



UNDERSTANDING THE WORLD

Working scientifically KS1

- **sc1** During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
- **sc2** asking simple questions and recognising that they can be answered in different ways
- **sc4** performing simple tests
- **sc5** identifying and classifying

Uses of everyday materials KS1

- **sc29** identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- **sc30** find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Geographical skills and fieldwork KS1

- **ge16** I can use maps and globes to identify places I am learning about
- **ge17** I understand the four basic compass directions and know that on a British map North is always at the top

Core Skills across the Key Stage KS1

- **hi1** I can use common words and phrases related to the passing of time
- **hi2** I can place objects, people and events into chronological order
- **hi3** I can talk about different ways of life at different times
- **hi5** I can ask and answer questions about the past
- **hi7** I can use sources of information to find out about the past

MATHEMATICS AND COMPUTING

Number - number and place value KS1

- **m32** count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- **m33** recognise the place value of each digit in a two-digit number (tens, ones)
- **m34** identify, represent and estimate numbers using different representations, including the number line
- **m35** compare and order numbers from 0 up to 100; use <, > and = signs

Number - addition and subtraction KS1

- **m38** solve problems with addition and subtraction:
- **m39** using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- **m40** applying their increasing knowledge of mental and written methods
- **m41** recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- **m42** add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
- **m43** a two-digit number and ones
- **m44** a two-digit number and tens
- **m45** two two-digit numbers

Number - multiplication and division KS1

- **m49** recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- **m50** calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs

Measurement KS1

- **m55** choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- **m57** recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- **m58** find different combinations of coins that equal the same amounts of money
- **m62** know the number of minutes in an hour and the number of hours in a day.

Geometry - properties of shapes KS1

- **m63** identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- **m64** identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

- **m65** identify 2-D shapes on the surface of 3-D shapes (for example, a circle on a cylinder and a triangle on a pyramid)
- **m66** compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry - position and direction KS1

- **m68** use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Statistics KS1

- **m69** interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- **m72** know the number of seconds in a minute and the number of days in each month, year and leap year

Geometry - properties of shapes KS1

- **m75** recognise angles as a property of shape or a description of a turn
- **m76** identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

Statistics KS1

- **m78** interpret and present data using bar charts, pictograms and tables
- **m79** solve one-step and two-step questions for example, [How many more? and How many fewer?] using information presented in scaled bar charts and pictograms and tables.

KS1

- **co1** I know that an algorithm is an instruction in a computer program
- **co2** I know that programs control digital toys
- **co3** I know that programmable toys can only understand the program language and can only do what the programs tells them to do
- **co4** I can write a simple computer program
- **co5** I can find and correct a problem in my program
- **co8** I can manipulate text and pictures
- **co9** I can find and retrieve my work or information that I need
- **co11** I know how to use equipment safely and respectfully
- **co12** I understand what 'personal information' is and why it must be kept private
- **co13** I know what to do if I am worried about anything when I am using the internet

Stone Age topic
What do cave paintings tell us about the activities of Stone Age people?
What did Stone Age people eat-forage on yard and field.
What one the problems with this?
What food could not be found by foraging?
Which animals did different groups hunt? Write a Stone Age menu.
Communication-How did Stone Age Man communicate.
Try drawing pictures to tell a partner something.
How effective is this?
Stone Age animals
Skara Brae-Why was this settlement chosen?
Did Stone Age Man go to war? How do we know?
What are the main changes Stone Age Bronze Age and Iron Age
How and why did these changes happen?
Science-Uses of Everyday Materials
Identifying everyday materials and their uses
Compare uses and their suitability for a purpose
Creating an experiment to test this
Explain and understand the advantages and process of recycling
Name the process invented by John McAdam
Use observations, ideas and experience to ask and test/answer questions
Suggest reasons
Explain how inventions have impacted on our lives/society

NPV 18 Estimate a set of objects (#48804100) and count in 5s or 10s to check
NPV 19 Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value addition and subtraction problems
NPV 20 Order and compare 2-digit numbers and say a number between.
Use language equal to, more than, less than, fewer than, most, least
MAS 20 Begin to work systematically to find all possibilities
MAS 02 Find addition pairs to 6 and subtract to 6
MAS 03 Find addition pairs to 7 and subtract to 7
MAS 06 Find addition pairs to 8 and subtract to 8
MAS 11 Find addition pairs to 9 and subtract to 9
MAS 12 Find number bonds to 10 and subtract to 10
MAS 34 Know the multiple of 10 bonds to 100 and use to derive the multiple of 5 bonds to 100
MAS 19 Recall number facts to 20: number pairs (4 to 20) and bonds to 10 and 20
RA 28 Use place value and number facts to solve problems
MMD 21 Double numbers to 20, including partitioning teen numbers, and find related halves
MAS 16 Add 1-digit to 2-digit numbers and add to next multiple of 10, by counting on
MAS 17 Subtract 1-digit from 2-digit numbers including 2-digit multiples of 10 by counting back
RA 34 Use inverse relationship between addition and subtraction to solve missing number problems
GPS 14 Sort 2D shapes into Venn diagrams using properties incl. symmetry
GPS 37 Identify lines of symmetry in simple 2D shapes
GPS 12 Sort simple 2D shapes including kites, ovals, pentagons and hexagons according to their properties
GPS 16 Begin to identify right angles in pictures and shapes
GPS 17 Sort 2D shapes by number of sides and corners (incl. right angles) using Venn diagrams
GPS 30 Identify right angles in 2D shapes
GPS 09 Recognise, name and describe squares, rectangles, circles and triangles
GPS 20 Recognise and name several 2D shapes and discover which tessellate
GPS 24 Understand that 2D shapes with straight sides are polygons and to identify polygons
GPS 18 Sort shapes according to their properties using a 2-way Carroll diagram
STA 11 Sort objects on to a Venn diagram (two overlapping sets)
STA 12 Sort objects on to a Carroll diagram (two by two)
NPV 14 Count on and back in ones to 100
NPV 17 Count on and back in 10s from any number up to 100
RA 29 Begin to work systematically to find all possibilities
MAS 20 Add or subtract 10 from 2-digit numbers
NPV 09 Say ordinal numbers (488804 20)
RA 31 Find possible amounts using a given number of coins (1p to £2)
MAS 20 Add or subtract 10 from 2-digit numbers
MAS 25 Add and subtract multiples of 10 to and from a 2-digit number
MAS 26 Add and subtract 9 and 11 to and from 2-digit numbers
MAS 28 Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/back
MAS 17 Subtract 1-digit from 2-digit numbers including 2-digit multiples of 10 by counting back
MAS 29 Add 1-digit to 2-digit numbers to reach the next multiple of 10
GPS 09 Describe position, direction and movements including half turns, quarter and three quarter turns using common words
GPS 26 Describe rotation in terms of quarter, half and three-quarter turns, clockwise and anti-clockwise
MEA 09 Compare and measure lengths or heights using non-standard uniform units
MEA 29 Choose and use appropriate standard units to measure lengths and heights in any direction
MEA 32 Solve simple problems by comparing and ordering lengths, weights (masses), capacities and record the results using <, > and =
MAS 28 Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/back
RA 30 Solve addition and subtraction problems using concrete objects and pictorial representations
MMD 14 Count in 2s to 20
MMD 17 Count in 10s to 100
MMD 18 Count in 5s to 50
MEA 33 Combine amounts to make particular values: match different combinations of coins to make equal amounts of money
RA 31 Find possible amounts using a given number of coins (1p to £2)

We're Going on a Mammoth Hunt Y2

Woolly mammoth pictures
Rock Art
Stonehenge paintings-colour mixing
To design and make a model for a purpose: design and build an animal trap (using levers/pulleys)
look at cave paintings. What did people draw?
painting using only natural materials-leaves, mud, twigs)
Why was this? What sort of activities did the drawings show
Stone Age man doing
Continue to learn and progress on violins
Mrs Anderson-singing/notation

Stone Age Boy by Satsuki Kitamura

Silly Billy and Operation Night Monster texts
Considering two characters in depth and how they overcome their fears
Developing knowledge of sentence construction for example, joining sentences
Exploring expanded noun phrases
Writing a letter in role
Writing a continuation of one of the stories
Writing their own story-planning orally, editing and improving

Poetry-pattern, rhythm and rhyme in the poems Grasshopper One, Full of Surprises and Splish, Splash, Splish
Exploring favourite lines
Building towards learning poems by heart and performing them
Evaluating performances

Non-fiction-All About Orang-utans
Exploring the features of non-fiction texts
Using them to find answers to questions
Identify and verbally construct commands and instruction style sentences
Recognise imperatives
Write instructions
Write a report

Asking and answering questions about a text (Stone Age Boy and Guided reading texts)
PSHE-debating issues
Circle Time-sharing views and resolving issues
Newstime-sharing any news together-practising good speaking and listening skills
Rehearsing poetry orally and presenting
Performing poetry

Swimming-Tuesday pm
Dance-with Michelle Hankinson
Alice In Wonderland Royal Ballet Dance Project
Football with Donald

Remembrance Sunday
Harvest
Christmas.
What did Stone Age people celebrate/ believe?

OUTDOOR LEARNING

Outdoor
Stone Age Art
using natural materials
Rock Art

Exploring Everyday Materials around school and their uses

Investigating solids, liquids and gases
Devising and carrying out a range of practical experiments

Alice in Wonderland
Royal Ballet
Dance
Project
Creating our own dance
interpretation supported by the Royal Ballet

Christmas production

Significant times of year
Remembrance
Sunday
Harvest
Christmas

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.
- **ad5** I can use colour, texture and pattern in my work
- **ad6** I can use line ,shape ,form and space in my work
- **ad7** I can tell you about famous artists, craft-makers and designers and who my favourite is and why I like his/her 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
- **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

- **dt6** I can use scissors for cutting and shaping
- **dt7** I can join materials in a variety of ways
- **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
- **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
- **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
- **dt19** I can tell you some ways to make structures stiffer or more stable
- **dt20** I have designed a product that uses a lever or slider

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
- **mu5** I can play a tuned instrument in a piece if music
- **mu6** I can sit and listen attentively to live music
- **mu7** I can sit and listen attentively to recorded music
- **mu8** I can concentrate when listening to music and describe what I think and how the music makes me feel
- **mu10** I understand loud/quiet, fast/slow and high/low

LITERACY

Reading - word reading KS1

- **e61** continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- **e62** read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- **e63** read accurately words of two or more syllables that contain the same graphemes as above
- **e64** read words containing common suffixes
- **e65** read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- **e66** read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- **e67** read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- **e68** re-read these books to build up their fluency and confidence in word reading.

Reading - comprehension KS1

- **e69** develop pleasure in reading, motivation to read, vocabulary and understanding by:
- **e70** listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- **e73** being introduced to non-fiction books that are structured in different ways
- **e76** discussing their favourite words and phrases
- **e77** continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- **e78** understand both the books that they can already read accurately and fluently and those that they listen to by:
- **e79** drawing on what they already know or on background information and vocabulary provided by the teacher
- **e80** checking that the text makes sense to them as they read and correcting inaccurate reading
- **e81** making inferences on the basis of what is being said and done
- **e82** answering and asking questions
- **e83** predicting what might happen on the basis of what has been read so far
- **e84** participate in discussion about books, poems and other works that are read to them and those

- **e86** segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- **e87** learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- **e88** learning to spell common exception words
- **e92** add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- **e93** apply spelling rules and guidance, as listed in English Appendix 1
- **e94** write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Writing - handwriting KS1

- **e95** form lower-case letters of the correct size relative to one another
- **e96** start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- **e97** write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- **e98** use spacing between words that reflects the size of the letters.

Writing - composition KS1

- **e99** develop positive attitudes towards and stamina for writing by:
- **e100** writing narratives about personal experiences and those of others (real and fictional)
- **e103** writing for different purposes
- **e104** consider what they are going to write before beginning by:
- **e105** planning or saying out loud what they are going to write about
- **e106** writing down ideas and/or key words, including new vocabulary
- **e107** encapsulating what they want to say, sentence by sentence
- **e108** make simple additions, revisions and corrections to their own writing by:
- **e109** evaluating their writing with the teacher and other pupils
- **e112** read aloud what they have written with appropriate intonation to make the meaning clear.

Writing - vocabulary, grammar and punctuation KS1

- **e114** learning how to use both familiar and new

We're Going on a Mammoth Hunt Y2 - Stage Coverage

UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	LITERACY	COMMUNICATION AND LANGUAGE	PSED & RELIGIOUS EDUCATION
<p>Working scientifically KS1</p> <ul style="list-style-type: none">• sc1 During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:• sc2 asking simple questions and recognising that they can be answered in different ways• sc4 performing simple tests• sc5 identifying and classifying <p>Uses of everyday materials KS1</p> <ul style="list-style-type: none">• sc29 identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses• sc30 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Geographical skills and fieldwork KS1</p> <ul style="list-style-type: none">• ge16 use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage• ge17 use simple compass directions (North, South, East and West) <p>KS1</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.• hi2 They should know where the people and events they study fit within a chronological framework• hi3 They should identify similarities and differences between ways of life in different periods.• hi5 They should ask and answer questions• hi7 They should understand some of the ways in which we find out about the past	<p>Number - number and place value KS1</p> <ul style="list-style-type: none">• m32 count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward• m33 recognise the place value of each digit in a two-digit number (tens, ones)• m34 identify, represent and estimate numbers using different representations, including the number line• m35 compare and order numbers from 0 up to 100; use <, > and = signs <p>Number - addition and subtraction KS1</p> <ul style="list-style-type: none">• m38 solve problems with addition and subtraction:• m39 using concrete objects and pictorial representations, including those involving numbers, quantities and measures• m40 applying their increasing knowledge of mental and written methods• m41 recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100• m42 add and subtract numbers using concrete objects, pictorial representations, and mentally, including:• m43 a two-digit number and ones• m44 a two-digit number and tens• m45 two two-digit numbers <p>Number - multiplication and division KS1</p> <ul style="list-style-type: none">• m49 recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers• m50 calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs <p>Measurement KS1</p> <ul style="list-style-type: none">• m55 choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels• m57 recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value• m58 find different combinations of coins that equal the same amounts of money• m62 know the number of minutes in an hour and the number of hours in a day. <p>Geometry - properties of shapes KS1</p> <ul style="list-style-type: none">• m63 identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line• m64 identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces• m65 identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]• m66 compare and sort common 2-D and 3-D shapes and everyday objects. <p>Geometry - position and direction KS1</p> <ul style="list-style-type: none">• m68 use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). <p>Statistics KS1</p> <ul style="list-style-type: none">• m69 interpret and construct simple pictograms, tally charts, block diagrams and simple tables• m72 know the number of seconds in a minute and the number of days in each month, year and leap year <p>Geometry - properties of shapes KS1</p> <ul style="list-style-type: none">• m75 recognise angles as a property of shape or a description of a turn• m76 identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle <p>Statistics KS1</p>	<p>KS1</p> <ul style="list-style-type: none">• pe1.2 master basic movements including throwing and catching• pe2 participate in team games• pe2.1 in team games, develop simple tactics for attacking and defending• pe3 perform dances using simple movement patterns.	<p>KS1</p> <ul style="list-style-type: none">• ad1 to use a range of materials creatively to design and make products• ad2 to use drawing to develop and share their ideas, experiences and imagination• ad5 to develop a wide range of art and design techniques in using colour, pattern, texture,• ad6 to develop a wide range of art and design techniques in using line, shape, form and space• ad7 about the work of a range of artists, craft makers and designers. <p>Design KS1</p> <ul style="list-style-type: none">• dt1 design purposeful, functional, appealing products• dt3 generate and communicate their ideas through talking and drawing templates• dt4 model and communicate their ideas through mock-ups <p>Make KS1</p> <ul style="list-style-type: none">• dt6 select from and use a range of tools and equipment to perform practical tasks such as cutting and shaping• dt7 select from and use a range of tools and equipment to perform practical tasks such as joining• 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• dt13 select from and use a wide range of materials and components according to their characteristics <p>Evaluate KS1</p> <ul style="list-style-type: none">• dt14 explore a range of existing products• dt16 evaluate their ideas• dt17 evaluate their products against design criteria <p>Technical knowledge KS1</p> <ul style="list-style-type: none">• dt18 build structures, exploring how they can be made stronger• dt19 build structures, exploring how they can be made stiffer and more stable• dt20 explore and use mechanisms, such as levers and sliders in their products. <p>KS1</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• mu5 play tuned and 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• mu8 listen with concentration and understanding to a range of music• mu10 experiment with the inter-related dimensions of music.	<p>Reading - word reading KS1</p> <ul style="list-style-type: none">• e61 continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent• e62 read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes• e63 read accurately words of two or more syllables that contain the same graphemes as above• e64 read words containing common suffixes• e65 read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word• e66 read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered• e67 read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation• e68 re-read these books to build up their fluency and confidence in word reading. <p>Reading - comprehension KS1</p> <ul style="list-style-type: none">• e69 develop pleasure in reading, motivation to read, vocabulary and understanding by:• e70 listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently• e73 being introduced to non-fiction books that are structured in different ways• e76 discussing their favourite words and phrases• e77 continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear• e78 understand both the books that they can already read accurately and fluently and those that they listen to by:• e79 drawing on what they already know or on background information and vocabulary provided by the teacher• e80 checking that the text makes sense to them as they read and correcting inaccurate reading• e81 making inferences on the basis of what is being said and done• e82 answering and asking questions• e83 predicting what might happen on the basis of what has been read so far• e84 participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say• e85 explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. <p>Writing - transcription - Spelling KS1</p> <ul style="list-style-type: none">• e86 segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly• e87 learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones• e88 learning to spell common exception words• e92 add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly• e93 apply spelling rules and guidance, as listed in English Appendix 1• e94 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. <p>Writing - handwriting KS1</p> <ul style="list-style-type: none">• e95 form lower-case letters of the correct size relative to one another• e96 start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined• e97 write capital letters and digits of the correct size, orientation and relationship to one another and	<p>KS1</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• sl4 articulate and justify answers, arguments and opinions• sl6 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• 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	<p>PSED Preparing to play an active role as citizens KS1</p> <ul style="list-style-type: none">• pa12 Listen and respond in group discussions.• pa13 Express own views with increasing confidence.• pa16 Recognise the difference between right and wrong.• pa17 Able to make 'I' statements instead of blaming others. <p>PSED Developing confidence and responsibility and making the most of their abilities KS1</p> <ul style="list-style-type: none">• pc21 Understand the difference between impulsive and thinking behaviour.• pc22 Share their opinions on things that matter to them.• pc23 Recognise, name and deal with their feelings in a positive way.• pc24 Reflect on and evaluate their own experiences to set simple goals. <p>PSED Developing good relationships and respecting the differences between people KS1</p> <ul style="list-style-type: none">• pr20 Recognise how their behaviour affects other people.• pr22 Understand there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.• pr23 Consider social and moral dilemmas that they come across every day. <p>RE - Learning From Religion KS1</p> <ul style="list-style-type: none">• rf16 Reflect on and consider religious experiences such as praise and sadness.• rf19 Reflect on how moral values relate to their own behaviour. <p>Learning About Religion KS1</p> <ul style="list-style-type: none">• ra13 Explore a range of religious stories and sacred writings and talk about their meanings.• ra14 Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.

We're *Going* on a Mammoth Hunt Y2