

## **KS1 - Years 1 & 2**

**Year 1 and 2 is a time where we begin to support your child to become more independent as a learner. We encourage them to become more responsible for their personal belongings and we also help them to develop positive behaviours for learning. During this time your child will begin to make links between the different areas of learning.**

**Some of our subjects are taught discretely but we take the opportunity to make cross curricular links wherever possible. In years 1 and 2 we work on 3 or 4 topics each year, which are outlined on the following pages.**

**Within this booklet we have also outlined the minimum requirements for both the end of year 1 and year 2 for Reading, Writing and Maths. These are based on the national curriculum expectations. During your child's lessons we focus on these objectives, however, any additional support you can provide outside of school to enable your child to meet these is greatly valued.**

## Topic Guide for Years 1 & 2

### Autumn Year A September - December 2018 - What We Eat (First half term) Celebrations and Remembrance (Second half term)

We have two exciting topics to start our year. We begin with What We Eat. In this topic we look at all the different things that we can eat, where they come from and how good they are for us. We also look at how our food has changed over time. This topic also links to science and we look at the basic structure of the human body.



In the second half of term we turn our attention to Celebrations and Remembrance and find out about the two world wars and remembrance Sunday.



We then think about the true meaning of Christmas.



### Spring Year A January - April 2019 Art Around Us

This topic gives us an opportunity to develop our creative skills and also work on our geographical and historical skills. We will look at the work of artists around the world, locating their countries on the map and seeing what their art can tell us about their lives.



We will hear music from a variety of composers around the world and use this to help us to create our own music.



### Summer Year A April - July 2019 Our Local Area

This topic gives us the opportunity to explore our local area and discover its rich history. It also allows us to develop our field geography skills by mapping the area. We will learn all about the seaside and our local villages. We will study some famous local people for example Henry Blogg a famous coast guard.



Autumn Year B September - December 2019 - Ourselves (First half term) Guy Fawkes and Christmas (Second half term)

We have two exciting topics to start our year. We begin with a study about ourselves and how we keep healthy. We then think about our local community and discover more about where we live.

In the second half of term we turn our attention to Guy Fawkes and develop our history skills further.



Towards the end of the term the children will learn more about the celebration of Christmas.



Spring Year B January - April 2020 – Farms, Plants and Animals

In this topic we learn about the seasons of the year and weather patterns in the UK. We look at how these are important in the farming year and link this to learning more about our local farming community.

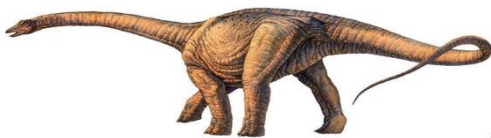


We will discover more about the plants and animals which live in Norfolk; how they live and grow and how we can do our part in protecting our environment.



Summer Year B April - July 2020 Dinosaurs (First half term) Olympics (Second half term)

There are two topics this term. Starting with a study of the dinosaurs. The children will learn about the methods by which we find out about these creatures and some of the important people who have been important in this field such as Mary Anning.



For the second half of term the children will learn about the modern Olympic games and find out about some of their sporting heroes as the county prepares for the 2020 Olympics in Tokyo.



## End of Year 1 Reading Expectations

### **Word Reading:**

- I can apply phonic knowledge to decode words.
- I know the correct sound of all 40+ phonemes including their alternative sound
- I can blend sounds in words I don't know
- I can read common exception words.
- I can read words with suffixes I have been taught
- I can read words with contractions.
- I can read aloud books that are at my phonetic level.

### **Comprehension:**

- I enjoy reading.
- I can listen to and discuss a range of poems, stories and non-fiction books.
- I can link what I have read or heard to things I have done.
- I know key stories, fairy stories and traditional tales and can retell them.
- I can recite some poems and rhymes by heart.
- I can understand books I read or have read to me by using what I already know or by using words the teacher has given me.
- I can discuss the story and the title.
- I can make inferences by thinking about what is being said and done; and predict what might happen next.



## End of Year 1 Writing Expectations

### **Spelling:**

- I can spell words using my phonetic knowledge and also common exception words.
- I can spell the days of the week.
- I can name the letters of the alphabet in order.
- I can use prefixes and suffixes -s or -es for plurals; un-; -ing, -ed, -er and -est.

### **Handwriting:**

- I can form capital and lower-case letters correctly and also digits 0-9.

### **Composition:**

- I can say a sentence out loud before I write it.
- I can join sentences together to form a short narrative.
- I can reread what I have written to make sure it makes sense.
- I can talk about what I have written.
- I can read aloud clearly enough to be heard by my teacher and other children.

### **Vocabulary, grammar and punctuation:**

- I can leave a finger space between words.
- I can join sentences and clauses with 'and'.
- I can use capital letters, full stops, question marks and exclamation marks.



## End of Year 1 Maths Expectations

### **Number:**

- I can count reliably to 100.
- I can count on and back in 1s,2s,5s and 10s from any given number up to 100.
- I can write all numbers in words to 20.
- I can say the number that is one more or one less than a number to 100.
- I can recall all pairs of addition and subtraction number bonds to 20.
- I can add and subtract 1-digit and 2-digit numbers to 20, including zero.
- I know the signs + - =.
- I can solve a missing number problem. I can solve a one-step problem using addition and subtraction, using concrete objects and pictorial representations.
- I can identify and represent numbers using objects and pictures.
- I can use the language of; equal to, more than, less than, fewer, most and least.
- I can use concrete objects, pictures and arrays to solve one-step problems involving multiplication and division.
- I can recognise, find and name half of an object, shape or quantity.
- I can recognise, find and name a quarter of an object, shape or quantity.

### **Measurement and Geometry:**

- I recognise all coins.
- I recognise and can name the 2D shapes: circle, triangle, square and rectangle.
- I can recognise and name the 3D shapes: cuboid, pyramid, sphere.
- I can name the days of the week and months of the year.
- I can tell the time to o'clock and half past the hour and draw the hands on a clock face to tell these times.
- I can compare, describe and solve practical problems for lengths, heights, mass, weight, capacity and volume.
- I can compare, describe and solve practical problems for time.
- I can measure and begin to record mass/weight, capacity and volume.
- I can measure and begin to record time.
- I can describe the position, directions and movement involving whole, half, quarter and three-quarter turns.



## End of Year 2 Reading Expectations

### **Word Reading:**

- I can continue to apply my phonic knowledge to read unknown words until I can read quickly and accurately without sounding out or blending.
- I can read accurately words that contain two or more syllables.
- I can read words containing common suffixes.
- I can read further common exception words.
- I can read aloud books that are at my phonetic level without hesitation.

### **Comprehension:**

- I can listen to and discuss a wide range of poetry, fiction and non-fiction which is at a level beyond that which I can read independently.
- I can discuss the sequence of events in books.
- I have looked at non-fiction books that are structured in different ways.
- I can recognise simple repeated language in stories and poems.
- I understand the meaning of new words by thinking about what I already know.
- I am continuing to build up a bank of poems that I have learnt by heart and can recite them with expression.
- I can understand books that I have already read and books that are read to me.
- I can correct any mistakes I make when reading.
- I can answer questions on the book I am reading.
- I can talk about books and poems I have read and those that have been read to me.



## End of Year 2 Writing Expectations

### **Spelling:**

- I can segment spoken words into phonemes and record these as graphemes.
- I can spell words with alternative spellings.
- I can learn to spell more words with contractions.
- I can use the possessive apostrophe.
- I can distinguish between homophones and near-homophones.
- I can spell longer words using suffixes such as -ment, -ness, -ful, -less and -ly.
- I can spell simple sentences from memory that are dictated to me.

### **Handwriting:**

- I can form lower-case letters of the correct size.
- I can begin to use some of the diagonal and horizontal strokes needed to join letters.
- I show that I know which letters are best left un-joined.
- I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- I use spacing between words that reflects the size of the letters.

### **Composition:**

- I can write narratives about personal experiences and those of others, both real and fictional.
- I can write for different purposes, including real events.
- I can plan and discuss the content of writing and record my ideas.
- I am able to orally rehearse structured sentences or sequences of sentences.
- I can proof-read to check for errors in spelling, grammar and punctuation.
- I can evaluate my writing independently or with friends and adults and make simple corrections.

### **Vocabulary, grammar and punctuation:**

- I can learn how to use both known and new punctuation including: capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction and possession.
- I can learn how to use sentences with different forms; statements, questions, exclamations and commands.
- I can use expanded noun phrases.
- I can use past and present tenses correctly, including the possessive form.
- I can use subordination (when, if, but, because) and coordination (or, and, but).





## End of Year 2 Maths Expectations

### **Number:**

- I can read and write all numbers to at least 100 in numerals and words.
- I can recognise odd and even numbers to 100.
- I can identify, represent and estimate numbers using different representations, including the number line.
- I can use place value and number facts to solve problems.
- I can count in steps of 2,3 and 5 from 0.
- I recognise and can define the place value of each digit in a 2-digit number.
- I can compare and order numbers from 0-100 using  $<$   $>$  and  $=$  signs.
- I can name the fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$  and can find fractional values of shapes, lengths and numbers.
- I can recall and use multiplication and division facts for the 2,5 and 10X tables.
- I can calculate mathematical statements for multiplication within the multiplication tables. I can write these using multiplication, division and equal signs.
- I can use materials, arrays, repeated addition, mental methods and multiplication and division facts to solve multiplication and division problems.
- I can recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.
- I can add and subtract a 2-digit number and ones.
- I can add and subtract a 2-digit number and tens.
- I can add and subtract two 2-digit numbers.
- I can solve problems involving addition and subtraction.
- I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- I can write simple fractions eg  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of two quarters and one half.

### **Measurement, Geometry and Statistics:**

- I can choose and use appropriate standard units to estimate length, height, temperature and capacity.
- I can tell and write the time to 5-minute intervals and draw the hands on a clock face to show these times.
- I know the number of minutes in an hour and the number of hours in a day.
- I can compare and sequence intervals of time.
- I recognise and can use the symbols £ and p when solving problems involving addition and subtraction of money.
- I can find different combinations of coins that equal the same amount of money.
- I can describe the properties of 2D and 3D shapes to include edges, vertices and faces.
- I can compare and sort common 2D and 3D shapes and everyday objects.
- I can order and arrange combinations of mathematical objects in patterns and sequences.
- I can use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line.
- I can interpret and construct pictograms, tally charts, block diagram and simple tables.
- I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- I can ask and answer questions about totaling and compare categorical data.

