



Wow Starter: Take photographs of children's faces, to be printed with 1 side complete, with children to draw the other half of their

Final Event: Create and display artwork in the style of Pablo Picasso.

## 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
- **sc5** identifying and classifying
- **sc6** using their observations and ideas to suggest answers to questions
- **sc7** gathering and recording data to help in answering questions.

### Animals, including humans KS1

- **sc10** identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- **sc11** identify and name a variety of common animals that are carnivores, herbivores and omnivores
- **sc12** describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- **sc13** identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

### Location knowledge KS1

- **ge1** I can find and name the world's seven continents on a map and globe
- **ge2** I can find and name the world's five oceans on a map and globe
- **ge3** I can find and name the four countries of the UK on a map
- **ge4** I can find and name the capital cities of the UK on a map
- **ge5** I can find and name the seas surrounding the UK on a map
- **ge6** I can talk about some features of each country in the UK and its capital city

### 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
- **ge21** I can identify features in my classroom and on the playground from a plan view
- **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
- **ge24** I can create symbols for the features on my map and create a key to explain what they represent
- **ge25** I have annotated my sketches to identify some of the human and physical features I saw
- **ge26** I have recorded the weather over a period of time and taken photographs of the human and physical features around my school

### Care 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 understanding 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

## LITERACY

### Reading - word reading KS1

- **e1** apply phonic knowledge and skills as the route to decode words
- **e2** respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- **e3** read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- **e5** read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings

### Writing - transcription - Spelling KS1

- **e25** words containing each of the 40+ phonemes already taught
- **e26** common exception words
- **e27** the days of the week

### Writing - handwriting KS1

- **e38** begin to form lower-case letters in the correct direction, starting and finishing in the right place
- **e39** form capital letters
- **e40** form digits 0-9

## PSED & RELIGIOUS EDUCATION

### 0 KS1

- Me and my special people
- Friends
- Feelings
- Making the most of my abilities

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

- **pc18** Take and share responsibility, for example, for their own behaviour.
- **pc19** Make classroom rules and follow them.
- **pc20** Recognise what they like and dislike, what is fair and unfair, and what is right and wrong.

### KS1

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

### PSED Developing a healthy, safer lifestyle KS1

- **ph5** Begin to maintain personal hygiene.
- **ph6** Begin to understand that certain actions spread disease.
- **ph7** Identify the main parts of the body.

### PSED Developing good relationships and respecting the differences between people KS1

- **pr15** Listen to other people, and play and work co-operatively.
- **pr16** Develop a caring attitude towards family, friends and each other.
- **pr17** Greet and talk with adults.
- **pr18** Develop positive relationships through work and play.
- **pr19** Be able to ask for help from an 'appropriate' adult.



## EXPRESSIVE ARTS AND DESIGN

### KS1

- **ad1** I can use different materials to design and make things
- **ad2** I can use drawing to share my ideas.
- **ad3** I can use painting to share my ideas.
- **ad5** I can use colour, texture and pattern in my work
- **ad6** I can use line ,shape ,form and space in my work
- **ad7** I can tell you about famous artists, craft-makers and designers and who my favourite is and why I like his/her work
- **ad8** I can talk about different ways of creating work and which ways I have tried and which I liked best
- **ad9** I can show you how ideas from famous people have helped me to create my own work

### Design KS1

- **dt1** I can explain what my design will be like and what it will do, how I am going to create my design and list the materials I will need
- **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
- **dt5** I have used ICT to help develop or communicate my design

### Make KS1

- **dm6** I can use scissors for cutting and shaping
- **dm7** I can join materials in a variety of ways
- **dm8** I can use simple finishing techniques to improve my product
- **dm9** I can select the appropriate materials and tools for my design

- **dt10** I can create things using a variety of materials and components, including construction materials
- **dt13** I can explain why I have chosen particular materials, components or ingredients

### Evaluate KS1

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

### 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
- **mu6** I can sit and listen attentively to live 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

## 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.

### Measurement KS1

- **m13** compare, describe and solve practical problems for:
- **m14** lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]

### 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]

### KS1

- **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

## PHYSICAL EDUCATION

### KS1

- **pe1** I can run safely, controlling my speed and direction
- **pe1.1** I can jump over obstacles safely and with control, and off apparatus knowing how to land safely
- **pe1.2** I can send and receive a ball or other equipment in different ways (hitting, kicking, throwing, striking)

- **pe1.5** I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs
- **pe2** I can play simple team games showing awareness of my team-mates and opponents and understanding the importance of the rules
- **pe2.1** I can think of simple tactics to help attack or defend in a team game

## OUTDOOR LEARNING

Sand, pots, reading, construction, art easels.  
For specific Maths and English opportunities see appropriate sections.



Role play area -  
Doctors surgery.  
Links to bodies,  
illness, nurses.



# Marvellous Me! - Stage Coverage

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- **sc7** gathering and recording data to help in answering questions.

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### Location knowledge **KS1**

- **ge1** name and locate the world's seven continents
- **ge2** name and locate the world's five oceans
- **ge3** name and locate the four countries of the United Kingdom
- **ge4** name and locate the capital cities of the four countries of the United Kingdom
- **ge5** name and locate the seas surrounding the UK
- **ge6** name and identify characteristics of the four countries and capital cities of the United Kingdom

### use basic geographical vocabulary to refer to: **KS1**

- **ge14** key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- **ge15** key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### Geographical skills and fieldwork **KS1**

- **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
- **ge21** use plan perspectives to recognise landmarks
- **ge22** use aerial photographs to recognise basic human and physical features
- **ge23** devise a simple map
- **ge24** use and construct basic symbols in a key
- **ge25** use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment.
- **ge26** use simple fieldwork and observational skills to study the geography of their school and its grounds

### **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

## MATHEMATICS AND COMPUTING

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

### **KS1**

- **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

## PHYSICAL EDUCATION

### **KS1**

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

## EXPRESSIVE ARTS AND DESIGN

### **KS1**

- **ad1** to use a range of materials creatively to design and make products
- **ad2** to use drawing to develop and share their ideas, experiences and imagination
- **ad3** to use painting to develop and share their ideas, experiences and imagination
- **ad5** to develop a wide range of art and design techniques in using colour, pattern, texture,
- **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.
- **ad8** about the differences and similarities between different practices and disciplines, and making links to their own work.
- **ad9** about the work of a range of artists, craft makers and designers, making links to their own work.

### Design **KS1**

- **dt1** design purposeful, functional, appealing products
- **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
- **dt5** generate, develop, model and communicate their ideas through information and communication technology

### Make **KS1**

- **dt6** select from and use a range of tools and equipment to perform practical tasks such as cutting and shaping
- **dt7** select from and use a range of tools and equipment to perform practical tasks such as joining
- **dt8** select from and use a range of tools and equipment to perform practical tasks such as finishing
- **dt9** select from and use a range of tools and equipment to perform practical tasks
- **dt10** select from and use a wide range of materials and components including construction materials
- **dt13** select from and use a wide range of materials and components according to their characteristics

### Evaluate **KS1**

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

### **KS1**

- **mu1** use their voices expressively by singing songs
- **mu2** use their voices expressively by speaking chants and rhymes
- **mu3** use their voices creatively
- **mu6** listen with concentration and understanding to a range of high-quality live music
- **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

## LITERACY

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- **e1** apply phonic knowledge and skills as the route to decode words
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## COMMUNICATION AND LANGUAGE

### **KS1**

- **s11** listen and respond appropriately to adults and their peers
- **s12** ask relevant questions to extend their understanding and knowledge
- **s13** use relevant strategies to build their vocabulary
- **s14** articulate and justify answers, arguments and opinions
- **s15** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **s16** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- **s17** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- **s18** speak audibly and fluently with an increasing command of Standard English
- **s19** participate in discussions, presentations, performances, role play, improvisations and debates
- **s110** gain, maintain and monitor the interest of the listener(s)
- **s111** consider and evaluate different viewpoints, attending to and building on the contributions of others
- **s112** select and use appropriate registers for effective communication.

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Marvellous Me!