

Mallards— Forest School Level 3-7

Overview of Home and Away:

Our theme for this half term is Home and Away. We will be exploring through lots of hands on practical learning opportunities and through our play. Children will be exploring and observing the change in seasons, plants and habitats, their families and delve into the similarities and differences between ourselves, our home and compare this to homes and lives around the world. Children will look at a range of explorers from the past and exploration and adventures in the present.

> Phonics: Phase 2 and 3 Little Wandle SEND Programme.

> English: Children will be focusing on two main texts, however everyday children will also have story time. Children will be securing their basic literacy skills including reading and understanding a text, being able to retell and retrieve key information. Additionally, children will also be focusing on their summarising skills. Children will also be beginning to write their own simple sentences and spell key words and CVC words correctly, with others spelt phonetically. This will be supported by colourful semantics.

> Mathematics: Children this term will explore the composition of numbers including parts and wholes, understanding that numbers can be composed of tens and ones. Children will use manipulatives to represent numbers kinaesthetically up to 50. Children will be able to partition numbers and use this basic understanding to complete inverse operations for addition and subtraction, including one more and one less. In shape, children will be able to recognise and name 2D and 3D shapes. They will explore the properties of each shape and use these to sort them. Children will create patterns with 2D and 3D shapes.

> History: Children will be able to explain what explorers do, explore the equipment and transport an explorer would need. They will be able to explore significant events from the past and name important explorers. Children will be able to write a sentence about the achievements of an explorer. Children will also be able to sequence events on a timeline and use historical sources to recall, understand and describe past exploration and compare it to exploration in the present.

> Art and Design: For Art and Design, children will explore the craft of weaving. In their learning, they will be able to focus on developing their ability to express opinions about art, use creative techniques like wool wrapping and weaving, and understand the work of artists like Cecilia Vicuna. It emphasises skills including measuring, choosing materials and resilience throughout the creative process.

> Music—Musical Symbols (Under the Sea). In this unit, children will combine all musical concepts including instrumental, vocal and body sounds to create an underwater-themed piece of music. Children will explore rhythm, sounds and symbols to support them in creating a piece of music.

Texts:

The Suitcase

Postcard Project

Handa's Surprise

Our texts, last over a period of 3 weeks. This is to enable us to learn, recall and recite exciting stories and facts that we have learnt. We also require extended time periods based on these stories to enable us to engage and deepen our learning about a text.

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- > Science: Introduction to plants. In Science, children will be able to identify plants and their features, identify roles that a flowering plant has, name some trees and their parts, identify the similarities and differences between deciduous and evergreen, find out about where seeds and bulbs come from and understand what plants need to grow. This will be done scientifically, developing a range of working scientifically skills throughout.
- > PE: In PE, the children will develop their football skills being able to move into space, move with and without a ball, to roll, kick and carry a ball, to stop a ball and change direction when moving. Children will participate in small games using the skills they have developed throughout the unit.
- > RE: In RE children will be exploring their own and others families. They will find out about the different ceremonies to welcome home a new baby and explore the symbolism within these ceremonies. We will also visit our local church.
- > PSHE: Children will be learning how to keep themselves well through healthy eating, washing and brushing their teeth, how to keep themselves safe including catch it, bin it, kill it. Children will also have the opportunity to learn how to ride their bike. Children will explore what it feels like to be praised and to win and not to win.
- > Computing: Children will learn about the internet and how it can be used. They will explore how the internet can affect mood and emotion. They will recognise how the internet can affect and upset others and identify which information is appropriate to share and post online and which is not.

Our children in Resource Base require a tailored, bespoke offer of learning, which is integrated in supporting their development within the KS1 curriculum. Additionally, children will have daily sessions to support their concentration and focus, communication and interaction and emotional regulation. Additional provision includes, but is not limited to:

- > Speech and Language Therapy
- > Sensory Story and/or Story Massage
- > Sensory Circuit
- > Attention Autism
- > Little Wandle Phonics SEND Programme and daily 1:1 Reading
- > Life Skills, including Social, Emotional and Mental Health support
- > Child-directed learning
- > Enhanced Provision

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Alongside these bespoke provisions, our environments enable our learners to succeed with a total communication approach, consisting of objects of reference, core boards, visuals, visual timetable, now and next boards, non-verbal communication approaches including gestures, facial expressions, sign language, and communication boards, including assistive technology. We also use positive touch communication approaches to enable access to learning including story massage. This enables our children to communicate and build upon their language development.

	Week 1	Week 2	Week 3	Week 4	Week 5
English	Text: The Suitcase Talk for Writing	Text: The Suitcase Talk for Writing	Text: Handa's Surprise Talk for Writing	Text: Handa's Surprise Talk for Writing	Text: Postcards Talk for Writing
Maths—Year 1 White Rose Education Place Value and Shape	Focus: Place Value to 50 Count from 20-50 20, 30, 40 and 50 Count by making groups of 10	Focus: Place Value to 50 Tens and Ones Partition into tens and ones The number line to 50	Focus: Place Value to 50 Estimate on a number line to 50 1 more 1 less	Focus: Shape Recognise and name 3D shapes Sort 3D shapes	Focus: Shape Recognise and name 2D shapes Sort 2D Shapes Patterns with 2D and 3D shapes
Phonics—Little Wandles SEND Programme Reception	Little Wandles SEND Programme Focus: qu, ch, sh, th Teach GPC Oral Blend Blend	Little Wandles SEND Programme Focus: GPC ng, nk, ai, ee Teach GPC Oral Blend Blend	Little Wandles SEND Programme Phase 3 Focus: GPC ng, nk, ai, ee Teach GPC Oral Blend Blend	Little Wandles SEND Programme Focus: GPC igh, oa, oo, oo Teach GPC Oral Blend Blend	SEND Assessment Phonics Little Wandles SEND Programme Focus: GPC ar, or, ur, ow Teach GPC Oral Blend Blend

	Week 1	Week 2	Week 3	Week 4	Week 5
History—How have explorers changed the world?	LO: To know what an explorer is.	LO: To recognise the achievements of different explorers using photographs.	LO: To record events on a timeline.	LO: To use photographs to find out about the past.	LO: To recognise changes and similarities over time.
Music—Musical Symbols	LO: To explore tempo changes through movement.	LO: To explore how dynamics can be represented by different symbols.	LO: To clap simple rhythmic patterns while keeping the pulse.	LO: To interpret symbols to demonstrate a pitch pattern.	LO: To perform as part of a group to demonstrate dynamics, pitch and rhythm.
Science—Plants	LO: To identify plants in the school groups. LO: To plan an investigation.	LO: To identify parts of a flowering plant. LO: To draw and label a diagram.	LO: To identify and name wild and garden plants. LO: To sort flowers into groups.	LO: To identify and name deciduous and evergreen trees. LO: To measure and compare leaves.	LO: To recognise that new plants come from seeds and bulbs. LO: to recognise that observations do not always match predictions.
Art and Design—Craft and Design	LO: To know that art can be made in different ways.	LO: To choose, measure, arrange and fix materials.	LO: To explore plaiting, threading and knotting techniques.	LO: To learn how to weave.	LO: To combine techniques in a woven artwork.
Computing—Online Safety	LO: To recognise what the internet is and how to use it safely.	LO: To identify how people’s feelings and emotions can be affected by online content.	LO: To recognise how to treat others, both online and in person.	LO: To recognise the importance of being careful when posting and sharing online.	LO: To discuss ways to balance time spent online and offline.

<p>PSED—Rights and Respect SCARF Planning</p>	<p>I can eat a rainbow</p>	<p>Eat well</p>	<p>Harold’s wash and brush up</p>	<p>Catch it! Bin it! Kill it!</p>	<p>Harold learns to ride his bike</p>
<p>PE—Dance</p>	<p>LO: To move into space.</p>	<p>LO: To move with and without a ball.</p>	<p>LO: To roll, kick and carry a ball.</p>	<p>LO: To stop a ball.</p>	<p>LO: To change direction when moving.</p>
<p>RE— How do we know that new babies are special?</p>	<p>LO: To explore the belief in a God that created humans and suggest why babies are special to parents.</p>	<p>LO: To explain why some Muslim people welcome a new baby with the Adhan.</p>	<p>LO: To explain how some Muslim people welcome a new baby by investigating Aqiqah.</p>	<p>LO: To explain how some Hindu people welcome a new baby by exploring Jatakarma.</p>	<p>LO: To explore how promises are made during Christian baptism ceremonies.</p>

PSED Objectives:

- > Select and use activities and resources with help to achieve a goal or one which is suggested to them.
- > Develop sense of responsibility and membership of a community.
- > Play with one or more children, extending and elaborating ideas.
- > Find solutions to conflicts and rivalries.
- > Increasingly follow rules, understanding importance.
- > Develop appropriate ways to be assertive.
- > Talk with others to solve conflicts.
- > Talk about their feelings using words like 'happy'.
- > Be increasingly independent in meeting their own care needs.
- > Make healthy choices about food, drink, activity and tooth-brushing.

Literacy Objectives:

- > Understand the five key concepts about print; it has meaning, different purposes, read from IL to R and Top to Bottom, the names of different parts of a book and page sequencing.
- > develop phonological awareness to spot and suggest rhymes, count and clap syllables, recognise words with the initial sound.
- > Engage in extended conversations about stories learning new vocabulary.
- > Use some of their print and letter knowledge in early writing.
- > Write some or all of their name.
- > Write some letters accurately.

Communication and Language Objectives:

- > Enjoy listening to longer stories and can remember much of what happens.
- > Pay attention to more than one thing at a time, which can be difficult.
- > Use a wider range of vocabulary.
- > Understand a question or instruction that has two parts.
- > Understand 'why' questions.
- > Sing a large repertoire of songs and know many rhymes.
- > Develop their communication, but may have irregular tenses and plurals.
- > Develop pronunciation but may have problems saying some sounds.
- > Use longer sentences of 4-6 words.

Mallards—Mini-beasts

Level 2 (Three to Four)

Maths Objectives (Number and Matching and Sorting):

- > Develop fast recognition up to 3 objects.
- > recite numbers past 5.
- > Say one number for each item in order.
- > Know the cardinal principle, end of counting is total.
- > Show finger numbers to 5.
- > Solve real world maths problems with numbers up to 5.
- > Compare quantities using language 'more than', 'fewer than'.
- > Talk about and identify the patterns around them.
- > Extend and create ABAB patterns.
- > Notice and correct an error in a repeating pattern.

Understanding the World Objectives:

- > Use all senses in hands-on experiences of natural materials.
- > Explore collections of materials with similarities and differences.
- > Talk about what they see, using a wide vocabulary.
- > Begin to make sense of their own life story and family's history.
- > Explore how things work.
- > Develop positive attitudes about the differences between people.

Expressive Arts and Design Objectives:

- > Take part in pretend play, using an object to represent something else.
- > Begin to develop complex stories using small world equipment.
- > Explore different materials freely to develop ideas about how to use them and what to make.
- > Develop their own ideas and decide which materials to use.
- > Join different materials together.
- > Create closed shapes with continuous lines and with detail e.g. a circle representing a face.
- > Explore colour and mixing.
- > Listen with increased attention to sounds.
- > Remember and sing entire songs.
- > Play instruments with increasing control to express feelings and ideas.

Communication and Language Objectives:

- >Understand how to listen carefully and why listening is important.
- >Learn new vocabulary.
- >Use new vocabulary through the day.
- >Ask questions to find out more and to check they understand what has been said to them.
- >Articulate their ideas and thoughts in well-formed sentences.
- >Connect one idea or action to another using a range of connectives.
- >Describe events in some detail.
- >Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- >Develop social phrases.
- >Engage in story times.
- >Listen to and talk about stories to build familiarity and understanding.
- >Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- >Use new vocabulary in different contexts.
- >Listen carefully to rhymes and songs, paying attention to how they sound.
- >Learn rhymes, poems and songs.
- >Engage in non-fiction books.
- >Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Mallards—Mini-beasts

Level 3 (Four to Five Years/Reception)

Maths Objectives (Number and Matching and Sorting):

- >Count objects, actions and sounds.
- >Subitise.
- >Link the number symbol (numeral) with its cardinal number value.
- >Count beyond ten.
- >Compare numbers.
- >Understand the 'one more than/one less than' relationship between consecutive numbers.
- >Explore the composition of numbers to 10.
- >Automatically recall number bonds for numbers 0-5 and some to 10.
- >Select, rotate and manipulate shapes to develop spatial reasoning skills.
- >Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- >Continue, copy and create repeating patterns.
- >Compare length, weight and capacity.

Literacy Objectives:

- >Read individual letters by saying the sounds for them.
- >Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- >Read some letter groups that each represent one sound and say sounds for them.
- >Read a few common exception words matched to the school's phonic programme.
- >Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- >Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- >Form lower-case and capital letters correctly.
- >Spell words by identifying the sounds and then writing the sound with letter/s.
- >Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- >Re-read what they have written to check that it makes sense.

PSED Objectives:

- >See themselves as a valuable individual.
- >Build constructive and respectful relationships.
- >Express their feelings and consider the feelings of others.
- >Show resilience and perseverance in the face of challenge.
- >Identify and moderate their own feelings socially and emotionally.
- >Think about the perspectives of others.
- >Manage their own needs: personal hygiene
- >Know and talk about the different factors that support their overall health and wellbeing:
 1. regular physical activity
 2. healthy eating
 3. toothbrushing
 4. sensible amounts of 'screen time'
 5. having a good sleep routine
 6. being a safe pedestrian

Mallards—Minibeasts

Level 3 (Four to Five Years/Reception)

Expressive Arts and Design Objectives:

- >Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- >Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- >Create collaboratively, sharing ideas, resources and skills.
- >Listen attentively, move to and talk about music, expressing their feelings and responses.
- >Watch and talk about dance and performance art, expressing their feelings and responses.
- >Sing in a group or on their own, increasingly matching the pitch and following the melody.
- >Develop storylines in their pretend play.
- >Explore and engage in music making and dance, performing solo or in groups.

Understanding the World Objectives:

- >Talk about members of their immediate family and community.
- >Name and describe people who are familiar to them.
- >Comment on images of familiar situations in the past.
- >Compare and contrast characters from stories, including figures from the past.
- >Draw information from a simple map.
- >Understand that some places are special to members of their community.
- >Recognise that people have different beliefs and celebrate special times in different ways.
- >Recognise some similarities and differences between life in this country and life in other countries.
- >Explore the natural world around them.
- >Describe what they see, hear and feel whilst outside.
- >Recognise some environments that are different to the one in which they live.
- >Understand the effect of changing seasons on the natural world around them.

>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Physical Development

>Revise and refine the fundamental movement skills they have already acquired:

1. rolling
2. crawling
3. walking
4. jumping
5. running
6. hopping
7. skipping
8. climbing

>Progress towards a more fluent style of moving, with developing control and grace.

>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

>Combine different movements with ease and fluency.

>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

>Develop overall body-strength, balance, co-ordination and agility.

>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Mallards—Minibeasts

Level 3 (Four to Five Years/Reception)

>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

>Develop the foundations of a handwriting style which is fast, accurate and efficient.

>Further develop the skills they need to manage the school day successfully:

1. lining up and queuing
2. mealtimes

Communication and Language Objectives:

- > Understand how to listen carefully and why listening is important.
- > Learn new vocabulary.
- > Use new vocabulary through the day.
- > Ask questions to find out more and to check understanding from what has been said to them.
- > Articulate their ideas and thoughts in well-formed sentences.
- > Connect one idea or action to another using a range of connectives.
- > Describe events in some detail.
- > Use talk to help work out problems, organise thinking and explain how things work and why they might happen.
- > Develop social phrases.
- > Engage in story times.
- > Listen to and talk about stories to build familiarity and understanding.
- > Retell the story with some repetition and some own words.
- > Use new vocabulary in different contexts.
- > Listen carefully to rhymes and songs, paying attention to how they sound.
- > Learn rhymes, poems and songs.
- > Engage in non-fiction books.
- > Listen to and talk about selected non-fiction to develop new knowledge and vocabulary.

PSED Objectives:

- > See themselves as a valuable individual.
- > Build constructive and respectful relationships.
- > Express their feelings and consider the feelings of others.
- > Show resilience and perseverance in the face of challenge.
- > Identify and moderate their own feelings socially and emotionally.
- > Think about the perspective of others.
- > Manage their own personal hygiene and health and wellbeing.

Mallards—Minibeasts

Level 4 (ELGs)

Maths Objectives (Number and Matching and Sorting):

- > Count objects, actions and sounds.
- > Subitise.
- > Link the number symbol with its cardinal number value.
- > Count beyond ten.
- > Compare numbers.
- > Understand the one more than/one less than relationship with consecutive numbers.
- > Explore the composition of numbers to 10.
- > Automatically recall number bonds for numbers 0-5 and some to 10.
- > Continue, copy and create repeating patterns.

Understanding the World Objectives:

- > Talk about members of their immediate family and community.
- > Name and describe people who are familiar to them.
- > Comment on images of familiar situations in the past.
- > Understand that some places are special to members of their community.
- > Explore the natural world around them.
- > Describe what they see, hear and feel whilst outside.
- > Recognise that some environments are different to the one in which they live.

Expressive Arts and Design Objectives:

- > Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- > Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- > Create collaboratively, sharing ideas, resources and skills.
- > Listen attentively, move to and talk about music, expressing their feelings and responses.
- > Sing in a group or on their own, increasingly matching the pitch and following the melody.
- > Develop storylines in their pretend play.
- > Explore and engage in music making and dance, performing solo or in groups.

Literacy Objectives:

- > Read individual letters by saying the sounds for them.
- > Blend sounds into words so they can read short words made up of known letter-sounds.
- > Read some letter groups that represent one sound and say sounds for them.
- > Read a few common exception words.
- > Read and re-read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words.
- > Form lower-case and capital letters correctly.
- > Spell words by identifying the sounds and then writing the sound.
- > Write short sentences with words with known letter-sounds using a capital letter and full stop.
- > Re-read what they have written to check that it makes sense.

PE Objectives:

- > To change into PE kit.
- > To listen to and respond to instructions.
- > To move in different ways.
- > To change direction when moving.
- > To participate in games.

Mallards—Minibeasts

Level 4 (ELGs)

Speaking and Listening:

Group Discussion and Social Interaction

Level 5

> Interacts appropriately with an increasing number of children and adults in large and small groups taking turns, sharing sustaining conversation

Level 6

> Joins in and organises co-operative role play with friends and can pretend to be someone else talking.

Level 7

> Copies others' language and begins to be aware of current peer language e.g. copies inappropriate words, says 'cool' or 'whatever'

Grammar and Sentence Building

Level 5

> Can use long and detailed sentences e.g. 'On Saturday my friend came to my house and we went to the park'

Level 6

> Asks lots of questions to find out specific information including 'How' and 'Why'

Level 7

> Uses different ways to join phrases to help explain or justify an event e.g. 'I'm older than you so I will go first'

Listening and Understanding

Level 5

> Listens attentively as part of a small group and then responds appropriately to questions about why or how, e.g. 'Why does a bird make a nest?', 'How do we copy this picture?'

> Listens to and understands simple instructions about what they are doing, without needing to look at the person speaking.

Level 6

> Listens to and responds appropriately to instructions that contain 2 or 3 parts e.g. 'finish your picture, then sit on the carpet and look at a book'

Level 7

> Can follow what others say in larger groups (7+ pupils) and usually responds appropriately with verbal contributions

Verbal Storytelling and Narrative

Mallards—Minibeasts

Level 5/6 /7 (Year 1)

Level 5

> Retells favourite stories using some of their own words e.g. ‘...and she said what a nice mouth you got and the wolf said ‘I can eat you’

Level 6

> Describes events but not always in the right order e.g. ‘I went on the top of the bus with dad. The big slide is scary. We talked the ball as well.’

Level 7

> Tells stories that have a basic plot and a sequence of events

Strand: Vocabulary

Level 5

> Knows words can be put into groups (categorised) and can give common examples in them e.g. ‘Animals: dog, cat, horse’

Level 6

> Uses specific vocabulary to make the meaning clearer e.g. ‘I drew a graph today, a bar graph’

Level 7

> Uses a range of adjectives to talk about things they can see or have heard about in stories

Reading Objectives:

Strand: Reading Fluency

Level 5

> Can read some common exception words (10 year 1 words). S4

> Reads most short vowel cvc without overt sounding and blending.

Level 6

> Can read aloud books that are consistent with their phonics knowledge, without guessing words from pictures or the context of the sentence. S4

> Can read 20 of the Y1 common exception words

> Can read some frequently encountered cvc words containing standard vowel digraphs fluently (without overt sounding and blending)

Level 7

- > Can read some frequently encountered phonetically regular words fluently i.e. without overt sounding and blending.
- > Can read words with contractions e.g. I'm, I'll, we'll and understands that the apostrophe represents missing letters.
- > Can read all of the Y1 common exception words

Strand: PhonicsLevel 5

- > Can read accurately by blending the sounds in words with up to five known graphemes. S4
- > Can recognise and say up to 10 standard vowel digraphs and use them to read regular words.
- > Can blend to read cvc words that include double final consonants i.e. ff, ss, ll,
- > Can use phonic knowledge to read simple phonetically regular 2-syllable words (mango).

Level 6

- > Can say sounds for 40+ graphemes, including 1 grapheme for each of the 40+ phonemes. S4
- > Can recognise and say all standard vowel digraphs and use them to blend to read regular words e.g. rain, fort, soil.
- > Can read words with split vowel digraphs e.g. a-e, e-e, o-e, i-e,u-e.
- > Can read regular compound words e.g. playground, football, bedroom.

Level 7

- > Can respond rapidly with the correct sound for all 44 graphemes (single letters or groups of letters)
- > Can read regular words ending in, -ing, -ed, -er, est e.g. jumping, jumped, jumper, faster, fastest.
- > Can use all 44 graphemes to blend to read regular words e.g. blue, claw, haul, cure, fair, night.

Strand: Attitude Towards ReadingLevel 5

- > The pupil can talk about events in a story and link them to their own experiences. S4
- > Beginning to choose books for pleasure on the basis of their title and illustrations.

Level 6

- > When listening to an adult read, is beginning to comment on what they like / dislike about a story.
- > Can identify a favourite book.

Level 7

- > When listening to an adult read key stories and traditional tales, can say what they like /dislike about it.
- > Can join in with the repetitive elements of traditional tales.

Strand: UnderstandingLevel 5

- > Can give a simple description of a character using the text and illustrations for support.
- > Can order a sequence of 3 pictures independently from a familiar story they have recently heard.

Level 6

- > Is beginning to make simple predictions of what might happen based on the story so far.
- > With adult prompts can use basic adjectives to describe what a character might be like from what they say and do e.g. 'The wolf is naughty.'

Level 7

- > In a familiar story read by an adult the pupil can retell some of the story.
- > When given a picture from a story can demonstrate their understanding of the sequence by selecting the next event from a set of 3 pictures.
- > Can use basic adjectives to describe characters saying what they might be like from what they say and do.

Writing Objectives:**Strand: Spelling**Level 5

- > Can spell a few common exception words. S4 (10 of the Y1 words).
- > Can identify or write 40+ graphemes on hearing the corresponding phonemes. S4
- > Can spell words by identifying the phonemes, including words with consonant clusters and simple digraphs (frog, hand, see, chop, splash) S4 e.g. rain, fort, soil, ff, ss, ll, ck
- > Can spell simple 2-syllable words e.g. mango

Level 6

- > Can spell some common exception words. S5 (20 of the Y1 words).
- > Can segment spoken words into phonemes, spelling some correctly and making phonically plausible attempts at others S5 (vowel digraphs and tri-graphs e.g. blue, claw, cure, fair, night)
- > Can spell ccvc/cvcc words e.g. brain, trash, sting.
- > Can add the prefix un- e.g. unhappy, undo.

Level 7

- > Can spell words with split vowel digraphs e.g. rake, kite, pole, tune.
- > Can add the endings -ing, -ed, -er, est where no change is needed to the root word e.g. jumping, jumped, jumper, faster, fastest.
- > Can spell regular compound words e.g. playground, football, bedroom.
- > Can spell most of the Y1 common exception words and the days of the week.

Strand: CompositionLevel 5

- > Can make up their own sentences and say them aloud, after discussion with the teacher. S4
- > Can write down one of the sentences that they have rehearsed. S4 (which can be read by themselves and others).
- > Can re-construct a cut up sentence they have orally composed.

Level 6

- > Can write from memory a short, simple sentence dictated by an adult.
- > Beginning to sequence sentences to produce short narratives.

Level 7

- > Can write sentences that are sequenced to form a short narrative (real or fictional). S5
- > Can think about and discuss what s/he intends to write at a simple level e.g. can verbalise and repeat consistently a self-generated sentence before writing.
- > Uses the word and to link sentences.

Strand: Punctuation and Grammar

Level 5

> Knows that sentences are demarcated with capital letters and full stops and will use occasionally with adult reminders.

Level 6

> Occasionally uses basic punctuation accurately in independent writing i.e. capital letters / full stops.

> Uses capital letters for names, places, days of the week.

> Can use s / es accurately to denote plural and third person singular e.g. dogs, bumps, catches.

Level 7

> Can demarcate some sentences with capital letters and full stops S5 e.g. at least half the sentences correctly punctuated.

> Beginning to use exclamation / question marks accurately in their writing.

Strand: Handwriting

Level 5

> Can form most lower-case letters correctly S4

> (All lower case letters with only occasional errors).

> Beginning to show consistency in size of letters.

Level 6

> Can form lower-case letters in the correct direction, starting and finishing in the right place. S5

> Can form lower-case letters of the correct size relative to one another in some writing. S5

> Beginning to show uniformity in spacing of letters and words.

> Can write half of the capital letters correctly.

Level 7

> Can use spacing between words S5

> Can write all capital letters correctly.

> In own writing upper and lower case letters are appropriate in size relative to each other.

Mallards—Minibeasts

Level 5/6 /7 (Year 1)

Maths Objectives (Number and Matching and Sorting):

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Strand: Number

Level 5

- > Counts, reads and writes numbers in numerals from 0 – 9 S4
- > Count to 20, demonstrating that the next number in the count is one more and the previous number one less S4
- > Counts in 2's forward and backwards to 10
- > Demonstrates that the number of objects remains the same when they are rearranged, providing nothing has been added or taken away S4

Level 6

- > Counts, reads, orders and writes numbers to 20
- > Reads and writes numbers to ten in words
- > Demonstrate an understanding of place value of 10s and 1s in a 2 digit number using resources up to 20.
- > Counts in 2's forward and backwards to 20
- > Counts in 10's to 100
- > Given a number can identify one more/less quickly

Level 7

- > Counts to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- > Counts, reads and writes numbers to 100 in numerals and to 20 in words; counts in multiples of twos, fives and tens
- > Uses the language of: equal to, more than, less than (fewer), most least
- > Identifies and represents numbers using objects and pictorial representations including the number line
- > When given a number (to 100), identifies one more and one less

Strand: Addition

Level 5

- > Add numbers when solving problems involving 10 objects practically
- > Demonstrates an understanding of the composition of numbers to 5 and a developing ability to recall number bonds within 5 (e.g. $2 + 2 = 4$ and $3 + 1 = 4$) S4
- > Begins to recognise that addition can be done in any order eg. $3 + 2 = 5$ and $2 + 3 = 5$

- > Understands the relationship of the largest number (whole and parts)
- > Demonstrates an understanding that the total number of objects changes when objects are added S4

Level 6

- > Can complete 'missing' number sums to 10
- > Uses a number line to count back to solve addition problems to 10
- > Can make sums to total numbers to 10, showing composition of number
- > Solve number problems in addition of single-digit numbers up to 10 (applying knowledge in money and measures) S4
- > Demonstrate an understanding of mathematical symbols of addition and equals signs S4

Level 7

- > Represents and uses number bonds and related subtraction facts within 20
- > Adds one-digit and two-digit numbers to 20, including zero
- > Demonstrates an understanding of the commutative law (eg. $2 + 8$ is the same as $8 + 2$) using images and resources S4
- > Demonstrates an understanding of inverse relationships involving addition (e.g. if $3 + 2 = 5$, then $5 - 2 = 3$) S4

Strand: Subtraction

Level 5

- > Subtract numbers when solving problems involving 10 objects practically
- > Demonstrates an understanding of the composition of numbers to 5 and a developing ability to recall number bonds within 5 (e.g. e.g. $4 - 2 = 2$ and $4 - 3 = 1$) S4
- > Begins to understand that subtraction must be completed in order
- > Demonstrates an understanding that the total number of objects changes when objects are taken away S4

Level 6

- > Can complete 'missing' number sums to 10
- > Uses a number line to count back to solve subtraction problems to 10
- > Can make sums to total numbers to 10, showing composition of number
- > Solve number problems in subtraction of single-digit numbers up to 10 (applying knowledge in money and measures) S4
- > Demonstrate an understanding of mathematical symbols of subtraction and equals signs S4

Level 7

- > Represents and uses related number bond facts to subtract within 20
- > Subtracts one-digit and two-digit numbers to 20, including zero
- > Demonstrates an understanding of inverse relationships involving subtraction (e.g. if $3 + 2 = 5$, then $5 - 2 = 3$) S4

PSED Objectives:

- > Select and use activities and resources with help to achieve a goal or one which is suggested to them.
- > Develop sense of responsibility and membership of a community.
- > Play with one or more children, extending and elaborating ideas.
- > Find solutions to conflicts and rivalries.
- > Increasingly follow rules, understanding importance.
- > Develop appropriate ways to be assertive.
- > Talk with others to solve conflicts.
- > Talk about their feelings using words like 'happy'.
- > Be increasingly independent in meeting their own care needs.
- > Make healthy choices about food, drink, activity and toothbrushing.

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