



Wow Starter: Cotswold Wildlife Park

Final Event: Classroom Expo, travel through the classroom

UNDERSTANDING THE WORLD

Working scientifically KS1

- **sc2** asking simple questions and recognising that they can be answered in different ways
- **sc4** performing simple tests
- **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.

Living things and their habitats KS1

- **sc20** explore and compare the differences between things that are living, dead, and things that have never been alive
- **sc21** identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

- **sc22** identify and name a variety of plants and animals in their habitats, including micro-habitats
- **sc23** describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Plants KS1

- **sc24** observe and describe how seeds and bulbs grow into mature plants
- **sc25** find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Animals, including humans KS1

- **sc26** notice that animals, including humans, have offspring which grow into adults
- **sc27** find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Location knowledge KS1

- **ge5** I can find and name the seas surrounding the UK on a map

Place knowledge KS1

- **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
- **ge12** I can identify the Equator and North and South Poles on a map and globe
- **ge13** I know that it is very hot I places around the Equator and very cold around the Poles

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.
- **ad5** I can use colour, texture and pattern in my work
- **ad8** I can talk about different ways of creating work and which ways I have tried and which I liked best

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
- **dt12** I can create or follow simple recipes

Evaluate KS1

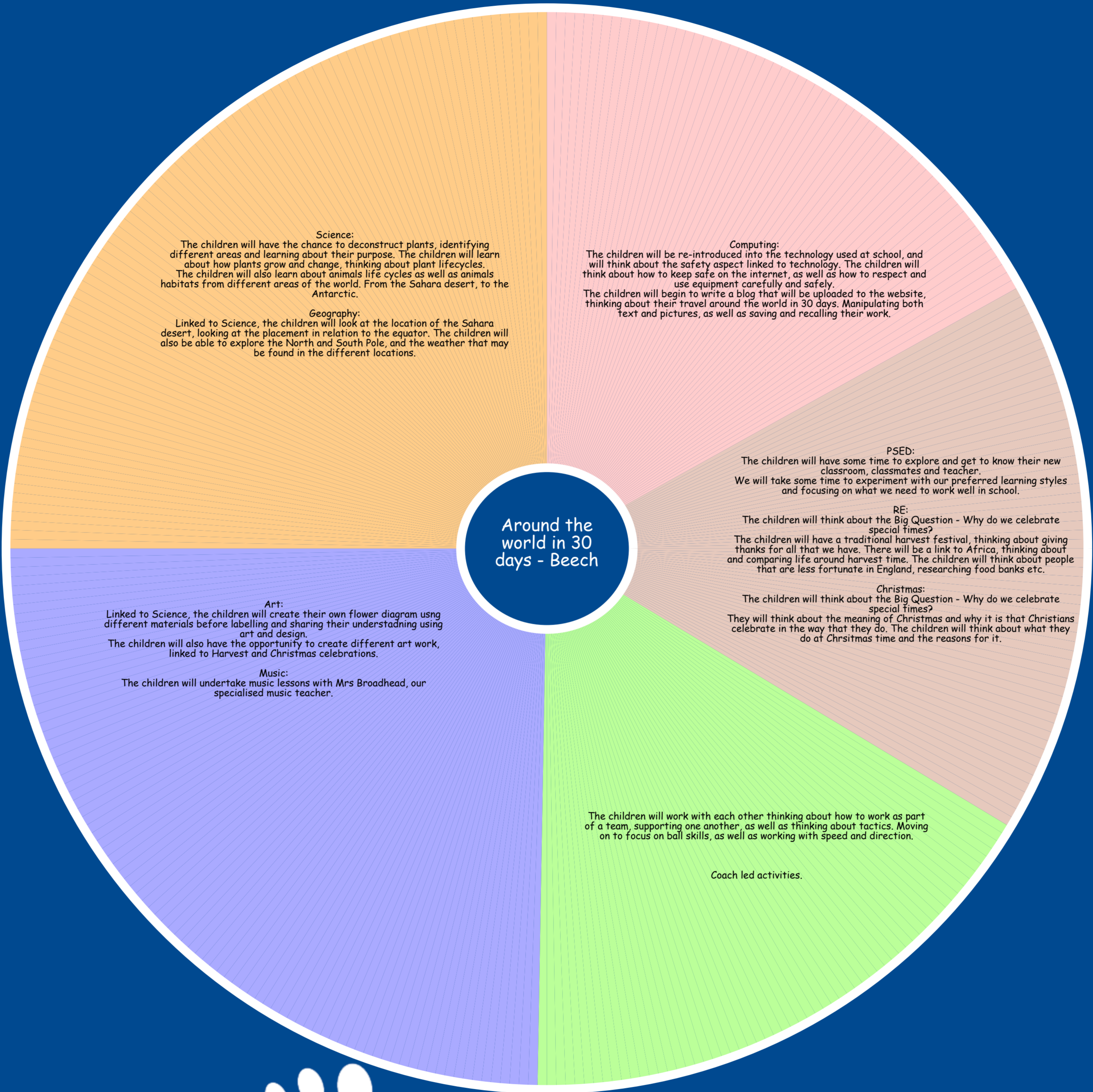
- **dt14** I can look at things other people have made and tell you what I like or dislike

Cooking and nutrition KS1

- **dt22** I can describe the healthy food in the dishes I prepare
- **dt23** I know that a healthy diet has a variety of foods that I can use in the dishes I prepare
- **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
- **mu10** I understand loud/quiet, fast/slow and high/low



MATHEMATICS AND COMPUTING

KS1

- **co5** I can find and correct a problem in my program
- **co7** I can use a variety of technologies to create and save my work
- **co8** I can manipulate text and pictures
- **co9** I can find and retrieve my work or information that I need
- **co10** I can talk about how information technology is used at home, in shops and in other places (mobile phones, internet etc)

- **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

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens KS1

- **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.
- **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.

PSED Developing a healthy, safer lifestyle KS1

- **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.
- **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

- **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.
- **ra10** Identify the importance, for some people, of belonging to a religion.

- **ra11** Identify religious symbols.
- **ra12** Begin to use a range of religious words.

PSED Preparing to play an active role as citizens KS1

- **pa12** Listen and respond in group discussions.
- **pa13** Express own views with increasing confidence.
- **pa14** Participate in a simple debate about school issues.
- **pa15** Identify different choices they can make.
- **pa17** Able to make 'I' statements instead of blaming others.

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

- **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.

PSED Developing good relationships and respecting the differences between people KS1

- **pr20** Recognise how their behaviour affects other people.
- **pr21** Identify and respect the differences and similarities between people.

Learning About Religion KS1

- **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.
- **ra15** Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.
- **ra16** Explore how religious ideas and beliefs can be expressed through the arts.

PHYSICAL EDUCATION

KS1

- **pe1** I can run safely, controlling my speed and direction
- **pe1.2** I can send and receive a ball or other equipment in different ways (hitting, kicking, throwing, striking)
- **pe1.5** I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs

- **pe2** I can play simple team games showing awareness of my team-mates and opponents and understanding the importance of the rules
- **pe2.1** I can think of simple tactics to help attack or defend in a team game

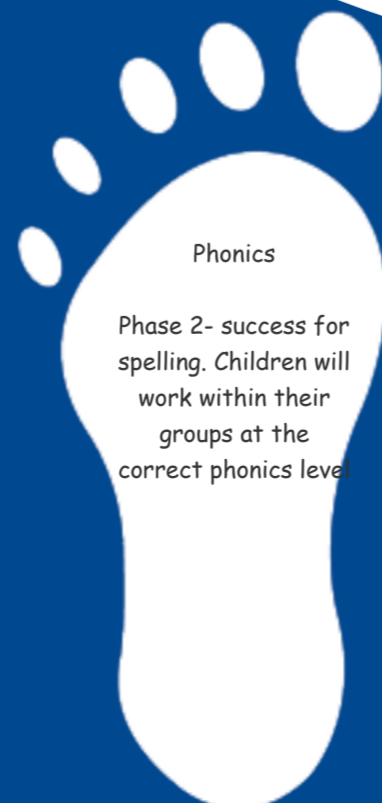
OUTDOOR LEARNING

There will be opportunities for the children to work as a team developing the necessary skills needed for this.

The children will go on a minibeast hunt searching for bugs, thinking about where they found them, as well as colours etc.

The children will play some games, moving like different animals and thinking about the food that they would eat and when they may sleep.

The children will be able to look at and deconstruct flowers, working out what they do and how they work. Children will plant some flowers, taking care of them and watching them grow.



Phonics

Phase 2- success for spelling. Children will work within their groups at the correct phonics level

Around the world in 30 days - Beech - Stage Coverage

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- **sc26** notice that animals, including humans, have offspring which grow into adults
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Location knowledge **KS1**

- **ge5** name and locate the seas surrounding the UK

Place knowledge **KS1**

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

Human and physical geography **KS1**

- **ge10** identify seasonal weather patterns in the United Kingdom
- **ge11** identify daily weather patterns in the United Kingdom
- **ge12** identify the location of the Equator and the North and South Poles
- **ge13** identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

MATHEMATICS AND COMPUTING

KS1

- **co5** debug simple programs
- **co7** use technology purposefully to create digital content
- **co8** use technology purposefully to organise, store and manipulate digital content
- **co9** use technology purposefully to retrieve digital content
- **co10** recognise common uses of information technology beyond school.
- **co11** use technology safely and respectfully
- **co12** keep personal information private
- **co13** know where to go for help and support when they have concerns about material on the internet

PHYSICAL EDUCATION

KS1

- **pe1** master basic movements including running
- **pe1.2** master basic movements including throwing and catching
- **pe1.5** master basic movements and begin to apply these in a range of activities
- **pe2** participate in team games
- **pe2.1** in team games, develop simple tactics for attacking and defending

EXPRESSIVE ARTS AND DESIGN

KS1

- **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
- **ad5** to develop a wide range of art and design techniques in using colour, pattern, texture,
- **ad8** about the differences and similarities between different practices and disciplines, and making links to their own work.

Make **KS1**

- **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
- **dt12** select from and use a wide range of materials and components, including ingredients

Evaluate **KS1**

- **dt14** explore a range of existing products

Cooking and nutrition **KS1**

- **dt22** use the basic principles of a healthy diet to prepare dishes
- **dt23** use the basic principles of a varied diet to prepare dishes
- **dt24** understand where food comes from.

KS1

- **mu1** use their voices expressively by singing songs
- **mu2** use their voices expressively by speaking chants and rhymes
- **mu3** use their voices creatively
- **mu10** experiment with the inter-related dimensions of music.

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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 $7 + \square = 9$.

Number - multiplication and division KS1

- m10 solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

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

- m14 lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- m19 lengths and heights
- m24 sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- m25 recognise and use language relating to dates, including days of the week, weeks, months and years

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].

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)
- m35 compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- m36 read and write numbers to at least 100 in numerals and in words
- m37 use place value and number facts to solve problems.

Number - addition and subtraction KS1

- 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
 - m46 adding three one-digit numbers
 - m47 show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot

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 (\times), division (\div) and equals (=) signs
- m51 show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- m52 solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Number - fractions KS1

- m53 recognise, find, name and write fractions $\frac{1}{2}$, and of a length, shape, set of objects or quantity
- m54 write simple fractions for example, $\frac{6}{3} = 3$ and recognise the equivalence of and $\frac{1}{2}$.

Measurement KS1

- m56 compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$

Geometry - properties of shapes KS1

- 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.

Statistics KS1

- m69 interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- m70 ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- m71 ask and answer questions about totalling and comparing categorical data.

Geometry - properties of shapes KS1

- m74 draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

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.

The children will recap on some of their previous learning, reminding themselves of the skills that they will need to use. The children will work on number and place value, before introducing them into their workings. They will look at different methods used for addition and subtraction, finding out the best way for them. The children will move on to shape, naming 2D and 3D shapes, classifying them and naming their properties. Before moving on to fractions of shapes and numbers. The children will look at statistics and measurement (including addition and subtraction) linked to topic work with plants and animals.

Literacy and Maths - Autumn 1&2

We will take some time to remind ourselves about handwriting, punctuation such as full stops, capital letters, and finger spaces, and spellings. As well as having a key focus on reading. Then the children will move on to think about traditional tales, looking at and ordering stories such as Little red riding hood, Goldilocks and the three bears, the gingerbread man and the three little pigs. The children will also have the opportunity to think about setting descriptions and character descriptions too.

Linked to topic, the children will write letters and diary entries from their travel around the world, thinking about what they have seen, the animals they have learnt about, as well as the plants. They will become scientists that write reports on their findings too reminding themselves about the different features and terminology needed for these texts. There will also be opportunity to write and perform different kinds of poetry.

The children will be given the opportunity to participate in presentations, such as sharing their learning with their peers and whole class. There will also be the opportunity to work with one another through role play. They will be encouraged to read aloud, as well as reciting poetry to one another.

LITERACY

Reading - word reading KS1

- e1 apply phonic knowledge and skills as the route to decode words
- e3 read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- e4 read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- e6 read other words of more than one syllable that contain taught GPCs
- e8 read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- 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
- e12 being encouraged to link what they read or hear read to their own experiences
- e13 becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- e14 recognising and joining in with predictable phrases
- e15 learning to appreciate rhymes and poems, and to recite some by heart
- e20 discussing the significance of the title and events
- 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

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
- 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
- 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
- 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

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
- e65 read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- 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

- 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
- e71 discussing the sequence of events in books and how items of information are related
- e72 becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- e74 recognising simple recurring literary language in stories and poetry
- 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
- 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

Writing - transcription - Spelling KS1

- e88 learning to spell common exception words

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

- e100 writing narratives about personal experiences and those of others (real and fictional)
- e101 writing about real events
- e102 writing poetry
- e103 writing for different purposes
- e105 planning or saying out loud what they are going to write about
- e107 encapsulating what they want to say, sentence by sentence

Writing - vocabulary, grammar and punctuation KS1

- e117 expanded noun phrases to describe and specify [for example, the blue butterfly]

COMMUNICATION AND LANGUAGE

KS1

- sl2 ask relevant questions to extend their understanding and knowledge
- sl5 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

- sl8 speak audibly and fluently with an increasing command of Standard English
- sl9 participate in discussions, presentations, performances, role play, improvisations and debates

Literacy and Maths - Autumn 1&2 - Stage Coverage

MATHEMATICS AND COMPUTING

Number - number and place value **KS1**

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- **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
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- **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 - multiplication and division **KS1**

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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**

- **m14** lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- **m19** lengths and heights
- **m24** sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- **m25** recognise and use language relating to dates, including days of the week, weeks, months and years

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].

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)
- **m35** compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- **m36** read and write numbers to at least 100 in numerals and in words
- **m37** use place value and number facts to solve problems.

Number - addition and subtraction **KS1**

- **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
- **m46** adding three one-digit numbers
- **m47** show that addition of two numbers can be

LITERACY

Reading - word reading **KS1**

- **e1** apply phonic knowledge and skills as the route to decode words
- **e3** read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- **e4** read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- **e6** read other words of more than one syllable that contain taught GPCs
- **e8** read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- **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
- **e12** being encouraged to link what they read or hear read to their own experiences
- **e13** becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- **e14** recognising and joining in with predictable phrases
- **e15** learning to appreciate rhymes and poems, and to recite some by heart
- **e20** discussing the significance of the title and events
- **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

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
- **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
- **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
- **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

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

COMMUNICATION AND LANGUAGE

KS1

- **s12** ask relevant questions to extend their understanding and knowledge
- **s15** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **s18** speak audibly and fluently with an increasing command of Standard English
- **s19** participate in discussions, presentations, performances, role play, improvisations and debates

