



## MATHEMATICS AND COMPUTING

### Number - number and place value KS1

- **m2** count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens

### Number - addition and subtraction KS1

- **m6** read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- **m7** represent and use number bonds and related subtraction facts within 20
- **m8** add and subtract one-digit and two-digit numbers to 20, including zero
- **m9** solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = ? - 9$ .

### Number - multiplication and division KS1

- **m10** solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

### 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

## PSED & RELIGIOUS EDUCATION

### PSED Preparing to play an active role as citizens KS1

- **pa5** Continue to develop empathy for others.
- **pa6** Recognise what is right and wrong.
- **pa8** Know how to apologise and make amends.
- **pa11** Contribute to the life of the class and school.

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

- **pc18** Take and share responsibility, for example, for their own behaviour.

### PSED Developing a healthy, safer lifestyle KS1

- **ph6** Begin to understand that certain actions spread disease.

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

- **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.

### RE - Learning From Religion KS1

- **rf14** Reflect on ideas of right and wrong and how this relates to their own behaviour.
- **rf15** Recognise that religious teaching and ideas make a difference to individuals and families.

### Learning About Religion KS1

- **ra6** Explore a range of religious stories.
- **ra10** Identify the importance, for some people, of belonging to a religion.
- **ra12** Begin to use a range of religious words.

## 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.
- **ad5** I can use colour, texture and pattern in my work

### Design KS1

- **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
- **dt9** I can select the appropriate materials and tools for my design

### Evaluate KS1

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

- **dt17** I can talk about what worked well with my product and how it could be improved

### Cooking and nutrition KS1

- **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
- **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



## LITERACY

### Reading - word reading KS1

- **e5** read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- **e6** read other words of more than one syllable that contain taught GPCs
- **e7** read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- **e9** re-read these books to build up their fluency and confidence in word reading.

### Reading - comprehension KS1

- **e14** recognising and joining in with predictable phrases
- **e19** checking that the text makes sense to them as they read and correcting inaccurate reading
- **e20** discussing the significance of the title and events
- **e21** making inferences on the basis of what is being said and done
- **e24** explain clearly their understanding of what is read to them.

### Writing - transcription - Spelling KS1

- **e31** add prefixes and suffixes:
- **e32** using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs

### Writing - handwriting KS1

- **e33** using the prefix un-
- **e35** apply simple spelling rules and guidance, as listed in English Appendix 1
- **e41** understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

### Writing - composition KS1

- **e43** saying out loud what they are going to write about
- **e44** composing a sentence orally before writing it
- **e46** re-reading what they have written to check that it makes sense
- **e48** read aloud their writing clearly enough to be heard by their peers and the teacher.

### Writing - vocabulary, grammar and punctuation KS1

- **e53** using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- **e55** use the grammatical terminology in English Appendix 2 in discussing their writing.

## COMMUNICATION AND LANGUAGE

### KS1

- **sl2** ask relevant questions to extend their understanding and knowledge
- **sl3** use relevant strategies to build their vocabulary
- **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

- **sl8** speak audibly and fluently with an increasing command of Standard English
- **sl9** participate in discussions, presentations, performances, role play, improvisations and debates
- **sl12** select and use appropriate registers for effective communication.

## UNDERSTANDING THE WORLD

### Working scientifically KS1

- **sc2** asking simple questions and recognising that they can be answered in different ways
- **sc5** identifying and classifying
- **sc6** using their observations and ideas to suggest answers to questions

### Everyday materials KS1

- **sc14** distinguish between an object and the material from which it is made
- **sc15** identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- **sc16** describe the simple physical properties of a variety of everyday materials
- **sc17** compare and group together a variety of everyday materials on the basis of their simple physical properties.

### Seasonal changes KS1

- **sc18** observe changes across the four seasons
- **sc19** observe and describe weather associated with the seasons and how day length varies.

### Core Skills across the Key Stage KS1

- **hi3** I can talk about different ways of life at different times
- **hi4** I have a wide vocabulary of common historical terms
- **hi7** I can use sources of information to find out about the past
- **hi8** I know the past is represented in different ways

## PHYSICAL EDUCATION

### KS1

- **pe1** I can run safely, controlling my speed and direction
- **pe1.2** I can send and receive a ball or other equipment in different ways (hitting, kicking, throwing, striking)
- **pe1.5** I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs

- **pe2** I can play simple team games showing awareness of my team-mates and opponents and understanding the importance of the rules
- **pe3** I can respond to music with controlled movements, creating and repeating simple dance sequences to express and communicate ideas and feelings



# I Need a Hero (Y1T3) - 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> <b>KS1</b></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>sc5</b> identifying and classifying</li><li>• <b>sc6</b> using their observations and ideas to suggest answers to questions</li></ul> <p><b>Everyday materials</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>sc14</b> distinguish between an object and the material from which it is made</li><li>• <b>sc15</b> identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li><li>• <b>sc16</b> describe the simple physical properties of a variety of everyday materials</li><li>• <b>sc17</b> compare and group together a variety of everyday materials on the basis of their simple physical properties.</li></ul> <p><b>Seasonal changes</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>sc18</b> observe changes across the four seasons</li><li>• <b>sc19</b> observe and describe weather associated with the seasons and how day length varies.</li></ul> <p><b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>hi3</b> They should identify similarities and differences between ways of life in different periods.</li><li>• <b>hi4</b> They should use a wide vocabulary of everyday historical terms.</li><li>• <b>hi7</b> They should understand some of the ways in which we find out about the past</li><li>• <b>hi8</b> and identify different ways in which it is represented.</li></ul>	<p><b>Number - number and place value</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>m2</b> count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li></ul> <p><b>Number - addition and subtraction</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>m6</b> read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li><li>• <b>m7</b> represent and use number bonds and related subtraction facts within 20</li><li>• <b>m8</b> add and subtract one-digit and two-digit numbers to 20, including zero</li><li>• <b>m9</b> solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9.</li></ul> <p><b>Number - multiplication and division</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>m10</b> solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li></ul> <p><b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>co7</b> use technology purposefully to create digital content</li><li>• <b>co9</b> use technology purposefully to retrieve digital content</li><li>• <b>co10</b> recognise common uses of information technology beyond school.</li><li>• <b>co11</b> use technology safely and respectfully</li></ul>	<p><b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>pe1</b> master basic movements including running</li><li>• <b>pe1.2</b> master basic movements including throwing and catching</li><li>• <b>pe1.5</b> master basic movements and begin to apply these in a range of activities</li><li>• <b>pe2</b> participate in team games</li><li>• <b>pe3</b> perform dances using simple movement patterns.</li></ul>	<p><b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>ad1</b> to use a range of materials creatively to design and make products</li><li>• <b>ad2</b> to use drawing 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></ul> <p><b>Design</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>dt3</b> generate and communicate their ideas through talking and drawing templates</li><li>• <b>dt4</b> model and communicate their ideas through mock-ups</li></ul> <p><b>Make</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>dt6</b> select from and use a range of tools and equipment to perform practical tasks such as cutting and shaping</li><li>• <b>dt9</b> select from and use a range of tools and equipment to perform practical tasks</li></ul> <p><b>Evaluate</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>dt14</b> explore a range of existing products</li><li>• <b>dt17</b> evaluate their products against design criteria</li></ul> <p><b>Cooking and nutrition</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>dt24</b> understand where food comes from.</li></ul> <p><b>KS1</b></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>mu6</b> listen with concentration and understanding to a range of high-quality live music</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></ul>	<p><b>Reading - word reading</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>e5</b> read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li><li>• <b>e6</b> read other words of more than one syllable that contain taught GPCs</li><li>• <b>e7</b> read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li><li>• <b>e9</b> re-read these books to build up their fluency and confidence in word reading.</li></ul> <p><b>Reading - comprehension</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>e14</b> recognising and joining in with predictable phrases</li><li>• <b>e19</b> checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>• <b>e20</b> discussing the significance of the title and events</li><li>• <b>e21</b> making inferences on the basis of what is being said and done</li><li>• <b>e24</b> explain clearly their understanding of what is read to them.</li></ul> <p><b>Writing - transcription - Spelling</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>e31</b> add prefixes and suffixes:</li><li>• <b>e32</b> using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li><li>• <b>e33</b> using the prefix un-</li><li>• <b>e35</b> apply simple spelling rules and guidance, as listed in English Appendix 1</li></ul> <p><b>Writing - handwriting</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>e41</b> understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li></ul> <p><b>Writing - composition</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>e43</b> saying out loud what they are going to write about</li><li>• <b>e44</b> composing a sentence orally before writing it</li><li>• <b>e46</b> re-reading what they have written to check that it makes sense</li><li>• <b>e48</b> read aloud their writing clearly enough to be heard by their peers and the teacher.</li></ul> <p><b>Writing - vocabulary, grammar and punctuation</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>e53</b> using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li><li>• <b>e55</b> use the grammatical terminology in English Appendix 2 in discussing their writing.</li></ul>	<p><b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>sl2</b> ask relevant questions to extend their understanding and knowledge</li><li>• <b>sl3</b> use relevant strategies to build their vocabulary</li><li>• <b>sl5</b> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• <b>sl6</b> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• <b>sl8</b> speak audibly and fluently with an increasing command of Standard English</li><li>• <b>sl9</b> participate in discussions, presentations, performances, role play, improvisations and debates</li><li>• <b>sl12</b> select and use appropriate registers for effective communication.</li></ul>	<p><b>PSED Preparing to play an active role as citizens</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>pa5</b> Continue to develop empathy for others.</li><li>• <b>pa6</b> Recognise what is right and wrong.</li><li>• <b>pa8</b> Know how to apologise and make amends.</li><li>• <b>pa11</b> Contribute to the life of the class and school.</li></ul> <p><b>PSED Developing confidence and responsibility and making the most of their abilities</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>pc18</b> Take and share responsibility, for example, for their own behaviour.</li></ul> <p><b>PSED Developing a healthy, safer lifestyle</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>ph6</b> Begin to understand that certain actions spread disease.</li></ul> <p><b>PSED Developing good relationships and respecting the differences between people</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>pr16</b> Develop a caring attitude towards family, friends and each other.</li><li>• <b>pr17</b> Greet and talk with adults.</li><li>• <b>pr18</b> Develop positive relationships through work and play.</li><li>• <b>pr19</b> Be able to ask for help from an 'appropriate' adult.</li></ul> <p><b>RE - Learning From Religion</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>rf14</b> Reflect on ideas of right and wrong and how this relates to their own behaviour.</li><li>• <b>rf15</b> Recognise that religious teaching and ideas make a difference to individuals and families.</li></ul> <p><b>Learning About Religion</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>ra6</b> Explore a range of religious stories.</li><li>• <b>ra10</b> Identify the importance, for some people, of belonging to a religion.</li><li>• <b>ra12</b> Begin to use a range of religious words.</li></ul>

