



### LITERACY

#### Reading - word reading KS1

- 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
- 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
- e7 read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- 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

- e13 becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- 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

#### 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
- 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
- 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
- s12 ask relevant questions to extend their understanding and knowledge
- s13 use relevant strategies to build their vocabulary
- s14 articulate and justify answers, arguments and opinions
- s15 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- s16 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

- s18 speak audibly and fluently with an increasing command of Standard English
- s19 participate in discussions, presentations, performances, role play, improvisations and debates
- s10 gain, maintain and monitor the interest of the listener(s)
- s11 consider and evaluate different viewpoints, attending to and building on the contributions of others

### 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

### OUTDOOR LEARNING

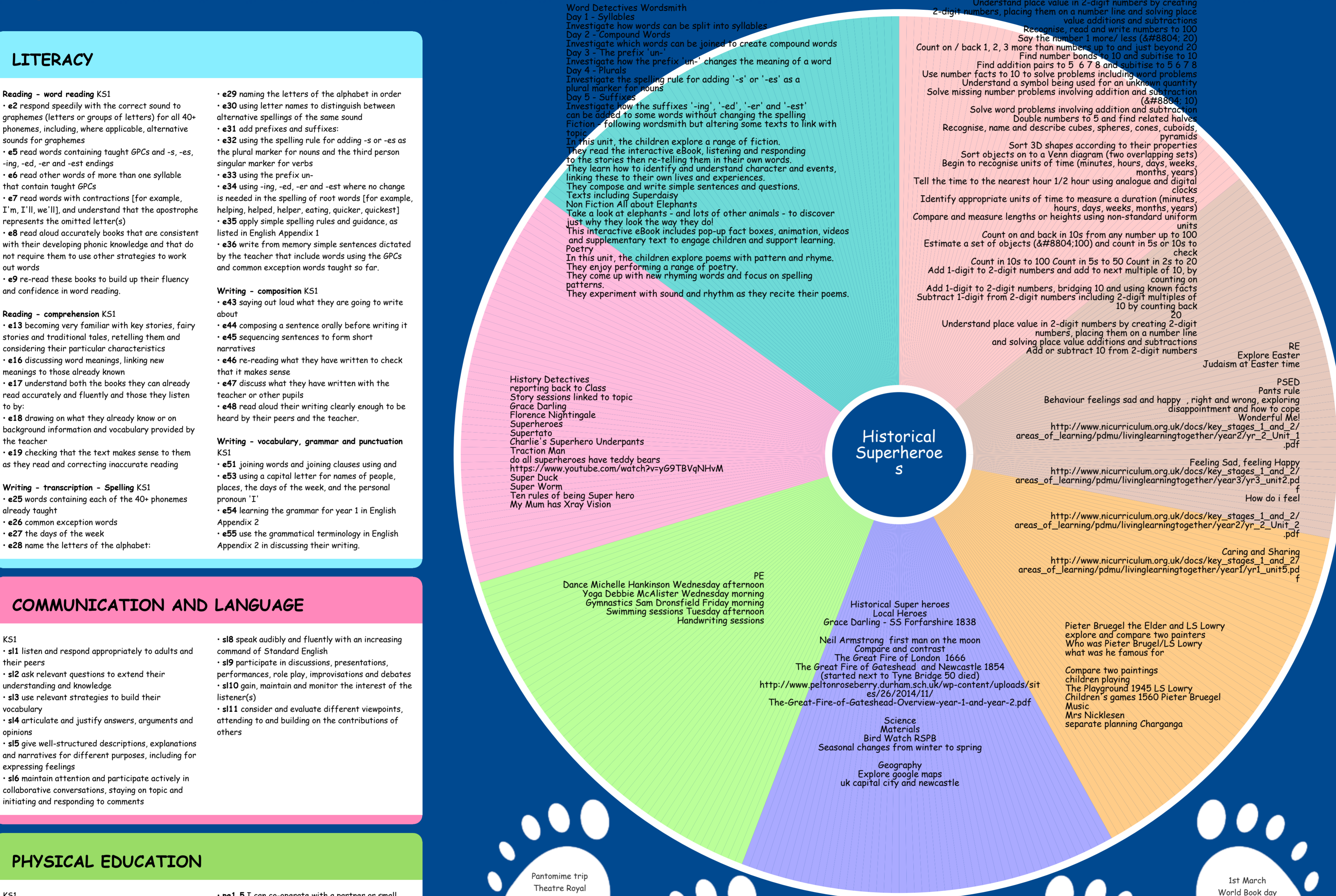
- pe1.5 I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs
- pe3 I can respond to music with controlled movements, creating and repeating simple dance sequences to express and communicate ideas and feelings

### ANIMALS, INCLUDING HUMANS

- 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

### LANDSCAPE AND CLIMATE

- ge14 I know what physical features in the landscape are and can use the correct geographical vocabulary to name various physical features
- ge15 I know what human features in the landscape



### 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

- 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

#### 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

- m13 compare, describe and solve practical problems for:
- m14 lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- m17 time [for example, quicker, slower, earlier, later]
- m18 measure and begin to record the following:
- m19 lengths and heights
- m22 time (hours, minutes, seconds)
- m23 recognise and know the value of different denominations of coins and notes
- m24 sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- m25 recognise and use language relating to dates, including days of the week, weeks, months and years
- m26 tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

#### 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].

### PSED & RELIGIOUS EDUCATION

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

- 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.

#### 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.

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

- 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.
- rf14 Reflect on ideas of right and wrong and how this relates to their own behaviour.

#### Learning About Religion KS1

- ra6 Explore a range of religious stories.
- ra8 Name and explore a range of celebrations.
- ra12 Begin to use a range of religious words.

### UNDERSTANDING THE WORLD

#### Working scientifically KS1

- sc1 During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
- sc2 asking simple questions and recognising that they can be answered in different ways
- sc3 observing closely, using simple equipment
- sc4 performing simple tests
- 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.

#### 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

#### Working scientifically 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

#### Place knowledge KS1

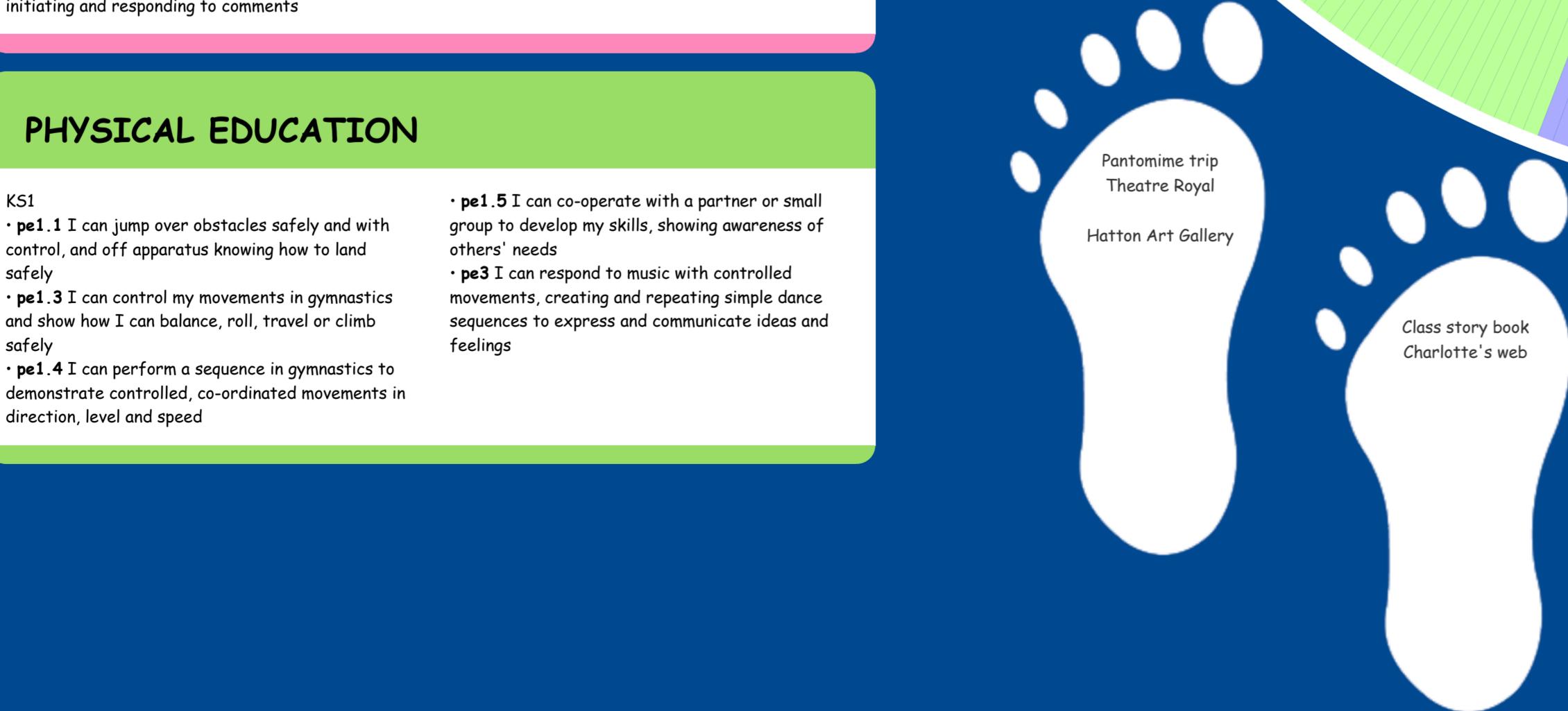
- ge7 I can talk about the landscape and name some human and physical features in a place in the UK I have visited

#### 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
- ge15 I know what human features in the landscape



### OUTDOOR LEARNING

- Science
- Observing the chances in the seasons
- Preparing garden ad poly tunnel for planting
- Forest school activities
- Wind chimes - materials
- Team work activities, den building
- Treasure hunts Art and Science Spring
- Outdoor spelling/ technology Twinkl



# Historical Superheroes - Stage Coverage

## UNDERSTANDING THE WORLD

### Working scientifically **KS1**

- **sc1** During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
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### 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)

### Everyday materials **KS1**

- **sc14** distinguish between an object and the material from which it is made
- **sc15** identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- **sc16** describe the simple physical properties of a variety of everyday materials
- **sc17** compare and group together a variety of everyday materials on the basis of their simple physical properties.

### 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
- **ge4** name and locate the capital cities of the four countries of the United Kingdom

### Place knowledge **KS1**

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

### 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
  - **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**

- **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

### **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
- **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

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- **m28** 2-D shapes [for example, rectangles (including squares), circles and triangles]
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## 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**

- **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
- **ad7** about the work of a range of artists, craft makers and designers.
- **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
- **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
- **dt16** evaluate their ideas
- **dt17** evaluate their products against design criteria

### 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
- **dt24** understand where food comes from.

### **KS1**

- **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
- **mu9** experiment with, create, select and combine sounds
- **mu10** experiment with the inter-related dimensions of music.

## LITERACY

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- **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**

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## PSED & RELIGIOUS EDUCATION

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- **pa9** Realise that people and other living things have needs.
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### **KS1**

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- **ph7** Identify the main parts of the body.

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### RE - Learning From Religion **KS1**

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- **rf12** Ask puzzling questions and respond accordingly.
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### Learning About Religion **KS1**

- **ra6** Explore a range of religious stories.
- **ra8** Name and explore a range of celebrations.
- **ra12** Begin to use a range of religious words.

# Historical Superheroes