**Opportunities KS1**

**Writing**

**Narrative**

• Write stories set in places pupils have been.

 Write stories with imaginary settings.

• Write stories and plays that use the language of fairy tales and traditional tales.

 Write stories that mimic significant authors.

 Write narrative diaries.

**Non-fiction**

 Write labels.

• Write lists.

 Write captions.

 Write instructions.

 Write recounts.

 Write glossaries.

 Present information.

 Write non-chronological reports.

**Poetry**

 Write poems that use pattern, rhyme and description.

 Write nonsense and humorous poems and limericks.

**Reading**

 Listen to traditional tales.

 Listen to a range of texts.

 Learn some poems by heart.

 Become familiar with a wide range of texts of different lengths.

 Discuss books.

 Build up a repertoire of poems to recite.

 Use the class and school libraries.

 Listen to short novels over time.

**Communication**

 Engage in meaningful discussions in all areas of the curriculum.

 Listen to and learn a wide range of subject specific vocabulary.

 Through reading identify vocabulary that enriches and enlivens stories.

 Speak to small and larger audiences at frequent intervals.

 Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.

 Listen to and tell stories often so as to internalise the structure.

 Debate issues and formulate well-constructed points.

**Mathematics**

 Count and calculate in a range of practical contexts.

 Use and apply mathematics in everyday activities and across the curriculum.

 Repeat key concepts in many different practical ways to secure retention.

 Explore numbers and place value up to at least 100.

 Add and subtract using mental and formal written methods in practical contexts.

 Multiply and divide using mental and formal written methods in practical contexts.

 Explore the properties of shapes.

 Use language to describe position, direction and movement.

 Use and apply in practical contexts a range of measures, including time.

 Handle data in practical contexts.

**Science**

**Biology**

**Plants**

• Identify, classify and describe their basic structure.

 Observe and describe growth and conditions for growth.

**Habitats**

 Look at the suitability of environments and at food chains.

**Animals and humans**

 Identify, classify and observe.

 Look at growth, basic needs, exercise, food and hygiene.

**All living things\***

 Investigate differences.

**Chemistry**

**Materials**

 Identify, name, describe, classify, compare properties and changes.

• Look at the practical uses of everyday materials.

**Physics**

**Light\***

 Look at sources and reflections.

**Sound\***

 Look at sources. Electricity\*

 Look at appliances and circuits.

**Forces**

 Describe basic movements.

**Earth and space**

 Observe seasonal changes.

**Art and Design**

 Use experiences and ideas as the inspiration for artwork.

 Share ideas using drawing, painting and sculpture.

 Explore a variety of techniques.

 Learn about the work of a range of artists, artisans and designers.

**Computing**

 Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.

 Write and test simple programs.

 Use logical reasoning to predict the behaviour of simple programs.

 Organise, store, manipulate and retrieve data in a range of digital formats.

 Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

**Design and Technology**

**Design**

 design purposeful, functional, appealing products for themselves and other users based on design criteria.

 generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

**Make**

 select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.

 select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

**Evaluate**

 explore and evaluate a range of existing products.

 evaluate their ideas and products against design criteria.

Technical knowledge

 build structures, exploring how they can be made stronger, stiffer and more stable.

 explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.

**Cooking and nutrition**

 use the basic principles of a healthy and varied diet to prepare dishes.

 understand where food comes from.

**Geography**

 Investigate the world’s continents and oceans.

 Investigate the countries and capitals of the United Kingdom.

 Compare and contrast a small area of the United Kingdom with that of a non-European country.

 Explore weather and climate in the United Kingdom and around the world.

 Use basic geographical vocabulary to refer to and describe key physical and human features of locations.

 Use world maps, atlases and globes.

 Use simple compass directions.

 Use aerial photographs.

 Use fieldwork and observational skills.

**History**

Look at:

 The lives of significant individuals in Britain’s past who have contributed to our nation’s achievements - **scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale,** or **creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.**

 Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.

 Significant historical events, people and places in their own locality.

**Music**

 Use their voices expressively by singing songs and speaking chants and rhymes.

 Play tuned and untuned instruments musically.

 Listen with concentration and understanding to a range of high-quality live and recorded music.

 Make and combine sounds using the inter-related dimensions of music.

**Personal Development**

 Discuss and learn techniques to improve in the eight areas of ‘success’.

 Study role models who have achieved success.

**Physical Education**

 Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

 Participate in team games, developing simple tactics for attacking and defending.

 Perform dances using simple movement patterns.

**Religious Education**

 Study the main stories of Christianity.

 Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.

 Study other religions of interest to pupils.

**Y1 Y2**