We're going on a Mammoth Hunt

set 2 and set 3

Cave Baby

Stone Age boy
Woolly

Cave man Dave

The Wild Girl

Mammoth Pie

Instruction writing

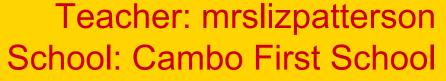
Stone age, bone age Prehistoric fact files

How to wash a mammoth

Story time sessions books from home to share

used as planning tools

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





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

- 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 human and physical features

Core Skills across the Key Stage KS1

· 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

- · 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
- 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
- · dt9 I can select the appropriate materials and tools for my design
- materials and components, including construction
- 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

- · 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
- · dt16 I can talk about how closely my finished
- · dt17 I can talk about what worked well with my product and how it could be improved

· 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

- meaning of the words and tune · mu2 I can repeat chants and rhymes with
- · mu4 I can play an untuned instrument in a piece of
- · mu10 I understand loud/quiet, fast/slow and

Juve like a stone-age and like a Daily Phonics RWI assessmen Animals and humans 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 Islands - Ornkey compare Cambo to Ornkey have we visited any islands on holidaywe 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/p01zfxnh How to wash a wooly mammoth Mammoth Pie passing of time, placing Stone Age on a time line from dinosaurs, ice age, stone age plus other stone age story books not gn Technology Klaces. make own beads from clay to create oes and necklace. inking with Stone Age bone age pendant of bird ink with Maths pattern, and symmetry ouches- design and make homes - look at stone age homes and what they have inside compare with own homes 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 incoles

We're going on a Mammoth Hunt Find addition pairs to 5 and subitise to 5 (6,7) Find number bonds to 10 and subitise 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

Sharing time; encourage to look for smart sitting, eyes on speaker speaking audibly and with awareness of listener Talking partners- in both maths and literacy also Foundation subjects

listening to staff and visiting people asking questions

Parts in Christmas play-confidence to speak in front of audience

Birthdays, weddings.

Celebrations and Ceremonies look at celebrations and how we celebrate when do we celebrate?

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

Easter, FOCUS ON Harvest and Christmas

link with Stone Age celebrations.

Dansi acitivties use Dansi to explore feelings and right and wrong Health and Hygiene

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 araphemes

• 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 - 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
- e28 name the letters of the alphabe

- \cdot e29 naming the letters of the alphabet in order
- \cdot e30 using letter names to distinguish between alternative spellings of the • 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
- **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.

question mark or exclamation mark

• e39 form capital letters

- · 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

- Writing vocabulary, grammar and punctuation $\mathsf{KS1}$ \cdot **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,
- 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 \cdot sl3 use relevant strategies to build their vocabularv sl4 articulate and justify answers, arguments and opinions s15 give well-structured descriptions, explanations and narratives for
- different purposes, including for expressing feelings · sl6 maintain attention and participate actively in collaborative conversation staying on topic and initiating and responding to comments
- · 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,
- 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

PSED Preparing to play an active role as citizens KS1

- pa5 Continue to develop empathy for others
- · pa6 Recognise what is right and wrong.
- · pa7 Agree and follow rules for their group and classroom pa8 Know how to apologise and make amends.
- pa9 Realise that people and other living things have need pa10 Develop understanding of groups they belong to. pall 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
- ph4 Begin to make simple choices that improve their health and well being.
- PSED Developing a healthy, safer lifestyle KS ph5 Begin to maintain personal hygiene. • ph6 Begin to understand that certain actions spread disease.
- PSED Developing good relationships and respecting the differences

· ph7 Identify the main parts of the body

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. \cdot 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. Learning About Religion KS1 · ra6 Explore a range of religious stories.

· ra8 Name and explore a range of celebrations.

MATHEMATICS AND COMPUTING

Number - addition and subtraction KS1

object, shape or quantity

· 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, leas · m5 read and write numbers from 1 to 20 in 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 representations, and missing number problems such as 7 = 2 - 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

tall/short_double/half1 • m15 mass/weight [for example, heavy/light, heavier than, lighter than]

• m13 compare, describe and solve practical problems for: \cdot m14 lengths and heights [for example, long/short, longer/shorter,

• 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

• m27 recognise and name common 2-D and 3-D shapes, including: · m28 2-D shapes [for example, rectangles (including squares), circles and • m29 3-D shapes [for example, cuboids (including cubes), pyramids and

· m24 sequence events in chronological order using language [for example,

before and after, next, first, today, yesterday, tomorrow, morning, afternoon

Geometry - position and direction KS1 · m30 describe position, direction and movement, including whole, half, quarter and three-quarter turns.

- · dt2 I can explain how my design will meet the
- · dt8 I can use simple finishing techniques to improve my product
- dt10 I can create things using a variety of materials

- product matches my design

Technical knowledge KS1

· mul I can sing songs using my voice to show the

expression · mu3 I can use my voice in different ways

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

Seasonal changes Autumn Christmas Production

Science

Plants and Animals

Swimming each Tuesday afternoon

Yoga bugs Playtime- climbing frame, blue bars

Dance Michelle Haninkson

after school football Fridays

PE Sessions

skipping ropes hula hoops

role play- begin with cave before moving to house

OUTDOOR LEARNING

berries and plants explore making stone circles



Wild Dog

Stone age day

PHYSICAL EDUCATION

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 wit the seasons and how day length varies.

Location knowledge KS1

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

Place knowledge KS1

- ge7 understand the human and physical geography of a small area of the United Kingdom
- ge8 understand the human and physical geography of a small area in a contrasting non-European country
- ge9 understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting

Human and physical geography KS1

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

use basic geographical vocabulary to refer to:

 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

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 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
- 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]

Geometry - properties of shapes KS1

- m27 recognise and name common 2-D and 3-D shapes, including:
- m28 2-D shapes [for example, rectangles (including) squares), circles and triangles]
- m29 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Geometry - position and direction KS1

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

PHYSICAL EDUCATION

KS1

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

 ad1 to use a range of materials creatively to design and make products

EXPRESSIVE ARTS AND DESIGN

- ad2 to use drawing to develop and share their
- ideas, experiences and imagination
- ad3 to use painting to develop and share their ideas, experiences and imagination
- ad4 to use sculpture to develop and share their ideas, experiences and imagination
- ad5 to develop a wide range of art and design techniques in using colour, pattern, texture,
- ad6 to develop a wide range of art and design techniques in using line, shape, form and space

Design KS1

- dt1 design purposeful, functional, appealing products
- dt2 design for themselves and other users based on design criteria
- dt3 generate and communicate their ideas through talking and drawing templates
- dt4 model and communicate their ideas through mock-ups

Make KS1

- dt7 select from and use a range of tools and equipment to perform practical tasks such as joining
- dt8 select from and use a range of tools and equipment to perform practical tasks such as finishing
- dt9 select from and use a range of tools and
- equipment to perform practical tasks dt10 select from and use a wide range of materials
- and components including construction materials
- dt11 select from and use a wide range of materials and components, including textiles
- dt12 select from and use a wide range of materials and components, including ingredients
- dt13 select from and use a wide range of materials and components according to their characteristics

Evaluate KS1

- dt14 explore a range of existing products
- dt15 evaluate a range of existing products
- dt16 evaluate their ideas dt17 evaluate their products against design criteria
- Technical knowledge KS1

 dt18 build structures, exploring how they can be made stronger

Cooking and nutrition KS1

dt24 understand where food comes from.

- 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.

Reading - word reading KS1

 e1 apply phonic knowledge and skills as the route to decode words

LITERACY

- **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
- 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 • e18 drawing on what they already know or on
- background information and vocabulary provided by • e19 checking that the text makes sense to them as
- they read and correcting inaccurate reading • e20 discussing the significance of the title and
- 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

- Writing transcription Spelling KS1 • e25 words containing each of the 40+ phonemes
- already taught e26 common exception words
- e27 the days of the week

events

read to them.

- e28 name the letters of the alphabet:
- e29 naming the letters of the alphabet in order
- e30 using letter names to distinguish between
- alternative spellings of the same sound • e35 apply simple spelling rules and guidance, as listed in English Appendix 1
- e36 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing - handwriting KS1

- e37 sit correctly at a table, holding a pencil comfortably and correctly
- e38 begin to form lower-case letters in the correct direction, starting and finishing in the right place
- e39 form capital letters
- **e40** form digits 0-9

it makes sense

• 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
- 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
- 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

- 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

- sl2 ask relevant questions to extend their
- understanding and knowledge

their peers

listener(s)

effective communication

sl3 use relevant strategies to build their vocabulary sl4 articulate and justify answers, arguments and

COMMUNICATION AND LANGUAGE

- 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
- 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
- performances, role play, improvisations and debates • sl10 gain, maintain and monitor the interest of the

sl9 participate in discussions, presentations,

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

• sl12 select and use appropriate registers for

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens

- pa5 Continue to develop empathy for others.
 - pa7 Agree and follow rules for their group and
- pa8 Know how to apologise and make amends.
- pa10 Develop understanding of groups they belong
- pa11 Contribute to the life of the class and school.

PSED Developing confidence and responsibility

pc18 Take and share responsibility, for example, for

- their own behaviour.
- 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. ph6 Begin to understand that certain actions spread

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'

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.
- this relates to their own behaviour. rf15 Recognise that religious teaching and ideas

rf14 Reflect on ideas of right and wrong and how

ra6 Explore a range of religious stories.

ra8 Name and explore a range of celebrations.

make a difference to individuals and families.

Learning About Religion KS1

sl1 listen and respond appropriately to adults and

- pa6 Recognise what is right and wrong.
- pa9 Realise that people and other living things have

and making the most of their abilities KS1

pc19 Make classroom rules and follow them.

fair and unfair, and what is right and wrong.

their health and well being.

- ph7 Identify the main parts of the body.

