



Word Reading

<b>I can</b>	
Read Green Words (Set 1,2 & 3) (Real and alien words)	
Read Red Words (Set A- P) and recognise the grotty graphemes.	
Use the sounds I know to decode words automatically and my reading is fluent.	
Read new words correctly by blending the sounds I have been taught.	
Read and blend sounds I have been taught and recognise alternative sounds for letters. E.g. <u>S</u> tray <u>t</u> rains <u>b</u> ake	
Read words of two or more syllables that contain sounds I have been taught. E.g. Air/plane      furn/i/ture	
I can read words with suffixes. ent/ ness/ ful /'less/'y E.g. roof <u>less</u> neat <u>ness</u> <u>sadly</u> <u>playful</u> <u>enjoyment</u>	
I can read and comment on unusual graphemes and phonemes. E.g. <u>D</u> elay <u>thi</u> ef <u>b</u> ought	
Read most words quickly and accurately without needing to sound and blend words. (90 words per minute)	
Sound out most unfamiliar words accurately, without undue hesitation.	
Read books within my reading level, accurately, showing fluency and confidence.	
Recognise when my reading does not make sense and self-correct.	

ASSESSING PROGRESS IN READING

 <b>1a</b>	<b>I can</b>	
	Talk about my favourite words and phrases in stories and poems.	
	Use what I know already to understand texts. (Context and vocabulary)	
 <b>1b</b>	<b>I can</b>	
	Talk about and give opinions on stories & non-fiction texts	
	Answer and ask questions about the books I am reading.	
 <b>1d</b>	<b>I can</b>	
	Draw inferences from illustrations, events, characters' actions and speech.	
	Why did _____? How do you feel about _____? Can you explain why _____? Why did (a character) behave in this way? How can you tell that _____? True or False	



<b>1c</b>	<b>I can</b>	
	Orally retell stories. E.g. fairy stories & traditional tales	
	Say some poems by heart, with intonation to make the meaning clear.	
	Recognise simple recurring literary language in stories and poetry. E.g. 'Three Little Pigs- I'll huff and I'll puff.	
	Discuss the order of events in books and how information is related.	



<b>1ec</b>	<b>I can</b>	
	Make predictions based on what I have read. E.g. Which of these is likely to happen? What do you think will happen next? Why do you think that? What do you think would happen if _____? What do you think will happen to _____? Why do you think this?	
	Make links between the book they are reading and other books they have read.	

<b>Stage 1</b> (0-25%)	0-6
<b>Stage 2</b> (25-50%)	7-11
<b>Stage 3</b> (50-85%)	12-18
<b>At National Standard</b> (85-100%)	19-23



ASSESSING PROGRESS IN WRITING

	<b>I can</b>	
<b>Handwriting</b>	Form ascenders/descenders/ x height letters correctly.	
	Join some letters. e.g. Diagonal joins- ai, ar Horizontal strokes-ou vi	
	Show that I know which 8 letters are best left un-joined. E.g. Break letters b g j p q x y z	
	Form capital letters and numbers the correct size and direction to one another and to lower case letters.	
	Use spaces between my words that reflect the size of the letters.	

	<b>I can</b>	
<b>Grammar and Punctuation</b>	Use <b>subordination</b> (when, if, that, because) in my writing. E.g. <u>When</u> the train pulled away, the boy began to cry. Use <b>co-ordination</b> (when, if, that, because) E.g. I ran quickly down the volcano <u>when</u> it began to erupt.	
	I can use adjectives to describe the noun E.g. The <u>fierce</u> , <u>angry</u> crocodile... 	

	<b>I can</b>	
<b>Grammar and Punctuation</b>	Check that the subject and verbs agree in my sentences. My <b>dog</b> always <u>grows</u> at the postman <b>Basketballs</b> <u>roll</u> across the floor. I don't <u>understand</u> the assignment.	
	Use the present tense and past tense correctly. E.g. He man <u>is walking</u> across the bridge. The man <u>walked</u> across the bridge.	
	Use the progressive forms of verbs in the present and past tense. E.g. The boy <u>is riding</u> his bike. The boy <u>was</u> riding his bike.	
	Use capital letters for names of <u>people</u> , <u>places</u> , <u>day of the week</u> and the personal pronoun 'I'	
	Correctly use <u>question marks</u> and <u>exclamation marks</u> .	
	Use <u>commas</u> to separate items in a list. E.g. The snakes, tigers, elephants and monkeys had fun.	
	Use apostrophes to show <u>omission</u> E.g. can't Use apostrophes showing <u>possession</u> E.g. The lion's paw	

	<b>I can</b>	
<b>Composition</b>	Write narratives about personal experiences, both real and fiction	
	Write for different purposes, including real events.	
	Plan and discuss my writing and record my ideas.	
	Say my sentences or sequences of sentences before I write them.	
	Assess my own writing independently, with friends and with an adult (2 stars and a wish)	
	Read my writing to check for errors in spelling, grammar and punctuation.	

<b>Stage 1</b> (0-25%)	0-7
<b>Stage 2</b> (25-50%)	8-15
<b>Stage 3</b> (50-85%)	16-22
<b>At National Standard</b> (85-100%)	23-30



## ASSESSING PROGRESS IN WRITING

Spelling7	I can	☺
	Break words into phonemes for spelling.	
	Spell words with alternative spellings . e.g. to/ too/two	
	Use the suffixes 'ment', 'ness', 'ful', 'less', 'ly'. e.g. kindly kindness careful careless	
	Use what I know about sounds to help me spell more words correctly e.g. day/snail/make	
	Recognise sounds I know in new words and use syllables to break up words to help when spelling.	
	Spell Green Words (Sets 1, 2 & 3)	
	Spell Red Words (Sets A- P)	

Spelling	I can	☺
	Spell words with -dge, (badge, edge, bridge) -ge (.age, huge, village) and g instead of a j ( gem, giant, giraffe)	
	Spell words with the silent letters kn, gn and wr (e.g. knock , know, knee) (e.g. gnat, gnaw) ( e.g. write, wrong, wrap)	
	Spell words with -le and -el at the end. (e.g. table, apple , middle) (e.g. camel, tunnel, travel)	
	Add -ies to words ending in y (e.g . flies, copies, babies)	
	Add the endings -ed, -ing -er and est to root words ending in 'y'. (E.g. cried, happier)	
	Add the endings -ed, -ing -er and -est to root words ending in 'e' with a consonant before it. (E.g. hiked, hiking, hiker)	
	Double the last consonant letter of root words with short vowels, ending in -ed, -ing -er and -est and -y. Pat- patted-patting hum-hummed- humming Sad-sadder-saddest run-runner-runny	



## ASSESSING PROGRESS IN MATHS

<b>Measurement</b>	<b>I can</b>	
	Compare and order lengths, mass, volume/capacity & record the results using $>$ $<$ and $=$	
	Choose and use standard units to estimate and measure length/ height in m and cm using rulers.	
	Choose and use standard units to estimate and measure mass in kg and g using scales.	
	Choose and use standard units to estimate and measure temperature in $^{\circ}\text{C}$ using thermometers.	
	Choose and use standard units to estimate and measure capacity in l and ml using measuring vessels.	
	use symbols for $\pounds$ and p and combine amounts to make a particular value.	
	Find different combinations of coins that equal the same amount of money	
	Tell and write the time to 5 minutes, including quarter to/past and draw the hands on a clock face to show these times	
	Compare & sequence intervals of time.	
	Know the number of minutes in 1hour.	
	Know the number of hours in a day.	
Solve simple problems in a practical context involving addition and subtraction of money of the same units, including giving change.		

<b>Geometry- properties of shape</b>	<b>I can</b>	
	Compare and sort common 2D shapes and everyday objects.	
	Compare and sort common 3D shapes and everyday objects.	
	Identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line.	
	Identify and describe the properties of 3D shapes including the number of edges, vertices and faces.	
	Identify 2D shapes on the surface of 3D shapes.	
	<b>Geometry-position &amp; direction</b>	Compare and arrange combinations of mathematical objects in patterns and sequences.
Use mathematical vocabulary to describe position, direction and movement (including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti clockwise).		

<b>Statistics</b>	<b>I can</b>	
	Interpret and construct simple pictograms.	
	Interpret and construct tally charts.	
	Interpret and construct block diagrams.	
	Interpret and construct simple tables	
	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.	
	Ask and answer questions about totalling and comparing categorical data.	



ASSESSING PROGRESS IN MATHS

<b>Calculations</b>	<b>I can</b>	
	Recall and use addition and subtraction facts to 20, and derive and use related facts up to 100.	
	Add and subtract mentally including: a 2-digit number and ones / a 2-digit number and tens / two 2-digit numbers / adding three 1-digit numbers.	
	Add and subtract numbers using objects and pictures, including: a 2-digit number and ones / a 2-digit number and tens / two 2-digit numbers / adding three 1-digit numbers.	
	Recognise and use the inverse relationship between + and - and use this to check calculations and missing number problems.	
	Solve problems with + and - using objects and pictures, including those involving numbers, quantities and measures.	
	Solve problems with + and - by using my knowledge of mental and written methods.	
	Recall and use x and ÷ facts for the 2, 5 and 10x tables, including recognising odd/even numbers.	
	Calculate statements for x and ÷ within the multiplication tables and write them using the multiplication	

<b>Calculations Cont..</b>	Solve problems involving x and ÷, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.	
	Show that + of two numbers can be done in any order (commutative) and - of one number from another cannot.	
	show that X of two numbers can be done in any order (commutative) and ÷ of one number by another cannot.	

<b>Number, place value, approximation and estimation/ rounding</b>	Count in tens from any number, forward and backward.	
	Read and write numbers to 100 in numerals and words.	
	Compare and order numbers from 0 up to 100; using < > = signs.	
	Recognise the place value of each digit in a 2-digit number.	
	Identify, represent and estimate numbers E.g. Using the number line.	
	Use place value and number facts to solve problems.	

<b>Fractions, decimals &amp; percentages</b>	<b>I can</b>	
	Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.	
	Write simple fractions.	
	Recognise the equivalence of 2/4 and 1/2.	

<b>Stage 1</b> (0-25%)	0-11
<b>Stage 2</b> (25-50%)	12-22
<b>Stage 3</b> (50-85%)	23-38
<b>At National Standard</b> (85-100%)	39-45



## ASSESSING PROGRESS IN SCIENCE

<b>Biology</b>	<b>I can</b>	😊
	Observe and describe how seeds and bulbs grow into mature plants. (Y2)	
	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2)	
	Explore and compare the differences between things that are living, dead, and things that have never been alive. (Y2)	
	Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. (Y2)	
	Identify and name a variety of plants and animals in their habitats, including micro-habitats. (Y2)	
	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (Y2)	

<b>Biology cont.</b>	<b>I can</b>	😊
	Notice that animals, including humans, have offspring which grow into adults. (Y2)	
	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2)	
	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2)	

<b>Physics</b>	<b>I can</b>	😊
	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2)	
	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2)	

## For reference only

<b>Working Scientifically</b>	<b>I can</b>	😊
	Ask simple questions and recognise that they can be answered in different ways.	
	Observe closely, using simple equipment and perform simple tests.	
	Identify and classify using their observations and ideas to suggest answers to questions.	
	Gather and record data to help in answering questions.	

<b>Stage 1</b> (0-25%)	1-4
<b>Stage 2</b> (25-50%)	5-8
<b>Stage 3</b> (50-85%)	9-13
<b>At National Standard</b> (85-100%)	14-15



## Curriculum Overview

	<b>Autumn Term</b>	<b>Christmas Unit: What is the meaning of Christmas?</b>	<b>Spring Term</b>	<b>Easter Unit What is the meaning of Easter?</b>	<b>Summer Term</b>
<b>Year A</b>	<p><b><u>Christianity</u></b></p> <p>What can we learn about Christianity from visiting a church?</p> <p>Introduce features of a church, worship (including harvest), leaders.</p> <p>How do Christians celebrate harvest?</p>	<p>How Christians celebrate Christmas?</p> <p>Why are gifts given at Christmas?</p> <p>How do Christians celebrate the birth of Jesus?</p> <p>Introduction to Jesus as Son of God through special birth.</p>	<p><b><u>Christianity- Bible</u></b></p> <p>Why is Jesus special to Christians?</p> <p>What does the Bible teach us?</p> <p>Introducing Jesus, beliefs and stories about Jesus.</p>	<p>What is the Easter story?</p> <p>Why is Jesus' death important to Christians?</p> <p>Death and resurrection of Jesus as important to Christians.</p>	<p><b><u>Buddhism</u></b></p> <p>What can we find out about Buddha?</p> <p>Who was Buddha and what were his values?</p> <p>What do Buddhist stories tell us about his beliefs?</p> <p>Introducing beliefs and stories about Buddha.</p>
<b>Year B</b>	<p><b><u>Christianity</u></b></p> <p>Why is the Bible special to Christians?</p> <p>Introducing the Bible. How it is treated. Beliefs about God shown in the Bible.</p> <p>What can we learn from the story of St Cuthbert?</p> <p>(Stories of St Cuthbert)</p>	<p>How and why is light important at Christmas?</p>	<p><b><u>Christianity- Symbols</u></b></p> <p>How do Christians show they belong to the church? (Baptism/Promise)</p> <p>Church building as a place of worship.</p> <p>Leaders – introduction to local church leader (vicar, priest, minister)</p>	<p>How do Christians celebrate Easter?</p> <p>Jesus as important through stories – healer, miracle worker, one who helped care for others, Jesus as a teacher.</p>	<p><b><u>Buddhism</u></b></p> <p>How do Buddhists show their beliefs?</p> <p>How do they live and behave?</p> <p>Introducing worship, ceremonies and how commitment and belonging is shown.</p> <p>How do Buddhist and Christians worship in the home? Symbols and aids to worship.</p>



## ASSESSING PROGRESS IN COMPUTING

<b>E- Safety</b>	<b>I can</b>	☺
	Log on using my user name and password	
	I can recognise nice and nasty things to say online	
	Ask an adult if I am worried about anything online	
	I know who to talk to about the internet if I need help	

<b>Search engines</b>	<b>I can</b>	☺
	get onto the internet search engine	
	search for pictures on the internet.	
	find a webpage	

<b>Computer Science</b>	<b>I can</b>	☺
	understand what algorithms are.	
	To understand how algorithms are implemented as programs on digital devices;	
	Understand how programs execute by following precise and unambiguous instructions	
	Create simple programmes	
	Debug simple programs	
	Predict what will happen to a program	
	Use logical reasons to explain what I think will happen	
	I can use block coding (espresso)	

<b>Digital literacy</b>	<b>I can</b>	☺
	Use technology purposefully to create documents	
	Organise my work in different ways.	
	Save my work in a file,	
	Edit my work when I have made it	
	Talk about when I use digital technology	

<b>Stage 1</b> (0-25%)	0-5
<b>Stage 2</b> (25-50%)	6-10
<b>Stage 3</b> (50-85%)	11-17
<b>At National Standard</b> (85-100%)	18-20



## ASSESSING PROGRESS IN HISTORY

<b>Chronology</b>	<b>I can</b>	😊
	Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time	
	Show where places, people and events fit into a broad chronological framework	
	Begin to use dates	

<b>Historical Terms</b>	<b>I can</b>	😊
	Develop and use a wide vocabulary of historical terms such as: a long time ago, recently, when my ... were younger, years, decades, centuries	

<b>Interpreting History</b>	<b>I can</b>	😊
	Identify different ways that the past is represented e.g. fictional accounts, illustrations, films, song, museum displays	

<b>Historical Enquiry</b>	<b>I can</b>	😊
	Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?	
	Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites	
	Choose and use parts of stories and other sources to show understanding of events	
	Communicate understanding of the past in a variety of ways	

<b>Stage 1</b> (0-25%)	1-4
<b>Stage 2</b> (25-50%)	5-8
<b>Stage 3</b> (50-85%)	9-13
<b>At National Standard</b> (85-100%)	14-15

<b>Continuity &amp; Change</b>	<b>I can</b>	😊
	Discuss change and continuity in an aspect of life e.g. holidays	

<b>Causes &amp; Consequences</b>	<b>I can</b>	😊
	Recognise why people did things	
	Recognise why some events happened	
	Recognise what happened as a result of people's actions or events	

<b>Similarities &amp; Differences</b>	<b>I can</b>	😊
	Identify similarities and differences between ways of life in different periods, including their own lives	

<b>Significance</b>	<b>I can</b>	😊
	Recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why	



**ASSESSING PROGRESS IN Geography**

<b>Locational knowledge</b>	<b>I can</b>	☺
	Locate and name the 7 continents	
	Locate and name the 5 oceans	

<b>Place knowledge</b>	<b>I can</b>	☺
	Understand geographical similarities and differences through studying a small area of UK with a small area in a contrasting non-European country	

<b>Geographical skills and fieldwork</b>	<b>I can</b>	☺
	Use aerial photographs to recognise landmarks and basic human & physical features	
	Use fieldwork to observe the geography of the area studied	
	Devise a simple map adding a basic key	
	Use the compass directions – North, South, East and West	
	Use locational language e.g. near, far, left, right to describe location of features on a map	

<b>Human &amp; Physical Geography</b>	<b>I can</b>	☺
	Identify the location of hot and cold areas of the world in relation to the Equator, North Pole and South Pole	
	Use basic geographical vocabulary to refer to human and physical features	

<b>Stage 1</b> (0-25%)	1-3
<b>Stage 2</b> (25-50%)	4-5
<b>Stage 3</b> (50-85%)	6-8
<b>At National Standard</b> (85-100%)	9-10



## ASSESSING PROGRESS IN ART

<b>Sculpture</b>	<b>I can</b>	😊
	Use a range of materials creatively to design and make products e.g. clay, dough and plasticine. (Y1)	
	Use a range of materials creatively to design and make products e.g. making a clay pot and adding lines, shape and texture using tools effectively. (Y2)	

<b>Drawing</b>	<b>I can</b>	😊
	Use drawing as a medium to develop and share ideas. Incorporate known experiences. Focus on using lines and known geometric shapes by using colours and pencils. (Y1)	
	Create and use a wide range of patterns and colours e.g. pencils, pastels, charcoal. (Y2)	
	Refine skills in drawing and develop and share ideas. Focus on using lines using a range of sizes, thickness and shapes. (Y2)	

<b>Painting</b>	<b>I can</b>	😊
	Use painting as a medium to develop and share ideas. Involve experiences and imagination. Use mixed or powered paints and thick or thin paint brushes. (Y1)	
	Use primary and secondary colours when painting. (Y1)	
	Link my paintings to local artists in the area. (Y1)	
	Use primary colours to make secondary colours. (Y2)	
	Add white and black to colours to change their tone. (Y2)	
Link my paintings to the famous artist Van Gogh. (Y2)		

<b>Stage 1</b> (0-25%)	1-3
<b>Stage 2</b> (25-50%)	4-6
<b>Stage 3</b> (50-85%)	7-9
<b>At National Standard</b> (85-100%)	10-11



## ASSESSING PROGRESS IN DESIGN AND TECHNOLOGY

<b>Design</b>	<b>I can</b>	☺
	design purposeful, functional, appealing products for themselves and other users based on design criteria	
	generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	

<b>Make</b>	<b>I can</b>	☺
	select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	
	select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	

<b>Evaluate</b>	<b>I can</b>	☺
	explore and evaluate a range of existing products	
	evaluate their ideas and products against design criteria	

<b>Cooking and Nutrition</b>	<b>I can</b>	☺
	use the basic principles of a healthy and varied diet to prepare dishes	
	understand where food comes from.	

<b>Stage 1</b> (0-25%)	1-3
<b>Stage 2</b> (25-50%)	4-5
<b>Stage 3</b> (50-85%)	5-8
<b>At National Standard</b> (85-100%)	9-10

<b>Technical Knowledge</b>	<b>I can</b>	☺
	build structures, exploring how they can be made stronger, stiffer and more stable	
	explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	