



Wow Starter: Making the classroom magical

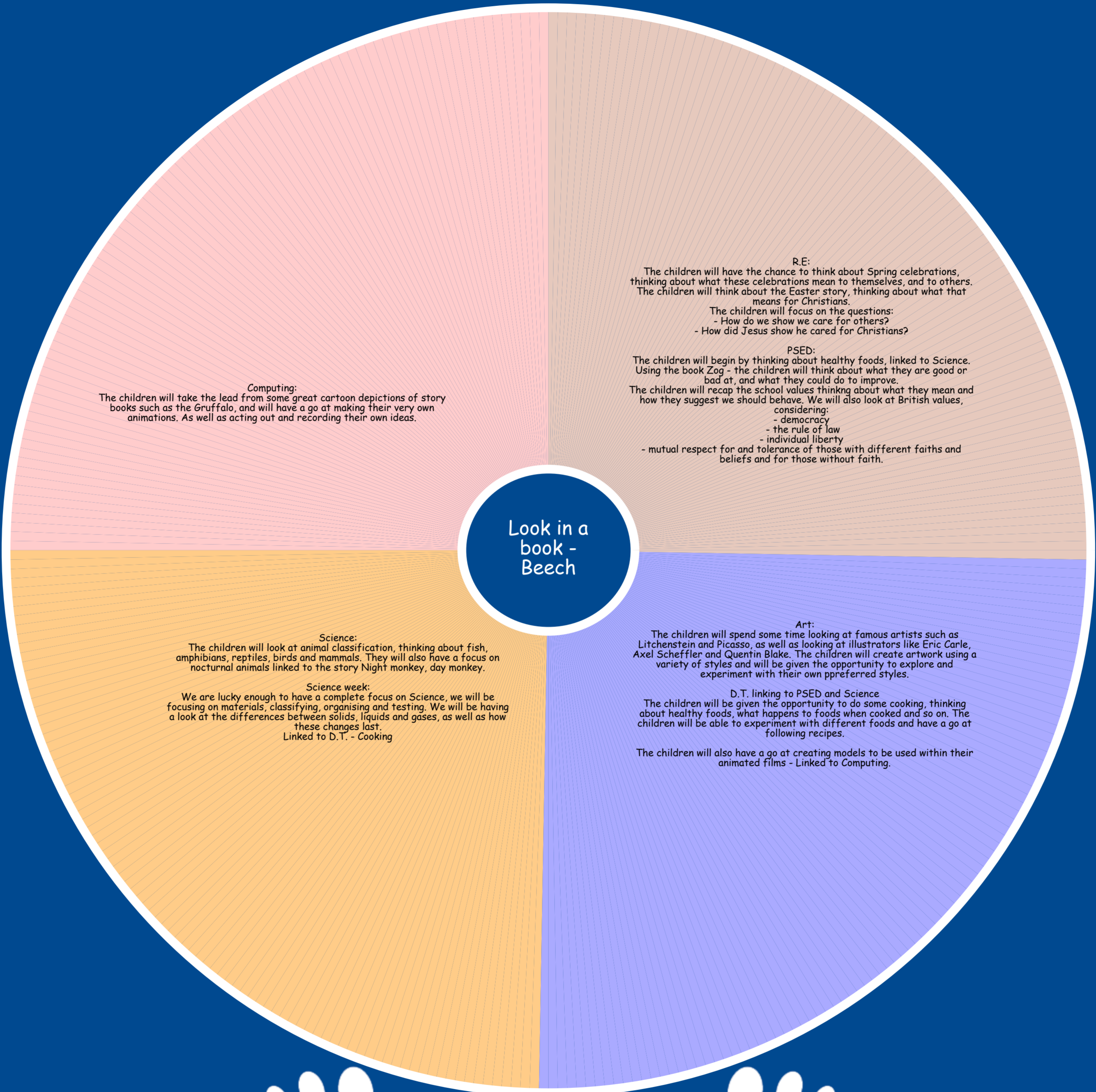
Final Event: Alice in Wonderland Adventure (at school) Followed by a Mad Hatters Tea Party

### MATHEMATICS AND COMPUTING

- KS1**
- **co4** I can write a simple computer program
  - **co5** I can find and correct a problem in my program
  - **co6** I can predict what will happen by 'reading' a 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

### 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
  - **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.
- 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.
- Everyday materials KS1**
- **sc14** distinguish between an object and the material from which it is made
  - **sc15** identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
  - **sc16** describe the simple physical properties of a variety of everyday materials
- **sc17** compare and group together a variety of everyday materials on the basis of their simple physical properties.
- 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
  - **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.
- Animals, including humans KS1**
- **sc28** describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- 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.



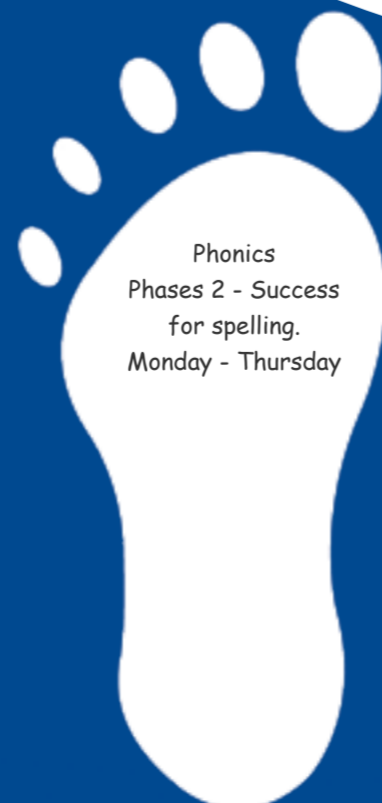
### PSED & RELIGIOUS EDUCATION

- 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.
  - **pa9** Realise that people and other living things have needs.
  - **pa11** Contribute to the life of the class and school.
- PSED Developing confidence and responsibility and making the most of their abilities KS1**
- **pc20** Recognise what they like and dislike, what is fair and unfair, and what is right and wrong.
- KS1**
- **ph4** Begin to make simple choices that improve their health and well being.
- PSED Developing a healthy, safer lifestyle KS1**
- **ph5** Begin to maintain personal hygiene.
  - **ph6** Begin to understand that certain actions spread disease.
- 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.
- 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.
  - **rf15** Recognise that religious teaching and ideas make a difference to individuals and families.
- Learning About Religion KS1**
- **ra8** Name and explore a range of celebrations.
  - **ra11** Identify religious symbols.
  - **ra12** Begin to use a range of religious words.
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- **rf16** Reflect on and consider religious experiences such as praise and sadness.
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- **ra17** Communicate their responses to religious ideas and beliefs expressed through the arts.
  - **ra18** Identify and suggest meanings for religious symbols and begin to use a range of religious words.

### EXPRESSIVE ARTS AND DESIGN

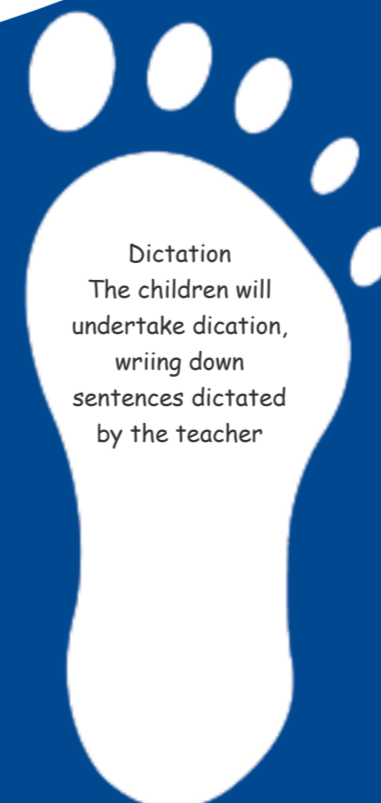
- KS1**
- **ad1** I can use different materials to design and make things
  - **ad2** I can use drawing to share my ideas.
  - **ad3** I can use painting to share my ideas.
  - **ad4** I can use sculpture to share my ideas.
  - **ad5** I can use colour, texture and pattern in my work
  - **ad7** I can tell you about famous artists, craft-makers and designers and who my favourite is and why I like his/her work
  - **ad8** I can talk about different ways of creating work and which ways I have tried and which I liked best
  - **ad9** I can show you how ideas from famous people have helped me to create my own 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
  - **dt8** I can use simple finishing techniques to improve my product
  - **dt9** I can select the appropriate materials and tools for my design
  - **dt10** I can create things using a variety of materials and components, including construction materials
  - **dt12** I can create or follow simple recipes
  - **dt13** I can explain why I have chosen particular materials, components or ingredients
- Evaluate KS1**
- **dt14** I can look at things other people have made and tell you what I like or dislike
  - **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
- 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

### OUTDOOR LEARNING



Phonics  
Phases 2 - Success for spelling.  
Monday - Thursday

The children will be working on imagination and artwork within outdoor learning. Using materials from the outdoors to make a scene from a book, as well as creating puppets using only natural materials. The children will be able to explore the outdoor area, using their imagination to create a magical atmosphere. We will work on den building, using the equipment from outside. The children will work on their team building skills. Playing games and using the outdoor area to work together.



Dictation  
The children will undertake dictation, writing down sentences dictated by the teacher

# Look in a book - Beech - Stage Coverage

## UNDERSTANDING THE WORLD

### Working scientifically **KS1**

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- **sc28** describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

### 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.

## MATHEMATICS AND COMPUTING

### KS1

- **co4** create simple programs
- **co5** debug simple programs
- **co6** use logical reasoning to predict the behaviour of 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

## 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
- **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,
- **ad7** about the work of a range of artists, craft makers and designers.
- **ad8** about the differences and similarities between different practices and disciplines, and making links to their own work.
- **ad9** about the work of a range of artists, craft makers and designers, making links to their own work.

### Design **KS1**

- **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

### 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
- **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
- **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
- **dt16** evaluate their ideas
- **dt17** evaluate their products against design criteria

### 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.

## PSED & RELIGIOUS EDUCATION

### PSED Preparing to play an active role as citizens **KS1**

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### KS1

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Look in a book - Beech



## 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.

### Measurement KS1

- 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]
- m19 lengths and heights
- m20 mass/weight
- m21 capacity and volume
- m22 time (hours, minutes, seconds)
- m23 recognise and know the value of different denominations of coins and notes
- m26 tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

### Geometry - properties of shapes KS1

- 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 (clockwise and anti-clockwise).

### 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
- 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

- m48 recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

### 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,  $\frac{6}{6} = 3$  and recognise the equivalence of  $\frac{1}{2}$  and  $\frac{2}{4}$ .

### Measurement KS1

- m55 choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}$ C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- m56 compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$
- 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
- m59 solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- m62 know the number of minutes in an hour and the number of hours in a day.

### Geometry - properties of shapes KS1

- m64 identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

### 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
- 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.
- m72 know the number of seconds in a minute and the number of days in each month, year and leap year
- m73 compare durations of events [for example to calculate the time taken by particular events or tasks].

### 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.

Spring 1:  
The children will recap their knowledge of number and place value. Recognising numbers, and the value that they represent. The children will then move on to addition and subtraction, taking with them the key skills of place value. The children will work on using their place value knowledge within addition and subtraction. The children will also recap multiplication and division, experimenting with a mixture of methods.

Maths Week - The children will have an entire week focused on investigations and problem solving, allowing the children to use a mixture of skills.

Spring 2:  
The children will recap their knowledge of Geometry, developing their skills further, before linking into their knowledge of fractions, looking at finding half, quarter and three quarters. As well as thinking about position and movement.

The children will have some hands on experience with measuring linked to Science - looking at changes. The children will also think about measuring time. Finding half past, o'clock, quarter past and quarter to. As well as thinking about money, and it's worth. Finally the children will look at statistics. Developing their understanding of different graphs and tally charts.

The children will be encouraged to speculate, hypothesis and explore ideas with their peers, thinking about the ideas of others. Within report writing, the children will need to use spoken word to become aware of different viewpoints, responding to comments. Within Computing, the children will need to actively collaborate with one, as well as maintaining attention to the task at hand.

## Maths and English - Beech - Spring 1 & 2

Spring 1:  
The children will work on setting descriptions linked to a number of books written by Julia Donaldson. They will think about the use of adjectives and interesting language, as well as working out how best to order their sentences.

The children will then begin to look at improving a story - beginning with 'The Gruffalo'. The children will use this understanding to have a go at writing their own short story, thinking about their sentence structure and language used.

The children will have a go at advertising their short animated film, and will have a go at writing some persuasive writing, to persuade people to vote for their film.

The children will think about report writing linked to Science week and the experiments that will be undertaken, the children will learn about the key features and how to use them.

Spring 2:  
The children will work on comparisons linked to Alice in Wonderland, using all of their senses to understand the effect the author was trying to create. The children will work on setting and character descriptions linked to the interesting characters that they will come across.

The children will recap report writing, linked to Maths week and the investigations that they undertake. The children will work on sharing these reports verbally with the class, working on their speech and language skills.

Finally the children will think about creating some poetry linked to Easter, exploring the different features, as well as the different kinds of poetry.

## LITERACY

### Reading - word reading KS1

- 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
- e5 read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- 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

- e12 being encouraged to link what they read or hear read to their own experiences
- e15 learning to appreciate rhymes and poems, and to recite some by heart
- e16 discussing word meanings, linking new meanings to these already known
- e18 drawing on what they already know or on background information and vocabulary provided by the teacher and correcting inaccurate reading
- 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
- 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
- e27 the days of the week
- e28 name the letters of the alphabet:
- e29 naming the letters of the alphabet in order
- e32 using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- e33 using the prefix un-
- e34 using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- 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

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

### Writing - vocabulary, grammar and punctuation KS1

- e50 leaving spaces between words
- e51 joining words and joining clauses using and
- e53 using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- e54 learning the grammar for year 1 in English Appendix 2
- e55 use the grammatical terminology in English Appendix 2 in discussing their writing.

### 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
- e64 read words containing common suffixes
- 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

- 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
- e75 discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- e76 discussing their favourite words and phrases
- 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
- e83 predicting what might happen on the basis of what has been read so far

### Writing - transcription - Spelling KS1

- 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
- e90 learning the possessive apostrophe (singular) [for example, the girl's book]
- e92 add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- 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

- 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
- e106 writing down ideas and/or key words, including new vocabulary
- e109 evaluating their writing with the teacher and other pupils
- e110 re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- e111 proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- 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 punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- e116 sentences with different forms: statement, question, exclamation, command
- e117 expanded noun phrases to describe and specify [for example, the blue butterfly]
- e118 the present and past tenses correctly and consistently including the progressive form
- e119 subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- e120 the grammar for year 2 in English Appendix 2
- e121 some features of written Standard English
- e122 use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

## COMMUNICATION AND LANGUAGE

### KS1

- sl1 listen and respond appropriately to adults and their peers
- sl6 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

- sl7 use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

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

# Maths and English - Beech - Spring 1 & 2 - Stage Coverage

## MATHEMATICS AND COMPUTING

### Number - number and place value **KS1**

- **m1** count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- **m2** count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- **m3** given a number, identify one more and one less
- **m4** identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- **m5** read and write numbers from 1 to 20 in numerals and words.

### Number - addition and subtraction **KS1**

- **m6** read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- **m7** represent and use number bonds and related subtraction facts within 20
- **m8** add and subtract one-digit and two-digit numbers to 20, including zero
- **m9** solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = ? - 9$ .

### Number - 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.

### Measurement **KS1**

- **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]
- **m19** lengths and heights
- **m20** mass/weight
- **m21** capacity and volume
- **m22** time (hours, minutes, seconds)
- **m23** recognise and know the value of different denominations of coins and notes
- **m26** tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

### Geometry - properties of shapes **KS1**

- **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.

### 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
- **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
- **m48** recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

## LITERACY

### Reading - word reading **KS1**

- **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
- **e5** read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- **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**

- **e12** being encouraged to link what they read or hear read to their own experiences
- **e15** learning to appreciate rhymes and poems, and to recite some by heart
- **e16** discussing word meanings, linking new meanings to those already known
- **e18** drawing on what they already know or on background information and vocabulary provided by the teacher
- **e19** checking that the text makes sense to them as they read and correcting inaccurate reading
- **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
- **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
- **e27** the days of the week
- **e28** name the letters of the alphabet:
- **e29** naming the letters of the alphabet in order
- **e32** using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- **e33** using the prefix un-
- **e34** using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- **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**

- **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

### Writing - composition **KS1**

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

### Writing - vocabulary, grammar and punctuation **KS1**

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

### 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,

## COMMUNICATION AND LANGUAGE

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