

Milestone 1 - Autumn Spring Summer

English

Read accurately most words of two or more syllables

Read most words containing common suffixes*

Read most common exception words*.

In age-appropriate books, the pupil can:

Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute

In a familiar book that they can already read accurately and fluently, the pupil can: Check it makes sense to them.

Answer questions and make some inferences on the basis of what is being said and done.

Demarcate most sentences with capital letters and full stops and with some use of question marks and exclamation marks.

Use sentences with different forms in their writing (statements, questions, exclamations and commands)

Use some expanded noun phrases to describe and specify.

Use present and past tense mostly correctly and consistently

Use co-ordination (or / and / but) and some subordination (when / if / that / because)

Segment spoken words into phonemes and representing these by graphemes, spelling many correctly

Spell many common exception words*

Spell some words with contracted forms*

Add suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly*

Use the diagonal and horizontal strokes needed to join letters in some of their writing

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters another and to lower case letters

Use spacing between words that reflects the size of the letters.

Communication

- Sift information and focus on the important points.
- Seek clarification when a message is not clear.
- Understand instructions with more than one point.
- Use subject specific vocabulary to explain and describe.
- Suggest words or phrases appropriate to the topic being discussed.
- Identify homophones.
- Speak in a way that is clear and easy to understand.
- Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.
- Identify syllables within words.
- Ensure stories have a setting, plot and a sequence of events.
- Recount experiences with interesting detail.
- Predict events in a story.
- Give just enough detail to keep the audience engaged.
- Take turns to talk, listening carefully to the contributions of others.
- Vary language between formal and informal according to the situation.
- Add humour to a discussion or debate where appropriate.

Mathematics

The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus

The pupil can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations.

The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100).

The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$).

The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems

The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary

The pupil can identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole.

The pupil can use different coins to make the same amount

The pupil can read scales in divisions of ones, twos, fives and tens in a practical

The pupil can read the time on the clock to the nearest 15 minutes.

The pupil can describe properties of 2-D and 3-D shapes

Science

Ask their own questions about what they notice.

Use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions.

Observing changes over time.

Noticing similarities, differences and patterns.

Grouping and classifying things.

Carrying out simple comparative tests.

Finding things out using secondary sources of information.

Use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.

Name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans.

Describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults.

Describe basic needs of plants for survival.

Identify whether things are alive, dead or have never lived.

Describe and compare the observable features of animals from a range of groups.

Group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships.

Describe seasonal changes.

Name different plants and animals and describe how they are suited to different habitats.

Use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses.

History

Observe or handle evidence to ask questions and find answers to questions about the past.

Ask questions such as: What was it like for people? What happened? How long ago?

Use artefacts, pictures, stories, online sources and databases to find out about the past.

Identify some of the different ways the past has been represented.

Describe historical events.

Describe significant people from the past.

Recognise that there are reasons why people in the past acted as they did.

Place events and artefacts in order on a time line.

Label time lines with words or phrases such as: past, present, older and newer.

Recount changes that have occurred in their own lives.

Use dates where appropriate.

Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

Show an understanding of the concept of nation and a nation's history.

Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace

Geography

Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).

Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.

Use aerial images and plan perspectives to recognise landmarks and basic physical features.

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Name and locate the world's continents and oceans.

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Identify land use around the school.

Use basic geographical vocabulary

Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.

Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

Religious Education

Describe some of the teachings of a religion.

Describe some of the main festivals or celebrations of a religion. Christianity and Hinduism.

Recognise, name and describe some religious artefacts, places and practices.

Name some religious symbols.

Explain the meaning of some religious symbols.

Identify the things that are important in their own lives and compare these to religious beliefs.

Relate emotions to some of the experiences of religious figures studied.

Ask questions about puzzling aspects of life.

Identify how they have to make their own choices in life.

Explain how actions affect others.

Show an understanding of the term 'morals'.

Computing

Control motion by specifying the number of steps to travel, direction and turn.

Add text strings, show and hide objects and change the features.

Control when drawings appear and pen colour, size and shape.

Specify user inputs (such as clicks) to control events.

Specify the nature of events (such as a single event or a loop).

Participate in class social media accounts.

Understand online risks and the age rules for sites.

Use a range of applications and devices in order to communicate ideas, work and messages

Use simple databases to record information in areas across the curriculum.

Personal, Social & Health Education

Children can identify and name some feelings and express some of their positive qualities.

They can demonstrate that they can manage some feelings in a positive and effective way.

They begin to share their views and opinions

They can set themselves simple goals

Children can make simple choices about some aspects of their health and wellbeing and know what keeps them healthy.

They can explain ways of keeping healthy and they can name the main parts of the body.

Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations

They can explain that people grow from young to old.

Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.

They can recognise the effect of their behaviour on other people, and can cooperate with others.

They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another.

Physical Education

Use the terms 'opponent' and 'team-mate'.

Use rolling, hitting, running, jumping, catching and kicking skills in combination.

Develop tactics.

Lead others when appropriate.

Copy and remember moves and positions.

Move with careful control and coordination.

Link two or more actions to perform a sequence.

Choose movements to communicate a mood, feeling or idea.

Copy and remember actions.

Move with some control and awareness of space.

Link two or more actions to make a sequence.

Show contrasts (such as small/tall, straight/curved and wide/narrow).

Travel by rolling forwards, backwards and sideways.

Hold a position whilst balancing on different points of the body.

Climb safely on equipment.

Stretch and curl to develop flexibility.

Jump in a variety of ways and land with increasing control and balance.

Design and Technology

Cut, peel or grate ingredients safely and hygienically.

Measure or weigh using measuring cups or electronic scales.

Assemble or cook ingredients.

Cut materials safely using tools provided.

Measure and mark out to the nearest centimetre.

Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).

Demonstrate a range of joining techniques

Shape textiles using templates.

Join textiles using running stitch.

Create products using levers, wheels and winding mechanisms.

Design products that have a clear purpose and an intended user.

Make products, refining the design as work progresses.

Explore designs to identify likes and dislikes of the designs.

Suggest improvements to existing designs.

Explore how products have been created.

Art & Design

Respond to ideas and starting points.

Explore ideas and collect visual information.

Explore different methods and materials

Use thick and thin brushes.

Mix primary colours to make secondary.

Add white to colours to make tints and black to colours to make tones.

Use a combination of materials that are cut, torn and glued.

Sort and arrange materials.

Use a combination of shapes.

Include lines and texture.

Use rolled up paper, straws, paper, card and clay as materials.

Use techniques such as rolling, cutting, moulding and carving.

Draw lines of different sizes and thickness.

Colour (own work) neatly following the lines.

Show pattern and texture by adding dots and lines.

Show different tones by using coloured pencils.

Use repeating or overlapping shapes.

Mimic print from the environment (e.g. wallpapers).

Use objects to create prints (e.g. fruit, vegetables or sponges).

Press, roll, rub and stamp to make prints.

Use weaving to create a pattern.

Join materials using glue and/or a stitch.

Use plaiting.

Use dip dye techniques.

Use a wide range of tools to create different textures, lines, tones, colours and shapes

Describe the work of notable artists, artisans and designers.

Use some of the ideas of artists studied to create pieces.

Music
Take part in singing, accurately following the melody.
Follow instructions on how and when to sing or play an instrument.
Make and control long and short sounds, using voice and instruments.
Imitate changes in pitch.
Create a sequence of long and short sounds.
Clap rhythms.
Create a mixture of different sounds (long and short, loud and quiet, high and low).
Choose sounds to create an effect.
Sequence sounds to create an overall effect.
Create short, musical patterns.
Create short, rhythmic phrases.
Use symbols to represent a composition and use them to help with a performance.
Identify the beat of a tune.
Recognise changes in timbre, dynamics and pitch.