



Science			
Animals including humans	Everyday Materials	Plants	Working scientifically
<p><b>Pupils should be taught to:</b></p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p><b><u>Everyday Materials</u></b> <b>Pupils should be taught to:</b></p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p><b>Pupils should be taught to:</b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content</p> <ul style="list-style-type: none"> <li>• Asking simple questions and recognising that they can be answered in different ways</li> <li>• Observing closely, using simple equipment</li> <li>• Performing simple tests</li> <li>• Identifying and classifying</li> <li>• Using their observations and ideas to suggest answers to questions</li> <li>• Gathering and recording data to help in answering questions</li> </ul>



Art and Design				
Drawing	Painting	Sculpture	Printing	Textile
<p>Experiment with a variety of media.</p> <p>Begin to control the types of marks made with the range of media. Draw on different surfaces.</p> <p>Start to record simple media explorations in a sketch book.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, tipping, and blending to create light/dark lines.</p> <p>Beginning to use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space</p>	<p>Name the primary and secondary colours.</p> <p>Experiment with different brushes (including brushstrokes) and other painting tools.</p> <p>Mix primary colours to make secondary colours.</p> <p>Add white and black to alter tints and shades.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, mod roc.</p> <p>Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques: impressed, painted, applied.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Copy an original print.</p> <p>Use a variety of materials, e.g. sponges, fruit, blocks.</p> <p>Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	<p>Show pattern by weaving.</p> <p>Use a dyeing technique to alter a textile's colour and pattern.</p> <p>Decorate textiles with glue or stitching, to add colour and detail.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>



Computing				
E-safety and E-sense	Programming	Handling Data	Multimedia	Technology in our lives
<ul style="list-style-type: none"><li>• I know who to tell if I am worried when using technology.</li><li>• I can ask for help.</li><li>• I know what information is ok to share and which information I should keep private.</li><li>• I know that I should be kind in person and online, and what to do if someone is unkind.</li><li>• I can agree and follow sensible e-safety rules.</li></ul>	<ul style="list-style-type: none"><li>• I can give instructions to my friend and follow their instructions to move around.</li><li>• I can describe what happens when I press buttons on a robot. I can press the buttons in the correct order to make my robot do what I want.</li><li>• I can describe what actions I will need to do to make something happen and begin to use the word 'algorithm'.</li><li>• I can begin to predict what will happen for a short sequence of instructions.</li><li>• I can begin to use software/apps to create movement and patterns on a screen.</li><li>• I can use the word 'debug' when I correct mistakes when I Program.</li></ul>	<ul style="list-style-type: none"><li>• I can talk about the different ways in which information can be shown.</li><li>• I can use technology to collect information, including photos, video and sound.</li><li>• I can sort different kinds of information and present it to others.</li><li>• I can add information to a pictograph and talk to you about what I have found out.</li></ul>	<ul style="list-style-type: none"><li>• I can be creative with different technology tools.</li><li>• I can use technology to create and present my ideas.</li><li>• I can use the keyboard or a word bank on my device to enter text.</li><li>• I can save information in a special place and retrieve it again</li></ul>	<ul style="list-style-type: none"><li>• I can recognise the way we use technology in our classroom.</li><li>• I can recognise ways that technology is used in my home and community.</li><li>• I can use links to websites to find information.</li><li>• I can begin to identify some of the benefits of using technology</li></ul>



Design and Technology				
Design	Make	Evaluate	Technical knowledge	Cooking and Nutrition
<p>Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds,</p> <p>State what products they are designing and making</p> <p>Describe what their products are for. Generate ideas by drawing on their own experiences</p> <p>Develop and communicate ideas by talking and drawing</p>	<p>Plan by suggesting what to do next select from a range of tools and equipment, Follow procedures for safety and hygiene</p> <p>Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components assemble, join and combine materials and components</p>	<p>Talk about their design ideas and what they are making Verbally suggest how their products could be</p> <p>Across KS1 pupils should explore:</p> <ul style="list-style-type: none"> <li>• what products are</li> <li>• who products are for</li> <li>• what products are for</li> <li>• how products work</li> <li>• how products are used</li> <li>• where products might be used</li> <li>• what materials products are made from</li> <li>• what they like and dislike about products</li> </ul>	<p>About the simple working characteristics of materials and components</p> <p>How freestanding structures can be made stronger, stiffer and more stable</p>	<p>That all food comes from plants or animals</p> <p>That everyone should eat at least five portions of fruit and vegetables every day</p> <p>How to prepare simple dishes safely and hygienically, without using a heat source</p>



Geography			
Locational Knowledge	Place Knowledge	Human Physical Geography	Geographical Skills and Field Work
<p>1.1 To locate where I live in the local area</p> <p>1.2 To locate our school in our local area</p> <p>1.3 To name the countries and capital cities of the UK</p>	<p>1.4 To understand the differences between a town and countryside</p> <p>1.5 To compare two capital cities</p>	<p>1.6 To understand what the weather is like in our country</p> <p>1.7 To understand the different seasons in a year</p> <p>1.8 To understand the dangers of weather</p> <p>1.9 To understand what hot and cold countries are like</p> <p>1.10 To use basic geography to refer to key human features: including city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>1.11 To draw a simple map</p> <p>1.12 To use and construct basic symbols in a key.</p> <p>1.13 To understand what our classroom looks like</p> <p>1.14 To understand the route, we take to school</p> <p>1.15 To begin to recognise map symbols</p> <p>1.16 To use a world map, atlas or globe to identify the countries of the UK</p> <p>1.17 To use aerial photographs to recognise landmarks and human and physical features.</p>



History			
Chronological Awareness	Knowledge and Understanding	Historical Context	Organisation and Communication
Sequence events or 2 related objects in order  Use words and phrases old, new, young, days, months  Remember parts of stories and memories about the past.	Tell the difference between past and present in their own and other people's lives	Begins to identify and recount some details from the past from stories/pictures	Show knowledge and understanding about the past in different ways (role play, drawing, writing, talking)



Music			
Performing	Composing	Appraising	Charanga Topics
<ul style="list-style-type: none"><li>To use their voices to speak / sing / chant</li><li>To join in with singing</li><li>To use instruments to perform</li><li>To look at their audience when they are performing</li><li>To clap short rhythmic patterns</li><li>To copy sounds</li></ul> <p><b>Challenge:</b></p> <ul style="list-style-type: none"><li>Pupils make loud and quiet sounds</li><li>They know that the chorus keeps repeating</li></ul>	<ul style="list-style-type: none"><li>To make different sounds with their voice</li><li>To make different sounds with instruments</li><li>To identify changes in sounds</li><li>To change the sound</li><li>To repeat (short rhythmic and melodic) patterns</li><li>To make a sequence of sounds</li><li>To show sounds by using pictures</li></ul> <p><u>Challenge:</u> Pupils can tell the difference between long and short sounds</p> <p>They can tell the difference between high and low</p>	<ul style="list-style-type: none"><li>To respond to different moods in music</li><li>To say how a piece of music makes them feel</li><li>To say whether they like or dislike a piece of music</li><li>To choose sounds to represent different things</li><li>To recognise repeated patterns</li><li>To follow instructions about when to play or sing</li></ul>	Term 1: Hey you! Term 2: Rhythm and the way we walk, Banana rap Term 3: In the groove Term 4: Round and round Term 5: Your Imagination Term 6: Reflect, Rewind and Replay



Physical Education				
Gymnastics	Dance	Athletics	Games	Health
Gymnastics take-offs and landings	Expressing feelings of characters through dance	Linking running and jumping, long-distance throwing	Basics of games rules, such as end zones and bases  Participating in simple, fun competitions  Hitting objects with a hand or bat  Tracking and retrieving rolling balls  Learners will have experienced a variety of games playing with beanbags and hoops.  They will have practised throwing and catching and can demonstrate the basics of these skills	Describing benefits of exercise and ways people enjoy it