

## SCHEDULE 2

### Specification of Minimum Content

## PART 3

### Key Stage 1

#### LANGUAGE AND LITERACY

The minimum content for Language and Literacy is set out below.

Teachers should enable pupils to develop knowledge, understanding and skills in:

#### TALKING AND LISTENING

Pupils should be enabled to:

- participate in talking and listening in every area of learning;
- listen to, respond to and explore stories, poems, songs, drama, and media texts through the use of traditional and digital resources and recreate parts of them in a range of expressive activities;
- listen to, interpret and retell, with some supporting detail, a range of oral and written texts;
- tell their own stories based on personal experiences and imagination;
- listen to and respond to guidance and instructions;
- take turns at talking and listening in group and paired activities;
- take part in a range of drama activities to support activity based learning across the curriculum;
- express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities;
- present ideas and information with some structure and sequence;
- think about what they say and how they say it;
- speak audibly and clearly, using appropriate quality of speech and voice;
- devise and ask questions to find information in social situations and across the curriculum;
- read aloud from a variety of sources, including their own work, inflecting appropriately to emphasise meaning;
- recognise and talk about features of spoken language, showing phonological awareness.

#### READING

Pupils should be enabled to:

- participate in modelled, shared, paired and guided reading activities;
- read, and be read to from a wide selection of poetry and prose;
- read with some independence for enjoyment and information;
- read, explore, understand and make use of a range of traditional and digital texts;
- re-tell, re-read and act out a range of texts, representing ideas through drama, pictures, diagrams and ICT;
- begin to locate, select and use texts for specific purposes;

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- research and manage information relevant to specific purposes, using traditional and digital sources, and present their findings in a variety of ways;
- use a range of comprehension skills, both oral and written, to interpret and discuss texts;
- explore and begin to understand how texts are structured in a range of genres;
- explore and interpret a range of visual texts;
- express opinions and give reasons based on what they have read;
- begin to use evidence from text to support their views;
- read and share their own books of stories and poems including the use of digital resources;
- build up a sight vocabulary;
- use a range of strategies to identify unfamiliar words;
- talk with the teacher about ways in which language is written down, identifying phrases, words, patterns or letters and other features of written language;
- recognise and notice how words are constructed and spelt.

## **WRITING**

Pupils should be enabled to:

- participate in modelled, shared, guided and independent writing, including composing on-screen;
- understand and use a range of vocabulary by investigating and experimenting with language;
- talk about and plan what they are going to write;
- begin to check their work in relation to specific criteria;
- write without prompting, making their own decisions about form and content;
- write for a variety of purposes and audiences;
- express thoughts, feelings and opinions in imaginative and factual writing;
- organise, structure and present ideas and information using traditional and digital means;
- understand some of the differences between spoken and written language;
- use a variety of skills to spell words in their writing;
- spell correctly a range of familiar, important and regularly occurring words;
- develop increasing competence in the use of grammar and punctuation;
- use a legible style of handwriting.

## **MATHEMATICS AND NUMERACY**

Teachers should enable pupils to develop knowledge, understanding and skills in:

### **PROCESSES IN MATHEMATICS**

Making and Monitoring Decisions

Pupils should be enabled to:

- select the materials and mathematics appropriate for a task;
- develop different approaches to problem solving;
- begin to organise their own work and work systematically.

Communicating Mathematically

Pupils should be enabled to:

- understand mathematical language and be able to use it to talk about their work;
- represent work in a clear and organised way, using symbols where appropriate.

Mathematical Reasoning

Pupils should be enabled to:

- recognise simple patterns and relationships and make predictions;
- ask and respond to open-ended questions;
- explain their way of working;
- know ways to check their own work.

## **NUMBER**

Understanding Number and Number Notation

Pupils should be enabled to:

- count, read, write and order whole numbers, initially to 10, progressing to at least 1,000;
- understand the empty set and the conservation of number;
- understand that the place of the digit indicates its value;
- make a sensible estimate of a small number of objects and begin to approximate to the nearest 10 or 100;
- recognise and use simple everyday fractions.

Patterns, Relationships and Sequences in Number

Pupils should be enabled to:

- copy, continue and devise repeating patterns;
- explore patterns in number tables;
- understand the commutative property of addition and the relationship between addition and subtraction;
- understand the use of a symbol to stand for an unknown number;
- understand and use simple function machines.

Operations and their Applications

Pupils should be enabled to:

- understand the operations of addition, subtraction, multiplication and division (without remainders) and use them to solve problems;
- know addition and subtraction facts to 20 and the majority of multiplication facts up to  $10 \times 10$ ;
- develop strategies for adding and subtracting mentally up to the addition of two two-digit numbers within 100.

Money

Pupils should be enabled to:

- recognise coins and use them in simple contexts;
- add and subtract money up to £10, use the conventional way of recording money, and use these skills to solve problems;
- talk about the value of money and ways in which it could be spent, saved and kept safe;
- talk about what money is and alternatives for paying;

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- decide how to spend money.

## **MEASURES**

Pupils should be enabled to:

- understand and use the language associated with length, 'weight', capacity, area and time;
- use non-standard units to measure and recognise the need for standard units;
- know and use the most commonly used units to measure in purposeful contexts;
- make estimates using arbitrary and standard units;
- choose and use simple measuring instruments, reading and interpreting them with reasonable accuracy;
- sequence everyday events; know the days of the week, months of the year and seasons; explore calendar patterns;
- recognise times on the analogue clock and digital displays;
- understand the conservation of measures.

## **SHAPE AND SPACE**

Exploration of Shape

Pupils should be enabled to:

- sort 2-D and 3-D shapes in different ways;
- make constructions, pictures and patterns using 2-D and 3-D shapes;
- name and describe 2-D and 3-D shapes; recognise reflective symmetry;
- explore simple tessellation through practical activities.

Position, Movement and Direction

Pupils should be enabled to:

- use prepositions to state position;
- understand angle as a measure of turn; understand and give instructions for turning through right angles;
- recognise right-angled corners in 2-D and 3-D shapes;
- know the four points of the compass;
- use programmable devices to explore movement and direction.

## **HANDLING DATA**

Collecting, Representing and Interpreting Data

Pupils should be enabled to:

- sort and classify objects for one or two criteria and represent results using Venn, Carroll and Tree diagrams;
- collect data, record and present it using real objects, drawings, tables, mapping diagrams, simple graphs and ICT software;
- discuss and interpret the data;
- extract information from a range of charts, diagrams and tables;
- enter and access information using a database.

## **THE ARTS**

The minimum content for The Arts is set out below.

Teachers should enable pupils to develop knowledge, understanding and skills in:

### **ART AND DESIGN**

Pupils should be enabled to:

- investigate and respond to direct sensory experience; including visual, verbal, spatial and tactile dimensions, memory and imagination;
- look at and talk about resource material to stimulate their own ideas;
- enjoy and appreciate the work of artists and designers and craftworkers from their own and other cultures; use what has been viewed as a starting point for their own work;
- explore the visual elements of colour, tone, line, shape, form, space, texture and pattern to express ideas;
- talk about their own and others' work and how it was made, use observations to identify difficulties and suggest modifications;
- experiment with a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction.

### **MUSIC**

Pupils should be enabled to:

- work creatively with sound by investigating, experimenting, selecting and combining sounds to express feelings, ideas, mood and atmosphere;
- sing and perform with simple instruments to develop vocal and manipulative control;
- listen and respond to their own and others' music-making, thinking and talking about sounds, effects and musical features in music that they create, perform or listen to.

### **DRAMA**

Pupils should be enabled to:

- develop their understanding of the world by engaging in a range of creative and imaginative role play situations by creating invented situations on their own and with others, and responding in role to the dramatic play of others and to the teacher in role;
- explore a range of cultural and human issues in a safe environment by participating in dramatic activity and sharing ideas with others;
- develop a range of drama strategies including freeze frame, tableau and hot seating;
- develop dramatic skills appropriate to audience, context, purpose and task by using simple props to suggest character, and by using symbols and images to develop action and make meaning.

## **THE WORLD AROUND US**

The minimum content for The World Around Us is set out below.

Through the contributory elements of History, Geography and Science and Technology, teachers should enable pupils to develop knowledge, understanding and skills in:

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### **Interdependence**

Pupils should be enabled to explore:

- ‘Me’ in the world;
- How plants and animals rely on each other within the natural world;
- Interdependence of people and the environment;
- The effect of people on the natural environment over time;
- Interdependence of people, plants, animals and place.

### **Place**

Pupils should be enabled to explore:

- How place influences plant and animal life;
- Ways in which living things depend on and adapt to their environment;
- Features of the immediate world and comparisons between places;
- Change over time in local places;
- Positive and negative effects of people on places.

### **Movement and Energy**

Pupils should be enabled to explore:

- Sources of energy in the world;
- How and why people and animals move;
- Changes in movement and energy over time.

### **Change over Time**

Pupils should be enabled to explore:

- Ways in which change occurs in the natural world;
- How people and places have changed over time;
- Positive change and how we have a responsibility to make an active contribution.

## **PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING**

The minimum content for Personal Development and Mutual Understanding is set out below.

Teachers should enable pupils to develop knowledge, understanding and skills in:

### **PERSONAL UNDERSTANDING AND HEALTH**

- their self esteem and self confidence;
- their own and others’ feelings and emotions and how their actions affect others;
- positive attitudes to learning and achievement;
- strategies and skills for keeping themselves healthy and safe.

### **MUTUAL UNDERSTANDING IN THE LOCAL AND WIDER COMMUNITY**

- initiating and developing mutually satisfying relationships;

- responsibility and respect, honesty and fairness;
- constructive approaches to conflict;
- similarities and differences between people;
- developing themselves as members of a community.

## **PHYSICAL EDUCATION**

The minimum content for Physical Education is set out below.

Teachers should provide opportunities for pupils to develop knowledge, understanding and skills in:

### **Athletics**

Pupils should be enabled to:

- participate in fun activities and physical challenges enabling them to begin to learn, understand and develop the core skills of running, jumping and throwing individually and in a co-operative context, using a variety of equipment;
- practise simple running techniques in a variety of fun activities;
- practise jumping and throwing activities, initially from a stationary position progressing to a controlled run-up;
- measure performance in simple athletic activities.

### **Dance**

Pupils should be enabled to:

- use different parts of the body to explore personal and general space and to move using simple actions;
- listen to, and move in response to, different stimuli and accompaniments;
- move in a controlled manner, at different speeds and in different directions, using different levels in space, (high, low), and different strengths (heavy, light);
- perform simple steps and movements to given rhythms and musical phrases;
- create, practise, remember and perform simple movement sequences;
- develop their movements progressively individually and in pairs.

### **Games**

Pupils should be enabled to:

- practise and develop the skills of handling, hitting and kicking through a range of activities and using a variety of equipment;
- develop the skills relevant to games, including running, stopping, jumping and skipping;
- make use of space to outwit an opponent;
- take part in simple games involving individual and co-operative play.

### **Gymnastics**

Pupils should be enabled to

- explore a range of movement skills, including travelling, jumping and landing, rolling, climbing, transferring weight, balancing;

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- explore, practise and improve body management skills;
- form simple sequences by linking movements;
- progress from working individually to working in pairs;
- evaluate their movements and those of others.