<table>
<thead>
<tr>
<th>Phonics, Spelling and Vocabulary</th>
<th>Grammar and Punctuation</th>
<th>Reading</th>
<th>Writing</th>
<th>Speaking and Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Learn common spellings of long vowel phonemes, e.g. ‘ee’, ‘ai’, ‘oo’, ‘ie’, ‘or’.</td>
<td>• Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.</td>
<td>• Extend the range of common words recognised on sight.</td>
<td>• Recount experiences and explore possibilities.</td>
<td></td>
</tr>
<tr>
<td>• Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</td>
<td>• Read and respond to question words, e.g. what, where, when, who, why.</td>
<td>• Use phonics as the main method of tackling unfamiliar words.</td>
<td>• Articulate clearly so that others can hear.</td>
<td></td>
</tr>
<tr>
<td>• Apply knowledge of phonemes and spelling patterns in writing independently.</td>
<td>• Secure the spelling of high frequency words and common irregular words.</td>
<td>• Read aloud with increased accuracy, fluency and expression.</td>
<td>• Vary talk and expression to gain and hold the listener’s attention.</td>
<td></td>
</tr>
<tr>
<td>• Discuss the meaning of unfamiliar words encountered in reading.</td>
<td>• Choose interesting words and phrases, e.g. in describing people and places.</td>
<td>• Identify and describe story settings and characters, recognising that they may be from different times and places.</td>
<td>• Show awareness of the listener by including relevant details.</td>
<td></td>
</tr>
<tr>
<td>• Choose interesting words and phrases, e.g. in describing people and places.</td>
<td><strong>WRITING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Write in clear sentences using capital letters, full stops and question marks.</td>
<td>• Use past and present tenses accurately but not always consistently.</td>
<td>• Predict story endings.</td>
<td>• Attempt to express ideas precisely, using a growing vocabulary.</td>
<td></td>
</tr>
<tr>
<td>• Use mainly simple and compound sentences, with and/or used to connect ideas. Because may begin to be used in a complex sentence.</td>
<td>• Use mainly simple and compound sentences, with and/but used to connect ideas. Because may begin to be used in a complex sentence.</td>
<td>• Make simple inferences from the words on the page, e.g. about feelings.</td>
<td>• Listen carefully and respond appropriately, asking questions of others.</td>
<td></td>
</tr>
<tr>
<td>• Begin to use a variety of simple organisational devices in non-fiction, e.g. headings, captions.</td>
<td>• Begin to re-read own writing for sense and accuracy.</td>
<td>• Talk about what happens at the beginning, in the middle or at the end of a story.</td>
<td>• Extend experiences and ideas through role-play.</td>
<td></td>
</tr>
<tr>
<td>• Begin to use capital letters, full stops and question marks.</td>
<td>• Form letters correctly and consistently</td>
<td>• Comment on some vocabulary choices, e.g. adjectives.</td>
<td><strong>FICTION AND POETRY</strong></td>
<td></td>
</tr>
<tr>
<td>• Use mainly simple and compound sentences, with and/but used to connect ideas. Because may begin to be used in a complex sentence.</td>
<td><strong>FICTION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Begin to use a variety of simple organisational devices in non-fiction, e.g. headings, captions.</td>
<td><strong>NON-FICTION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Choose interesting words and phrases, e.g. in describing people and places.</td>
<td>• Develop stories with a setting, characters and a sequence of events.</td>
<td>• Write instructions and recount events and experiences.</td>
<td><strong>NON-FICTION</strong></td>
<td></td>
</tr>
<tr>
<td>• Begin to use a variety of simple organisational devices in non-fiction, e.g. headings, captions.</td>
<td>• Structure a story with a beginning, middle and end.</td>
<td>• Use features of chosen text type.</td>
<td>• Scan a passage to find specific information and answer questions.</td>
<td></td>
</tr>
<tr>
<td>• Choose interesting words and phrases, e.g. in describing people and places.</td>
<td>• Write with a variety of sentence types.</td>
<td>• Use simple non-fiction texts as a model for writing.</td>
<td>• Read and follow simple instructions, e.g. in a recipe.</td>
<td></td>
</tr>
<tr>
<td>• Use mainly simple and compound sentences, with and/but used to connect ideas. Because may begin to be used in a complex sentence.</td>
<td>• Use the structures of familiar poems and stories in developing own writing.</td>
<td>• Make simple notes from a section of non-fiction texts, e.g. listing key words.</td>
<td>• Locate words by initial letter in simple dictionaries, glossaries and indexes.</td>
<td></td>
</tr>
<tr>
<td>• Begin to use a variety of simple organisational devices in non-fiction, e.g. headings, captions.</td>
<td>• Develop stories with a setting, characters and a sequence of events.</td>
<td>• Find answers to questions by reading a section of text.</td>
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<tr>
<td>• Choose interesting words and phrases, e.g. in describing people and places.</td>
<td>• Structure a story with a beginning, middle and end.</td>
<td>• Find factual information from different formats, e.g. charts, labelled diagrams.</td>
<td>• Find answers to questions by reading a section of text.</td>
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<tr>
<td>• Use mainly simple and compound sentences, with and/but used to connect ideas. Because may begin to be used in a complex sentence.</td>
<td>• Write with a variety of sentence types.</td>
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<td>• Locate words by initial letter in simple dictionaries, glossaries and indexes.</td>
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</table>
The following genres and text types are recommended for Year 2:

**Fiction and poetry:** real life stories, traditional tales from different cultures, different stories by the same author, longer stories, poetry and plays.

**Non-fiction:** non-chronological report, instructions, explanation, reference texts.
### Programme de français en classe 2

#### Vocabulaire

- Etre capable de/d’:
  - Réciter l'alphabet.
  - Connaitre les lettres (voyelles et consonnes).
  - Apprendre et utiliser le vocabulaire spécifique de la lecture d’un texte, d’une histoire (titre, les paragraphes, ...).
  - Apprendre et réutiliser des noms de choses, d’animaux et de personnes.
  - D’enrichir son vocabulaire lors des activités qui y sont dédiées (ex : unités de recherche), mais aussi lors d’activités décontextualisées.
  - Utiliser des adjectifs fréquemment utilisés pour détailler une description (couleurs, petit, grand...).

#### Orthographe

- Etre capable de/d’:
  - Écrire des lettres dictées.
  - Écrire des syllabes simples.
  - Écrire des mots déjà connus.
  - Écrire des mots invariables.
  - Utiliser des stratégies orthographiques et des analogies pour écrire des mots nouveaux (sons simples + complexes).
  - Préparer des dictées de mots et/ou phrases en utilisant ses connaissances lexicales et orthographiques.

#### Grammaire

- Etre capable de/d’:
  - Identifier une phrase.
  - Différencier une ligne d’une phrase.
  - Identifier et utiliser la ponctuation dans une phrase.
  - Identifier et utiliser correctement le genre du nom (un/une, le/la).
  - Reconnaître le nombre du nom (singulier/pluriel).
  - Accorder les noms au pluriel en ajoutant un « s ».
  - Identifier un nom commun ou un nom propre.
  - Faire la différence entre une lettre et un mot.
  - Segmenter une phrase en mots.

#### Conjugaison

- Etre capable de/d’:
  - Maintenir une cohérence temporelle dans son récit (oral).
  - Utiliser oralement les verbes être, avoir, dire, aller et faire pour rapporter un fait, décrire une situation.

#### Lecture

- Etre capable de/d’:
  - Établir la correspondance entre lettre et son.
  - Lire des sons simples.
  - Lire des syllabes composées de sons simples.
  - Lire certains sons complexes (ou, an, on, oi...).
  - Lire des mots connus.
  - Déchiffrer des mots inconnus.
  - Lire des mots invariables (sur, pour, avec, et alors...).
  - Lire à haute voix un texte court dont les syllabes ou les mots ont été étudiés.
  - Lire en respectant la ponctuation.
  - Lire et reformuler le contenu d’un texte ou d’un histoire lue.
  - Lire et suivre une consigne simple.

#### Expression écrite

- Etre capable de/d’:
  - Utiliser l’écriture cursive (graphisme).
  - Écrire les majuscules en script.
  - Copier un texte court sans erreur dans une écriture cursive lisible.
  - Soigner sa présentation.
  - Recopier sans erreur des syllabes, des mots.
  - Recopier sans erreur quelques phrases.
  - Écrire de manière autonome des syllabes, puis des mots simples.
  - Écrire des phrases simples en respectant les espaces entre les mots.
  - Écrire de manière autonome une ou deux phrases simples.
  - Utiliser la majuscule en début de phrase et le point en fin de phrase.
  - Écrire 3 phrases cohérentes à l’aide d’images ou d’un dessin.

#### Expression orale - savoir écouter

- Etre capable de/d’:
  - S’exprimer en formant plusieurs phrases correctes (syntaxe).
  - Parler clairement et avec confiance dans différents contextes.
  - S’exprimer en utilisant un vocabulaire adapté.
  - S’entraîner à voix haute pour améliorer sa lecture.
  - Écouter et répondre de manière appropriée aux opinions des autres.
  - Écouter et se souvenir d’une série d’instructions.
  - Écouter une histoire ou un texte et reformuler les idées essentielles.
  - Reformuler une idée ou un concept appris devant le groupe.
  - Réciter des poèmes appris (ou chansons).
### Year 2 – Maths Curriculum

<table>
<thead>
<tr>
<th>Numbers to 10</th>
<th>Calculations</th>
<th>Data Handling</th>
<th>Shape, Space, and Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Addition Facts to 10</strong></td>
<td><strong>Count on to add.</strong>&lt;br&gt;<strong>Use number bonds to add in any order.</strong>&lt;br&gt;<strong>Write and solve addition sentences.</strong>&lt;br&gt;<strong>Tell addition stories about pictures.</strong>&lt;br&gt;<strong>Write addition sentences.</strong>&lt;br&gt;<strong>Solve real-world problems.</strong></td>
<td><strong>Collect and organize data.</strong>&lt;br&gt;<strong>Show data as a picture graph.</strong>&lt;br&gt;<strong>Understand the data shown in a picture graph.</strong>&lt;br&gt;<strong>Draw picture graphs.</strong>&lt;br&gt;<strong>Make a tally chart.</strong>&lt;br&gt;<strong>Show data in a bar graph.</strong>&lt;br&gt;<strong>Understand data shown in a bar graph.</strong></td>
<td><strong>Length</strong>&lt;br&gt;<strong>Compare two lengths using the terms tail/taller, long/longer, and short/shorter.</strong>&lt;br&gt;<strong>Compare two lengths by comparing each with a third length.</strong>&lt;br&gt;<strong>Compare more than two lengths using the terms tallest, longest, and shortest.</strong>&lt;br&gt;<strong>Use a common starting point when comparing lengths.</strong>&lt;br&gt;<strong>Measure lengths using non-standard units.</strong>&lt;br&gt;<strong>Understand that using different non-standard units may give different measurements for the same item.</strong>&lt;br&gt;<strong>Use the term “unit” to describe length.</strong>&lt;br&gt;<strong>Count measurement units in a group of tens and ones.</strong></td>
</tr>
<tr>
<td><strong>Subtraction Facts to 10</strong></td>
<td><strong>Take away to subtract.</strong>&lt;br&gt;<strong>Count on to subtract.</strong>&lt;br&gt;<strong>Count back to subtract.</strong>&lt;br&gt;<strong>Use number bonds to subtract.</strong>&lt;br&gt;<strong>Write and solve subtraction sentences.</strong>&lt;br&gt;<strong>Tell subtraction stories about pictures.</strong>&lt;br&gt;<strong>Write subtraction sentences.</strong>&lt;br&gt;<strong>Solve real-world problems.</strong></td>
<td></td>
<td><strong>Mass</strong>&lt;br&gt;<strong>Compare the weight of two things using the terms “heavy”, “heavier”, “light”, “lighter”, and “as heavy as”.</strong>&lt;br&gt;<strong>Compare the weight of more than two things using the terms, “lightest” and “heaviest”.</strong>&lt;br&gt;<strong>Use a non-standard object to find the weight of things.</strong>&lt;br&gt;<strong>Compare weight using a non-standard object as a unit of measurement.</strong>&lt;br&gt;<strong>Use the term “unit” when writing the weight of things.</strong>&lt;br&gt;<strong>Explain why there is a difference in a measurement when using different non-standard units.</strong>&lt;br&gt;<strong>Arrange things according to their weights.</strong></td>
</tr>
<tr>
<td><strong>Addition and Subtraction Facts</strong></td>
<td><strong>Recognise related addition and subtraction sentences.</strong>&lt;br&gt;<strong>Write fact families.</strong>&lt;br&gt;<strong>Use fact families to solve real-world problems.</strong></td>
<td></td>
<td><strong>Money</strong>&lt;br&gt;<strong>Recognise and name cents (centimes) and euros.</strong>&lt;br&gt;<strong>Understand that c stands for cents.</strong>&lt;br&gt;<strong>Skip-count to find the value of a collection of coins.</strong>&lt;br&gt;<strong>Exchange one coin for a set of coins of equal value.</strong>&lt;br&gt;<strong>Use different combinations of coins less than 25 euro cents to buy things.</strong>&lt;br&gt;<strong>Count money in cents up to 1€ using the “count on” strategy.</strong>&lt;br&gt;<strong>Choose the correct value of coins when buying items.</strong>&lt;br&gt;<strong>Use different combinations of coins to show the same value.</strong>&lt;br&gt;<strong>Add to find the cost of items.</strong>&lt;br&gt;<strong>Subtract to find the change.</strong>&lt;br&gt;<strong>Add and subtract money in cents (up to 1€).</strong>&lt;br&gt;<strong>Solve real-world problems involving addition and subtraction of money.</strong></td>
</tr>
<tr>
<td><strong>Addition</strong></td>
<td><strong>Use different strategies to add 1-and 2-digit numbers.</strong>&lt;br&gt;<strong>Subtract a 1-digit from a 2-digit number with and without grouping.</strong></td>
<td></td>
<td><strong>Time</strong>&lt;br&gt;<strong>Use different combinations of coins less than 25 euro cents to buy things.</strong>&lt;br&gt;<strong>Count money in cents up to 1€ using the “count on” strategy.</strong>&lt;br&gt;<strong>Choose the correct value of coins when buying items.</strong>&lt;br&gt;<strong>Use different combinations of coins to show the same value.</strong>&lt;br&gt;<strong>Add to find the cost of items.</strong>&lt;br&gt;<strong>Subtract to find the change.</strong>&lt;br&gt;<strong>Add and subtract money in cents (up to 1€).</strong>&lt;br&gt;<strong>Solve real-world problems involving addition and subtraction of money.</strong></td>
</tr>
</tbody>
</table>

### Numbers to 20
- Count from 0 to 10 objects.
- Read and write 0 to 10 in numbers and words.
- Compare two sets of objects by using one-to-one correspondence.
- Identify the set that has more, fewer, or the same number of objects.
- Identify the number that is greater of less than another number.
- Make number patterns.
- Use connecting cubes or a math balance to find number bonds.
- Find different number bonds for numbers up to 10.
- Use ordinal numbers.
- Use position words to name relative positions.

### Numbers to 40
- Count on from 10 to 20
- Read and write 11 to 20 in numbers and words.
- Use a place value chart to show numbers up to 20.
- Show objects up to 20 as tens and ones.
- Compare numbers to 20.
- Order numbers by making number patterns.

### Numbers to 120
- Count from 41 to 100.
- Read and write 41 to 100 in numbers and words.
- Use a place-value chart to show numbers up to 100.
- Show objects up to 100 as tens and ones.
- Use a strategy to compare numbers to 100.
- Compare numbers to 100.
- Order numbers to 100.
- Find the missing numbers in a number pattern.

**Mental Maths**

- Mentally add 1-digit numbers.
- Mentally add a 1-digit number to a 2-digit number.
- Mentally add a 2-digit number to tens.
- Mentally subtract 1-digit numbers.
- Mentally subtract a 1-digit number from a 2-digit number.
- Mentally subtract tens from a 2-digit number.

**Addition and Subtraction to 100**

- Solve real-world problems.
- Use related addition and subtraction facts to check the answers to real-world problems.

- Add a 2-digit number and a 1-digit number without regrouping.
- Add two 2-digit numbers without regrouping.
- Add a 2-digit number and a 1-digit number with regrouping.
- Add two 2-digit numbers with regrouping.
- Subtract a 1-digit number from a 2-digit number without regrouping.
- Subtract a 2-digit number from another 2-digit number without regrouping.
- Subtract a 1-digit number from a 2-digit number with regrouping.
- Subtract a 2-digit number from another 2-digit number with regrouping.

**Multiplication and Division**

- Use objects or pictures to find the total number of items in groups of the same size.
- Relate repeated addition to the concept of multiplication.
- Use objects or pictures to find the number of items in each group when sharing equally.
- Relate sharing equally to the concept of division.
- Use objects or pictures to show the concept of division as finding the number of equal groups.

**Shapes**

- Identify, classify, and describe plane shapes.
- Make same and different shapes.
- Identify, classify, and sort solid shapes.
- Combine and separate plane and solid shapes.
- Identify plane and solid shapes in real life.
- Use plane shapes to identify, extend, and create patterns.
- Use solid shapes to identify, extend, and create patterns.

- Read a calendar.
- Know the days of the week and months of the year.
- Write the date.
- Know the seasons of the year.
- Use the term *o'clock* to tell the time to the hour.
- Read and show time to the hour on a clock.
- Read time to the half hour.
- Use the term "half past".
- Relate time to daily activities.
<table>
<thead>
<tr>
<th>LOOKING AFTER MYSELF</th>
<th>JOURNEYS</th>
<th>HOMES</th>
<th>AROUND THE CLOCK</th>
<th>WATER, WATER EVERYWHERE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Skills:</strong> To be able to:</td>
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<td><strong>Essential Skills:</strong> To be able to:</td>
</tr>
<tr>
<td>- Pose simple scientific questions</td>
<td>- Use geographical terms</td>
<td>- Ask and answer questions about the past</td>
<td>- Pose simple scientific questions</td>
<td>- Describe the geographical features of the school site and other familiar places</td>
</tr>
<tr>
<td>- (With help) conduct simple investigations</td>
<td>- Follow directions</td>
<td>- Use key words and phrases relating to the passing of time</td>
<td>- (With help) conduct simple investigations</td>
<td>- Use secondary sources to obtain simple geographical information</td>
</tr>
<tr>
<td>- thinking about what will happen</td>
<td>- Describe the geographical features of the school site and other familiar places</td>
<td>- Order events and objects into a sequence</td>
<td>- thinking about what will happen</td>
<td>- Communicate their geographical knowledge and understanding in a variety of ways</td>
</tr>
<tr>
<td>- using, with help, simple scientific equipment</td>
<td>- Make maps and plans of real and imaginary places, using pictures and symbols</td>
<td>- Identify differences between their own lives and those of people who have lived in the past</td>
<td>- using, with help, simple scientific equipment</td>
<td>- (With help) gather information from simple texts</td>
</tr>
<tr>
<td>- observing what happens</td>
<td>- Use maps to locate the position and simple geographical features of the host country and their home country</td>
<td>- Find out about aspects of the past from a range of sources of information</td>
<td>- making simple comparisons, identifying similarities and differences</td>
<td>- recording and communicating their observations – orally, in writing and through ICT</td>
</tr>
<tr>
<td>- comparing what happened with what they thought would happen</td>
<td>- Use secondary sources to obtain simple geographical information</td>
<td>- Communicate their historical knowledge and understanding in a variety of ways</td>
<td>- comparing what happened with what they thought would happen</td>
<td>- making simple comparisons, identifying similarities and differences</td>
</tr>
<tr>
<td>- offering explanations for what happened, and why it happened</td>
<td>- Communicate their geographical knowledge and understanding in a variety of ways</td>
<td>- Sort and classify artefacts into simple groups.</td>
<td>- offering explanations for what happened, and why it happened</td>
<td>- recording and communicating their observations – orally, in writing and through ICT</td>
</tr>
<tr>
<td>- making simple comparisons, identifying similarities and differences</td>
<td>- Position and simple symbols</td>
<td>- (With help) conduct simple investigations</td>
<td>- comparing what happened with what they thought would happen</td>
<td>- (With help) conduct simple investigations</td>
</tr>
<tr>
<td>- recording and communicating their observations – orally, in writing and through ICT</td>
<td>- (With help) gather information from simple texts</td>
<td>- Pose simple scientific questions</td>
<td>- thinking about what will happen</td>
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</tr>
<tr>
<td>- Recognise similarities and differences between themselves and other people</td>
<td>- Describe the geographical features of the school site and other familiar places</td>
<td>- (With help) conduct simple investigations</td>
<td>- using, with help, simple scientific equipment</td>
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<tr>
<td>- That all living things grow and change</td>
<td>- Use secondary sources to obtain simple geographical information</td>
<td>- thinking about what will happen</td>
<td>- observing what happens</td>
<td>- observing what happens</td>
</tr>
<tr>
<td>- That physical growth has taken place since birth (milk/permanent teeth)</td>
<td>- Communicate their geographical knowledge and understanding in a variety of ways</td>
<td>- comparing what happened with what they thought would happen</td>
<td>- making simple comparisons, identifying similarities and differences</td>
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<tr>
<td>- The 3 types of teeth and how to look after them</td>
<td>- Sort and classify artefacts into simple groups.</td>
<td>- recording and communicating their observations – orally, in writing and through ICT</td>
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<tr>
<td>- Why dental hygiene is important</td>
<td>- (With help) conduct simple investigations</td>
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<td>- Some basic requirements for growth and development in humans – food, sleep, exercise</td>
<td>- (With help) gather information from simple texts</td>
<td>- thinking about what will happen</td>
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</tr>
<tr>
<td>- How to classify food into simple groups</td>
<td>- Describe the geographical features of the school site and other familiar places</td>
<td>- using, with help, simple scientific equipment</td>
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</tr>
<tr>
<td>- What a simple balanced diet consists of</td>
<td>- Communicate their geographical knowledge and understanding in a variety of ways</td>
<td>- observing what happens</td>
<td>- observing what happens</td>
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<td>- That all living things grow and change</td>
<td>- (With help) conduct simple investigations</td>
<td>- recording and communicating their observations – orally, in writing and through ICT</td>
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<tr>
<td>- That physical growth has taken place since birth (milk/permanent teeth)</td>
<td>- (With help) gather information from simple texts</td>
<td>- (With help) conduct simple investigations</td>
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</tr>
<tr>
<td>- The 3 types of teeth and how to look after them</td>
<td>- Describe the geographical features of the school site and other familiar places</td>
<td>- thinking about what will happen</td>
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<tr>
<td>- Why dental hygiene is important</td>
<td>- Sort and classify artefacts into simple groups.</td>
<td>- using, with help, simple scientific equipment</td>
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<tr>
<td>- Some basic requirements for growth and development in humans – food, sleep, exercise</td>
<td>- (With help) conduct simple investigations</td>
<td>- observing what happens</td>
<td>- observing what happens</td>
<td>- observing what happens</td>
</tr>
<tr>
<td>- How to classify food into simple groups</td>
<td>- (With help) gather information from simple texts</td>
<td>- making simple comparisons, identifying similarities and differences</td>
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</tr>
<tr>
<td>- What a simple balanced diet consists of</td>
<td>- Describe the geographical features of the school site and other familiar places</td>
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</tr>
</tbody>
</table>

**Essential Knowledge: To Know:**

**LOOKING AFTER MYSELF**

- That all living things grow and change
- That physical growth has taken place since birth (milk/permanent teeth)
- The 3 types of teeth and how to look after them
- Why dental hygiene is important
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- Some basic requirements for growth and development in humans – food, sleep, exercise
- How to classify food into simple groups
- What a simple balanced diet consists of

**JOURNEYS**

- Simple terms to describe location
- How to record and describe journeys in the immediate environment
- That globes are models of the Earth and that we can use them to locate countries, continents and oceans.
- That people live in a variety of homes
- To recognise major landmarks in given places.
- The location of Europe, Africa and the world’s largest oceans

**HOMES**

- How homes have changed over time
- How household items have changed over time.
- How schools have changed over time
- How a (simple) family tree works
- How the lives of children today are different from those of our parents and grandparents

**AROUND THE CLOCK**

- That light comes from different sources
- That sun gives us heat and light, without which we could not survive
- The dangers of looking directly at the sun
- A range of nocturnal animals
- How they are adapted to nocturnal life
- How to dissect an owl pellet
- That the Earth turns on an axis, the moon moves around the Earth and the Earth around the sun (day/night)

**WATER, WATER EVERYWHERE**

- That water is a liquid
- Various uses of water in our daily lives
- The importance of water to plants and animals
- The different states of water – gas, liquid, solid (heating/freezing)
- The different stages of the Water Cycle
- What pollution is and how this can harm our environment
- The main features of the seaside
- How to construct a simple circuit
- How a simple circuit works.