



The Story of Britain

Wow Starter: Unk to revisit!
Caveman toy to go home with children to
vista their cave!

Final Event: Stone circle ceremony



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
- sc6 using their observations and ideas to suggest answers to questions
- sc7 gathering and recording data to help in answering questions.

Plants KS1

- sc8 identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- sc9 identify and describe the basic structure of a variety of common flowering plants, including trees.

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)
- sc13 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

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

- ge3 I can find and name the four countries of the UK on a map
- ge5 I can find and name the seas surrounding the UK on a map

Place knowledge KS1

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.
- ad3 I can use painting to share my ideas.
- 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

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

- 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
- 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

PHYSICAL EDUCATION

KS1

- ge7 I can talk about the landscape and name some human and physical features in a place in the UK I have visited
- 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

- ge10 I know the names of the four seasons and the weather to expect in each one
- ge11 I know how to record the weather using instruments to measure the temperature, rainfall, wind direction and estimating cloud coverage

use basic geographical vocabulary to refer to: KS1

- ge14 I know what physical features in the landscape are and can use the correct geographical vocabulary to name various physical features

Geographical skills and fieldwork KS1

- ge18 I can describe the location of places near my home
- ge19 I can describe the location of places further away and how I might travel to them
- ge22 I can recognise some human and physical features from an aerial photograph
- ge23 I can create my own map showing imaginary human and physical features

Core Skills across the Key Stage KS1

- hi1 I can use common words and phrases related to the passing of time
- hi3 I can talk about different ways of life at different times
- hi5 I can ask and answer questions about the past

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
- 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

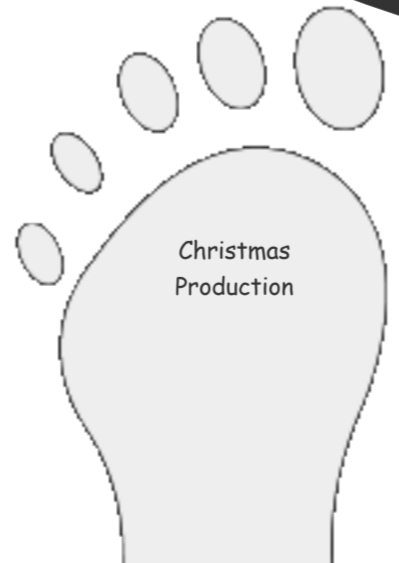
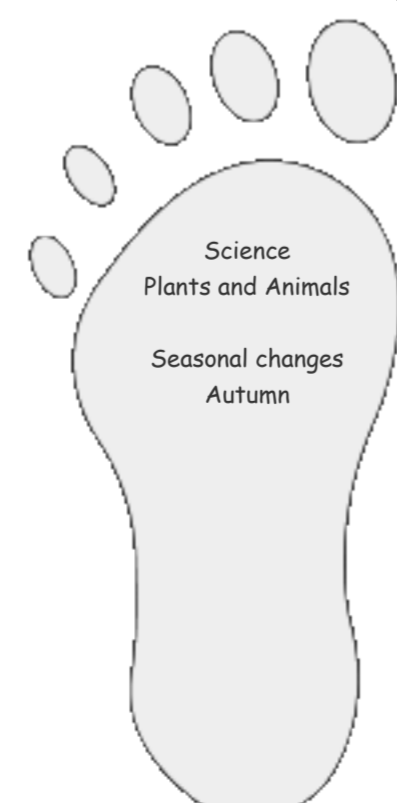
Cooking and nutrition KS1

- dt24 I can tell you where some of the food I eat comes from

KS1

- mu1 I can sing songs using my voice to show the meaning of the words and tune
- mu2 I can repeat chants and rhymes with expression
- mu3 I can use my voice in different ways
- mu4 I can play an untuned instrument in a piece of music
- mu6 I can sit and listen attentively to live music
- mu7 I can sit and listen attentively to recorded music
- mu10 I understand loud/quiet, fast/slow and high/low

- nc3 I can respond to music with controlled



OUTDOOR LEARNING

berries and plants
explore making stone circles



LITERACY

English P Lev.

- eng-p8 Pupils link up to four key words, signs or symbols in communicating about their own experiences or in telling familiar stories, both in groups and one to one, for example, 'The hairy giant shouted at Firin'. They use an extensive vocabulary to convey meaning to the listener. They can use possessives, for example, 'Johnny's coat'. They take part in role-play with confidence. They use conjunctions that suggest cause, for example 'cos' to link ideas.
- eng-p8 Pupils show awareness that writing can have a range of purposes, for example, in relation to letters, lists or stories. They show understanding of how text is arranged on the page, for example, by writing or producing letter sequences going to left to right. They write or use their preferred mode of communication to set down their names with appropriate use of upper and lower case letters or appropriate symbols.
- eng-p8 Pupils take part in role play with confidence. Pupils listen attentively. They respond appropriately to questions about why or how, for example 'Why does a bird make a nest?', 'How do we copy this picture?'
- eng-p8 Pupils understand that words, symbols and pictures convey meaning. They recognise or read a growing repertoire of familiar words or symbols, including their own names. They recognise at least half the letters of the alphabet by shape, name or sound. They associate sounds with patterns in rhymes, with syllables, and with words or symbols.
- eng-p8.1 I can link 4 key words to communicate an experience.
- eng-p8.1 I can take part passively in a short role play activity.
- eng-p8.1 I can understand signs / symbols / words carry meaning (comments or talks about story / asks what the text says, point to words).
- eng-p8.1 I can use pictures / symbols / familiar words and letters in sequence to convey meaning.
- eng-p8.2 I can recognise or read own name and some words.
- eng-p8.2 I can retell a simple story in a 1:1 or group situation.
- eng-p8.2 I can take part actively in a short role play.
- eng-p8.2 I can write some recognizable words.
- eng-p8.3 I begin to respond to 'why' and 'how' questions
- eng-p8.3 I can recognise at least half of the alphabet by shape or sound.
- eng-p8.3 I can use a growing vocabulary to convey meaning to a listener.
- eng-p8.3 I know that writing can have a range of purposes (eg: lists, letters, etc).
- eng-p8.4 I can begin to associate sounds with patterns in rhyme e.g. enjoy playing rhyming words.
- eng-p8.4 I can use conjunctions that suggest cause e.g. 'cos' to link ideas.
- eng-p8.4 I can write from left to right across the media.
- eng-p8.4 I consistently respond to 'why' and 'how' questions.
- eng-p8.5 I am an active listener for short story telling sessions.
- eng-p8.5 I can begin to associate sounds with syllables.
- eng-p8.5 I can use possessive's e.g. Johnny's coat.
- eng-p8.5 I can write name with capital and lower case letters appropriately.

Reading - comprehension KS1

- 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
- e14 recognising and joining in with predictable phrases
- e15 learning to appreciate rhymes and poems, and to recite some by heart
- e16 discussing word meanings, linking new meanings to those already known
- e17 understand both the books they can already read accurately and fluently and those they listen to by:
- e18 drawing on what they already know or on background information and vocabulary provided by the teacher
- 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
- e24 explain clearly their understanding of what is read to them.

Writing - transcription - Spelling KS1

- e25 words containing each of the 40 phonemes already taught
- e26 common exception words
- e27 the days of the week
- e28 name the letters of the alphabet:
- e29 naming the letters of the alphabet in order
- e30 using letter names to distinguish between alternative spellings of the same sound
- 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 - handwriting KS1

- e37 sit correctly at a table, holding a pencil comfortably and correctly
- e38 begin to form lower-case letters in the correct direction, starting and finishing in the right place
- e39 form capital letters
- e40 form digits 0-9
- e41 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

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

- e50 leaving spaces between words
- 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.

KS1

- s17 use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- s18 speak audibly and fluently with an increasing command of Standard English
- s19 participate in discussions, presentations, performances, role play, improvisations and debates
- s20 gain, maintain and monitor the interest of the listener(s)
- s21 consider and evaluate different viewpoints, attending to and building on the contributions of others
- s22 select and use appropriate registers for effective communication.

PSED Developing a healthy, safer lifestyle KS1

- ph5 Begin to maintain personal hygiene.
- ph6 Begin to understand that certain actions spread disease.
- ph7 Identify the main parts of the body.
- ph8 Developing good relationships and respecting the differences between people KS1
- ph18 Listen to other people, and play and work co-operatively.
- ph16 Develop a caring attitude towards family, friends and each other.
- ph17 Greet and talk with adults.
- ph18 Develop positive relationships through work and play.
- ph19 Be able to ask for help from an 'appropriate' adult.

RE - Learning From Religion KS1

- rf15 Reflect on and consider religious experiences such as thanks and joy.
- rf12 Ask puzzling questions and respond accordingly.
- rf13 Identify what matters to them and others and link this to religion.
- rf14 Reflect on ideas of right and wrong and how this relates to their own behaviour.
- rf15 Recognise that religious teaching and ideas make a difference to individuals and families.

Learning About Religion KS1

- ra6 Explore a range of religious stories.
- ra8 Name and explore a range of celebrations.

MATHEMATICS AND COMPUTING

Numeracy P Lev.

- num-p66 Indicates lots or few / one or many
- num-p67 Adds more to a group
- num-p68 Takes away from a group
- num-p69 Begins to share objects into random groups
- num-p70 Exchanges objects in play eg gives coin/symbol in return for object
- num-p76 Matches objects to numeral to 5
- num-p78 Matches numerals to 5
- nc18 Take and share responsibility, for example, for their own behaviour.
- nc19 Make classroom rules and follow them.
- nc20 Recognise what they like and dislike, what is fair and unfair, and what is right and wrong.

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 (equal) most, least

The Story of Britain - Stage Coverage

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
- sc6** using their observations and ideas to suggest answers to questions
- sc7** gathering and recording data to help in answering questions.

Plants *KS1*

- sc8** identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- sc9** identify and describe the basic structure of a variety of common flowering plants, including trees.

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)
- sc13** identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

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*

- ge3** name and locate the four countries of the United Kingdom
- ge5** name and locate the seas surrounding the UK

Place knowledge *KS1*

- ge7** understand the human and physical geography of a small area of the United Kingdom
- 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*

- ge10** identify seasonal weather patterns in the United Kingdom
- ge11** identify daily weather patterns in the United Kingdom

- use basic geographical vocabulary to refer to: *KS1***
- ge14** key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Geographical skills and fieldwork *KS1*

- ge18** use locational language (e.g. near and far)
- ge19** use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far) to describe routes on a map
- ge22** use aerial photographs to recognise basic human and physical features
- ge23** devise a simple map

KS1

- hi1** Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- hi3** They should identify similarities and differences between ways of life in different periods.
- hi5** They should ask and answer questions

MATHEMATICS AND COMPUTING

Numeracy *P Lev.*

- num-p66** Indicates lots or few / one or many
- num-p67** Adds more to a group
- num-p68** Takes away from a group
- num-p69** Begins to share objects into random groups
- num-p70** Exchanges objects in play eg gives coin/symbol in return for object
- num-p76** Matches objects to numeral to 5
- num-p78** Matches numerals to 5
- num-p81** Counts objects in groups to 5
- num-p83** Adds one more and counts again to correct number to 5
- num-p84** Takes one away and counts correctly
- num-p87** Counts with support to 10
- num-p91** Recognises number to 5
- num-p92** Sequences numbers to 3
- num-p95** Sequences numbers to 5
- num-p95** Sequences numbers to 5
- num-p96** Responds to 'how many' by saying number or beginning to count
- num-p97** Identifies difference quantities eg more /less, bigger/smaller
- num-p101** Counts up to 10 objects consistently
- num-p102** Counts beyond 10 with support
- num-p104** Finds numbers on a number line to 10
- num-p105** Finds number before/after
- num-p109** Writes numbers 1 – 5
- num-p110** Sorts numerals from other shapes
- num-p111** Estimates small numbers and checks by counting
- num-p113** Adds one more and counts how many
- num-p114** Finds one more /one less from a given number to 10
- num-p130** Sorts objects according to a given criteria
- num-p132** Copy simple patterns eg 2 step
- num-p133** Continue simple sequence
- num-p136** Recognise when a object is different and does not belong
- num-p137** Can indicate why an object does not belong
- num-p140** Recognises simple repeating patterns
- num-p144** Begins to make estimates
- num-p170** Can sort sizes by a given criteria
- num-p180** Can indicate different lengths eg the long one
- num-p183** Indicates some days of the week
- num-p194** Show awareness of differences in 2D shapes by sorting
- num-p196** Manipulate 3D shapes
- num-p197** Match 3D shapes
- num-p201** Begin to pick out named shapes from a collection
- num-p204** Create patterns with shapes
- num-p208** Sorts shapes by more than one criteria eg red circles
- num-p209** Begins to indicate features of 2D /3D shapes eg corners, edges etc
- num-p228** Finds pairs of objects eg two socks,
- num-p230** Creates simple patterns
- num-p234** Sorts objects by more than one criteria

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*

- m6** read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- m7** represent and use number bonds and related subtraction facts within 20
- m8** add and subtract one-digit and two-digit numbers to 20, including zero
- m9** solve one-step problems that involve addition and subtraction, using concrete objects and pictorial

PHYSICAL EDUCATION

KS1

- pe1** master basic movements including running
- pe1.2** master basic movements including throwing and catching
- pe2** participate in team games
- pe3** perform dances using simple movement patterns.

EXPRESSIVE ARTS AND DESIGN

KS1

- ad1** to use a range of materials creatively to design and make products
- ad2** to use drawing to develop and share their ideas, experiences and imagination
- ad3** to use painting to develop and share their ideas, experiences and imagination
- 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

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

Make *KS1*

- dt7** select from and use a range of tools and equipment to perform practical tasks such as joining
- dt8** select from and use a range of tools and equipment to perform practical tasks such as finishing
- 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
- dt17** evaluate their products against design criteria

Technical knowledge *KS1*

- dt18** build structures, exploring how they can be made stronger

Cooking and nutrition *KS1*

- dt24** understand where food comes from.

KS1

- mu1** use their voices expressively by singing songs
- mu2** use their voices expressively by speaking chants and rhymes
- mu3** use their voices creatively
- mu4** play untuned instruments musically
- mu6** listen with concentration and understanding to a range of high-quality live music
- mu7** listen with concentration and understanding to a range of high-quality recorded music
- mu10** experiment with the inter-related dimensions of music.

LITERACY

English *P Lev.*

- eng-p8** Pupils link up to four key words, signs or symbols in communicating about their own experiences or in telling familiar stories, both in groups and one to one, for example, ‘ The hairy giant shouted at Finn’. They use an extensive vocabulary to convey meaning to the listener. They I can use possessives, for example, ‘Johnny’s coat’. They take part in role- play with confidence. They use conjunctions that suggest cause, for example ‘cos’ to link ideas.
- eng-p8** Pupils show awareness that writing can have a range of purposes, for example, in relation to letters, lists or stories. They show understanding of how text is arranged on the page, for example, by writing or producing letter sequences going to left to right. They write or use their preferred mode of communication to set down their names with appropriate use of upper and lower case letters or appropriate symbols.
- eng-p8** Pupils take part in role play with confidence. Pupils listen attentively. They respond appropriately to questions about why or how, for example ‘Why does a bird make a nest?’, ‘How do we copy this picture?’
- eng-p8** Pupils understand that words, symbols and pictures convey meaning. They recognise or read a growing repertoire of familiar words or symbols, including their own names. They recognise at least half the letters of the alphabet by shape, name or sound. They associate sounds with patterns in rhymes, with syllables, and with words or symbols.
- eng-p8.1** I can link 4 key words to communicate an experience.
- eng-p8.1** I can take part passively in a short role play activity.
- eng-p8.1** I can understand signs / symbols / words carry meaning (comments on/talks about story / asks what the text says, point to words).
- eng-p8.1** I can use pictures / symbols / familiar words and letters in sequence to convey meaning.
- eng-p8.2** I can recognise or read own name and some words.
- eng-p8.2** I can retell a simple story in a 1-1 or group situation.
- eng-p8.2** I can take part actively in a short role play.
- eng-p8.2** I can write some recognisable words.
- eng-p8.3** I begin to respond to ‘why’ and ‘how’ questions
- eng-p8.3** I can recognise at least half of the alphabet by shape or sound.
- eng-p8.3** I can use a growing vocabulary to convey meaning to a listener.
- eng-p8.3** I know that writing can have a range of purposes (eg: lists, letters, etc).
- eng-p8.4** I can begin to associate sounds with patterns in rhyme e.g. enjoy playing rhyming words.
- eng-p8.4** I can use conjunctions that suggest cause e.g. ‘cos’ to link ideas.
- eng-p8.4** I can write from left to right across the media.
- eng-p8.4** I consistently respond to ‘why’ and ‘how’ questions.
- eng-p8.5** I am an active listener for short story telling sessions.
- eng-p8.5** I can begin to associate sounds with syllables.
- eng-p8.5** I can use possessive’s e.g. Johnny’s coat.
- eng-p8.5** I can write name with capital and lower case letters appropriately.

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
- e6** read other words of more than one syllable that contain taught GPCs
- e9** re-read these books to build up their fluency and confidence in word reading.

Reading - comprehension *KS1*

- e11** listening to and discussing a wide range of

COMMUNICATION AND LANGUAGE

KS1

- sl1** listen and respond appropriately to adults and their peers
- sl2** ask relevant questions to extend their understanding and knowledge
- sl3** use relevant strategies to build their vocabulary
- sl4** articulate and justify answers, arguments and opinions
- sl5** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- sl6** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- sl7** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- 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)
- sl11** consider and evaluate different viewpoints, attending to and building on the contributions of others
- sl12** select and use appropriate registers for effective communication.

PSED & RELIGIOUS EDUCATION

Citizenship *P Lev.*

- cit-p1.11** I begin to tolerate sharing activities with others.
- cit-p2.11** I respond consistently to familiar people, events and objects.
- cit-p2.12** I react to new activities.
- cit-p2.13** I show an interest in people, events and objects.
- cit-p3.12** I participate in shared activities with less support.
- cit-p3.13** I can sustain concentration for short periods and explore materials.
- cit-p3.14** I have begun to show interest in the results of my own actions.
- cit-p3.22** I anticipate known events.
- cit-p3.23** I can respond to options and choices.

PSED Preparing to play an active role as citizens *KS1*

- pa5** Continue to develop empathy for others.
- pa6** Recognise what is right and wrong.
- pa7** Agree and follow rules for their group and classroom.
- pa8** Know how to apologise and make amends.
- pa9** Realise that people and other living things have needs.
- pa10** Develop understanding of groups they belong to.
- pa11** Contribute to the life of the class and school.

PSED Developing confidence and responsibility and making the most of their abilities *KS1*

- pc18** Take and share responsibility, for example, for their own behaviour.
- pc19** Make classroom rules and follow them.
- pc20** Recognise what they like and dislike, what is fair and unfair, and what is right and wrong.

KS1

- ph4** Begin to make simple choices that improve their health and well being.

PSED Developing a healthy, safer lifestyle *KS1*

- ph5** Begin to maintain personal hygiene.
- ph6** Begin to understand that certain actions spread disease.
- ph7** Identify the main parts of the body.

PSED Developing good relationships and respecting the differences between people *KS1*

- pr15** Listen to other people, and play and work co-operatively.
- pr16** Develop a caring attitude towards family, friends and each other.
- pr17** Greet and talk with adults.
- pr18** Develop positive relationships through work and play.
- pr19** Be able to ask for help from an ‘appropriate’ adult.

RE - Learning From Religion *KS1*

- rf11** Reflect on and consider religious experiences such as thanks and joy.
- rf12** Ask puzzling questions and respond accordingly.
- rf13** Identify what matters to them and others and link this to religion.
- rf14** Reflect on ideas of right and wrong and how this relates to their own behaviour.
- rf15** Recognise that religious teaching and ideas make a difference to individuals and families.

Learning About Religion *KS1*

- ra6** Explore a range of religious stories.
- ra8** Name and explore a range of celebrations.

