



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
 - **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

Everyday materials KS1

- **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.

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.

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
- **hi4** I have a wide vocabulary of common historical terms
- **hi5** I can ask and answer questions about the past
- **hi6** I can identify key features of stories and events to help me to understand their importance
- **hi7** I can use sources of information to find out about the past
- **hi8** I know the past is represented in different ways

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.
- **pa9** Realise that people and other living things have needs.

KS1

- **ph4** Begin to make simple choices that improve their health and well being.

PSED Developing good relationships and respecting the differences between people KS1

- **pr17** Greet and talk with adults.
- **pr19** Be able to ask for help from an 'appropriate' adult.

RE - Learning From Religion KS1

- **rf12** Ask puzzling questions and respond accordingly.
- **rf13** Identify what matters to them and others and link this to religion.
- **rf14** Reflect on ideas of right and wrong and how this relates to their own behaviour.

Learning About Religion KS1

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

PSED Preparing to play an active role as citizens KS1

- **pa12** Listen and respond in group discussions.
- **pa16** Recognise the difference between right and wrong.
- **pa18** Beginning to understand that they have more responsibilities to meet the needs of living things.
- **pa19** Begin to understand what harms their local, natural and built environments.
- **pa20** To realise that money comes from different sources and can be used for different purposes.

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.
- **pc24** Reflect on and evaluate their own experiences to set simple goals.

PSED Developing a healthy, safer lifestyle KS1

- **ph8** Make simple choices that improve their health and well being.
- **ph9** Maintain personal hygiene.
- **ph10** Understand that certain actions spread disease.
- **ph11** Understand rules for keeping safe in the environment (roads, railways, people, fire, water).

PSED Developing good relationships and respecting the differences between people KS1

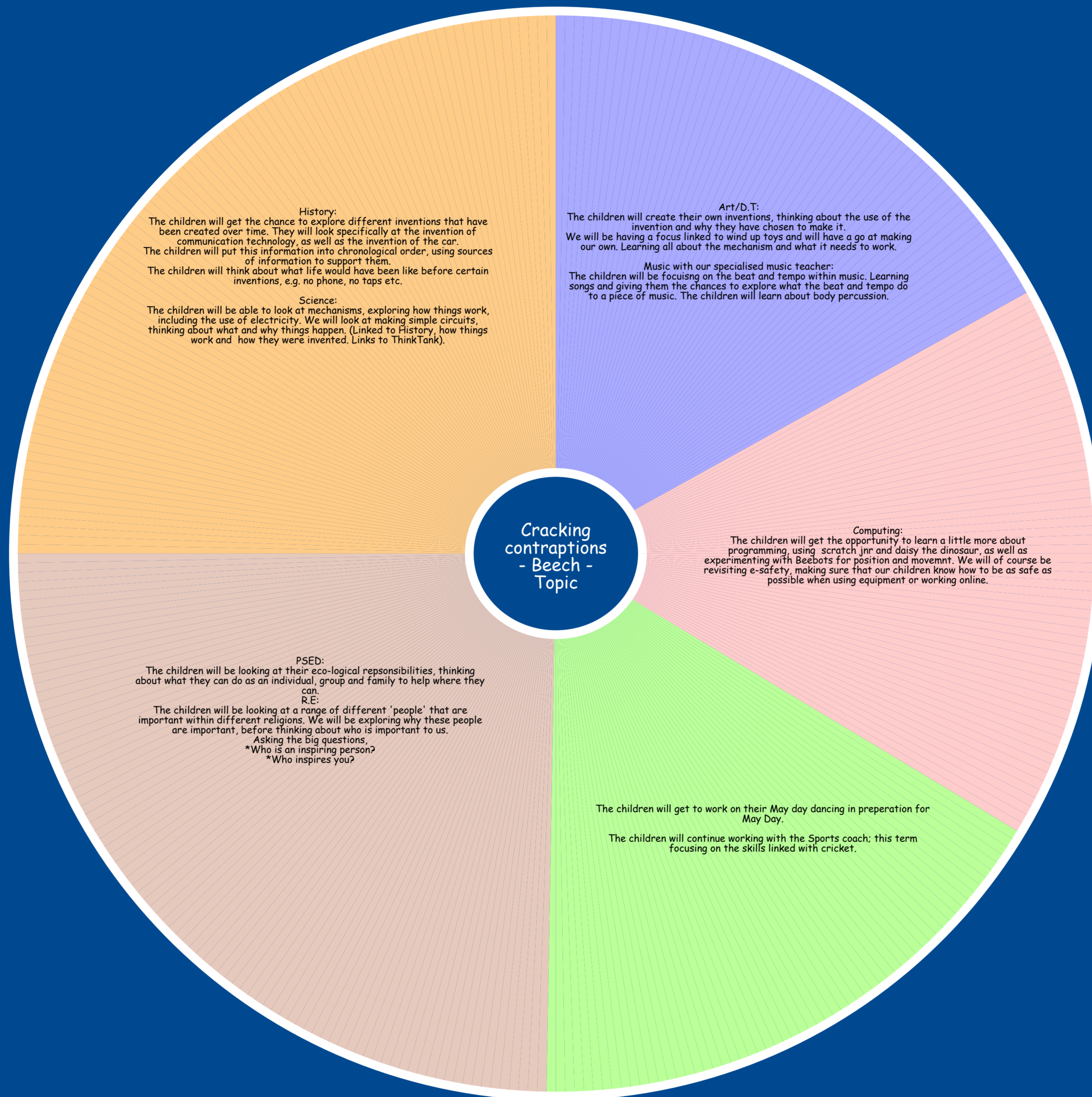
- **pr20** Recognise how their behaviour affects other people.
- **pr23** Consider social and moral dilemmas that they come across every day.

RE - Learning From Religion KS1

- **rf17** Ask puzzling questions and communicate their responses.
- **rf18** Identify what matters to them and others including those with religious commitments.
- **rf19** Reflect on how moral values relate to their own behaviour.

Learning About Religion KS1

- **ra15** Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.



EXPRESSIVE ARTS AND DESIGN

KS1

- **ad2** I can use drawing to share my ideas.

Design KS1

- **dt1** I can explain what my design will be like and what it will do, how I am going to create my design and list the materials I will need
- **dt2** I can explain how my design will meet the needs of the users
- **dt3** I can draw and talk about what I am going to make
- **dt4** I can make a realistic model of my design

Make KS1

- **dt7** I can join materials in a variety of ways
- **dt8** I can use simple finishing techniques to improve my product

Evaluate KS1

- **dt15** I can talk about existing products and tell you how they might be improved for the user/consumer
- **dt16** I can talk about how closely my finished product matches my design
- **dt17** I can talk about what worked well with my product and how it could be improved

Technical knowledge KS1

- **dt18** I have made models and can explain how to make them stronger
- **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
- **dt21** I have designed a product that has wheels and axles

KS1

- **mu1** I can sing songs using my voice to show the meaning of the words and tune
- **mu2** I can repeat chants and rhymes with expression
- **mu3** I can use my voice in different ways
- **mu4** I can play an untuned instrument in a piece of music
- **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

MATHEMATICS AND COMPUTING

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
- **co6** I can predict what will happen by 'reading' a program

- **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

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
- **pe3** I can respond to music with controlled movements, creating and repeating simple dance sequences to express and communicate ideas and feelings

Cracking contraptions - Beech - Topic - Stage Coverage

UNDERSTANDING THE WORLD

Working scientifically **KS1**

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- **sc3** observing closely, using simple equipment
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- **sc5** identifying and classifying
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Everyday materials **KS1**

- **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.

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.

KS1

- **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.
- **hi4** They should use a wide vocabulary of everyday historical terms.
- **hi5** They should ask and answer questions
- **hi6** They should choose and use parts of stories and other sources to show that they know and understand key features of events.
- **hi7** They should understand some of the ways in which we find out about the past
- **hi8** and identify different ways in which it is represented.

MATHEMATICS AND COMPUTING

KS1

- **co1** understand what algorithms are
- **co2** understand how algorithms are implemented as programs on digital devices
- **co3** understand that programs execute by following precise and unambiguous instructions
- **co4** create simple programs
- **co5** debug simple programs
- **co6** use logical reasoning to predict the behaviour of simple programs
- **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
- **pe3** perform dances using simple movement patterns.

EXPRESSIVE ARTS AND DESIGN

KS1

- **ad2** to use drawing to develop and share their ideas, experiences and imagination

Design **KS1**

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

Make **KS1**

- **dt7** select from and use a range of tools and equipment to perform practical tasks such as joining
- **dt8** select from and use a range of tools and equipment to perform practical tasks such as finishing

Evaluate **KS1**

- **dt15** evaluate a range of existing products
- **dt16** evaluate their ideas
- **dt17** evaluate their products against design criteria

Technical knowledge **KS1**

- **dt18** build structures, exploring how they can be made stronger
- **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.
- **dt21** explore and use mechanisms, such as wheels and axles, in their products.

KS1

- **mu1** use their voices expressively by singing songs
- **mu2** use their voices expressively by speaking chants and rhymes
- **mu3** use their voices creatively
- **mu4** play untuned instruments musically
- **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.

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.
- **pa9** Realise that people and other living things have needs.

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RE - Learning From Religion **KS1**

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Wow Starter: Exploration of the past

Final Event: ThinkTank Birmingham

LITERACY

Reading - word reading KS1

- e5 read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- e7 read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

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
- e14 recognising and joining in with predictable phrases
- e15 learning to appreciate rhymes and poems, and to recite some by heart
- e16 discussing word meanings, linking new meanings to those already known
- e20 discussing the significance of the title and events
- e23 participate in discussion about what is read to them, taking turns and listening to what others say
- e24 explain clearly their understanding of what is read to them.

Writing - transcription - Spelling KS1

- 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]

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
- 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

- 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

Writing - vocabulary, grammar and punctuation KS1

- e51 joining words and joining clauses using and
- e52 beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- e53 using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

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
- e73 being introduced to non-fiction books that are structured in different ways

- 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
- 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
- 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.

Writing - transcription - Spelling KS1

- e89 learning to spell more words with contracted forms
- 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 - composition KS1

- e100 writing narratives about personal experiences and those of others (real and fictional)
- 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
- e107 encapsulating what they want to say, sentence by sentence
- 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

English:
The children will get the opportunity to look at fantasy story, editing, poetry and explanation texts.
We will have a go at exploring the key features, of the different genres, as well as developing our writing skills.

Cracking contraption - Beech - English and Maths

This term the children will be recapping on fractions, before moving on to position and direction, thinking about turns (half, quarter, 3 quarter and one whole.) They will also get the opportunity to use the Beebots to help within this. We will introduce the use of a grid linking with direction and position too.

The children will then have another look at shape. Thinking about both 2D and 3D. It will allow children to categorise the shapes in different ways, as well as reminding them about different features such as sides, and corners for 2D, edges, vertices, and faces for 3D. The children will begin to think about angles, and parallel lines.

To finish off the busy term, the children will recap addition and subtraction, as well as multiplication and division. Using a mixture of methods, and allowing the children to become confident and familiar with these calculations, as well as the different ways that questions can be shared.

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.

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

- m23 recognise and know the value of different denominations of coins and notes

Geometry - properties of shapes KS1

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

Geometry - position and direction KS1

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

Number - number and place value KS1

- 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
- 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 (x), division (÷) 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, and of a length, shape, set of objects or quantity
- m54 write simple fractions for example, of 6 = 3 and recognise the equivalence of and.

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

- m67 order and arrange combinations of mathematical objects in patterns and sequences
- 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).

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
- 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
- m77 identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Cracking contraption - Beech - English and Maths - 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.

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**

- **m23** recognise and know the value of different denominations of coins and notes

Geometry - properties of shapes **KS1**

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

Geometry - position and direction **KS1**

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

Number - number and place value **KS1**

- **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
- **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

LITERACY

Reading - word reading **KS1**

- **e5** read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- **e7** read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

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
- **e14** recognising and joining in with predictable phrases
- **e15** learning to appreciate rhymes and poems, and to recite some by heart
- **e16** discussing word meanings, linking new meanings to those already known
- **e20** discussing the significance of the title and events
- **e23** participate in discussion about what is read to them, taking turns and listening to what others say
- **e24** explain clearly their understanding of what is read to them.

Writing - transcription - Spelling **KS1**

- **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]

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
- **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**

- **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

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

- **e51** joining words and joining clauses using and
- **e52** beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- **e53** using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

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
- **e73** being introduced to non-fiction books that are structured in different ways
- **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
- **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
- **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.

