



Our Lady's Sentence Stems



Think Like A Mathematician

EYFS

- This makes... so I...
- It is the same/different...
- Altogether I have...
- The answer is... because...
- There is one more/one less...
- ...comes before/after... because

Key Stage 1

- This makes..., so I...
- Then I... because...
- My strategy is to...
- This is always/never/sometimes true because...
- I know the answer is reasonable because...
- We know that... so... it can't be...
- I thought about it in a different way...
- I made a connection with what... said

Key Stage 2

- A major difference between... and... is that...
- Some ways in which... and... differ are...
- I think the question means... so the answer means...
- I know that... therefore I would try out...
- Knowing this means that we can work out what is missing, therefore...
- The reason... is that... due to...
- I approached it methodically by...
- I was systematic... when...
- I looked at the whole problem and broke it into these steps...
- We could possibly... or...
- So far I have discovered that...



Think Like A Technical Engineer

EYFS

- Technology has helped me because...
- When I completed this programme, ...
- ...is useful for... at home/school.

Key Stage 1

- This algorithm
- I have solved this problem by...
- I predict that...
- One advantage to technology is..., whereas some may feel that...
- Keeping safe online is important because...
- Analysing the data has led me to believe....
- The programme that I feel will be best for this is... because...

Key Stage 2

- This method will help people by...
- I can debug this program by...
- The algorithm needed for this code is...
- If I changed this part of the code, I know that...
- To use technology safely I must...
- Being responsible online can lead to...
- Analysing each programme has shown me that
- This algorithm works by...
- The formula I will need is... as this will...
- I can prove this hypothesis by using the data logger to show...
- The advantages/ disadvantages to these methods of technology are... because research suggests that...



Think Like An Artist and Designer

EYFS

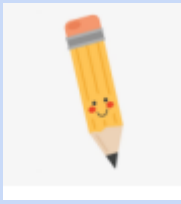
- I used (material) because...
- I could use ... this to create ...
- I want to create ...
- Using... worked/didn't work... next time I could use...

Key Stage 1

- The artist used... to create...
- The style of... is similar/different to...because they use...
- In this piece I can see...
- This picture reminds me of...
- The layout of the text shows me that...
- When planning my project I could use...
- Reflecting on my work I could improve by...
- The next step in developing my work is...

Key Stage 2

- My first impression of this is...
- When I saw this piece it reminded me of...
- The style of the artwork makes reference to...
- I like how the artist has imagined/observed...
- When comparing the works of...I can see they have both applied... this creates the effect of...
- ... influenced my planning because...
- In my project I have used... this enabled me to...
- I can see that the artist has used... technique. I have replicated this in my piece by...
- I am able to apply... this skill enhances my work by...
- The process I have used is...
- Having evaluated my work I could improve by...
- After evaluating... I believe that...



Think Like A Writer

EYFS

- I like/dislike... because...
- The key parts of the story are...
- I have talked about (character) using descriptive words...
- My handwriting and pencil grip mean that my letters are...
- I am proud of using my phonics to sound out my words to write. I have used...
- I have used the tricky words...

Key Stage 1

- I have identified (key features) in my writing these are used for...
- The purpose of my writing is...
- I am hoping the reader feels...
- I chose... words as I felt they would...
- I have tried to convey... to my audience because...
- I have now... The effect of this is...
- I am most proud of... features because...
- After reflection, my next steps are...

Key Stage 2

- My evidence to support my claim is...
- The most effective part of my writing is... because...
- I have chosen this word because...
- In order to improve my writing I need to...
- I applied a similar style to that of... because...
- The impact of my writing has on my reader is...
- My writing is suitable for this type of audience because...
- The features that make my writing successful are... because...
- I could move my writing forward by...
- I must now consider...
- On page... it stated... This has the effect of...
- The intended audience of my writing is...
- In comparison to our key text, my writing...



Think Like A Reader

EYFS

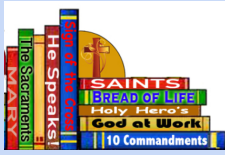
- I think... because...
- This is similar to...
- This is different to...
- I can picture...

Key Stage 1

- I understand this part of the story because...
- I infer...
- This character is...
- When I read this, I felt...
- I remember a time...
- I can see/hear/feel/taste/picture...
- I think the author is telling me...
- In my mind, I can see...
- My favourite part of the story was...

Key Stage 2

- I experienced this once when...
- I wonder why/when...
- I wonder what it means when...
- What happened when...
- I can use my background knowledge to...
- I learned that...
- I changed my prediction because...
- In this chapter..., then...
- Finally, at the end...
- According to the passage/text...
- The author/poet describes...
- The author/poet's words show...



Think Faithfully

EYFS

- This story tells us ...
- The key people in the story are ...
(Character e.g. Noah) Noah carried out the task set by God. He ...
- In Catholicism people believe in ...

Key Stage 1

- believe that because
- This is similar to However
- The belief of are
- This is different to ... because
- Some people (Hindu's, Christians etc...) believe in ...
- In(religion) the (object) is important because

Key Stage 2

- The dominant values are ...
- The beliefs of the people are ... This is similar to ...
- From the story we can determine that ...
- Furthermore the moral suggests ...
- Having researched I know that ..
- After studying I know that
- Significant events in this religion are They are important because ...
- I can see similarities and differences across ... this shows



Think... Modern Foreign Languages

Useful sentence starters

English	French
I am	Je suis
I have	J'ai
I live	J'habite
I go	J'y vais
I went	Je suis allé(e)
I would like	Je voudrais
I like/love	J'aime/j'adore
I dislike	Je n'aime pas
I have prepared	J'ai préparé



Think Like An Athlete

EYFS

- I use control when...
- I use coordination when...
- I am confident...
- I have observed that my body...

Key Stage 1

- An example of this is...
- This will cause...
- An effect of this will be...
- Health is...
- When I move...
- I could improve...
- An area of need is...
- One technique I found helpful is...
- An area I have found difficult is...
- Can I suggest...?
- Can you explain how... ?

Key Stage 2

- This will have the greatest impact due to...
- This will have the least impact due to...
- This is an advantage as...
- This will be a disadvantage as...
- The reason why I am good at this is due to...
- The reason why I have struggled with this is due to...
- Research that I have found, which supports this, ...
- When comparing A and B, my experience suggests that...
- I observed that...
- I would like you to think about using... because...
- The skills involved are...
- To improve further I now need to...



Think Like A Musician

EYFS

- I liked...
- I disliked...
- This made me think of...
- I feel....

Key Stage 1

- Today was successful/unsuccessful because...
- The part I found most difficult/ easiest was...
- The instruments/tempo/rhythm are...
- This music made me feel...due to...
- I was entertained by...
- What was the impact of...?

Key Stage 2

- The strategy I used today was...
- I felt my/ their performance was...
- Upon further reflection, I feel that...
- Today I changed the way I... which resulted in...
- I responded to that music by...
- A strength of my/ your work was...as...
- A weakness of my/ your work was...as...
- Have you considered adding...?
- When comparing the musicians, A and B, I think that...
- I experimented by changing the...the effect of this was...
- The tempo/timbre/pitch/rhythm/ volume gave me the impression of...
- My performance portrayed...



Think Like A Historian

EYFS

-is different because.....
-is similar because
- In the past....
- Now.....
- We can see that....

Key Stage 1

- It is evident that.....
- It could be suggested that.....
- The event brought significant change....
- The changes have impacted.....
- One historical account is.....
- It is believed that.....however.....argues that...

Key Stage 2

- The evidence reveals....
- The author of the source believes.....
- The historical event has impacted on....
- The most likely effect of this change.....
- The.....brought about significant effects.....
- Upon analysis, it becomes apparent that....
- The factors that led to this include....
- Therefore, we can conclude....
- It can be therefore argued that.....
- There are several conclusions we can make from
- Furthermore, we can see how these events contributed to
- This source would/would not be useful to historians....because....



Think Like A Geographer

EYFS

- I have observed...
- Here, I know that...
- There, I know that...
- is different because...
- ... is similar because...

Key Stage 1

- These problems can cause ...
- The importance for caring for the environment...
- The following issues mean...
- The effect of... on the environment ...
- There have been major changes ...
- It can be suggested that...
- Looking toward the future...

Key Stage 2

- The most likely cause of the issue of... is...
- The statistics collected show...
- has caused significant impacts on...
- There have been significant changes...
- People are continually changing the environment around them to...
- The effects of these changes are...
- This could affect our future by...
- For this reason, sustainability
- The impact of... on the people of... is
- Future generations may be impacted as...
- One way of solving the issues is...
- ... and... are not problems that are solved easily, however....



Think Like A Scientist

EYFS

- I know that...
- It is... because...
- It will...because...
- How do you know (e.g. 'The porridge is hot')

Key Stage 1

- I think this...because...
- I know this, so I think...
- This will happen because...
- What do you think?
- What will happen if...?

Key Stage 2

- Because I know that..., I know that...
- Due to the fact that... I know that...will happen
- Maybe it's because...
- It is true that...
- Having analysed... I believe that...
- Prove to me how you know that...
- Can we prove that...?
- In conclusion...
- I would like to prove/disprove...
- Perhaps the reason is...
- Based on the evidence I have been presented with, I can conclude...
- Taking everything into account...
- Having pondered...
- If we accept this hypothesis, what else will be true?
- Given this, it is likely that...