Final Event: Stone circle ceremony

Teacher: mrslizpatterson School: Cambo First School



 \cdot e11 listening to and discussing a wide range of poems, stories and

· e14 recognising and joining in with predictable phrases

• e20 discussing the significance of the title and events

vocabulary provided by the teacher

stening to what others say

· e26 common exception words

· e27 the days of the week

Writing - handwriting KS1

finishing in the right place

· e39 form capital letters

Writing - composition KS1

• e40 form digits 0-9

Writing - transcription - Spelling KS1

• e28 name the letters of the alphabe

• e29 naming the letters of the alphabet in order

inaccurate reading

non-fiction at a level beyond that at which they can read independently

· e17 understand both the books they can already read accurately and

· e21 making inferences on the basis of what is being said and done

 \cdot e24 explain clearly their understanding of what is read to them

· e25 words containing each of the 40+ phonemes already tauaht

• e15 learning to appreciate rhymes and poems, and to recite some by heart

· e16 discussing word meanings, linking new meanings to those already known

· e18 drawing on what they already know or on background information and

 \cdot e19 checking that the text makes sense to them as they read and correcting

· 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

 \cdot e30 using letter names to distinguish between alternative spellings of the

 \cdot e35 apply simple spelling rules and guidance, as listed in English Appendix 1

• e36 write from memory simple sentences dictated by the teacher that

· e37 sit correctly at a table, holding a pencil comfortably and correctly

• e41 understand which letters belong to which handwriting 'families' (i.e.

• 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

 \cdot e48 read aloud their writing clearly enough to be heard by their peers and

letters that are formed in similar ways) and to practise these

• 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

Writing - vocabulary, grammar and punctuation KS1

· e38 begin to form lower-case letters in the correct direction, starting and

include words using the GPCs and common exception words taught so far.

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

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

• 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

Location knowledge KS1

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

• ge3 I can find and name the four countries of the

• ge5 I can find and name the seas surrounding 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

• 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 · gell 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:

· 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

• 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

Core Skills across the Key Stage KS1

human and physical features

· hil I can use common words and phrases related to the passing of time

· hi3 I can talk about different ways of life at

· hi5 I can ask and answer questions about the past

EXPRESSIVE ARTS AND DESIGN

· ad1 I can use different materials to design and

 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

· ad6 I can use line ,shape ,form and space in my work

Design K51

· 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

· 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

· 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

· 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

· mu6 I can sit and listen attentively to live music · mu7 I can sit and listen attentively to recorded

· mu10 I understand loud/quiet, fast/slow and high/low

Daily Phonics RWI assessme set 2 and set 3 Animals and humans Reading-individual Pre historic animals IHandwriting daily begin joining early domestication of dogs- link with Pets Carnivore herbivore and omnivore Non fiction- Pre historic animal fact books Stone age, bone age Prehistoric fact files Islands - Ornkey compare Cambo to Ornkey Cave Baby have we visited any islands on holiday. Stone Age boy we are living on an island! name the seas around the UK Cave man Dave Weather patterns, compare weather on Orkney to Cambo each day The Wild Girl LINK WITH SCIENCE SEASONAL CHANGES How to wash a mammoth History chronological awareness three stages of stone age Old, (Palaeolithic) Middle (Mesolithic) and New (Neolithic) http://www.bbc.co.uk/programmes/p01zfxnh Mammoth Pie Instruction writing How to wash a wooly mammoth passing of time, placing Stone Age on a time line from Mammoth Pie dinosaurs, ice age, stone age Story time sessions books from home to share Technology plus other stone age story books not laces. make own beads from clay to create used as planning tools Sharing time; encourage to look for smart sitting, eyes on speaker s and necklace. king with Stone Age bone age pendant of bird speaking audibly and with awareness of listened uches- design and make Talking partners- in both maths and literacy nomes - look at stone age homes and what they have inside also Foundation subjects compare with own homes explore and make clay pots perhaps Graham Taylor? listening to staff and visiting people drinking vessels, decorating using tools Explore the masks and headers of animals asking questions design and make own Parts in Christmas play-confidence to speak in front of audience food- what do thev eat make and design traps to catch food explore and make tools Cave paintings - Twinkl Powerpoint painting with sticks, feathers and fingers stone age houses, collect sticks, stones, moss The Story Fabric dying - explore dying cloth make stone circles of Britain role play- begin with cave before moving to house Celebrations and Ceremonies look at celebrations and how we celebrate ount in ones to 100 one-to-one corres when do we celebrate? Birthdays, weddings, Easter, FOCUS ON Harvest and Christmas Find number bonds to 10 and subitise to 10 Find the missing number in number sentences link with Stone Age celebrations. 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) work as a group to develop our classroom rules Say the number 1 less (≤ 20) understanding if wrong and right working with each other Recognise, name and describe squares, rectangles, circles and triangles Begin to recognise basic line symmetry Swimming each Tuesday afternoon Sort 2D shapes into Venn diagrams using properties incl. symmetry PE Sessions Sort 2D shapes by number of sides and corners Dansi acitivties (incl. right angles) using Venn diagrams Sort basic 2D shapes according to their properties Dance Michelle Haninkson use Dansi to explore feelings and right and wrong Multi Skills with Rhys Use 2D shapes to create patterns Sort objects on to a Carroll diagram (two by two) Yoga bugs Health and Hygiene Playtime-climbing frame, blue bars Read and write numbers from 1 to 20 in digits and words Joan GledsonHand washing - Germs (book) Order and compare numbers to 12 skipping ropes Order and compare numbers to 20, using < and : Estimate a set of objects (≤ 12, <100) Football lunchtimes Understand 0 as the empty set count in 5s or 10s to check after school football Fridays 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 comparisor 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 Science Plants and Animals Seasonal changes Autumn OUTDOOR LEARNING berries and plants Christmas Harvest Festival explore making stone circles Production

LITERACY

· 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

example, in relation to letters, lists or stories. They show understanding of 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.

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,

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

• 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-p8.3 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-p8.4 I can begin to associate sounds with patterns in rhyme e.g. enjoy

playing rhyming words.

• 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.

• 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

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

· eng-p8 Pupils show awareness that writing can have a range of purposes, for how text is arranged on the page, for example, by writing or producing letter

· 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

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

(comments on/talks about story / asks what the text says, point to words).

• ena-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 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,

· eng-p8.4 I can use conjunctions that suggest cause e.g. 'cos' to link ideas.

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

• e3 read accurately by blending sounds in unfamiliar words containing GPCs

• e51 joining words and joining clauses using and \cdot e52 beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

• e50 leaving spaces between words

• 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

COMMUNICATION AND LANGUAGE

· 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

staying on topic and initiating and responding to comments

· sl6 maintain attention and participate actively in collaborative conversatio

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

• sl9 participate in discussions, presentations, performances, role play, improvisations and debates

s110 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

· 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

· 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.

· 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. · pall Contribute to the life of the class and school

pa7 Agree and follow rules for their group and classroom

their abilities KS1

• pc18 Take and share responsibility, for example, for their own behaviou · 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

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

PSED Developing a healthy, safer lifestyle KS1 ph6 Begin to understand that certain actions spread disease • ph7 Identify the main parts of the body.

PSED Developing good relationships and respecting the difference 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

 \cdot rf15 Recognise that religious teaching and ideas make a difference to individuals and families.

Learnina About Religion KS1 · ra6 Explore a range of religious stories · ra8 Name and explore a range of celebrations.

MATHEMATICS AND COMPUTING

· num-p66 Indicates lots or few / one or many · num-p67 Adds more to a group

· num-p78 Matches numerals to 5

· 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

Number - number and place value KS1 \cdot 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 \cdot m4 identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to,

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
- 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
- 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
- ge9 understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting
- Human and physical geography KS1
- ge10 identify seasonal weather patterns in the
- United Kingdom • **ge11** identify daily weather patterns in the United
- use basic geographical vocabulary to refer to:

 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
- **ge22** use aerial photographs to recognise basic
- human and physical features

ge23 devise a simple map

- 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
- 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
- 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
- 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
- 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
- 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

Number - addition and subtraction KS1

numerals and words.

- **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

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

EXPRESSIVE ARTS AND DESIGN

- 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
- techniques in using colour, pattern, texture, ad6 to develop a wide range of art and design

techniques in using line, shape, form and space

ad5 to develop a wide range of art and design

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

made stronger

- 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

Cooking and nutrition KS1

dt24 understand where food comes from.

of music.

- 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

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
- 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
- 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
- eng-p8.4 I consistently respond to 'why' and 'how'
- eng-p8.5 I am an active listener for short story telling sessions. • eng-p8.5 I can begin to associate sounds with
- 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
- words containing GPCs that have been taught • e6 read other words of more than one syllable that contain taught GPCs

e3 read accurately by blending sounds in unfamiliar

• e9 re-read these books to build up their fluency and

confidence in word reading.

COMMUNICATION AND LANGUAGE

listener(s)

effective communication

- 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
- sI5 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
- sI7 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

• sl11 consider and evaluate different viewpoints, attending to and building on the contributions of

• sl12 select and use appropriate registers for

Citizenship P Lev.

• cit-p1.11 I begin to tolerate sharing activities with

PSED & RELIGIOUS EDUCATION

- cit-p2.11 I respond consistently to familiar people,
- events and objects
- cit-p2.13 I show an interest in people, events and

• cit-p3.12 I participate in shared activities with less

- cit-p3.13 I can sustain concentration for short
- cit-p3.14 I have begun to show interest in the
- cit-p3.22 I anticipate known events.

PSED Preparing to play an active role as citizens

- pa6 Recognise what is right and wrong.
- classroom.
- pa8 Know how to apologise and make amends.
- pa10 Develop understanding of groups they belong

PSED Developing confidence and responsibility

- 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

• **ph4** Begin to make simple choices that improve

PSED Developing a healthy, safer lifestyle KS1

• ph5 Begin to maintain personal hygiene.

- disease. • ph7 Identify the main parts of the body.
- respecting the differences between people KS1
- pr16 Develop a caring attitude towards family,
- friends and each other. pr17 Greet and talk with adults.
- pr19 Be able to ask for help from an 'appropriate'

- RE Learning From Religion KS1 • **rf11** Reflect on and consider religious experiences
- accordingly • rf13 Identify what matters to them and others and
- rf14 Reflect on ideas of right and wrong and how this relates to their own behaviour. • rf15 Recognise that religious teaching and ideas

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

- - cit-p2.12 I react to new activities.

- periods and explore materials.
- results of my own actions.
- cit-p3.23 I can respond to options and choices.

- pa5 Continue to develop empathy for others.
- pa7 Agree and follow rules for their group and
- pa9 Realise that people and other living things have
- pa11 Contribute to the life of the class and school.

and making the most of their abilities KS1

fair and unfair, and what is right and wrong.

- their health and well being.
- **ph6** Begin to understand that certain actions spread
- **PSED Developing good relationships and**
- pr15 Listen to other people, and play and work co-operatively.
- pr18 Develop positive relationships through work
- adult.
- such as thanks and joy. rf12 Ask puzzling questions and respond
- link this to religion.

make a difference to individuals and families.

- **Learning About Religion KS1**

Reading - comprehension KS1 e11 listening to and discussing a wide range of

