



The Creative Learning Journey Ash - The Egyptian and Me - Topic



MATHEMATICS AND COMPUTING

Geometry - properties of shapes KS1

- m03 Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- m04 Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- m05 Identify 2-D shapes on the surface of 3-D shapes (for example, a circle on a cylinder and a triangle on a pyramid)
- m06 Compare and sort common 2-D and 3-D shapes and everyday objects.

KS1

- c01 I know that an algorithm is an instruction in a computer program
- c04 I can write a simple computer program
- c05 I can find and correct a problem in my program
- c06 I can predict what will happen by 'reading' a program

- c07 I can use a variety of technologies to create and save my work
- c09 I can find and retrieve my work or information that I need
- c010 I can talk about how information technology is used at home, in shops and in other places (mobile phones, internet etc)
- c011 I know how to use equipment safely and respectfully
- c012 I understand what 'personal information' is and why it must be kept private
- c013 I know what to do if I am worried about anything when I am using the internet

Geometry - properties of shapes LKS2

- m110 draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

Geometry - properties of shapes KS2

- m110 draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

EXPRESSIVE ARTS AND DESIGN

KS1

- d02 I can use drawing to share my ideas.
- d03 I can use painting to share my ideas.
- d06 I can use line, shape, form and space in my work
- d07 I can tell you about famous artists, craft-makers and designers and who my favourite is and why I like his/her work
- d09 I can show you how ideas from famous people have helped me to create my own work

Design KS1

- d11 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
- d13 I can draw and talk about what I am going to make
- d14 I can make a realistic model of my design

Make KS1

- d16 I can use scissors for cutting and shaping
- d17 I can join materials in a variety of ways
- d18 I can use simple finishing techniques to improve my product
- d19 I can select the appropriate materials and tools for my design

Evaluate KS1

- d14 I can look at things other people have made and tell you what I like or dislike

- d15 I can talk about existing products and tell you how they might be improved for the user/consumer
- d16 I can talk about how closely my finished product matches my design
- d17 I can talk about what worked well with my work and how it could be improved

Technical knowledge KS1

- d19 I can tell you some ways to make structures stiffer or more stable

LKS2

- d10 I can show in my sketch book how I have developed techniques and ideas
- d13 I can show examples of painting with different kinds of paint
- d15 I can talk about some famous artists, architects and designers from the past

Design LKS2

- d23 I can talk about my product and explain my design ideas and where they came from
- d26 I can tell you for whom I have designed my product and why I think my product would be useful to them
- d27 I can communicate my ideas through annotated sketches
- d29 I can make a model of my design

LKS2

- p04 I can tell you how I have developed my athletic skills, and which is strongest and which athletics events I prefer
- p04.1 I can explain how developing my skills separately has improved my performance in team games
- p05 I can play competitive net, striking, fielding and invasion games
- p05.1 I can describe both attacking and defending tactics and strategies and begin to apply them
- p06.1 I can perform fluent gymnastics sequences to demonstrate my control and balance
- p07 I can respond to music to create and perform dances, on my own or with a group, that incorporate a range of more complex, controlled and precise movements

PHYSICAL EDUCATION

KS1

- p01 I can run safely, controlling my speed and direction
- p01.2 I can send and receive a ball or other equipment in different ways (hitting, kicking, throwing, striking)
- p01.3 I can control my movements in gymnastics and show how I can balance, roll, travel or climb safely
- p01.4 I can perform a sequence in gymnastics to demonstrate controlled, co-ordinated movements in direction, level and speed
- p01.5 I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs
- p02 I can play simple team games showing awareness of my team-mates and opponents and understanding the importance of the rules
- p02.1 I can think of simple tactics to help attack or defend in a team game
- p03 I can respond to music with controlled movements, creating and repeating simple dance sequences to express and communicate ideas and feelings

KS2

- p04 I can tell you how I have developed my athletic skills, and which is strongest and which athletics events I prefer
- p04.1 I can explain how developing my skills separately has improved my performance in team games
- p05 I can play competitive net, striking, fielding and invasion games
- p05.1 I can describe both attacking and defending tactics and strategies and begin to apply them
- p06.1 I can perform fluent gymnastics sequences to demonstrate my control and balance
- p07 I can respond to music to create and perform dances, on my own or with a group, that incorporate a range of more complex, controlled and precise movements

Computing Term 1
The children will think about internet safety. They will discuss how information technology is used at home, in shops and in other places. We will use ICT equipment safely. They will be producing reports on ways we can stay safe online. They will also be using a range of equipment (laptops, iPads) to carry out research during our topic sessions.

Term 2
In the second term the children will be learning about computer programming. We will be learning that an algorithm is an instruction for a computer program and the children will be using their knowledge to create games using espress coding.

Term 1 Art
In connection with our Geography topic, the children will make careful observations of the local environment. They will then be making sketches thinking carefully about detail, line, shape, form and space. The children will be taught about how to mix colours using water colours. They will use these skills to create a water colour painting of a local landscape.

Term 2 Design and Technology
Linked to our topic on Ancient Egypt the children will be design and making a pop up toy, (using a pneumatic systems) sarcophagus for their own Egyptian mummy. They will then be evaluating their designs.

Term 1
The children will be taught by a sport coach once a week, in the first term the children will be working on their invasion game skills by playing tag rugby. They will also be thinking about movement during dance sessions where we will be choreographing a dance based on the Ancient Egyptians

Term 2
The children will be taught by a sports coach once a week, we will be working on a range of skills of sending and receiving in multi-skills games and basket ball. We will also be working on our balance, movement and co-ordination during weekly gymnastic sessions.

Ash - The Egyptian and Me - Topic

We will be following the SEAL scheme of work and our first topic will be 'New Beginnings' where we will look at why we have rules, exploring feelings and ways of solving problems

We will be discussing the Big Question, 'Who should you follow?' the children will also look at the festival of Harvest. They will also be writing their own prayers and work together to write a class prayer.

Our topic will relate to bully and link in with anti-bullying week, we will be learning about different forms of bullying and what we should do if we or our friend are being bullied.

We will be discussing the Big Question, 'Should you wear religious symbols?' Looking at religious symbols in a range of religions. We will also look at the importance of the festival of Christmas for Christians.

Term 1 Geography
During the first term we will be focusing on our geography skills field work. The children will be studying our local area, using a range of maps and interactive media (Google maps), the children will be thinking about human and physical features of the local area. We will also be looking at the weather in the local area. To finish the term we will look at where in the world Egypt is and compare the weather with the weather in the UK.

Term 2 Science
In term one the children will be thinking about plants. We will be labelling the parts of plants and flowers and writing about these functions. The children will plan and carry out an investigation into the requirements of plants for life and growth. final we will investigate how water is transported, within plants.

Term 2 History
The children will be making time lines to place this time period in historical context. We will investigate artifacts, the pyramids, Pharaohs, daily lives, mummification, myths and Gods.

Term 2 Science
In the second term we will be looking at light and shadow. We will be thinking about why we need light. Then we will be looking at how light is reflected from surfaces. The children will then study how shadows are formed and find patterns in the way that the size of shadows change. The children will be making shadow puppets and put on a performance.

OUTDOOR LEARNING

We will collect weather data, thinking about seasonal changes

Creating maps of the school and village

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

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.

Place knowledge KS1

- ge7 I can talk about the landscape and name some human and physical features in a place in the UK I have visited

use basic geographical vocabulary to refer to: KS1

- ge14 I know what physical features in the landscape are and can use the correct geographical vocabulary to name various physical features
- ge15 I know what human features in the landscape are and can use the correct geographical vocabulary to name various human features

Geographical skills and fieldwork KS1

- ge16 I can use maps and globes to identify places I am learning about
- ge17 I understand the four basic compass directions and know that on a British map North is always at the top
- ge18 I can describe the location of places near my home
- ge19 I can describe the location of places further away and how I might travel to them
- ge20 I can follow a simple route to a place familiar to me using 'left' and 'right' to describe my journey
- ge22 I can recognise some human and physical features from an aerial photograph
- ge23 I can create my own map showing imaginary human and physical features

Core skills across the Key Stage KS1

- ni1 I can use common words and phrases related to the passing of time
- ni2 I can place objects, people and events into chronological order
- ni3 I can talk about different ways of life at different times
- ni4 I have a wide vocabulary of common historical terms
- ni5 I can ask and answer questions about the past
- ni7 I can use sources of information to find out about the past

Working scientifically LKS2

- sc32 asking relevant questions and using different types of scientific enquiries to answer them

- sc33 setting up simple practical enquiries, comparative and fair tests
- sc34 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- sc36 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
- sc37 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- sc38 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Plants LKS2

- sc41 identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- sc42 explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- sc43 investigate the way in which water is transported within plants
- sc44 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Light LKS2

- sc50 recognise that they need light in order to see things and that dark is the absence of light
- sc51 notice that light is reflected from surfaces
- sc52 recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- sc53 recognise that shadows are formed when the light from a light source is blocked by a solid object
- sc54 find patterns in the way that the size of shadows change.

Location knowledge LKS2

- ge32 I can talk about the human and physical characteristics of some of the geographical regions of the UK
- ge34 I can identify patterns of land-use and describe how these shape the landscape
- ge35 I know how and why human and physical features in the landscape change over time (e.g. river courses or patterns of settlement)

Human and physical geography LKS2

- ge42 I understand human geography in relation to types of settlement and land-use

Geographical skills and fieldwork LKS2

- ge50 I have done a local study which included the digital collection and presentation of data as well as drawing sketch maps and plans to support my observations

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens KS1

- pe12 Listen and respond in group discussions.
- pe13 Express own views with increasing confidence.
- pe14 Participate in a simple debate about school issues
- pe15 Identify different choices they can make.

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

- pe22 Share their opinions on things that matter to them.
- pe23 Recognise, name and deal with their feelings in a positive way.

PSED Developing a healthy, safer lifestyle KS1

- ph11 Understand rules for keeping safe in the environment (roads, railways, people, fire, water).

PSED Developing good relationships and respecting the differences between people LKS2

- re25 Understand that their actions affect themselves and others.
- re26 Able to empathise with another viewpoint

- re14 Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
- re18 Identify and suggest meanings for religious symbols and begin to use a range of religious words.

PSED Preparing to play an active role as citizens LKS2

- pe22 Know when to compromise.
- pe23 Participate in making and changing rules.

PSED Developing confidence and responsibility and making the most of their abilities LKS2

- pe27 Be able to face new challenges positively and know when to seek help.

PSED Developing good relationships and respecting the differences between people LKS2

- re25 Understand that their actions affect themselves and others.
- re26 Able to empathise with another viewpoint

Ash - The Egyptian and Me - Topic - Stage Coverage

UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	PSED & RELIGIOUS EDUCATION		
<p>Working scientifically KS1</p> <ul style="list-style-type: none"> • 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 <p>Plants KS1</p> <ul style="list-style-type: none"> • 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. <p>Place knowledge KS1</p> <ul style="list-style-type: none"> • ge7 understand the human and physical geography of a small area of the United Kingdom <p>use basic geographical vocabulary to refer to:</p> <p>KS1</p> <ul style="list-style-type: none"> • ge14 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, coast, river, soil, valley, vegetation, season and weather • ge15 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork KS1</p> <ul style="list-style-type: none"> • ge16 use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • ge17 Use simple compass directions (North, South, East and West) • ge18 use locational language (e.g. near and far) • ge19 use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far) to describe routes on a map • ge20 use simple directional language (left and right) to describe the location of features and routes on a map • ge22 use aerial photographs to recognise basic human and physical features • ge23 devise a simple map <p>KS1</p> <ul style="list-style-type: none"> • ht1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • ht2 They should know where the people and events they study fit within a chronological framework • ht3 They should identify similarities and differences between ways of life in different periods. • ht4 They should use a wide vocabulary of everyday historical terms. • ht5 They should ask and answer questions • ht7 They should understand some of the ways in which we find out about the past <p>Working scientifically LKS2</p> <ul style="list-style-type: none"> • sc32 asking relevant questions and using different types of scientific enquiries to answer them • sc33 setting up simple practical enquiries, comparative and fair tests • sc34 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • sc36 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • sc37 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • sc38 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions <p>Plants LKS2</p> <ul style="list-style-type: none"> • sc41 identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • sc42 explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room 	<p>Geometry - properties of shapes KS1</p> <ul style="list-style-type: none"> • m63 identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • m64 identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • m65 identify 2-D shapes on the surface of 3-D shapes (for example, a circle on a cylinder and a triangle on a pyramid) • m66 compare and sort common 2-D and 3-D shapes and everyday objects. <p>KS1</p> <ul style="list-style-type: none"> • co4 understand what algorithms are • co6 create simple programs • co8 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 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 <p>Geometry - properties of shapes LKS2</p> <ul style="list-style-type: none"> • m10 draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them 	<p>KS1</p> <ul style="list-style-type: none"> • pe1 master basic movements including running • pe1.2 master basic movements including throwing and catching • pe1.3 master basic movements developing balance co-ordination • pe1.4 master basic movements, developing agility • 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. <p>LKS2</p> <ul style="list-style-type: none"> • pe4 use running, jumping, throwing and catching in isolation • pe4.1 use running, jumping, throwing and catching in combination • pe5 play competitive games, modified where appropriate • pe5.1 play competitive games and apply basic principles suitable for attacking and defending • pe6.1 develop flexibility, strength, technique, control and balance, for example gymnastics • pe7 perform dances using a range of movement patterns. 	<p>KS1</p> <ul style="list-style-type: none"> • 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 • ad6 to develop a wide range of art and design techniques in using line, shape, form and space • ad7 about the work of a range of artists, craft makers and designers. • ad9 about the work of a range of artists, craft makers and designers, making links to their own work. <p>Design KS1</p> <ul style="list-style-type: none"> • dt1 design purposeful, functional, appealing products • dt3 generate and communicate their ideas through talking and drawing templates • dt4 model and communicate their ideas through mock-ups <p>Make KS1</p> <ul style="list-style-type: none"> • dm6 select from and use a range of tools and equipment to perform practical tasks such as cutting and shaping • dm7 select from and use a range of tools and equipment to perform practical tasks such as joining • dm8 select from and use a range of tools and equipment to perform practical tasks such as finishing • dm9 select from and use a range of tools and equipment to perform practical tasks <p>Evaluate KS1</p> <ul style="list-style-type: none"> • dt14 explore a range of existing products • dt15 evaluate a range of existing products • dt16 evaluate their ideas • dt17 evaluate their products against design criteria <p>Technical knowledge KS1</p> <ul style="list-style-type: none"> • dt19 build structures, exploring how they can be made stiffer and more stable <p>LKS2</p> <ul style="list-style-type: none"> • ad10 to create sketch books to record their observations and use them to review and revisit ideas • ad13 to improve their mastery of art and design techniques, including painting with a range of materials • ad15 about great artists, architects and designers in history. <p>Design LKS2</p> <ul style="list-style-type: none"> • dt25 use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose • dt26 use research and develop design criteria to design products that are fit for purpose, aimed at particular individuals or groups • dt27 generate, develop, model and communicate their ideas through discussion and annotated sketches • dt29 generate, develop, model and communicate their ideas through prototypes 	<p>PSED Preparing to play an active role as citizens KS1</p> <ul style="list-style-type: none"> • pa12 Listen and respond in group discussions. • pa13 Express own views with increasing confidence • pa14 Participate in a simple debate about school issues • pa15 Identify different choices they can make. <p>PSED Developing confidence and responsibility and making the most of their abilities KS1</p> <ul style="list-style-type: none"> • pc22 Share their opinions on things that matter to them. • pc23 Recognise, name and deal with their feelings in a positive way <p>PSED Developing a healthy, safer lifestyle KS1</p> <ul style="list-style-type: none"> • ph11 Understand rules for keeping safe in the environment (roads, railways, people, fire, water) <p>PSED Developing good relationships and respecting the differences between people KS1</p> <ul style="list-style-type: none"> • pr20 Recognise how their behaviour affects other people • pr24 Greet and talk with adults including outside visitors who help us (police officers, nurses, religious leaders) <p>RE - Learning From Religion KS1</p> <ul style="list-style-type: none"> • rt17 Ask puzzling questions and communicate their responses. • rt18 Identify what matters to them and others including those with religious commitments. • rt20 Recognise that religious teachings and ideas make a difference to individuals, families and the local community. <p>Learning About Religion KS1</p> <ul style="list-style-type: none"> • ra13 Explore a range of religious stories and sacred writings and talk about their meanings. • ra14 Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. • ra18 Identify and suggest meanings for religious symbols and begin to use a range of religious words. <p>PSED Preparing to play an active role as citizens LKS2</p> <ul style="list-style-type: none"> • pa22 Know when to compromise • pa23 Participate in making and changing rules. <p>PSED Developing confidence and responsibility and making the most of their abilities LKS2</p> <ul style="list-style-type: none"> • pc27 Be able to face new challenges positively and know when to seek help. <p>PSED Developing good relationships and respecting the differences between people LKS2</p> <ul style="list-style-type: none"> • pr25 Understand that their actions affect themselves and others. • pr26 Able to empathise with another viewpoint. <p>RE - Learning From Religion LKS2</p> <ul style="list-style-type: none"> • rt21 Reflect on what it means to belong to a faith community. • rt23 Identify how commitment to a religion is shown. • rt24 Discuss their own religious beliefs. <p>Learning About Religion LKS2</p> <ul style="list-style-type: none"> • ra19 Begin to describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. • ra22 Investigate the importance of religion in the local community. • ra24 Begin to learn specialist vocabulary to communicate their knowledge and understanding • ra25 Begin to use information about religions from a range of sources. 		



The Creative Learning Journey



LITERACY

- 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
 - e88 learning to spell common exception words
 - e89 learning to spell more words with contracted forms
 - 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**
- e99 develop positive attitudes towards and stamina for writing by:
 - 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
 - e104 consider what they are going to write before beginning by:
 - e105 planning or saying out loud what they are going to write about
 - e106 writing down ideas and/or key words, including new vocabulary
 - e107 encapsulating what they want to say, sentence by sentence
 - e108 make simple additions, revisions and corrections to their own writing by:
 - e109 evaluating their writing with the teacher and other pupils
- Reading - comprehension LKS2**
- e137 develop positive attitudes to reading and understanding of what they read by:
 - e138 listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - e139 reading books that are structured in different ways and reading for a range of purposes
 - e141 increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - e142 identifying themes and conventions in a wide range of books
 - e144 discussing words and phrases that capture the reader's interest and imagination
 - e145 recognising some different forms of poetry (for example, free verse, narrative poetry)
 - e149 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - e151 identifying main ideas drawn from more than one paragraph and summarising these
 - e153 retrieve and record information from non-fiction and writing their own stories based on the text we have read.
- Writing - transcription - Spelling LKS2**
- e156 spell further homophones
 - e160 write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Writing - handwriting LKS2**
- e161 use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
 - e162 increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the descenders of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)
- Writing - composition LKS2**
- e163 plan their writing by:
 - e164 discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - e165 discussing and recording ideas
 - e166 draft and write by:
 - e167 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - e168 organising paragraphs around a theme
 - e169 in non-narrative material, using simple organisational devices (for example, headings and sub-headings)
 - e171 evaluate and edit by:
 - e172 assessing the effectiveness of their own and others' writing and suggesting improvements
 - e173 proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - e174 proof-read for spelling and punctuation errors
 - e175 read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Reading - word reading LKS2**
- e135 apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

In English we will be starting the term by recapping basic skills including handwriting, spelling, sentence structure and punctuation. We will be going over the marking code and thinking about how we can edit and improve our work.

We will be looking at descriptive writing, thinking how the choice of words affects the picture in the readers mind. The children will then be writing descriptive letters to Mr Craven.

We will then be moving on to looking at stories with familiar settings. The children will be reading and discussing the books 'A Huge Bag of Worries', 'Once Upon an Ordinary School' and 'Changes'. They will be writing character descriptions, retelling stories and writing their own stories based on the text we have planned.

We will then be linking our English work to our geography topic 'A Local Area Study'. The children will be looking at the features of their area and will then research and write their own reports about the local area.

In poetry the children will be looking at a range of poems types, looking at different features of poems, including rhyme, rhythm, simile, metaphor and personification. They will be learning and performing poems as well as writing their own poems based on poems they have studied.

Ash - English and Maths Autumn 1

Place value
We will start the year by consolidating the children's knowledge of place value, learning the value of each digit in 2 and 3 digit numbers. The children will then be applying this knowledge to solve addition and subtraction questions.

Addition and Subtraction
The children will be recapping prior learning on the operations of addition and subtraction. We will be recording addition and subtraction facts for numbers to 20. The children will be learning to apply their number bond knowledge to addition and subtraction problems. We will also be working on adding and subtracting numbers from 2 and 3-digit numbers, including using the bar model. We will understand and use value with money using £ and p notation. The children will be making amounts with different coins and find change from £1. Includes bar model examples.

Geometry - Shapes
we will be making accurate drawings of common 2D shapes and identifying and describing the properties including number of side, number of corner (angles), lines of symmetry. They will also be comparing and sorting shapes. The children will then move on to working with 3D shape. They will

Statistics
The children will be collecting data and representing this in using bar charts, pictograms and tables. We will then look at interpreting data presented in these forms including finding totals and answering two step problems

MATHEMATICS AND COMPUTING

- 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
 - 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**
- m38 solve problems with addition and subtraction
 - m39 using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 - m40 applying their increasing knowledge of mental and written methods
 - m41 recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
 - m42 add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - m43 a two-digit number and ones
 - 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.
- Measurement KS1**
- 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
- 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.
- Statistics KS1**
- m69 interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- Number - number and place value LKS2**
- 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
 - m75 recognise angles as a property of shape or a description of a turn
- 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.
- Number - number and place value LKS2**
- m81 recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
 - m82 compare and order numbers up to 1000
 - m83 identify, represent and estimate numbers using different representations
 - m84 read and write numbers up to 1000 in numerals and in words
 - m85 solve number problems and practical problems involving these ideas.
- Number - addition and subtraction LKS2**
- m86 add and subtract numbers mentally, including:
 - m87 a three-digit number and ones
 - m89 estimate the answer to a calculation and use inverse operations to check answers
 - m82 solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- Measurement LKS2**
- m105 add and subtract amounts of money to give change, using both £ and p in practical contexts
- Geometry - properties of shapes LKS2**
- m110 draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
 - m111 recognise angles as a property of shape or a description of a turn
- Statistics LKS2**
- m114 interpret and present data using bar charts, pictograms and tables
 - m115 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.



Ash - English and Maths Autumn 1 - Stage Coverage

MATHEMATICS AND COMPUTING

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
- **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

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

Measurement KS1

- **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

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.

Statistics KS1

- **m69** interpret and construct simple pictograms, tally charts, block diagrams and simple tables
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- **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.

Number - number and place value LKS2

- **m81** recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- **m82** compare and order numbers up to 1000
- **m83** identify, represent and estimate numbers using

LITERACY

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
- **e88** learning to spell common exception words
- **e89** learning to spell more words with contracted forms
- **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

- **e99** develop positive attitudes towards and stamina for writing by:
 - **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
 - **e104** consider what they are going to write before beginning by:
 - **e105** planning or saying out loud what they are going to write about
 - **e106** writing down ideas and/or key words, including new vocabulary
 - **e107** encapsulating what they want to say, sentence by sentence
 - **e108** make simple additions, revisions and corrections to their own writing by:
 - **e109** evaluating their writing with the teacher and other pupils
 - **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

- **e113** develop their understanding of the concepts set out in English Appendix 2 by:
 - **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)
 - **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
 - **e121** some features of written Standard English

Reading - word reading LKS2

- **e135** apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- **e136** read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading - comprehension LKS2