

Kidmore End CE School



Year One/Two Curriculum Overview

Year 1/2 Curriculum Overview

During Years 1 and 2, children are developing the key skills and knowledge they need as a foundation for their subsequent years at school. To support children at a whole range of abilities and prior experience, all lessons are differentiated and a range of support is put into place to support each pupil and their needs.

Each term we have a specific topic focus framed as a Learning Challenge. Each foundation subject then links closely to this. When appropriate, English and Maths lessons may also link. The topics we will be teaching each year are shown here:

	Year One	Year Two
Autumn	Who lives in a house like this?	What happens in Kidmore End?
Spring	Let's go on a journey!	Fire, fire!
Summer	Beside the seaside	A trip Down Under.

This booklet sets out the key objectives and characteristics of effective learning we aim to cover during the two years your child will be in our classes.

If you have any further queries about the Year One and Two curriculum, please contact your child's class teacher. You can also find further information on the school website, both on the class pages and under School Life/Curriculum.

Characteristics of Effective Learning

Finding out and exploring	Playing with what I know	Being willing to have a go
I am curious about objects, events and people	I pretend with objects	I initiate activities
I use my senses to explore the world around me	I represent experience when I am playing	I seek challenges
I engage in open ended activities	I pretend to be someone else when I am playing	I have a 'can do' attitude
I show particular interests	I act out things with my friends, family and teachers	I take risks, engage in new activities and learn from 'trial and error'

Playing and Exploring – Engagement

Active Learning – Motivation

Being involved and concentrating	Keep on trying	Enjoy achieving what I set out to do
I can focus on an activity for a period of time	I keep on trying when something is challenging	When I meet a goal I am satisfied
I find some things fascinating	If something is difficult I try harder and try different approaches	I am proud of how I do things (not just the end result)
I am not easily distracted	I bounce back after activities	I enjoy challenge for my own sake, not just for praise and rewards.
I pay attention to details		

Creating and Thinking Critically – Thinking

Having my own ideas	Making links	Choosing ways to do things
I think of ideas	I notice patterns and make links between experiences	I plan how I will solve problems and I make decisions
I find ways to solve problems	I make predictions	I think about how well my activity is going
I think of new ways to do things	I test my ideas to see if they were correct or not	I change how I do things sometimes
	I think about grouping, sequencing and cause and effect	I think about how well my approach worked

Year 1 and 2 Reading Key Objectives

1	I can say quickly the sound of all the letters and letter groups
2	I can read new words correctly by blending the letter and letter group sounds I have been taught
3	I can read many common exception words
4	I can read aloud books that use letters and letter groups I have been taught
5	I can enjoy and understand a wide range of stories, poems and non-fiction texts that I can't yet read by myself by hearing them read and talking about them with others
6	I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features
7	I can usually spot if a word has been read wrongly by following the sense of the text
8	I can talk about the title and events in books I have read or heard
9	I can say what might happen next in a story.

1	I can read and blend all the sounds I have been taught
2	I can recognise alternative sounds for letters or groups of letters
3	I can read words of two or more syllables that contain sounds I have been taught
4	I can read most words quickly and accurately without needing to sound and blend words I have seen before
5	I can read aloud books within my reading level, without making many errors and sounding out new words without long pauses
6	I can re-read books, sounding out new words correctly to improve my speed and confidence
7	I can enjoy and understand books by listening to, and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself
8	I can enjoy reading and discussing the order of events in books and how items of information are related
9	I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others
10	I can spot if a word has been read wrongly by following the sense of the text
11	I can ask and answer questions about the books or stories I am reading and make links
12	I can say what might happen next in a story based on what has happened so far

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| 13 | I can take part in a group talk about what we have listened to; I take turns and listen to what others have to say. |
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Year 1 and 2 Writing Key Objectives

1	I can spell words containing each of the letter sounds I have been taught
2	I can name the letters of the alphabet in order
3	I can write the correct spellings in simple sentences I hear my teacher say
4	I can write lower case letters in the correct direction, starting and finishing in the right place
5	I can join my sentences together to make a story
6	I can read my sentence and check that it makes sense
7	I can use capital letters and full stops

1	I can break down spoken words into their sounds and write them mostly correctly
2	I can learn new spellings by using words I already know how to spell
3	I can write capital letters and numbers the right way up, and the correct size relative to each other and lower case letters
4	I can write for different purposes, writing long and short pieces of work
5	I can plan my writing by writing down my ideas or talking about them for each sentence
6	I can add these letter groups to the end of words: er, est, ly, e.g. smoother, smoothest, smoothly
7	I can use these words in my writing: when, if, that, because, and, or, but
8	I can use the correct tense in my writing
9	I can use capital letters and full stops to show where sentences start and end and sometimes use question marks and exclamation marks
10	I can use commas when I am writing a list

Year 1 and 2 Maths Key Objectives

1	I can count to and past 100, forwards and backwards, starting from any number
2	I can count and read numbers to 100 in numerals
3	I can count and write numbers to 100 in numerals
4	I can count in jumps of 2, 5 and 10
5	I can identify one more and one less, given a starting number
6	I can use number bonds up to 20
7	I can use subtraction facts up to 20
8	I can find and name $\frac{1}{2}$ (half) of an object, shape or amount
9	I can solve problems for length, height, mass, capacity and time by comparing two objects/situations.
10	I can measure and begin to record length/height
11	I can recognise and name common 2D and 3D shapes

1	I can solve problems with addition and subtraction, including those involving numbers, quantities and measures by using objects or pictures
2	I can answer simple addition and subtraction questions in my head as well as by writing them down
3	I can use addition and subtraction facts to 20 quickly and work out similar facts to 100
4	I can count forward and backwards in jumps of 2, 3 and 5 from 0 and in 10s from any given number
5	I can compare and order numbers from 0 to 100 using $<$, $>$ and $=$
6	I can use place value and number facts to answer questions
7	I can remember and use multiplication and division facts for 2, 5 and 10 times tables and recognise odd and even numbers
8	I can answer questions involving multiplication and division mentally and with objects
9	I can answer questions involving multiplication and division using arrays and repeated addition
10	I can find, name and write fractions of a length, shape, set of objects or amount, including $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$
11	I can add and subtract money and give change
12	I can compare and sort common 2D and 3D shapes and everyday objects
13	I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line
14	I can ask and answer questions about totalling and comparing grouped data