



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

Teacher: mrslizpatterson
School: Cambo First School



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** 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

- **pe3** I can respond to music with controlled

Science
Animals and humans
Pre historic animals
early domestication of dogs- link with Pets
Carnivore herbivore and omnivore

Geography
Islands - Orkney
compare Cambo to Orkney
have we visited any islands on holiday- we are living on an island!
name the seas around the UK
Weather patterns, compare weather on Orkney to Cambo each day.
LINK WITH SCIENCE SEASONAL CHANGES
History chronological awareness
Three stages of stone age
Old, (Palaeolithic) Middle (Mesolithic) and New (Neolithic)
http://www.bbc.co.uk/programmes/p01zfxfh
passing of time, placing Stone Age on a time line from dinosaurs , ice age, stone age

Non fiction- Pre historic animal fact books
Stone age, bone age
Prehistoric fact files
Fiction
Cave Baby
Stone Age boy
Woolly
Cave man Dave
The Wild Girl
How to wash a mammoth
Mammoth Pie

Instruction writing
How to wash a wooly mammoth
Mammoth Pie

Story time sessions
books from home to share
plus other stone age story books not used as planning tools

Design Technology
New places, make own beads from clay to create shoes and necklace.
Linking with Stone Age bone age pendant of bird
Link with Maths pattern, and symmetry
Sketches- design and make
homes - look at stone age homes and what they have inside
compare with own homes

explore and make clay pots perhaps Graham Taylor?
drinking vessels, decorating using tools
Explore the masks and headers of animals
design and make own
food- what do they eat.
make and design traps to catch food
explore and make tools

Art and Design
Cave paintings - Twinkl Powerpoint
painting with sticks, feathers and fingers
stone age houses, collect sticks, stones, moss
Fabric dying - explore dying cloth
make stone circles
Hand paintings
role play- begin with cave before moving to house

Swimming each Tuesday afternoon
PE Sessions
Dance Michelle Haninkson
Multi Skills with Rhys
Yoga bugs
Playtime- climbing frame, blue bars
skipping ropes
hula hoops
Football lunchtimes
after school football Fridays

Science
Plants and Animals
Seasonal changes
Autumn

Christmas
Production

OUTDOOR LEARNING

berries and plants
explore making stone circles

Harvest Festival

The Story of Britain

Count in ones to 100
Count in tens to one to one correspondence
Say the number before, i.e. the next number
Find addition pairs to 10 and subtrise to 5 (6, 7)
Find number bonds to 10 and subtrise to 10
Find the missing number in number sentences
Say the number 1 more (≤ 20)
Count on 1, 2, 3 more than numbers up to and just beyond 20
Say the number 1 less, i.e. the number before (numbers ≤ 10)
Say the number 1 less (≤ 20)
Recognise, name and describe squares, rectangles, circles and triangles
Begin to recognise basic line symmetry
Sort 2D shapes into Venn diagrams using properties incl. symmetry
Sort 2D shapes by number of sides and corners (incl. right angles) using Venn diagrams
Sort basic 2D shapes according to their properties
Use 2D shapes to create patterns
Sort objects on to a Carroll diagram (two by two)
Read and write numbers from 1 to 20 in digits and words
Order and compare numbers to 12
Order and compare numbers to 20, using < and >
Estimate a set of objects (≤ 12, <100)
Understand 0 as the empty set
count in 5s or 10s to check
Understand place value in teen numbers
Order and compare 2-digit numbers and say a number between.
Use language: equal to, more than, less/fewer than, most, least
Say ordinal numbers (≤ 20)
Solve missing number problems involving addition and subtraction (≤ 10)
Describe position, direction and movements including half turns, using common words
Compare lengths or heights using direct comparison and using non-standard uniform units
Choose and use appropriate standard units\ to measure lengths and heights in any direction
Count back 1, 2, 3 from numbers up to and just beyond 20
Add several 1-digit numbers
Double numbers to 5 and find related halves
Order and compare numbers to 20, using < and >
Recognise and know the value of 1p, 2p, 5p, 10p, 20p, 50p and £1 coinsof £2 coins and £5, £10, £20, £50 notes

Celebrations and Ceremonies
look at celebrations and how we celebrate
when do we celebrate ?
Birthdays, weddings,
Easter, FOCUS ON Harvest and Christmas
link with Stone Age celebrations.

Class Rules
work as a group to develop our classroom rules
understanding if wrong and right
working with each other

Dansi activities
use Dansi to explore feelings and right and wrong

Health and Hygiene
Joan GledsonHand washing - Germs (book)

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 Fint'. They use an extensive vocabulary to convey meaning to the listener. They 1 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.

- **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 Fint'. They use an extensive vocabulary to convey meaning to the listener. They 1 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.

- **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 Fint'. They use an extensive vocabulary to convey meaning to the listener. They 1 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 words to build up their fluency and confidence in word reading.

- **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 words to build up their fluency and confidence in word reading.

- **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 words to build up their fluency and confidence in word reading.

- **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 words to build up their fluency and confidence in word reading.

- **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 words to build up their fluency and confidence in word reading.

- **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 words to build up their fluency and confidence in word reading.

- **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 words to build up their fluency and confidence in word reading.

- **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 words to build up their fluency and confidence in word reading.

- **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 words to build up their fluency and confidence in word reading.

- **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 words to build up their fluency and confidence in word reading.

- **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 words to build up their fluency and confidence in word reading.

- **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 words to build up their fluency and confidence in word reading.

- **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 words to build up their fluency and confidence in word reading.

- **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 words to build up their fluency and confidence in word reading.

- **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 words to build up their fluency and confidence in word reading.

- **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 words to build up their fluency and confidence in word reading.

- **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 words to build up their fluency and confidence in word reading.

- **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 words to build up their fluency and confidence in word reading.

- **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 words to build up their fluency and confidence in word reading.

- **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 words to build up their fluency and confidence in word reading.

- **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

The Story of Britain - Stage Coverage

UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	LITERACY	COMMUNICATION AND LANGUAGE	PSED & RELIGIOUS EDUCATION
<p>Working scientifically KS1</p> <ul style="list-style-type: none">sc2 asking simple questions and recognising that they can be answered in different wayssc3 observing closely, using simple equipmentsc5 identifying and classifyingsc6 using their observations and ideas to suggest answers to questionssc7 gathering and recording data to help in answering questions.	<p>Numeracy P Lev.</p> <ul style="list-style-type: none">num-p66 Indicates lots or few / one or manynum-p67 Adds more to a groupnum-p68 Takes away from a groupnum-p69 Begins to share objects into random groupsnum-p70 Exchanges objects in play eg gives coin/symbol in return for objectnum-p76 Matches objects to numeral to 5num-p78 Matches numerals to 5num-p81 Counts objects in groups to 5num-p83 Adds one more and counts again to correct number to 5num-p84 Takes one away and counts correctlynum-p87 Counts with support to 10num-p91 Recognises number to 5num-p92 Sequences numbers to 3num-p95 Sequences numbers to 5num-p95 Sequences numbers to 5num-p96 Responds to 'how many' by saying number or beginning to countnum-p97 Identifies difference quantities eg more /less, bigger/smallernum-p101 Counts up to 10 objects consistentlynum-p102 Counts beyond 10 with supportnum-p104 Finds numbers on a number line to 10num-p105 Finds number before/afternum-p109 Writes numbers 1 – 5num-p110 Sorts numerals from other shapesnum-p111 Estimates small numbers and checks by countingnum-p113 Adds one more and counts how manynum-p114 Finds one more /one less from a given number to 10num-p130 Sorts objects according to a given criterianum-p132 Copy simple patterns eg 2 stepnum-p133 Continue simple sequencenum-p136 Recognise when a object is different and does not belongnum-p137 Can indicate why an object does not belongnum-p140 Recognises simple repeating patternsnum-p144 Begins to make estimatesnum-p170 Can sort sizes by a given criterianum-p180 Can indicate different lengths eg the long onenum-p183 Indicates some days of the weeknum-p194 Show awareness of differences in 2D shapes by sortingnum-p196 Manipulate 3D shapesnum-p197 Match 3D shapesnum-p201 Begin to pick out named shapes from a collectionnum-p204 Create patterns with shapesnum-p208 Sorts shapes by more than one criteria eg red circlesnum-p209 Begins to indicate features of 2D /3D shapes eg corners, edges etcnum-p228 Finds pairs of objects eg two socks,num-p230 Creates simple patternsnum-p234 Sorts objects by more than one criteria	<p>KS1</p> <ul style="list-style-type: none">pe1 master basic movements including runningpe1.2 master basic movements including throwing and catchingpe2 participate in team gamespe3 perform dances using simple movement patterns.	<p>KS1</p> <ul style="list-style-type: none">ad1 to use a range of materials creatively to design and make productsad2 to use drawing to develop and share their ideas, experiences and imaginationad3 to use painting to develop and share their ideas, experiences and imaginationad4 to use sculpture to develop and share their ideas, experiences and imaginationad5 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	<p>English P Lev.</p> <ul style="list-style-type: none">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' questionseng-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.	<p>KS1</p> <ul style="list-style-type: none">sl1 listen and respond appropriately to adults and their peerssl2 ask relevant questions to extend their understanding and knowledgesl3 use relevant strategies to build their vocabularysl4 articulate and justify answers, arguments and opinionssl5 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelingssl6 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to commentssl7 use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideassl8 speak audibly and fluently with an increasing command of Standard Englishsl9 participate in discussions, presentations, performances, role play, improvisations and debatessl10 gain, maintain and monitor the interest of the listener(s)sl11 consider and evaluate different viewpoints, attending to and building on the contributions of otherssl12 select and use appropriate registers for effective communication.	<p>Citizenship P Lev.</p> <ul style="list-style-type: none">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.
						<p>PSED Preparing to play an active role as citizens KS1</p> <ul style="list-style-type: none">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.
						<p>PSED Developing confidence and responsibility and making the most of their abilities KS1</p> <ul style="list-style-type: none">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.
						<p>KS1</p> <ul style="list-style-type: none">ph4 Begin to make simple choices that improve their health and well being.
						<p>PSED Developing a healthy, safer lifestyle KS1</p> <ul style="list-style-type: none">ph5 Begin to maintain personal hygiene.ph6 Begin to understand that certain actions spread disease.ph7 Identify the main parts of the body.
						<p>PSED Developing good relationships and respecting the differences between people KS1</p> <ul style="list-style-type: none">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.
						<p>RE - Learning From Religion KS1</p> <ul style="list-style-type: none">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.
						<p>Learning About Religion KS1</p> <ul style="list-style-type: none">ra6 Explore a range of religious stories.ra8 Name and explore a range of celebrations.

