



### UNDERSTANDING THE WORLD

#### Working scientifically KS1

- **sc2** asking simple questions and recognising that they can be answered in different ways
- **sc3** observing closely, using simple equipment
- **sc4** performing simple tests
- **sc5** identifying and classifying
- **sc6** using their observations and ideas to suggest answers to questions
- **sc7** gathering and recording data to help in answering questions.

#### Uses of everyday materials KS1

- **sc29** identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- **sc30** find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

#### 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

#### Place knowledge KS1

- **ge8** I can talk about the landscape and name some human and physical features of a place far away from the UK and what things are similar or different to the UK

- **ge9** I can tell you about the differences between the weather and landscape in the UK and in a country far away and how it affects the way of life of the people there

#### Human and physical geography KS1

- **ge12** I can identify the Equator and North and South Poles on a map and globe
- **ge13** I know that it is very hot I places around the Equator and very cold around the Poles

#### 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
- **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

### PHYSICAL EDUCATION

#### KS1

- **pe1.1** I can jump over obstacles safely and with control, and off apparatus knowing how to land safely
- **pe1.3** I can control my movements in gymnastics and show how I can balance, roll, travel or climb safely
- **pe1.4** I can perform a sequence in gymnastics to demonstrate controlled, co-ordinated movements in direction, level and speed

- **pe1.5** I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs
- **pe3** I can respond to music with controlled movements, creating and repeating simple dance sequences to express and communicate ideas and feelings

### PSED & RELIGIOUS EDUCATION

#### 0 KS1

- Caring for my body
- Babies and growing

#### PSED Developing a healthy, safer lifestyle KS1

- **ph8** Make simple choices that improve their health and well being.
- **ph9** Maintain personal hygiene.
- **ph10** Understand that certain actions spread disease.



### EXPRESSIVE ARTS AND DESIGN

#### KS1

- **ad3** I can use painting to share my ideas.
- **ad4** I can use sculpture to share my ideas.
- **ad5** I can use colour, texture and pattern in my work
- **ad6** I can use line ,shape ,form and space in my work

#### 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
- **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
- **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

### MATHEMATICS AND COMPUTING

#### Number - fractions KS1

- **m53** recognise, find, name and write fractions , , and of a length, shape, set of objects or quantity
- **m54** write simple fractions for example, of 6 = 3 and recognise the equivalence of and .

#### KS1

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

- **co2** I know that programs control digital toys
- **co3** I know that programmable toys can only understand the program language and can only do what the programs tells them to do
- **co4** I can write a simple computer program
- **co5** I can find and correct a problem in my program
- **co6** I can predict what will happen by 'reading' a program

### LITERACY

#### Reading - comprehension KS1

- **e75** discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- **e76** discussing their favourite words and phrases

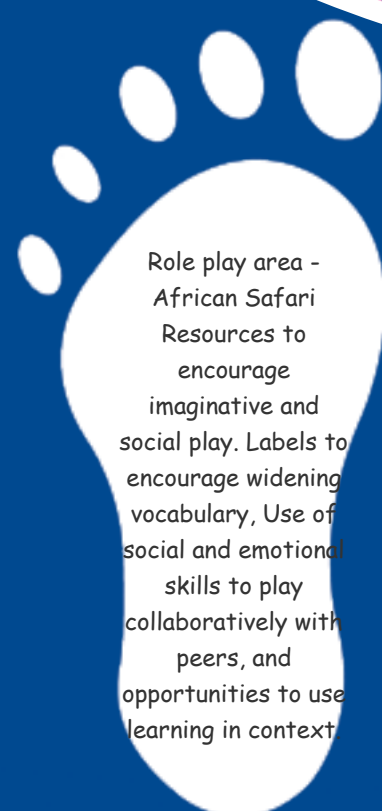
- **e77** continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

### COMMUNICATION AND LANGUAGE

#### KS1

- **sl1** listen and respond appropriately to adults and their peers
- **sl2** ask relevant questions to extend their understanding and knowledge
- **sl3** use relevant strategies to build their vocabulary
- **sl4** articulate and justify answers, arguments and opinions
- **sl5** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **sl6** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

- **sl7** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- **sl8** speak audibly and fluently with an increasing command of Standard English
- **sl9** participate in discussions, presentations, performances, role play, improvisations and debates
- **sl10** gain, maintain and monitor the interest of the listener(s)
- **sl11** consider and evaluate different viewpoints, attending to and building on the contributions of others
- **sl12** select and use appropriate registers for effective communication.





# Sensational Safari - Stage Coverage

UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	LITERACY	COMMUNICATION AND LANGUAGE	PSED & RELIGIOUS EDUCATION
<p><b>Working scientifically</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>sc2</b> asking simple questions and recognising that they can be answered in different ways</li><li>• <b>sc3</b> observing closely, using simple equipment</li><li>• <b>sc4</b> performing simple tests</li><li>• <b>sc5</b> identifying and classifying</li><li>• <b>sc6</b> using their observations and ideas to suggest answers to questions</li><li>• <b>sc7</b> gathering and recording data to help in answering questions.</li></ul> <p><b>Uses of everyday materials</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>sc29</b> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li><li>• <b>sc30</b> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li></ul> <p><b>Location knowledge</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>ge1</b> name and locate the world's seven continents</li><li>• <b>ge2</b> name and locate the world's five oceans</li></ul> <p><b>Place knowledge</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>ge8</b> understand the human and physical geography of a small area in a contrasting non-European country</li><li>• <b>ge9</b> understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</li></ul> <p><b>Human and physical geography</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>ge12</b> identify the location of the Equator and the North and South Poles</li><li>• <b>ge13</b> identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li></ul> <p><b>use basic geographical vocabulary to refer to:</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>ge14</b> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li><li>• <b>ge15</b> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li></ul> <p><b>Geographical skills and fieldwork</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>ge16</b> 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</li><li>• <b>ge17</b> use simple compass directions (North, South, East and West)</li><li>• <b>ge23</b> devise a simple map</li><li>• <b>ge24</b> use and construct basic symbols in a key</li></ul>	<p><b>Number - fractions</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>m53</b> recognise, find, name and write fractions , , and of a length, shape, set of objects or quantity</li><li>• <b>m54</b> write simple fractions for example, of 6 = 3 and recognise the equivalence of and .</li></ul> <p><i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>co1</b> understand what algorithms are</li><li>• <b>co2</b> understand how algorithms are implemented as programs on digital devices</li><li>• <b>co3</b> understand that programs execute by following precise and unambiguous instructions</li><li>• <b>co4</b> create simple programs</li><li>• <b>co5</b> debug simple programs</li><li>• <b>co6</b> use logical reasoning to predict the behaviour of simple programs</li></ul>	<p><i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>pe1.1</b> master basic movements including jumping</li><li>• <b>pe1.3</b> aster basic movements developing balance co-ordination</li><li>• <b>pe1.4</b> master basic movements, developing agility</li><li>• <b>pe1.5</b> master basic movements and begin to apply these in a range of activities</li><li>• <b>pe3</b> perform dances using simple movement patterns.</li></ul>	<p><i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>ad3</b> to use painting to develop and share their ideas, experiences and imagination</li><li>• <b>ad4</b> to use sculpture to develop and share their ideas, experiences and imagination</li><li>• <b>ad5</b> to develop a wide range of art and design techniques in using colour, pattern, texture,</li><li>• <b>ad6</b> to develop a wide range of art and design techniques in using line, shape, form and space</li></ul> <p><i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>mu1</b> use their voices expressively by singing songs</li><li>• <b>mu2</b> use their voices expressively by speaking chants and rhymes</li><li>• <b>mu3</b> use their voices creatively</li><li>• <b>mu7</b> listen with concentration and understanding to a range of high-quality recorded music</li><li>• <b>mu8</b> listen with concentration and understanding to a range of music</li><li>• <b>mu9</b> experiment with, create, select and combine sounds</li><li>• <b>mu10</b> experiment with the inter-related dimensions of music.</li></ul>	<p><b>Reading - comprehension</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>e75</b> discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>• <b>e76</b> discussing their favourite words and phrases</li><li>• <b>e77</b> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li></ul>	<p><i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>s11</b> listen and respond appropriately to adults and their peers</li><li>• <b>s12</b> ask relevant questions to extend their understanding and knowledge</li><li>• <b>s13</b> use relevant strategies to build their vocabulary</li><li>• <b>s14</b> articulate and justify answers, arguments and opinions</li><li>• <b>s15</b> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• <b>s16</b> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• <b>s17</b> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• <b>s18</b> speak audibly and fluently with an increasing command of Standard English</li><li>• <b>s19</b> participate in discussions, presentations, performances, role play, improvisations and debates</li><li>• <b>s110</b> gain, maintain and monitor the interest of the listener(s)</li><li>• <b>s111</b> consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• <b>s112</b> select and use appropriate registers for effective communication.</li></ul>	<p><b>PSED Developing a healthy, safer lifestyle</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>ph8</b> Make simple choices that improve their health and well being.</li><li>• <b>ph9</b> Maintain personal hygiene.</li><li>• <b>ph10</b> Understand that certain actions spread disease.</li></ul>

