use research and develop design	criteria					×															
generate, develop, model and con	mmunicate their ideas through discussion, annotated	sketches, cross-sectional and exploded diagrams	s, prototypes, pat	ttern pieces and c	omputer-aided de	sign x	x	×			×										
select from and use a wider range	e of tools and equipment to perform practical tasks										×	x	x	x	x						
select from and use a wider range	e of materials and components, including construction	n materials, textiles and ingredients, according to t	their functional pr	roperties and aes	thetic qualities						x	×	x	x	×	×	x				
understand how key events and in	ndividuals in design and technology have helped sha	pe the world																x			
apply their understanding of how to	to strengthen, stiffen and reinforce more complex stre	uctures									×	×	x	x							
understand and use mechanical sy	systems in their products															x					
understand and use electrical syst	stems in their products												x		x						
apply their understanding of comp	puting to program, monitor and control their products.																		x		
use the basic principles of a health	thy and varied diet to prepare dishes									x							x			×	x
understand and apply the principle																				×	
		techniques															x				x
use the basic principles of a health understand and apply the principle prepare and cook a variety of pred	thy and varied diet to prepare dishes									×									x		

						L004	L006	E005	E038	E010
Music										
KS1										
use their voices	expressively and o	creatively by sing	ing songs and	speaking chants	and rhymes	x				
play tuned and u	untuned instrument	ts musically					х	x	x	
listen with conce	entration					x	x	x	x	
experiment with,	, create, select and	d combine sound	s using the inte	r-related dimensi	ons of music.		х	x	x	
KS2										
play and perform	n in solo and ense	mble contexts, us	ing their voices	s and playing mus	sical instruments			x	x	
improvise and co	ompose music							x	x	
listen with attent	ion to detail					x	x	x	x	
develop an unde	erstanding of the hi	istory of music.								x
use and underst	and staff and othe	r musical notation	ns			not covere	d in Primary Box #1			
Subjects not cov	/ered									
Art and Design										
Computing										
PE										