



	Autumn Term	Spring Term	Summer Term
<b>Spoken language</b>	<ul style="list-style-type: none"> <li>• Have a daily 1:1 conversation about their day or a topic of learning. Share with them something positive about your day</li> <li>• Speak in full sentences maintaining Standard English</li> <li>• Take turns in speaking and listen to what the other has to say</li> </ul>	<ul style="list-style-type: none"> <li>• Extend and introduce new vocabulary, discussing and exploring the meaning of new words</li> <li>• Encourage polite manner and ways of interrupting adults politely</li> <li>• Speak in full sentences maintaining Standard English</li> <li>• Read aloud, perform play or poems to an audience</li> <li>• Use expression in our voices when reading aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about timetables and daily routines</li> <li>• Introduce a strange or new word regularly and together find out the meaning</li> <li>• Speak in full sentences in standard English</li> <li>• Play word games extending vocabulary or testing memory</li> <li>• Understand the difference between formal language and informal</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Write in a clear, joined handwriting style understanding which letters join and how they do this</li> <li>• Understand different purposes for writing and when to write formally and informally</li> <li>• Experiment with sentence order and try starting sentences off with adverbs.</li> <li>• Use devices to build cohesion within a paragraph (eg, then, after that, this, firstly).</li> </ul>	<ul style="list-style-type: none"> <li>• Writing in a clear, joined handwriting style</li> <li>• Organise paragraphs around a theme.</li> <li>• In stories, create detailed settings and characters.</li> <li>• Experiment with sentence organisation and using commas for lists and to separate clauses</li> <li>• Proof-read for spelling and punctuation errors.</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Write in clear, joined handwriting</li> <li>• Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> <li>• Describe settings, characters and atmosphere with increasing detail.</li> <li>• Convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify).</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Increase familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> <li>• Talk and discuss the family's favourite books, stories, plays or films.</li> <li>• Ask questions about what they have read</li> <li>• Check that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare a book to the film version and make a detailed links between detail, characters, imagery and your preferences</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support these</li> <li>• Read for a range of purposes including instructions, magazine, newspapers, recipes, letters and leaflets; identify the purpose of each.</li> <li>• Apply a growing knowledge of root words, prefixes and suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the audience and purpose of non-fiction text and identify who it would you could recommend a book to</li> <li>• Participate in discussions about books that are read to the child and those that can be read independently.</li> <li>• Provide reasoned justifications for their views about a book.</li> <li>• Summarise the main ideas of a story in sequence and justify opinions on it.</li> <li>• Compare a book to the film version and make a detailed links between detail, characters and imagery. Explain your preferences and the reasons for them.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Tell the time and ask real life problems involving the time. E.g. it takes 33 minutes to get to the shops; if we leave now what time will we get there?</li> <li>• Know all times tables and use them to help aid division</li> <li>• When ready, add and subtract whole numbers with more than four digits, including using formal written methods (column addition and subtraction).</li> <li>• Addition and subtraction mentally with increasingly large numbers (eg, 12,462 – 2,300 – 10,162).</li> <li>• Complete, reads and interprets information in tables, including timetables.</li> <li>• Interpret negative numbers in context, counts forwards and backwards with positive and negative whole numbers including through zero.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Convert between different units of metric measure (e.g., kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).</li> <li>• Draw angles and measure them in degrees.</li> <li>• Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li> <li>• Identify multiples and factors including finding all factor pairs of a number and common factors of two numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes.</li> <li>• Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple ratio.</li> <li>• Compare and order fractions whose denominators are all multiples of the same number.</li> <li>• Read, write, order and compare numbers to at least one million, determining the value of each digit.</li> </ul>