

# Food Glorious Food - Ash Class - Topic

Wow Starter: Food tasting

Final Event: Visit to supermarket



## The Creative Learning Journey



### UNDERSTANDING THE WORLD

**Living things and their habitats KS1**  
 - 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**  
 - sc27 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  
 - sc28 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

**Location knowledge KS1**  
 - ge1 I can find and name the world's seven continents on a map and globe

**Animals, including humans LKS2**  
 - sc45 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food: they get nutrition from what they eat

**Location knowledge LKS2**

- ge28 I can identify North and South America on a map or globe  
 - ge30 I can talk about the environmental regions and key human and physical characteristics of the countries I can identify  
 - ge34 I can identify patterns of land-use and describe how these shape the landscape

**Place knowledge LKS2**  
 - ge38 I can describe the geographical similarities and differences of the physical features of contrasting locations in the UK, Europe and a region of North and South America

**Human and physical geography LKS2**  
 - ge43 I can talk about goods and produce; where it is sold and how it is transported and how trading nations are interdependent  
 - ge44 I can talk about natural resources including energy, food, minerals and water and their uses naturally and globally  
 - ge45 I can explain why the distribution of natural resources is important both within the UK and worldwide

### EXPRESSIVE ARTS AND DESIGN

**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  
 - dt12 I can create or follow simple recipes

**Evaluate KS1**  
 - dt14 I can look at things other people have made and tell you what I like or dislike  
 - 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

**Cooking and nutrition KS1**  
 - dt22 I can describe the healthy food in the dishes I prepare  
 - dt23 I know that a healthy diet has a variety of foods that I can use in the dishes I prepare  
 - dt24 I can tell you where some of the Food I eat comes from

**KS1**  
 - mu1 I can sing songs using my voice to show the meaning of the words and tune  
 - mu2 I can repeat chants and rhymes with expression  
 - mu3 I can use my voice in different ways  
 - mu9 I can explore sounds by changing and combining them to create the effect I want  
 - mu10 I understand loud/quiet, fast/slow and high/low

**Design LKS2**  
 - dt25 I can talk about my product and explain my design ideas and where they came from  
 - dt26 I can tell you for whom I have designed my product and why I think my product would be useful to them

**Make LKS2**  
 - dt32 I can select and use appropriate tools and techniques for my product  
 - dt33 I can measure, mark, cut and shape a range of materials accurately

**Evaluate LKS2**  
 - dt38 I can talk about existing products similar to my own  
 - dt39 I can compare my design to those of existing products and can suggest improvements I could make in the light of those comparisons  
 - dt40 I have asked for the views of others, especially the intended users, to help to improve my design  
 - dt41 I know about some significant developments in technology that have helped to shape the world  
 - dt42 I can talk about some significant designers through history

**Cooking and nutrition LKS2**  
 - dt49 I can describe a healthy diet and explain its importance  
 - dt50 I can prepare a variety of savoury meals  
 - dt51 I can use a variety of cooking techniques  
 - dt52 I can talk about foods are seasonal and can give examples  
 - dt53 I can talk about the way crops and animals are grown and produce is obtained from the sea  
 - dt54 I can describe how some foods are processed

**LKS2**  
 - mu11 I can sing in a group, or on my own, with expression, awareness of others and in tune  
 - mu14 I can compose pieces of music for a specific purpose, choosing and combining sounds to achieve the effect I desire  
 - mu15 I can compose pieces of music using the dimensions and elements of music expressively  
 - mu16 I can listen carefully and perform accurately from memory

### 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 (throw, kick)

**LKS2**  
 - pe5.1 I can describe both attacking and defending tactics and strategies and begin to apply them  
 - pe6.1 I can perform fluent gymnastics sequences as demonstrated in control and balance



### OUTDOOR LEARNING

The children will be designing and making bird feeders before hanging them in the playground

### PSED & RELIGIOUS EDUCATION

**PSED Developing a healthy, safer lifestyle KS1**  
 - ph8 Make simple choices that improve their health and well being  
 - ph9 Maintain personal hygiene  
 - ph12 Make sensible choices (food, games, television, money)

**PSED Developing a healthy, safer lifestyle LKS2**  
 - ph14 Follow simple, safe routines to reduce the spread of bacteria/viruses.

### MATHEMATICS AND COMPUTING

**KS1**  
 - co1 I know that an algorithm is an instruction in a computer program  
 - 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  
 - 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

**LKS2**  
 - co15 I can solve problems by breaking them down into progressive steps  
 - co16 I am aware that programs follow a sequence from one instruction to the next  
 - co19 I know that a variable is a piece of stored information (numbers or a 'string' i.e. a sequence of characters)  
 - co20 I can use a variety of inputs (keyboards/keypads/switches) to enter data into a program  
 - co25 I am aware that information from some sources may not be accurate  
 - co29 I know the rules for keeping safe on the internet and how to be a responsible internet user  
 - co30 I know what is acceptable content and behaviour on the internet and what to do if I am, or any of my friends are, a victim of any inappropriate on-line behaviour

### COMMUNICATION AND LANGUAGE

**LKS2**  
 - fl1 I can understand what is being said to me and respond correctly  
 - fl2 I can sing songs and say poems in another language and know what the words mean  
 - fl2.1 I can spell and pronounce the words correctly in the songs and poems I know

- fl3 I can have a conversation including asking and answering questions  
 - fl5 I can pronounce words correctly so that I am understood  
 - fl6 I can communicate and be understood in different situations



# Food Glorious Food - Ash Class - Topic - Stage Coverage

## UNDERSTANDING THE WORLD

### Living things and their habitats KS1

- **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

- **sc27** find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- **sc28** describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

### Location knowledge KS1

- **ge1** name and locate the world's seven continents

### Animals, including humans LKS2

- **sc45** identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

### Location knowledge LKS2

- **ge28** locate the world's countries, using maps to focus North and South America,
- **ge30** locate the world's countries, using maps to focus on their environmental regions, key physical and human characteristics
- **ge34** name and locate land-use patterns

### Place knowledge LKS2

- **ge38** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

### Human and physical geography LKS2

- **ge43** human geography, including economic activity including trade links
- **ge44** human geography, including natural resources including energy, food, minerals and water
- **ge45** human geography, including the distribution of natural resources including energy, food, minerals and water

## MATHEMATICS AND COMPUTING

### KS1

- **co1** understand what algorithms are
- **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
- **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

### LKS2

- **co15** solve problems by decomposing them into smaller parts
- **co16** use sequence in programs
- **co19** use programs with variables
- **co20** use various forms of input
- **co25** be discerning in evaluating digital content
- **co29** use technology safely, respectfully and responsibly
- **co30** recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

## PHYSICAL EDUCATION

### KS1

- **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
- **pe2.1** in team games, develop simple tactics for attacking and defending

### LKS2

- **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
- **pe8** take part in outdoor and adventurous activity challenges individually
- **pe8.1** take part in outdoor and adventurous activity challenges within a team
- **pe9.1** demonstrate improvement

## EXPRESSIVE ARTS AND DESIGN

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

### Evaluate KS1

- **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

### Cooking and nutrition KS1

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

### KS1

- **mu1** use their voices expressively by singing songs
- **mu2** use their voices expressively by speaking chants and rhymes
- **mu3** use their voices creatively
- **mu9** experiment with, create, select and combine sounds
- **mu10** experiment with the inter-related dimensions of music.

### Design LKS2

- **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

### Make LKS2

- **dt32** select from and use a wider range of tools and equipment to perform practical tasks
- **dt33** use a wider range of tools and equipment to perform practical tasks accurately

### Evaluate LKS2

- **dt38** investigate a range of existing products
- **dt39** analyse a range of existing products
- **dt40** evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- **dt41** understand how key events in design and technology have helped shape the world
- **dt42** understand how key individuals in design and technology have helped shape the world

### Cooking and nutrition LKS2

- **dt49** understand and apply the principles of a healthy and varied diet
- **dt50** prepare and cook a variety of predominantly savoury dishes
- **dt51** cook using a range of cooking techniques
- **dt52** understand seasonality
- **dt53** know where and how a variety of ingredients are grown and/or caught
- **dt54** know where and how a variety of ingredients are processed.

### LKS2

- **mu11** perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- **mu14** improvise and compose music for a range of purposes
- **mu15** improvise and compose music using the inter-related dimensions of music
- **mu16** listen with attention to detail and recall sounds with increasing aural memory

## COMMUNICATION AND LANGUAGE

### LKS2

- **fl1** listen attentively to spoken language and show understanding by joining in and responding
- **fl2** explore the patterns and sounds of language through songs and rhymes
- **fl2.1** link the spelling, sound and meaning of words
- **fl3** engage in conversations, ask and answer questions
- **fl5** develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- **fl6** present ideas and information orally to a range of audiences

## PSED & RELIGIOUS EDUCATION

### PSED Developing a healthy, safer lifestyle KS1

- **ph8** Make simple choices that improve their health and well being.
- **ph9** Maintain personal hygiene.
- **ph12** Make sensible choices (food, games, television, money).

### PSED Developing a healthy, safer lifestyle LKS2

- **ph14** Follow simple, safe routines to reduce the spread of bacteria/viruses.



**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
- 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:
- 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.
- Geometry - properties of shapes KS1**
- m75 recognise angles as a property of shape or a description of a turn
  - m76 identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn, identify whether angles are greater than or less than a right angle
- Statistics KS1**
- m78 interpret and present data using bar charts, pictograms and tables
- m79** solve one-step and two-step questions for example, [How many more? and How many fewer?] using information presented in scaled bar charts and pictograms and tables.
- 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
  - m88 a three-digit number and tens
  - m89 a three-digit number and hundreds
  - m90 add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
  - m91 estimate the answer to a calculation and use inverse operations to check answers
  - m92 solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- Geometry - properties of shapes LKS2**
- m111 recognise angles as a property of shape or a description of a turn
  - m112 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
  - m113 identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- 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.

**Maths Spring term 1**  
**Place Value**  
In maths the children will be revising and consolidating their place value knowledge of 3-digit numbers; thinking of different ways of representing numbers and ordering and comparing numbers.

**Addition and Subtraction**  
The children will be add and subtract mentally, including: a three-digit number and ones and a three-digit number and tens  
We will be learning how to use the formal written methods of columnar addition and subtraction.  
They will then solve problems, including missing number problems, using number facts, place value.

**Geometry**  
The children will be doing work on angles, learning to recognise angles as a property of shape or a description of a turn. They will learn to identify right angles, recognising that two right angles make a half-turn, three makes three-quarters of a turn and four a complete turn. Also they will identify whether angles are greater than or less than a right angle.

**Statistics**  
The children will be constructing tables, graphs and pictograms. They will then be interpreting data and answer and writing questions about sets of data.

**Food Glorious Food - Ash Class - English and Maths**

**English - spring term 1**  
We will start the term by looking of instructional text (recipes), locating the key features of these in a range of different recipes. The children will then be using this knowledge to write their own recipes for the healthy snacks they will be making during Design and Technology.  
Then we will be looking at stories from different countries, where we will be using the book, My Grandpa and the Sea, a story set on the Caribbean Island of St. Lucia. The children will be creating story maps, writing setting and character descriptions before planning and writing their own adventure stories based on the story.

**LITERACY**

- Reading - comprehension KS1**
- 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
  - e73 being introduced to non-fiction books that are structured in different ways
  - e75 discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - e76 discussing their favourite words and phrases
- 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 homophones
  - e88 learning to spell common exception words
  - 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 - vocabulary, grammar and punctuation KS1**
- e116 sentences with different forms: statement, question, exclamation, command
  - 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
  - e122 use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
- Reading - comprehension LKS2**
- e146 understand what they read, in books they can read independently, by:
  - e147 checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - e148 asking questions to improve their understanding of a text
  - e149 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - e150 predicting what might happen from details stated and implied
  - e154 participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
- Writing - transcription - Spelling LKS2**
- e155 use further prefixes and suffixes and understand how to add them (English Appendix 1)
  - e156 spell further homophones
  - e157 spell words that are often misspelt (English Appendix 1)
  - e158 place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's)
  - e159 use the first two or three letters of a word to check its spelling in a dictionary
  - e160 write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- 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 narratives, creating settings, characters and plot
  - 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.
- Writing - vocabulary, grammar and punctuation LKS2**
- e176 develop their understanding of the concepts set out in English Appendix 2 by:
  - e177 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - e179 choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - e180 using conjunctions, adverbs and prepositions to express time and cause



# Food Glorious Food - Ash Class - English and Maths - 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

### 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:

### 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.

### Geometry - properties of shapes KS1

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

### Statistics KS1

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

### 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
- **m88** a three-digit number and tens
- **m89** a three-digit number and hundreds
- **m90** add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- **m91** estimate the answer to a calculation and use inverse operations to check answers
- **m92** solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

### Geometry - properties of shapes LKS2

- **m111** recognise angles as a property of shape or a description of a turn
- **m112** identify right angles, recognise that two right angles make a half-turn, three make three quarters of

## LITERACY

### Reading - comprehension KS1

- **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
- **e73** being introduced to non-fiction books that are structured in different ways
- **e75** discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- **e76** discussing their favourite words and phrases

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

- **e116** sentences with different forms: statement, question, exclamation, command
- **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
- **e122** use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

### Reading - comprehension LKS2

- **e146** understand what they read, in books they can read independently, by:
- **e147** checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- **e148** asking questions to improve their understanding of a text
- **e149** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- **e150** predicting what might happen from details stated and implied
- **e154** participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

### Writing - transcription - Spelling LKS2

- **e155** use further prefixes and suffixes and understand how to add them (English Appendix 1)
- **e156** spell further homophones
- **e157** spell words that are often misspelt (English Appendix 1)
- **e158** place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- **e159** use the first two or three letters of a word to check its spelling in a dictionary
- **e160** write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

### 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