



The Creative Learning Journey

We're going on a Mammoth Hunt

Wow Starter: Meet Dar (book How to live like a stone-age hunter) travelled back 15000 years and we are getting ready to go

Final Event: Stone circle ceremony

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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

- **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

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

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

PHYSICAL EDUCATION

KS1

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



OUTDOOR LEARNING

berries and plants
explore making stone circles

Harvest Festival

Wild Dog
Stone age day

Christmas
Production

LITERACY

Reading - word reading KS1

- **e1** apply phonic knowledge and skills as the route to decode words
- **e2** respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- **e3** read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- **e6** read other words of more than one syllable that contain taught GPCs
- **e9** re-read these books to build up their fluency and confidence in word reading.

Reading - comprehension KS1

- **e11** listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- **e14** recognising and joining in with predictable phrases
- **e15** learning to appreciate rhymes and poems, and to recite some by heart
- **e16** discussing word meanings, linking new meanings to those already known
- **e17** understand both the books they can already read accurately and fluently and those they listen to by:
- **e18** drawing on what they already know or on background information and vocabulary provided by the teacher
- **e19** checking that the text makes sense to them as they read and correcting inaccurate reading
- **e20** discussing the significance of the title and events
- **e21** making inferences on the basis of what is being said and done
- **e22** predicting what might happen on the basis of what has been read so far
- **e23** participate in discussion about what is read to them, taking turns and listening to what others say
- **e24** explain clearly their understanding of what is read to them.

Writing - transcription - Spelling KS1

- **e25** words containing each of the 40+ phonemes already taught
- **e26** common exception words
- **e27** the days of the week
- **e28** name the letters of the alphabet:

- **e29** naming the letters of the alphabet in order
- **e30** using letter names to distinguish between alternative spellings of the same sound
- **e35** apply simple spelling rules and guidance, as listed in English Appendix 1
- **e36** write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- **e37** sit correctly at a table, holding a pencil comfortably and correctly
- **e38** begin to form lower-case letters in the correct direction, starting and finishing in the right place
- **e39** form capital letters
- **e40** form digits 0-9
- **e41** understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Writing - composition KS1

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

Writing - vocabulary, grammar and punctuation KS1

- **e50** leaving spaces between words
- **e51** joining words and joining clauses using and
- **e52** beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- **e53** using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- **e54** learning the grammar for year 1 in English Appendix 2
- **e55** use the grammatical terminology in English Appendix 2 in discussing their writing.

COMMUNICATION AND LANGUAGE

KS1

- **sl1** listen and respond appropriately to adults and their peers
- **sl2** ask relevant questions to extend their understanding and knowledge
- **sl3** use relevant strategies to build their vocabulary
- **sl4** articulate and justify answers, arguments and opinions
- **sl5** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **sl6** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

- **sl7** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- **sl8** speak audibly and fluently with an increasing command of Standard English
- **sl9** participate in discussions, presentations, performances, role play, improvisations and debates
- **sl10** gain, maintain and monitor the interest of the listener(s)
- **sl11** consider and evaluate different viewpoints, attending to and building on the contributions of others
- **sl12** select and use appropriate registers for effective communication.

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens KS1

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

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

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

KS1

- **ph4** Begin to make simple choices that improve their health and well being.
- **ph5** Begin to maintain personal hygiene.
- **ph6** Begin to understand that certain actions spread disease.

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 differences between people KS1

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

RE - Learning From Religion KS1

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

Learning About Religion KS1

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

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
- **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 representations, and missing number problems such as 7 + ? = 9.

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]
- **m15** mass/weight [for example, heavy/light, heavier than, lighter than]
- **m16** capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- **m18** measure and begin to record the following:
- **m19** lengths and heights
- **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]
- **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]

Geometry - properties of shapes KS1

- **m30** describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Geometry - position and direction KS1

- **m30** describe position, direction and movement, including whole, half, quarter and three-quarter turns.

We're going on a Mammoth Hunt - Stage Coverage

UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	LITERACY	COMMUNICATION AND LANGUAGE	PSED & RELIGIOUS EDUCATION
<p>Working scientifically <i>KS1</i></p> <ul style="list-style-type: none">• 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. <p>Plants <i>KS1</i></p> <ul style="list-style-type: none">• 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. <p>Animals, including humans <i>KS1</i></p> <ul style="list-style-type: none">• 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. <p>Seasonal changes <i>KS1</i></p> <ul style="list-style-type: none">• sc18 observe changes across the four seasons• sc19 observe and describe weather associated with the seasons and how day length varies. <p>Location knowledge <i>KS1</i></p> <ul style="list-style-type: none">• ge3 name and locate the four countries of the United Kingdom• ge5 name and locate the seas surrounding the UK <p>Place knowledge <i>KS1</i></p> <ul style="list-style-type: none">• ge7 understand the human and physical geography of a small area of the United Kingdom• ge8 understand the human and physical geography of a small area in a contrasting non-European country• ge9 understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country <p>Human and physical geography <i>KS1</i></p> <ul style="list-style-type: none">• ge10 identify seasonal weather patterns in the United Kingdom• ge11 identify daily weather patterns in the United Kingdom <p>use basic geographical vocabulary to refer to: <i>KS1</i></p> <ul style="list-style-type: none">• ge14 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <p>Geographical skills and fieldwork <i>KS1</i></p> <ul style="list-style-type: none">• ge18 use locational language (e.g. near and far)• ge19 use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far) to describe routes on a map• ge22 use aerial photographs to recognise basic human and physical features• ge23 devise a simple map <p><i>KS1</i></p> <ul style="list-style-type: none">• 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	<p>Number - number and place value <i>KS1</i></p> <ul style="list-style-type: none">• 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. <p>Number - addition and subtraction <i>KS1</i></p> <ul style="list-style-type: none">• 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 representations, and missing number problems such as 7 = ? - 9. <p>Number - fractions <i>KS1</i></p> <ul style="list-style-type: none">• 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. <p>Measurement <i>KS1</i></p> <ul style="list-style-type: none">• m13 compare, describe and solve practical problems for:• m14 lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]• m15 mass/weight [for example, heavy/light, heavier than, lighter than]• m16 capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]• m18 measure and begin to record the following:• m19 lengths and heights• 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] <p>Geometry - properties of shapes <i>KS1</i></p> <ul style="list-style-type: none">• 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]. <p>Geometry - position and direction <i>KS1</i></p> <ul style="list-style-type: none">• m30 describe position, direction and movement, including whole, half, quarter and three-quarter turns.	<p><i>KS1</i></p> <ul style="list-style-type: none">• pe1 master basic movements including running• pe1.2 master basic movements including throwing and catching• pe2 participate in team games• pe3 perform dances using simple movement patterns.	<p><i>KS1</i></p> <ul style="list-style-type: none">• ad1 to use a range of materials creatively to design and make products• ad2 to use drawing to develop and share their ideas, experiences and imagination• ad3 to use painting to develop and share their ideas, experiences and imagination• ad4 to use sculpture to develop and share their ideas, experiences and imagination• ad5 to develop a wide range of art and design techniques in using colour, pattern, texture,• ad6 to develop a wide range of art and design techniques in using line, shape, form and space <p>Design <i>KS1</i></p> <ul style="list-style-type: none">• 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 <p>Make <i>KS1</i></p> <ul style="list-style-type: none">• 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 <p>Evaluate <i>KS1</i></p> <ul style="list-style-type: none">• 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 <p>Technical knowledge <i>KS1</i></p> <ul style="list-style-type: none">• dt18 build structures, exploring how they can be made stronger <p>Cooking and nutrition <i>KS1</i></p> <ul style="list-style-type: none">• dt24 understand where food comes from. <p><i>KS1</i></p> <ul style="list-style-type: none">• mu1 use their voices expressively by singing songs• mu2 use their voices expressively by speaking chants and rhymes• mu3 use their voices creatively• mu4 play untuned instruments musically• mu6 listen with concentration and understanding to a range of high-quality live music• mu7 listen with concentration and understanding to a range of high-quality recorded music• mu10 experiment with the inter-related dimensions of music.	<p>Reading - word reading <i>KS1</i></p> <ul style="list-style-type: none">• e1 apply phonic knowledge and skills as the route to decode words• e2 respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes• e3 read accurately by blending sounds in unfamiliar words containing GPCs that have been taught• e6 read other words of more than one syllable that contain taught GPCs• e9 re-read these books to build up their fluency and confidence in word reading. <p>Reading - comprehension <i>KS1</i></p> <ul style="list-style-type: none">• e11 listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently• e14 recognising and joining in with predictable phrases• e15 learning to appreciate rhymes and poems, and to recite some by heart• e16 discussing word meanings, linking new meanings to those already known• e17 understand both the books they can already read accurately and fluently and those they listen to by:• e18 drawing on what they already know or on background information and vocabulary provided by the teacher• e19 checking that the text makes sense to them as they read and correcting inaccurate reading• e20 discussing the significance of the title and events• e21 making inferences on the basis of what is being said and done• e22 predicting what might happen on the basis of what has been read so far• e23 participate in discussion about what is read to them, taking turns and listening to what others say• e24 explain clearly their understanding of what is read to them. <p>Writing - transcription - Spelling <i>KS1</i></p> <ul style="list-style-type: none">• e25 words containing each of the 40+ phonemes already taught• e26 common exception words• e27 the days of the week• e28 name the letters of the alphabet:• e29 naming the letters of the alphabet in order• e30 using letter names to distinguish between alternative spellings of the same sound• e35 apply simple spelling rules and guidance, as listed in English Appendix 1• e36 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Writing - handwriting <i>KS1</i></p> <ul style="list-style-type: none">• e37 sit correctly at a table, holding a pencil comfortably and correctly• e38 begin to form lower-case letters in the correct direction, starting and finishing in the right place• e39 form capital letters• e40 form digits 0-9• e41 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p>Writing - composition <i>KS1</i></p> <ul style="list-style-type: none">• 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. <p>Writing - vocabulary, grammar and punctuation <i>KS1</i></p> <ul style="list-style-type: none">• e50 leaving spaces between words• e51 joining words and joining clauses using and• e52 beginning to punctuate sentences using a capital letter and a full stop, question mark or	<p><i>KS1</i></p> <ul style="list-style-type: none">• sl1 listen and respond appropriately to adults and their peers• sl2 ask relevant questions to extend their understanding and knowledge• sl3 use relevant strategies to build their vocabulary• sl4 articulate and justify answers, arguments and opinions• sl5 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• sl6 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• sl7 use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• sl8 speak audibly and fluently with an increasing command of Standard English• sl9 participate in discussions, presentations, performances, role play, improvisations and debates• sl10 gain, maintain and monitor the interest of the listener(s)• sl11 consider and evaluate different viewpoints, attending to and building on the contributions of others• sl12 select and use appropriate registers for effective communication.	<p>PSED Preparing to play an active role as citizens <i>KS1</i></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 <i>KS1</i></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><i>KS1</i></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 <i>KS1</i></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 <i>KS1</i></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 <i>KS1</i></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 <i>KS1</i></p> <ul style="list-style-type: none">• ra6 Explore a range of religious stories.• ra8 Name and explore a range of celebrations.

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