



Summerseat Methodist Primary School
Steps in Learning, Skills for Life

Expectations for Oak Class
(Cycle A, Year One)

What knowledge and skills will you gain on your learning journey this year?

Summerseat Methodist Primary School's Steps in Learning

This booklet provides an overview of the topics taught in the year group for all the subjects and also outlines the end of year exceptions for children in our school for maths and English. It also contains the knowledge organisers for maths and English which we use with the children in school. Science, geography and history knowledge organisers for the first half of the autumn term are also included for information and subsequent terms will come home at the start of each topic to let you know the key knowledge children will gain during the topic.

At the back of the booklet are our learning to learn skills which are taught progressively and explicitly in all year groups to ensure our pupils leave the school as 'well rounded' individuals.

This is a 'snapshot' of our curriculum and more information on skills progression for each curriculum area can be found in our subject 'Steps in Learning' which are our key progression documents.

Please find below an overview of the topics that your child will cover this year in Year One:

| Oak Class Topics—Cycle A | |
|--------------------------|-----------------------------|
| Autumn 1 | Toys and Games |
| Autumn 2 | Local Geography: Summerseat |
| Spring 1 | Hot and Cold Places |
| Spring 2 | Explorers |
| Summer 1 | Great Britain |
| Summer 2 | Seaside |

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's class teacher.



The school vision, motto and values have directed our curriculum intent and design and are interwoven within in.

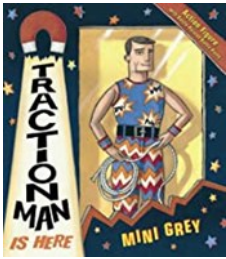
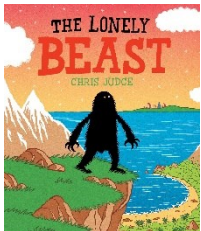
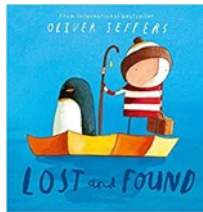
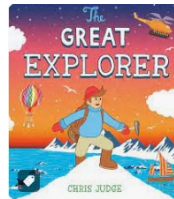

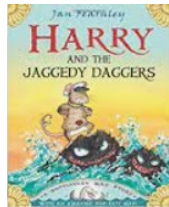
"I have come so that they may have life and have it to the full." John

10:10

Believe. Achieve. Shine.



Summerseat Methodist Primary School – Steps in Learning
Year One – Cycle A

| | Autumn1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------|---|---|--|--|--|---|
| Topic | Toys & Games | Local Geography: Summerseat | Hot and Cold Places | Explorers | Great Britain | Seaside |
| Hook | Discovery of an old toy box in the back of the Wesley room | Receive a letter from the lonely beast who is lost and needs help. | Something is hidden in the ice! Can we discover what it is? | Find a set of luggage with a label. | Receive a letter from the queen asking you to tour the country | Invitation to visit The seaside |
| Visits and Visitors | | Local area walk searching for the lonely beast | | | Visit to Skipton Castle | Visit to the seaside - Lytham |
| Key Texts | Traction Man - Grey  |  The Lonely Beast - Judge |  Lost & Found - Jeffers |  The Great Explorer - Judge | The Queen's Handbag – Anthony  |  Harry & the Jaggedy Daggers - Fearnley |
| Writing Outcomes | <i>Personnel Profiles</i> <i>Speech bubbles / thought bubbles</i> <i>Character description</i> <i>Story imitation and innovation</i> <i>Letter to ask parents and grandparents about their toys</i> <i>Information page about toys</i> | <i>Poster- Have you seen the Lonely Beast?</i> <i>An emotional speech</i> <i>Story innovation</i> <i>Instruction</i> <i>Make a new ending for the story</i> | <i>Non-chronological report about penguins</i> <i>Description of the journey to the Antarctic</i> <i>Adventure story based on L & F</i> <i>Thank you letter</i> | <i>A list of what to pack</i> <i>Diary entry of each part of the journey.</i> <i>Persuasion not to be eaten</i> <i>Innovating part of the story</i> <i>Biography</i> | <i>Story Innovation</i> <i>Information Page</i> <i>Recount – Visit</i> | <i>Character description</i> <i>Setting/action description</i> <i>Speech bubble</i> |
| Mathematics | Place value (numbers within 10) | Addition and subtraction within 10 Geometry—shape | Place value within 20 Addition and subtraction within 20 | Place value within 50 Length and height Mass and volume | Multiplication and division Fractions Geometry—Position and direction | Place value within 100 Measurement—money Time |
| Science | <u>Chemistry:</u> Everyday materials – naming and selecting for different tasks | | <u>Biology:</u> Animals – habitats & food chains | | <u>Biology:</u> Plants – How do plants grow? How do they stay healthy? | |

Summerseat Methodist Primary School – Steps in Learning
Year One – Cycle A

| | Autumn1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------|---|--|--|--|---|---|
| History | <u>Changes within living memory</u> Toy and Games | | | <u>Significant People</u> <i>Explorers – Christopher Columbus, Ernest Shackleton, Nellie Bly. John Wesley & Martin Luther King</i> | | <u>Significant Events / Significant People</u> <i>Monarchs - (Focus - Queen Elizabeth (D) and Queen Victoria) World War I</i> |
| Geography | | Local Geography: Summerseat | Hot and Cold Places | | Great Britain | |
| Art | | <u>Drawing</u> <u>LS Lowry</u> & Nigel Walker Topic link – Local Area | <u>Printing</u> Martin Bullinya Indincra Topic link – Hot and cold places | | <u>3D Art</u> Antony Gormley Topic link –Great Britain | |
| Design Technology | <u>Textiles</u> <i>Template and Joining</i> <u>Making puppets</u> <i>Designer: Henry Holland (Ramsbottom designer)</i> | | | <u>Food</u> <i>Preparing fruits and vegetables</i> <u>Explorers Picnic – vegetable cous cous & sandwiches using seasonal fruit or vegetables</u> | | <u>Mechanisms Sliders and Levers</u> <u>Sandcastles at the seaside</u> <i>Links to History topic</i> |
| Computing | Unit 1-1-Online Safety & Exploring Purple Mash 4 weeks Unit 2.5 Effective Searching 3 weeks Online Reputation/Self-image & identity | Unit 1.2 Grouping/Sorting 2 weeks Unit 2.6-Creating Pictures 5 weeks Managing Online Information | Unit 1.6-Animated Story Books 5 weeks Privacy & Security/Copyright & Ownership | Unit 1.8 Spreadsheets 6 weeks Online Relationships & Bullying | Unit 1.7-Coding 6 weeks Health, Wellbeing & Lifestyle | Unit 2.1-Coding 5 weeks |
| Music | <u>Zoo-time (Reggae)</u> | Songs for Christmas performances | Western Classic to 1940: Baroque period - Handel 'Hallelujah from Messiah' Western Tradition & Film post 1940: Anna Meredith 'Connect it (Body Percussion) | Percussion & Boomwackers 2 | <u>In The Groove (Various Styles)</u> (Blues, Baroque, Latin, Bhanga, Folk and Funk.) | <u>Round and Round (Latin style)</u> (explore pitch, rhythm and pulse) |
| RE | 1.2 CREATION: Who Made the World? Harvest | What does it mean to belong to a faith community? Methodist Unit: Belonging together: Why does it matter to be part of a community? What can we learn about Christians and community life? | 1.1 GOD: What do Christians believe God is Like? | Who is Jewish and how do they live? | | How should we care for the world and for others, and why does it matter? |
| PSHE | Knowing Me, Knowing You | Anti-Bullying Jobs and Money | Keeping Healthy | Keeping Safe (Inc. CWP Preventing Early Use) | Friends, Family & SRE | Friends, Family & SRE |

Reading

- Use my phonics as my main strategy when reading.
- I can confidently read books containing sounds I have been taught that do not require me to use other strategies to work out words.
- I can respond speedily with the correct sound to grapheme (letter or group of letters) for the 40+ phonemes, including, alternative sounds for graphemes.
- I can use the phonics I have learned to sound out new words (and non-words).
- I can blend sounds to read words (and non-words).
- I can recognise and use the different ways of pronouncing the same grapheme e.g. ow in snow and cow. (Switch it Mitch sounds)
- I can split words into syllables to support blending for reading, for example, pocket, rabbit, carrot, thunder, sunset
- I can read compound words, for example, football, playground, farmyard, bedroom
- I can read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
- I can read words containing s, es, ing, ed, er, est endings
- I can read words which have the prefix -un added
- I can read common exception words, noting tricky parts.
- I can talk about poems, stories and books my teacher reads to me.
- I can tell some familiar fairy stories and tales without looking at the book.
- I can choose a poem or rhyme I like, learn it by heart and recite it.
- I can retell key class stories orally using narrative language.
- I can get even better by reading the same books again.
- I can say when a book or poem reminds me of something that has happened to me.
- I can join in with a story my teacher is reading to me.
- I can find out what new words mean.
- I can make sense of a new book using what I already know and what my teacher tells me.
- I can talk about the title of a book and what happens in the story.
- I can say what I think will happen next in a story and give reasons.
- I can say what a story was about and what happened in it.
- I can listen to myself while I read and check that it makes sense, going back if I need to.
- I can pick up clues a writer leaves for me. (Inferences from text and illustrations) I can say what I think about a story and listen to what other people think.



A Year One Child English

Speaking

- Speak clearly and confidently in front of others
- Retell a well-known story, remembering the main characters
- Prepare to use 'new' words when communicating
- Hold attention well when collaborating with others
- Does not stray away from main topic when engaged in collaborative talk
- Prepare to ask relevant questions to extend understanding and knowledge
- Initiate conversation in collaborative situation
- Listen carefully to what others are saying in group talk
- Respond appropriately to what others saying group talk
- Happy to join in with role play

Writing

- compose a sentence orally before writing it
- sequence sentences to form short narratives
- sequence sentences to form short information texts
- I can write from memory simple sentences dictated by the teacher.
- demarcate many sentences with capital letters and full stops
- begin to use exclamation marks
- begin to use question marks
- use a capital letter for names of the days of the week, and the personal pronoun 'I'
- use some subordination (when / if / because) to join clauses
- Begin to use 'and', 'but' and 'or' to join sentences together
- spell many Y1 common exception words*
- I can spell the days of the week.
- use known phonemes in unfamiliar words
- I can name the letters of the alphabet: naming the letters of the alphabet in order / using letter names to distinguish between alternative spellings of the same sound
- use syllables to divide words when spelling
- segment spoken words into phonemes and represent these as graphemes, spelling some correctly
- use the suffixes: s, es, ed, ing, er and est within their writing
- know how the prefix 'un' can be added to words to change meaning
- sit correctly at a table, holding a pencil comfortably and correctly
- form lower case letters in the correct direction, starting and finishing in the right place
- know which letters sit below the line and which are tall letters
- form capital letters and the digits 0-9
- match upper case and lower case letters
- use finger spaces
- re-read what they have written to check that it makes sense and discuss with peers and teacher



Grammar Knowledge Organiser

1

Punctuation

Capital letters (ABC): for names, the word I and at the beginning of all types of sentences

Full stops (.): used at the end of statement sentences

Question marks (?): used at the end of a question sentences

Exclamation marks (!): used at the end of exclamation sentences and to show shock or surprise

Word Classes

Noun: A person, place or thing

Adjective: To describe a noun

Composing Sentences

Think it, say it, write it, read it.
Then, don't forget to CHECK IT!



Think it.



Say it.



Write it.



Read it.



Terminology

Letter
phoneme
sound
capital letter
word
sentence
punctuation
full stop
capital letter
question mark
exclamation mark
singular
plural
pronoun



Full Stops

Sentence

Finger spaces: leaving spaces between words

and: joining words and joining clauses using the word and E.g. The dragon was green **and** fiery.



Word

Suffixes: that can be added to verbs where no change is needed in the spelling of root words.

Prefix: how the prefix 'un' changes the meaning of verbs and adjectives - kind-**unkind**, pack - **unpack**, tie-**untie**.

Singular: A singular noun names one person, place, thing or idea.

Plural: A plural noun names more than one person, place, thing or idea. E.g.-There is **one lamp** on my desk. There are **two lamps** on my desk.

Using ing, ed, er and est where no change is needed in the spelling of root words. E.g- **helping**, **helped**, **helper**, **eating**, **eating**, **quicker**, **quickest**.



Spelling Knowledge Organiser

1



| | | | | |
|--------|--------|--------|--------|-------|
| all | her | my | push | today |
| are | he | me | pull | we |
| asked | have | Mr | she | was |
| a | his | Mrs | said | were |
| be | has | no | so | when |
| by | here | out | some | what |
| come | house | one | said | where |
| could | I | oh | says | you |
| called | into | of | school | your |
| do | is | one | the | |
| friend | like | once | to | |
| full | little | our | they | |
| go | looked | people | there | |
| | love | put | their | |

Phase 2 / Phase 3 / Phase 4 / Phase 5 / Common exception

| | | | | |
|----|-----|----|-----|-----|
| ee | ea | ee | ey | y |
| ai | ay | ae | a | |
| ie | igh | ie | i | |
| oa | oe | oe | o | |
| oo | ue | ue | ew | |
| or | aw | au | ore | |
| f | ff | ph | | |
| n | kn | gn | | |
| oi | oy | | air | are |
| ow | ou | | r | ur |
| w | wh | | ur | ir |
| n | kn | | z | zz |
| l | ll | | s | ss |
| c | k | ck | ch | tch |

| Plural noun suffixes | | Plural |
|---|---|---------|
|  |  | add -s |
| | | OR |
| | | add -es |

Suffix

Adding **-ing**, **-ed** and **-er** to verbs

Adding **-er** and **-est** to adjectives

Prefix

un- unhappy, unlock

Being a mathematician

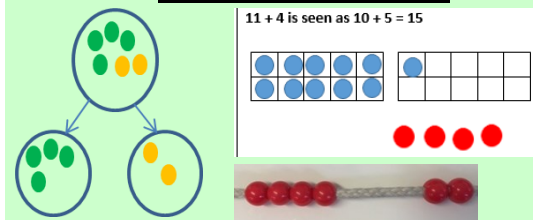
Number

- Count reliably to 100 forwards and backwards
- Count on in 2, 5, and 10s to 100
- Count back in 2, 5, and 10s to 100
- Write all numerals to 100
- Write all numbers to 20 in words
- Identify and represent place value to 100 (tens/ones) - objects and pictorial representation
- Compare numbers to 100 using the language of equal, more, less than/fewer than, most and least
- Say the number that is one more or one less than a number to 100
- Know and use the signs +, -, and =
- Recall doubles and halves from double 1 to double 10/half of 2 to half of 20
- Recall all pairs of additions and subtractions for each number up to 20
- Add and subtract 1 digit and 2 digit numbers to 20
- Solve a missing number problem, using the equals sign. Eg: $8 = _ + 3$
- Solve a one-step problem involving addition using concrete objects and pictorial representation
- Solve a one-step problem involving subtraction using concrete objects and pictorial representation
- Solve a one-step problem involving multiplication using concrete objects, pictorial representations and arrays
- Solve a one-step problem involving division using concrete objects and pictorial representations

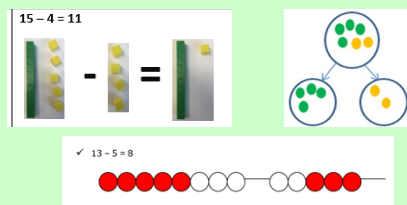


A Year One Child Mathematics

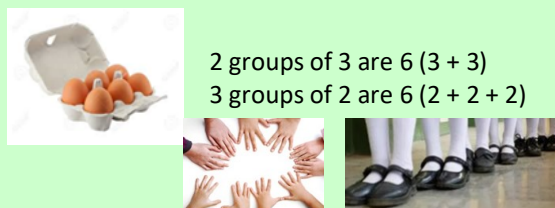
Addition strategies



Subtraction strategies



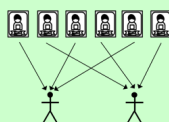
Multiplication strategies



2 groups of 3 are 6 ($3 + 3$)
3 groups of 2 are 6 ($2 + 2 + 2$)

Division strategies

Sharing



Grouping



Being a mathematician

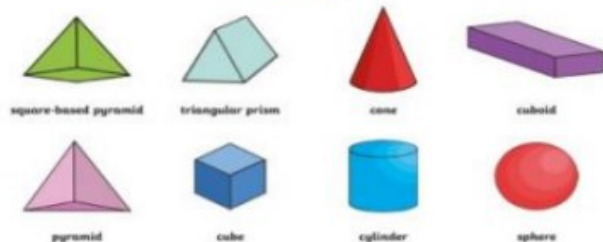
Fractions, Measurement, geometry & statistics

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
- Compare, describe and solve practical problems for length, height, mass/weight and capacity/volume
- Measure and begin to record length, height, mass/weight and capacity/volume
- Recognise and name coins up to £2
- Sequence events in chronological order using language of time
- Recognise and use language relating to dates, including days of the week, months and years
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
- Recognise and name common 2-D shapes
- Recognise and name common 3-D shapes
- Describe position, direction and movement, including whole, $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ turns

2D Shapes

| Name of shape | No. of sides |
|---------------|--------------|
| Triangle | 3 |
| Square | 4 |
| Rectangle | 4 |
| Pentagon | 5 |
| Hexagon | 6 |
| Octagon | 8 |

3D Shapes



Place Value

| Hundreds | Tens | Ones | | |
|----------|------|------|--|--|
| 5 | 4 | 1 | | |

Numerals: 1, 20, 30, 40, 50, 60, 70, 80, 90, 100

Words: four, seven, eight, thirty, forty, fifty, ninety, hundred



is equal to

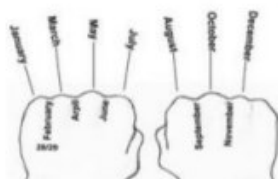
Time facts

60 seconds = 1 minute

60 minutes = 1 hour

7 days = 1 week

12 months = 1 year



1

Maths

Measure

cm = centimetres

l = litres

g = grams

km = kilometres

ml = millilitres

kg = kilograms

| | |
|------------|------------------|
| 1 metre | 100 centimetres |
| 1 litre | 1000 millilitres |
| 1 kilogram | 1000 grams |

Counting

- Count to and across 100, forwards and backwards.
- Count, read and write numerals.
- Count in twos, fives and tens.
- Identify 1 more 1 less.
- Represent numbers using pictures representations
- Solve one step problems involving multiplication and division

Fractions



Money

100p = £1




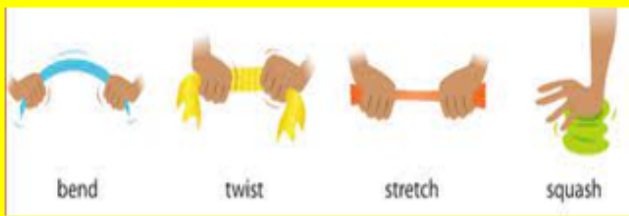


Addition and subtraction

Read, write and interpret mathematical statements involving addition, subtraction and equals sign.

Add and subtract one and two digit numbers
E.g. $24 + 6 = 30$

Use number bonds and related subtraction facts E.g.
 $4 + 6 = 10$ $10 - 6 = 4$



| <p>KS1 Chemistry Materials</p>  <p>What would Traction man use to build our school?</p> | | <p>To be secure in this unit you must:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Know how materials can be changed by squashing, bending, twisting and stretching - Identify and name everyday materials: wood, plastic, glass, metal, water, rock - Compare and group everyday materials on the basis of simple properties. - Know why a material might or might not be used for a specific job (wood, metal, plastic, glass, brick, rock, paper and cardboard). - Distinguish between an object and the material from which it is made. | <p>Working Scientifically:</p> <ul style="list-style-type: none"> - Ask simple questions. - Observe closely, using simple equipment. - Perform simple tests. - Identify and classify. - Use observations and ideas to suggest answers to questions. - Gather and record data to help in answering questions. |
|--|--|---|--|
| Vocabulary | | Sticky Knowledge | Interesting Books |
| glass | a useful and unique material. It usually lets light shine through, but it blocks liquids and air. |  <p>Glass is used for windows in houses and cars to see through. Mirrors - to see yourself, reflection</p> <p>Metal is used for strength -in construction of planes, cars and trains and especially tall buildings</p> <p>Wood is used for doors - most doors are made from wood. Furniture - most furniture is made of wood, often special wood.</p> <p>Plastic is moulded or shaped to form any shape from buckets to animal jelly casts</p> |   <p>MATERIALS</p> |
| wood | the material that comes from a tree. It varies in hardness. | | <p>Water is used for bathing, drinking and cooking.</p> <p>Rock is used for building material, cosmetics, cars, roads, and appliances.</p> |
| plastic | a 'man-made' material that can be shaped or moulded to any shape. | | |
| metal | a tough and strong material which can be heated and shaped into anything. | | |
| water | the most important liquid on Earth. It covers almost 75 percent of Earth's surface in the form of oceans, rivers, and lakes. | | |
| rock | a naturally occurring solid material composed of one or more minerals. | | |
| stretching | to make (something) wider or longer by pulling it | | |
| bending | to use force to cause (something, such as a wire or pipe) to become curved | | |
| squashing | to press (something) into a flat or flatter shape | | |
| twisting | to bend or turn (something) in order to change its shape | | |

KS1 Aut 1 A Toys & Games



To be secure in this unit you must:

- Identify some similarities and differences between their own present and aspects of the past from their own family.
- Explain what some artefacts were used for.
- Describe what my toys are like now and understand this is the present.
- Identify some similarities and differences between my own toys and my parent's / grandparents' toys.
- Think about what toys may be like in the future.

Develop historical skills:

- Ask questions I would like to find out the answers to about the past
- Use real life accounts, artefacts, pictures, stories, online sources and databases to find out about the past.
- Place events and artefacts in order on a time line.
- Label timelines with words or phrases such as: past, present, older and newer.
- Use dates where appropriate.
- Show an understanding of the concept of nation and a nation's history.

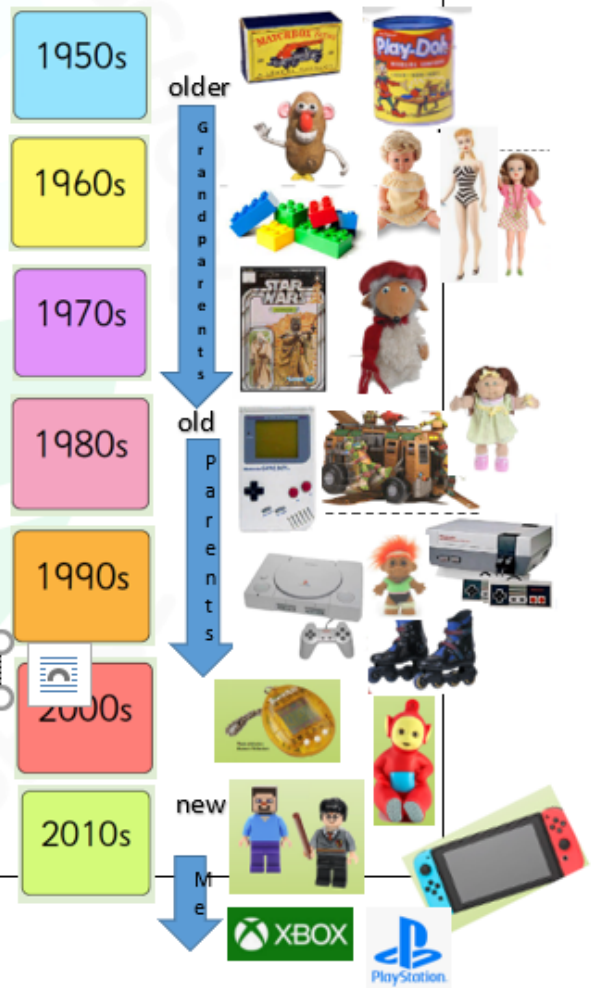
Vocabulary

| | |
|-----------------|--|
| Toy | Something for a child to play with. |
| Game | An activity for amusement and fun. |
| Leisure | Free time when not working. |
| Compare | Looking for similarities and differences between two examples. |
| Changes | Explaining the differences and how something has developed over time. |
| Older | Existed for a long time, no longer young. |
| Newer | Made recently or now. |
| Past | Gone by in time. |
| Present | Happening now. |
| Future | Time still to come. |
| Recent | Having happened, begun, or been done not long ago |
| Decade | A period of ten years. |
| Artefact | An object made by a person, such as a tool or a decoration, especially one that is of historical interest. |
| Material | What something is made of. |
| Rich | Has lots of money or material possessions. |
| Poor | Does not have enough money or possessions. |

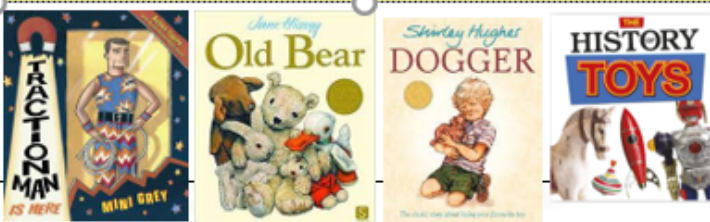
Sticky Knowledge

- ✓ **Toys can be lots of fun!** You can play with them on your own, with a friend or with lots of people. **They are for joy and amusement.** They can be used in leisure time.
- ✓ **Toys have existed for thousands of years and they were made out of materials available at the time.** Early toys included those made from stone and string. In the past, they have often been made of wood, paper or metal.
- ✓ **Modern toys are usually made out of plastic.**
- ✓ **Toys nationally changed in our grandparents era with the invention of television.** Some toys from the 70s started to follow TV programmes.
- ✓ **In the 80s, toys started to commonly be battery or electronic.** This was a significant change within our parents era with computers and consoles becoming increasingly available.
- ✓ **Toys available to richer and poorer families have always been different.**
- ✓ Toys are now safer than they were in the past.
- ✓ Attitudes about toys have changed.

Timeline of Toys



Interesting Texts



KS1 Aut 1 A Textiles



To be secure in this unit you must:

Design:

- Design products that appeal to other users based on design criteria.
- Use drawings to communicate ideas.
- Use a template to aid accuracy of design.

Make:

- Choose appropriate materials, tools and equipment to perform practical tasks.
- Join materials and components together using different ways.
- Select from and use a wide range of materials and components, including construction materials and textiles according to their characteristics.

Evaluate:

- Explore and evaluate existing products.
- Explain what went well or works well in their finished product.
- Explain what has not worked well or challenges faced in their finished product.
- Evaluate against a design criterion.

Technical Skills:

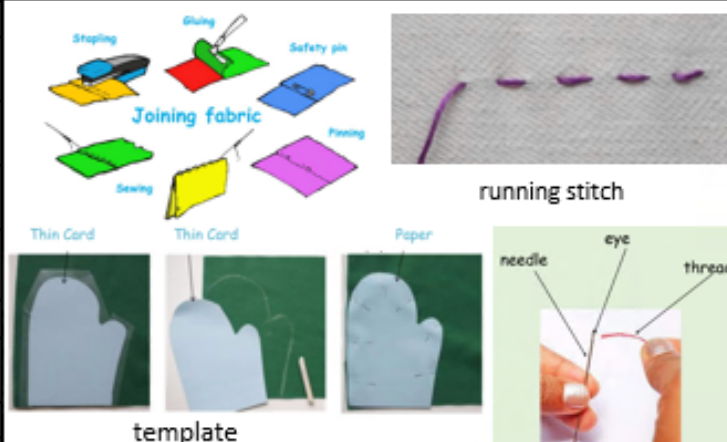
Textiles:

- Shape textiles using templates.
- Join textiles using running stitch.
- Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).

Vocabulary

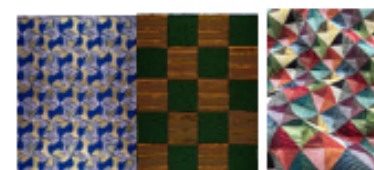
| | |
|-----------------------|--|
| Textile | cloth or woven fabric |
| Texture | the feel, appearance, or consistency of a surface or substance |
| fabric | cloth or other material made by weaving together threads |
| stitch | a movement of thread through cloth or material |
| running stitch | a line of stitched thread that runs in and out of cloth without overlapping |
| needle | a thin piece of metal used for sewing |
| thread | a long thin strand of cotton, nylon or other fibres |
| attach | join or fasten one thing to another |
| pattern | a repeated decorative design |
| template | a shaped piece of rigid material used for making to help cut material accurately |
| seam | a row of stitched joining two pieces of fabric |
| mark out | transferring a design, pattern or template onto another material |
| sew | to join pieces of fabric with stitches |

Sticky Knowledge



Inspiration

Henry Holland



Key Experiences

Investigate existing hand puppets and discussing what they like about each one.
 Joining fabrics in a variety of ways and discussing the results.
 Threading a needle and practicing making a running stitch.
 Marking out a template around their own hand.
 Designing a hand puppet based on an animal.
 Cutting out and sewing together a hand puppet.
 Decorating the hand puppet to make it appealing to young children.

Design Brief:
 Design, make and
 evaluate an animal hand
 puppet to appeal to
 young children.



Learning Qualities

Year One

The following outlines the key year group skills that we are committed to developing which will help our children to become successful life long learners. It is helpful to see these as 'Learn to Learn' skills.

Gaining Independence

- Ask for help (if the time is appropriate)
- Choose and use equipment needed for a set task
- Set a simple target or goal
- Stop and think before acting
- Think about more than one way to solve a problem
- Don't let others distract you

Developing Confidence

- Confident to share ideas with others
- Know and understand what they do well
- Recognise where work could have been better
- Understand what they need to do to improve
- Tell others why they enjoy a task
- Tell someone what they have learnt

Becoming Collaborative

- Work in a group and take turns
- Prepared to listen to ideas of others without interrupting them
- Confident to share ideas with others
- Actively listen and share ideas
- Confident to both lead and be directed by others
- Consider views of all group members during discussion

Building Resilience

- Have a go at something new
- Have a go even when something is difficult
- Never give up
- Keep going even when others find it easy
- Know we can learn from mistakes

Being Inquisitive

- Show curiosity about new things
- Ask sensible questions about learning and tasks
- Use 'how' and 'why' when trying to find things out
- Give a simple opinion and explain why
- Explain why they prefer one or two ideas that are proposed
- Give opinions and say which they agree with