



Wow Starter: letter from Sea Life Centre announcing new arrival Terry...



### UNDERSTANDING THE WORLD

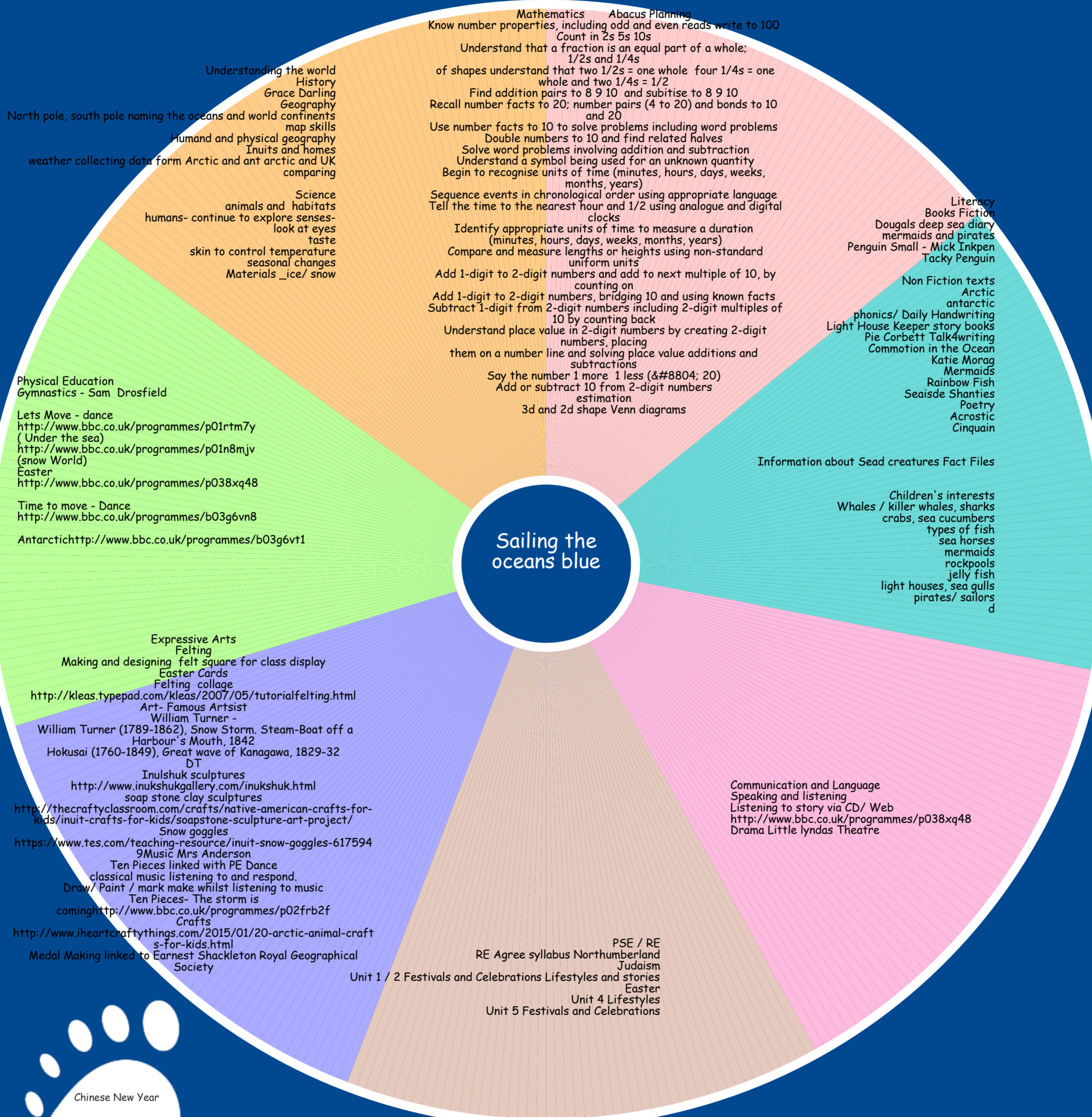
- Working scientifically KS1**
- sc4 performing simple tests
- Animals, including humans KS1**
- sc10 identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
  - sc11 identify and name a variety of common animals that are carnivores, herbivores and omnivores
  - sc12 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Seasonal changes KS1**
- sc18 observe changes across the four seasons
  - sc19 observe and describe weather associated with the seasons and how day length varies.
- Location knowledge KS1**
- ge1 I can find and name the world's seven continents on a map and globe
  - ge2 I can find and name the world's five oceans on a map and globe
- Place knowledge KS1**
- ge8 I can talk about the landscape and name some human and physical features of a place far away from the UK and what things are similar or different to the UK
  - ge9 I can tell you about the differences between the weather and landscape in the UK and in a country far away and how it affects the way of life of the people there
- Human and physical geography KS1**
- ge12 I can identify the Equator and North and South Poles on a map and globe
- ge13** I know that it is very hot I places around the Equator and very cold around the Poles
- use basic geographical vocabulary to refer to:**  
KS1
- ge15 I know what human features in the landscape are and can use the correct geographical vocabulary to name various human features
- Geographical skills and fieldwork KS1**
- ge16 I can use maps and globes to identify places I am learning about
  - ge17 I understand the four basic compass directions and know that on a British map North is always at the top
  - ge20 I can follow a simple route to a place familiar to me using 'left' and 'right' to describe my journey
  - ge21 I can identify features in my classroom and on the playground from a plan view
  - ge24 I can create symbols for the features on my map and create a key to explain what they represent
  - ge26 I have recorded the weather over a period of time and taken photographs of the human and physical features around my school
- Core Skills across the Key Stage KS1**
- hi2 I can place objects, people and events into chronological order
  - hi4 I have a wide vocabulary of common historical terms
  - 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

### PHYSICAL EDUCATION

- KS1**
- pe1.1 I can jump over obstacles safely and with control, and off apparatus knowing how to land safely
  - pe1.3 I can control my movements in gymnastics and show how I can balance, roll, travel or climb safely
  - pe1.4 I can perform a sequence in gymnastics to demonstrate controlled, co-ordinated movements in direction, level and speed
- pe1.5** I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs
- pe3** I can respond to music with controlled movements, creating and repeating simple dance sequences to express and communicate ideas and feelings

### EXPRESSIVE ARTS AND DESIGN

- KS1**
- ad4 I can use sculpture to share my ideas.
  - ad5 I can use colour, texture and pattern in my work
  - ad6 I can use line, shape, form and space in my work
  - ad7 I can tell you about famous artists, craft-makers and designers and who my favourite is and why I like his/her work
  - ad8 I can talk about different ways of creating work and which ways I have tried and which I liked best
  - ad9 I can show you how ideas from famous people have helped me to create my own work
- 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
  - dt5 I have used ICT to help develop or communicate my design
- Make KS1**
- dt6 I can use scissors for cutting and shaping
- dt11** I can create things from textiles
- dt12** I can create or follow simple recipes
- 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
  - dt15 I can talk about existing products and tell you how they might be improved for the user/consumer
  - dt16 I can talk about how closely my finished product matches my design
- 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
- Cooking and nutrition KS1**
- dt22 I can describe the healthy food in the dishes I prepare
  - dt23 I know that a healthy diet has a variety of foods that I can use in the dishes I prepare



### MATHEMATICS AND COMPUTING

- Number - number and place value KS1**
- m1 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
  - m2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
  - m3 given a number, identify one more and one less
  - m4 identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
  - m5 read and write numbers from 1 to 20 in numerals and words.
- Number - addition and subtraction KS1**
- m9 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9.
- Number - multiplication and division KS1**
- m10 solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
- Number - fractions KS1**
- m11 recognise, find and name a half as one of two equal parts of an object, shape or quantity
  - m12 recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
- Measurement KS1**
- m22 time (hours, minutes, seconds)
- Geometry - properties of shapes KS1**
- m27 recognise and name common 2-D and 3-D shapes, including:
    - m28 2-D shapes [for example, rectangles (including squares), circles and triangles]
    - m29 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

### 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
  - 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**
- e12 being encouraged to link what they read or hear read to their own experiences
  - e13 becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Writing - transcription - Spelling KS1**
- 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-
- Writing - composition KS1**
- e43 saying out loud what they are going to write about
  - e44 composing a sentence orally before writing it
  - e45 sequencing sentences to form short narratives
  - e46 re-reading what they have written to check that it makes sense
  - e47 discuss what they have written with the teacher or other pupils
  - e48 read aloud their writing clearly enough to be heard by their peers and the teacher.
- Writing - vocabulary, grammar and punctuation KS1**
- e51 joining words and joining clauses using and
  - e52 beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - e53 using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
  - e54 learning the grammar for year 1 in English Appendix 2
  - e55 use the grammatical terminology in English Appendix 2 in discussing their writing.

### COMMUNICATION AND LANGUAGE

- KS1**
- sl1 listen and respond appropriately to adults and their peers

### PSED & RELIGIOUS EDUCATION

- PSED Preparing to play an active role as citizens KS1**
- pa6 Recognise what is right and wrong.
  - pa7 Agree and follow rules for their group and classroom.
- Learning About Religion KS1**
- ra7 Explore a range of sacred writings.
- ra9** Name and explore a range of worship styles.
- ra10** Identify the importance, for some people, of belonging to a religion.
- ra11** Identify religious symbols.
- ra12** Begin to use a range of religious words.

# Sailing the oceans blue - Stage Coverage

## UNDERSTANDING THE WORLD

### Working scientifically **KS1**

- **sc4** performing simple tests

### Animals, including humans **KS1**

- **sc10** identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- **sc11** identify and name a variety of common animals that are carnivores, herbivores and omnivores
- **sc12** describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

### Seasonal changes **KS1**

- **sc18** observe changes across the four seasons
- **sc19** observe and describe weather associated with the seasons and how day length varies.

### Location knowledge **KS1**

- **ge1** name and locate the world's seven continents
- **ge2** name and locate the world's five oceans

### Place knowledge **KS1**

- **ge8** understand the human and physical geography of a small area in a contrasting non-European country
- **ge9** understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country

### Human and physical geography **KS1**

- **ge12** identify the location of the Equator and the North and South Poles
- **ge13** identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

### use basic geographical vocabulary to refer to: **KS1**

- **ge15** key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Geographical skills and fieldwork

### 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
- **ge17** use simple compass directions (North, South, East and West)
- **ge20** use simple directional language (left and right) to describe the location of features and routes on a map
- **ge21** use plan perspectives to recognise landmarks
- **ge24** use and construct basic symbols in a key
- **ge26** use simple fieldwork and observational skills to study the geography of their school and its grounds

### **KS1**

- **hi2** They should know where the people and events they study fit within a chronological framework
- **hi4** They should use a wide vocabulary of everyday historical terms.
- **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.

## MATHEMATICS AND COMPUTING

### Number - number and place value **KS1**

- **m1** count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- **m2** count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- **m3** given a number, identify one more and one less
- **m4** identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- **m5** read and write numbers from 1 to 20 in numerals and words.

### Number - addition and subtraction **KS1**

- **m9** solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9.

### Number - multiplication and division **KS1**

- **m10** solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

### Number - fractions **KS1**

- **m11** recognise, find and name a half as one of two equal parts of an object, shape or quantity
- **m12** recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

### Measurement **KS1**

- **m22** time (hours, minutes, seconds)

### Geometry - properties of shapes **KS1**

- **m27** recognise and name common 2-D and 3-D shapes, including:
  - **m28** 2-D shapes [for example, rectangles (including squares), circles and triangles]
  - **m29** 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

## PHYSICAL EDUCATION

### **KS1**

- **pe1.1** master basic movements including jumping
- **pe1.3** aster basic movements developing balance co-ordination
- **pe1.4** master basic movements, developing agility
- **pe1.5** master basic movements and begin to apply these in a range of activities
- **pe3** perform dances using simple movement patterns.

## EXPRESSIVE ARTS AND DESIGN

### **KS1**

- **ad4** to use sculpture to develop and share their ideas, experiences and imagination
- **ad5** to develop a wide range of art and design techniques in using colour, pattern, texture,
- **ad6** to develop a wide range of art and design techniques in using line, shape, form and space
- **ad7** about the work of a range of artists, craft makers and designers.
- **ad8** about the differences and similarities between different practices and disciplines, and making links to their own work.
- **ad9** about the work of a range of artists, craft makers and designers, making links to their own work.

### Design **KS1**

- **dt1** design purposeful, functional, appealing products
- **dt2** design for themselves and other users based on design criteria
- **dt3** generate and communicate their ideas through talking and drawing templates
- **dt4** model and communicate their ideas through mock-ups
- **dt5** generate, develop, model and communicate their ideas through information and communication technology

### Make **KS1**

- **dt6** select from and use a range of tools and equipment to perform practical tasks such as cutting and shaping
- **dt7** select from and use a range of tools and equipment to perform practical tasks such as joining
- **dt9** select from and use a range of tools and equipment to perform practical tasks
- **dt10** select from and use a wide range of materials and components including construction materials
- **dt11** select from and use a wide range of materials and components, including textiles
- **dt12** select from and use a wide range of materials and components, including ingredients
- **dt13** select from and use a wide range of materials and components according to their characteristics

### Evaluate **KS1**

- **dt14** explore a range of existing products
- **dt15** evaluate a range of existing products
- **dt16** evaluate their ideas

### Technical knowledge **KS1**

- **dt18** build structures, exploring how they can be made stronger
- **dt19** build structures, exploring how they can be made stiffer and more stable
- **dt20** explore and use mechanisms, such as levers and sliders in their products.

### Cooking and nutrition **KS1**

- **dt22** use the basic principles of a healthy diet to prepare dishes
- **dt23** use the basic principles of a varied diet to prepare dishes

### **KS1**

- **mu8** listen with concentration and understanding to a range of music
- **mu9** experiment with, create, select and combine sounds

## 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
- **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**

- **e12** being encouraged to link what they read or hear read to their own experiences
- **e13** becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

### Writing - transcription - Spelling **KS1**

- **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.

### Writing - composition **KS1**

- **e43** saying out loud what they are going to write about
- **e44** composing a sentence orally before writing it
- **e45** sequencing sentences to form short narratives
- **e46** re-reading what they have written to check that it makes sense
- **e47** discuss what they have written with the teacher or other pupils
- **e48** read aloud their writing clearly enough to be heard by their peers and the teacher.

### Writing - vocabulary, grammar and punctuation **KS1**

- **e51** joining words and joining clauses using and
- **e52** beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- **e53** using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- **e54** learning the grammar for year 1 in English Appendix 2
- **e55** use the grammatical terminology in English Appendix 2 in discussing their writing.

## COMMUNICATION AND LANGUAGE

### **KS1**

- **s11** listen and respond appropriately to adults and their peers

## PSED & RELIGIOUS EDUCATION

### PSED Preparing to play an active role as citizens

#### **KS1**

- **pa6** Recognise what is right and wrong.
- **pa7** Agree and follow rules for their group and classroom.

### Learning About Religion **KS1**

- **ra7** Explore a range of sacred writings.
- **ra9** Name and explore a range of worship styles.
- **ra10** Identify the importance, for some people, of belonging to a religion.
- **ra11** Identify religious symbols.
- **ra12** Begin to use a range of religious words.



Sailing the oceans blue