



UNDERSTANDING THE WORLD

Working scientifically KS1

- **sc2** asking simple questions and recognising that they can be answered in different ways
- **sc3** observing closely, using simple equipment
- **sc5** identifying and classifying

Uses of everyday materials KS1

- **sc29** identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- **sc30** find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Location knowledge KS1

- **ge3** I can find and name the four countries of the UK on a map
- **ge4** I can find and name the capital cities of the UK on a map
- **ge5** I can find and name the seas surrounding the UK on a map
- **ge6** I can talk about some features of each country in the UK and its capital city

Human and physical geography KS1

- **ge10** I know the names of the four seasons and the weather to expect in each one

Geographical skills and fieldwork KS1

- **ge16** I can use maps and globes to identify places I am learning about
- **ge20** I can follow a simple route to a place familiar to me using 'left' and 'right' to describe my journey

Core Skills across the Key Stage KS1

- **hi1** I can use common words and phrases related to the passing of time
- **hi2** I can place objects, people and events into chronological order
- **hi3** I can talk about different ways of life at different times
- **hi5** I can ask and answer questions about the past
- **hi6** I can identify key features of stories and events to help me to understanding their importance
- **hi7** I can use sources of information to find out about the past
- **hi8** I know the past is represented in different ways

MATHEMATICS AND COMPUTING

Number - number and place value KS1

- **m32** count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- **m33** recognise the place value of each digit in a two-digit number (tens, ones)
- **m34** identify, represent and estimate numbers using different representations, including the number line
- **m35** compare and order numbers from 0 up to 100; use <, > and = signs

Number - addition and subtraction KS1

- **m39** using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- **m41** recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- **m42** add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - **m43** a two-digit number and ones
 - **m44** a two-digit number and tens
- **m47** show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- **m48** recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Number - multiplication and division KS1

- **m49** recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- **m51** show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

Measurement KS1

- **m55** choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- **m57** recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- **m58** find different combinations of coins that equal the same amounts of money
- **m62** know the number of minutes in an hour and the number of hours in a day.

Geometry - properties of shapes KS1

- **m63** identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- **m64** identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- **m66** compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry - position and direction KS1

- **m68** use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Statistics KS1

- **m69** interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- **m70** ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

Geometry - properties of shapes KS1

- **m74** draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- **m76** identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

Statistics KS1

- **m78** interpret and present data using bar charts, pictograms and tables

KS1

- **co1** I know that an algorithm is an instruction in a computer program
- **co3** I know that programmable toys can only understand the program language and can only do what the programs tells them to do
- **co4** I can write a simple computer program
- **co5** I can find and correct a problem in my program
- **co8** I can manipulate text and pictures
- **co9** I can find and retrieve my work or information that I need
- **co12** I understand what 'personal information' is and why it must be kept private
- **co13** I know what to do if I am worried about anything when I am using the internet

COMMUNICATION AND LANGUAGE

Stone Age topic
 What do cave paintings tell us about the activities of Stone Age people?
 What did Stone Age people eat-Forage on yard and field.
 What are the problems with this?
 What food could not be found by foraging?
 Which animals did different groups hunt? Write a Stone Age menu.
 Communication-How did Stone Age Man communicate.
 Try drawing pictures to tell a partner something.
 How effective is this?Stone Age animals
 Shara Brae-Why was this settlement chosen? Did Stone Age Man go to war? How do we know?
 Geography link-islands of the British Isles/Capitals of the 4 countries of the British Isles
 Science-Understanding everyday materials and their uses.
 Rocks and Soils-Explore what is under our feet - lots of rocks, sometimes hidden by grass, soil, buildings, sea, etc.)
 Study, draw and label a cross section of the earth, after comparing with a Scotch egg.
 Find out how parts of the Earth's crust move against each other
 Investigate where volcanoes are found!
 Understand that igneous rocks are produced as a result of volcanoes.
 Chn watch a demonstration of an erupting volcano & build a virtual volcano.
 They research specific volcanoes & label a volcano diagramLook at a range of rock samples.
 Discuss igneous & sedimentary (plus metamorphic) rocks.
 Take part in a range of activities including testing hardness of rocks, sorting rocks, finding information, drawing rocks & finding out how pebbles & sand are formed
 Take part in more practical workshop activities including separating sand and stones by sieving, using ICT to research rocks, looking up vocab in dictionaries, sorting and naming rocks and testing the effect of vinegar on rocks
 Find out more about sedimentary rocks & how fossils are formed from some animals and plants that die.
 Chn draw a cartoon strip to show the process of fossilisation.
 They make a fossil model.Discuss how soil is formed and why it is important to look after it.
 Find answers to questions on the web. Closely observe a soil sample and record what is found.
 Look at and draw a soil profile. Discuss erosion
 Plan and carry out a practical investigation about the permeability of 3 different types of soils including measuring.
 Review what children have learnt.

Estimate and count a number of objects up to 100;
 locate numbers on 0-100 beaded lines and 1-100 squares;
 compare pairs of numbers and find a number in between; order three numbers;
 order 2-digit numbers;Revise number bonds to 6, 7, 8, 9 and 10;
 know number bonds to 10 and begin to learn related subtraction facts;
 know multiple of 10 number bonds to 100, learn bonds to 20, rehearse number bonds to 10 and 20 using stories
 Double numbers to double 15, use patterns in number bonds, use number bonds to solve more difficult additions,
 to subtract and to solve additions bridging 10. Sort 2D shapes according to symmetry properties using Venn diagrams.
 Identify right angles and sort shapes using Venn diagrams
 recognise squares, rectangles, circles, triangles, ovals and hexagons, investigate which tessellate,
 sort shapes and objects using a two-way Carroll diagram
 Begin to mark numbers on a landmarked line, compare and order numbers,
 using < and > signs, work systematically to find all possible inequalities, find 1 and 10 more or less using the 100-square,
 find 10 more and 10 less than any 2-digit number Know and use ordinal numbers;
 understand that 2-digit numbers are made from some 10s and some 1s: Understand place value using 10p and 1p coins;
 find and record all possible amounts using 10p and 1p coins;
 Find 10p more and 10p less; Find 10 more and 10 less
 Add and subtract 10, 20 and 30 to any 2-digit number;
 Add and subtract 11, 21, 12 and 22 to any 2-digit number;
 Solve addition and subtraction problems by counting on and back in 10s then in 1s;
 solve addition and subtraction problems using concrete and pictorial representations
 Understand and use terms and vocabulary associated with position, direction and movement;
 Measure lengths using uniform units;
 Begin to measure in centimetres and Add and subtract 2-digit numbers;
 Solve addition and subtraction problems using concrete and pictorial representations;
 Add near doubles to double 15;
 Add several small numbers spotting near doubles or pairs to 10, etc.
 Count in 2s, 5s and 10s from zero; Count in multiples of 2p, 5p and 10p;
 Number sequences of 2s, 5s and 10s;
 Find the totals of coins and ways to make an amount; Use coins to make given amounts of money

Asking and answering questions about a text (Stone Age Boy and Guided reading)
 Circle Time-sharing views and resolving issues
 Newstime-sharing any news together-practising
 good speaking and listening skills
 Rehearsing poetry orally and presenting

The Hunters and Hunt

Harvest Christmas. What did people

Everyday Materials properties and uses, fabrics (link to topic-how did Stone Age people dye their fabrics?) Recycling materials

Rocks and Soils investigations. Make a volcano. Where are volcanoes found? Compare climate etc around the equator with our climate What are the key geographical differences?

OUTDOOR
 Rocks and Soils
 Everyday
 Which materi
 around
 as part of
 and i
 school g



... and the Hunted!

make a surprise visit!

Final Event: Stone Circle Ceremony!

In a small group build a mini model of Stone Age village
To design and make a model for a purpose: design and build an animal trap (using levers/pulleys)
look at cave paintings. What did people draw?
Cave paintings using only natural materials (leaves, mud, twigs)
Why was this? What sort of activities did the drawings show Stone Age man doing.
Continue to learn and progress on violins (Mrs Nicklen)
Mrs Anderson-singing/notation

Guided reading Silly Billy and Operation Night monster.
Children read two stories that deal with themes of overcoming worries and facing fears.
They look in depth at two different characters and explore how they overcome their fears.
They develop their knowledge of sentence constructions, joining two or more sentences with 'and' and correct punctuation, and explore using expanded noun phrases to add more detail.
The writing tasks include writing a letter in role, writing a continuation of one of the stories, and writing their own story based on their own experiences.

Swimming-Tuesday pm
Dance-Michelle Hankinson
Rugby coaching
Football with Donald and Robert
Archery and dance options in after school

... celebrate in Stone Age times?

LEARNING

... investigations
... materials
... als can we see
... school-
... the building
... in the
... grounds?

Christmas production

Celebration of Harvest and Christmas

EXPRESSIVE ARTS AND DESIGN

KS1

- **ad1** I can use different materials to design and make things
- **ad2** I can use drawing to share my ideas.
- **ad4** I can use sculpture to share my ideas.
- **ad8** I can talk about different ways of creating work and which ways I have tried and which I liked best

Design KS1

- **dt1** I can explain what my design will be like and what it will do, how I am going to create my design and list the materials I will need
- **dt2** I can explain how my design will meet the needs of the users
- **dt3** I can draw and talk about what I am going to make
- **dt4** I can make a realistic model of my design

Make KS1

- **dt6** I can use scissors for cutting and shaping
- **dt7** I can join materials in a variety of ways
- **dt8** I can use simple finishing techniques to improve my product
- **dt9** I can select the appropriate materials and tools for my design
- **dt10** I can create things using a variety of materials and components, including construction materials
- **dt13** I can explain why I have chosen particular materials, components or ingredients

Evaluate KS1

- **dt14** I can look at things other people have made and tell you what I like or dislike
- **dt16** I can talk about how closely my finished product matches my design
- **dt17** I can talk about what worked well with my product and how it could be improved

Technical knowledge KS1

- **dt18** I have made models and can explain how to make them stronger
- **dt19** I can tell you some ways to make structures stiffer or more stable
- **dt20** I have designed a product that uses a lever or slider

KS1

- **mu1** I can sing songs using my voice to show the meaning of the words and tune
- **mu5** I can play a tuned instrument in a piece if music
- **mu6** I can sit and listen attentively to live music
- **mu7** I can sit and listen attentively to recorded music
- **mu8** I can concentrate when listening to music and describe what I think and how the music makes me feel
- **mu10** I understand loud/quiet, fast/slow and high/low

LITERACY

If you see this message you must have added too many skills. YOU CAN CHANGE THE FONT SIZE and tick the 2 column box to fit more skills in. Please select fewer skills. Alternatively you could create more than one wheel, for example, Wheel Title Part 1, Wheel Title Part 2, if you wish to add lots of skills in 1 area of development.

The Hunters and the Hunted! - Stage Coverage

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Location knowledge **KS1**

- **ge3** name and locate the four countries of the United Kingdom
- **ge4** name and locate the capital cities of the four countries of the United Kingdom
- **ge5** name and locate the seas surrounding the UK
- **ge6** name and identify characteristics of the four countries and capital cities of the United Kingdom

Human and physical geography **KS1**

- **ge10** identify seasonal weather patterns in the United Kingdom

Geographical skills and fieldwork **KS1**

- **ge16** use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- **ge20** use simple directional language (left and right) to describe the location of features and routes on a map

KS1

- **hi1** Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- **hi2** They should know where the people and events they study fit within a chronological framework
- **hi3** They should identify similarities and differences between ways of life in different periods.
- **hi5** They should ask and answer questions
- **hi6** They should choose and use parts of stories and other sources to show that they know and understand key features of events.
- **hi7** They should understand some of the ways in which we find out about the past
- **hi8** and identify different ways in which it is represented.

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Statistics **KS1**

PHYSICAL EDUCATION

KS1

- **pe1** master basic movements including running
- **pe1.2** master basic movements including throwing and catching
- **pe2** participate in team games
- **pe2.1** in team games, develop simple tactics for attacking and defending

EXPRESSIVE ARTS

KS1

- **ad1** to use a range of materials and make products
- **ad2** to use drawing to develop ideas, experiences and imagination
- **ad4** to use sculpture to develop ideas, experiences and imagination
- **ad8** about the differences between different practices and disciplines to their own work.

Design **KS1**

- **dt1** design purposeful, functional products
- **dt2** design for themselves on design criteria
- **dt3** generate and communicate ideas through talking and drawing templates
- **dt4** model and communicate their ideas through mock-ups

Make **KS1**

- **dt6** select from and use a range of equipment to perform practical tasks and shaping
- **dt7** select from and use a range of equipment to perform practical tasks and finishing
- **dt9** select from and use a range of equipment to perform practical tasks and components including cutting
- **dt13** select from and use a range of equipment and components according to their own ideas

Evaluate **KS1**

- **dt14** explore a range of equipment
- **dt16** evaluate their ideas
- **dt17** evaluate their products

Technical knowledge **KS1**

- **dt18** build structures, explore materials made stronger
- **dt19** build structures, explore materials made stiffer and more stable
- **dt20** explore and use mechanisms and sliders in their products

KS1

- **mu1** use their voices expressively
- **mu5** play tuned and untuned instruments
- **mu6** listen with concentration to a range of high-quality live music
- **mu7** listen with concentration to a range of high-quality recorded music
- **mu8** listen with concentration to a range of music
- **mu10** experiment with the sounds of music.

ARTS AND DESIGN

Materials creatively to design

Develop and share their imagination

Develop and share their imagination

and similarities between disciplines, and making links

Functional, appealing

and other users based

Communicate their ideas through sketches

Present their ideas through

range of tools and technical tasks such as cutting

range of tools and technical tasks such as joining

range of tools and technical tasks such as

range of tools and technical tasks

a wide range of materials construction materials

a wide range of materials to their characteristics

Existing products

Tests against design criteria

Exploring how they can be

Exploring how they can be

mechanisms, such as levers

Effectively by singing songs

Used instruments musically

Attention and understanding to music

Attention and understanding to recorded music

Attention and understanding to

Inter-related dimensions

LITERACY**Reading - word reading KS1**

- **e1** apply phonic knowledge and skills as the route to decode words
- **e2** respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- **e3** read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- **e4** read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- **e5** read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- **e6** read other words of more than one syllable that contain taught GPCs
- **e8** read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- **e9** re-read these books to build up their fluency and confidence in word reading.

Reading - comprehension KS1

- **e10** develop pleasure in reading, motivation to read, vocabulary and understanding by:
- **e11** listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- **e13** becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- **e14** recognising and joining in with predictable phrases
- **e15** learning to appreciate rhymes and poems, and to recite some by heart
- **e17** understand both the books they can already read accurately and fluently and those they listen to by:
- **e19** checking that the text makes sense to them as they read and correcting inaccurate reading
- **e20** discussing the significance of the title and events
- **e21** making inferences on the basis of what is being said and done
- **e22** predicting what might happen on the basis of what has been read so far
- **e23** participate in discussion about what is read to them, taking turns and listening to what others say

Writing - transcription - Spelling KS1

- **e25** words containing each of the 40+ phonemes already taught
- **e26** common exception words
- **e27** the days of the week
- **e31** add prefixes and suffixes:
- **e32** using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- **e33** using the prefix un-
- **e34** using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- **e35** apply simple spelling rules and guidance, as listed in English Appendix 1
- **e36** write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Reading - word reading KS1

- **e61** continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- **e62** read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- **e63** read accurately words of two or more syllables that contain the same graphemes as above
- **e64** read words containing common suffixes
- **e65** read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- **e66** read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

COMMUNICATION AND LANGUAGE**KS1**

- **sl1** listen and respond appropriately to adults and their peers
- **sl2** ask relevant questions to extend their understanding and knowledge
- **sl4** articulate and justify answers, arguments and opinions
- **sl8** speak audibly and fluently with an increasing command of Standard English
- **sl9** participate in discussions, presentations, performances, role play, improvisations and debates
- **sl10** gain, maintain and monitor the interest of the listener(s)

PSED & RELIGIOUS EDUCATION**PSED Preparing to play an active role as citizens KS1**

- **pa12** Listen and respond in group discussions.
- **pa13** Express own views with increasing confidence.
- **pa14** Participate in a simple debate about school issues.

Learning About Religion KS1

- **ra13** Explore a range of religious stories and sacred writings and talk about their meanings.
- **ra14** Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.

The Hunters and the Hunted!