

ART

YEAR	Knowledge	Drawing	Painting	Sculpture	Printing	Collage
R	<p>- Describe what they like and see in an artist's work</p>	<p><u>Key artists:</u> Van Gogh, Picasso, Klee, Holbein,</p> <p><u>Key vocab:</u> artist, cross-hatching, draw, line, shape, tone</p> <p>- Experiment with a range of drawing tools and name them e.g. pencils, chalk, felt tips etc. - Draw from observation, memory and imagination - Draw on a large and small scale and use different shapes and colours of paper - Draw in sand, chalk on the playground etc</p>	<p><u>Key artists:</u> Matisse, O'Keeffe, L.S, Lowry, Hockney, Pollock, Aboriginal, Monet, Banksy</p> <p><u>Key vocab:</u> Primary colours, secondary colours, tints, shades, mood</p> <p>- Explore different types of paint - Use a range of applicators - Name and recognise colours - Mix primary colours to make secondary colours (orange, purple, green) - Paint objects, people and places from observation, memory and imagination</p>	<p><u>Key artists:</u> Goldsworthy, Niki de Saint Phalle, Moore, Reader, Hepworth, Cliff,</p> <p><u>Key vocab:</u> sculpture, sculptor, temporary, permanent, natural form, materials, 3D</p> <p>- Enjoy a range of malleable media such as clay, papier Mache, salt dough - Impress and apply simple decoration - Cut shapes using scissors and other modelling tools - Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials</p>	<p><u>Key artists:</u> Warhol, Morris, Michael Rothenstein,</p> <p><u>Key vocab:</u> print, texture, pattern, monoprint, collagraphy, textile</p> <p>- Explore printing with found objects e.g. building bricks, hands, sponges, fruit and vegetables, corks - Print sequential patterns - Make monoprints (drawing into printing ink with different tools and making a print)</p>	<p><u>Key artists:</u> Klee, Matisse, Mondrian</p> <p><u>Key vocab:</u> collage, materials, pattern</p> <p>- Use a range of junk, found and natural materials to make collages</p>
1	<p>- Ask sensible questions about a piece of work - Describe similarities/ differences between drawings, paintings and sculptures by well-known artists and designers</p>	<p>- Observe and draw landscapes and anatomy (faces, limbs) - Begin to control marks made with a range of media (pencils, crayons etc) - Find and draw different types of lines (wavy, broken, zigzag etc.) - Draw lines of different shapes and thickness using 2 different grades of pencil.</p>	<p>- Experiment with a wide range of applicators e.g. brushes, sponges, rollers, glue spreaders, combs, pads, fabric, cotton buds etc - Mix own colours such as pink, grey and brown, skin tones - Name the primary and secondary colours. - Develop a vocabulary to discuss colour e.g. light/dark, hot/cold, happy/sad etc - Paint a picture of something they can see.</p>	<p>- Shape and model materials for a purpose, e.g. pot, tile from observation and imagination - Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. - Impress and apply simple decoration techniques</p>	<p>- Design own blocks with card and print with sponge rollers (collography) - Develop mono printing by mixing colours - Print onto paper and textile</p>	<p>- Cut and tear paper and card for their collages - Gather and sort the materials that they will need</p>

2	<ul style="list-style-type: none"> - Talk about key artwork using specific vocabulary and referring to the formal elements e.g. 'I can see different lines in the 'self-portrait. - Explain how their artwork is like the key artwork 	<ul style="list-style-type: none"> - Control the types of marks made with range of media (pencil, charcoal, pastels etc.) - Use different pencil grades to investigate tone by drawing light/dark lines, patterns and shapes (e.g. cross-hatching, shading, blending) - Sketch to make quick records 	<ul style="list-style-type: none"> - Use an applicator to produce marks appropriate to work e.g. small brush for small marks - Make paintings and draw on top to add detail (mixed media) - Mix tints, shades (adding black and white) and secondary colours - Look at the work of other artists and experiment with their approaches 	<ul style="list-style-type: none"> - Use equipment and media with confidence - Use sketches to plan and develop simple ideas - Demonstrate experience in surface patterns/textures and use them when appropriate (including carving) 	<ul style="list-style-type: none"> - Continue to develop mono printing by mixing colours - Create prints by pressing, rolling, rubbing and stamping - Re-create a print like a designer/artist 	<ul style="list-style-type: none"> - Children can create individual and group collage. - Use different types of materials on their collage and explain why. - Use repeated pattern in a collage
Activity Ideas		<ul style="list-style-type: none"> - Expressive mark making to music - Shape and Line animals (Picasso) - Self-portraits - Observational drawings e.g. portraits of historical figures, landscapes, artefacts, plants - Drawings of how things change over time e.g. plants in Science 	<ul style="list-style-type: none"> - Landscapes/cityscapes - Portraits - Observational paintings - Mix primary/secondary colours - Warm and cool colours - Draw round hand and create patterns inside. Paint inside with warm colours and outside with cool colours. - Create detailed paintings over 2/3 lessons 	<ul style="list-style-type: none"> - Using nature to make art - Collaborating in a group - Design art for a public place - Natural art based on each season - Animal sculptures - Clay tiles based on topic work 	<ul style="list-style-type: none"> - Design a collograph plate using different materials - Print abstract patterns or pictures - Collograph of a landscape - Create artwork in the style of an artist e.g. Andy Warhol - Design William Morris wallpaper 	<ul style="list-style-type: none"> - Creating a collage over time - Imaginary places - Collage of buildings/people/places - Collage of shapes (maths – Klee)

COMPUTING

YEAR	<u>Programming & Control</u> Curr links: UW, Geography, Math's	<u>Multimedia</u> Curr links: Music. UW, art	<u>Data Handling/ Logging</u> Curr links: Maths	<u>Digital Research</u> Curr links: UW, history, science,	<u>Online Safety</u> Curr links: PSHE,	<u>Vocabulary</u>
R	Exploration of programmable toys. Beginning to program a Bee Bot to follow a route such as a number line, go to set destinations, simple estimations of distance (e.g. number of presses). Chn to follow and give a simple instruction (algorithm)	<p>Music/Sound: Listen and appraise music with adult support.</p> <p>Graphics: Adults model how pictures and voice recordings can be put into a story app on ipad. Explore voice and sound recording with adult support /recorders/microphones).</p> <p>Structured exploration of art packages to create and label pictures. Explore different tools to create shapes, change colour.</p> <p>Chn begin to record own voice, sounds, names, stories with adult support.</p> <p>Extend use of role play/small world software such as My World, simple city, through adult direction and more structured use.</p>	Adult modelled pictograms-practically	Adults model the use of the internet for finding images/simple information. Begin to understand that the certain buttons have a function on websites e.g. back button and go/search button.	Understand that children must tell an adult if they see something on the internet that they don't like (Jessie and Friends)	On, Off, Switch, Backwards, Forward, Instruction, Sound, Moving, Buttons, Collect, Command, Computer, Count, Equipment, Keyboard, Keys, Monitor, Mouse, Movement, Organise, Phone, Camera, Remote, Set of photos, Type, Choices, Create Internet, Information, Share Technology, Website
1	Linking and comparing the use of programmable toys to the wider world. Begin to write and follow instructions, numerical value of instructions (inc straight and turning commands). Begin to explore outcomes when instructions are given in	<p>Music/Sound: Extending music into musical sounds and sequences. Create short rhythmic phrases creating sequences with repeat. Listen and appraise music.</p> <p>Graphics: Children to begin to take photos of the local area/ from visits, science investigations etc and insert into photo sequences with</p>	Introduce branching database work through practical sorting, recording in tables, graphs and pictograms. Use data to ask and answer questions.	Begin to use internet to find out about the local environment/ places/ events/ historical figures (adult directed). Begin to use search tools independently in internet e.g. Google. To begin to know information/communication can be sent electronically e.g. text, email, blogs etc.	Decisions on sharing photos. Identify different devices which can go on the internet from those which cannot. Identify what things count as personal information. Identify when inappropriate content is accessed and to know who to tell and what to do.	Online Safety and Exploring Purple Mash: Log in, Username, password, Avatar, Log out, Save, Notification Technology Outside of School: Technology Animated Story Books: Animation, E-Book, Font, File, Sound Effect, Display Boar Coding: Action, Button, Character, Coding,

	<p>sequence. Follow a sequence of instructions to complete a simple task.</p> <p>Chn to know and understand an algorithm is a sequence of instructions.</p>	<p>voice overs. Photo editing/enhancing.</p> <p>Explore different art and design packages- Using appropriate tools.</p>				<p>Command, Debug/ Debugging, Input, Object</p>
2	<p>Begin to complete more complex tasks, using repeated instructions, including writing instructions/debugging where necessary and predicting.</p> <p>To know how simple algorithms are implemented as programs on digital devices and executed as a sequence of instructions</p>	<p>Music/Sound: Choose and order sounds to create effect and also use repeating patterns. Listen and appraise music.</p> <p>Graphics: Begin to tell stories through animation e.g. stop frame animation (2animate). Use photos and combine with text. Know that graphics can also include Video. Begin to explore capturing video. Compare art techniques to using ICT in art. Use paint package tools with increasing accuracy.</p>	<p>Branching database, children to design database with adults creating it. Extend recording in tables, graphs and pictograms as appropriate and with more complicated questions and answers.</p>	<p>To know where to find/search for information on the internet. To discuss which websites they have visited/use regularly. To begin to send and receive emails with another class/school. To know an address is needed to send electronic communication e.g. an email/web address.</p>	<p>Identify obviously false information in a variety of contexts. Begin to recognise a variety of devices which can connect users with other people (e.g. xbox, PSP, ipads as well as computers). To understand the importance of what they write/post is permanent and may have an impact upon people's feelings. To begin to understand what bullying is and that it can happen electronically (cyber-bullying) Identify personal information that should be kept private in order that they are not identifiable e.g. full name, address, dob, phone number etc. To identify use of ICT beyond school and know what to do if inappropriate content is accessed.</p>	<p>Online Safety: Search, Internet, Sharing, Digital footprint, Email Effective Searching: Internet, Search, Search engine Coding: Action, Algorithm, Bug, Character, Code block, Debug/Debugging, Input, Object Presenting Ideas: Concept map, Presentation, Audience, Node</p>

DESIGN TECHNOLOGY

YEAR	Research/ Technical knowledge	Design	Make	Evaluate	Food and Nutrition	Vocabulary
R	<ul style="list-style-type: none"> - Learn how everyday objects work by dismantling things - Use technical vocabulary when appropriate. 	<ul style="list-style-type: none"> - Begin to use the language of designing and making, e.g. join, build and shape. - Learn to plan and adapt initial ideas to make them better. 	<ul style="list-style-type: none"> - Begin to create their design using basic techniques. - Start to build structures, joining components together. - Look at simple hinges, wheels and axles. - Begin to use scissors to cut straight and curved edges and hole punches to punch holes. - Explore using/ holding basic tools such as a saw or hammer, stapler, rolling pins etc. - Use adhesives to join material. 	<ul style="list-style-type: none"> - Say what they like and do not like about items they have made and attempt to say why. - Start to talk about changes made during the making process. - Discuss how closely their finished products meet their design criteria. 	<ul style="list-style-type: none"> - Begin to develop a food vocabulary using taste, smell, texture and feel. - Explore familiar food products e.g. fruit and vegetables. - Stir, spread, knead and shape a range of food and ingredients. - Begin to work safely and hygienically. - Start to think about the need for a variety of foods in a diet. - Measure and weigh food items, non-statutory measures e.g. spoons, cups. 	<ul style="list-style-type: none"> Food – fruit, vegetables, safety, knife, blade, tool, edge, handle, chop, slice, cut, saucepan, blender, chopping board, hob, boil, blend, mix, packaging, recyclable, metal, plastic, reusable Structures – join, stick, cut, bend, slot, scissors, measure, materials, fix Waterproof, absorb, prediction, variable, experiment, investigation, float, investigation, float, sink, junk Textiles – thread, weave, pattern, sew, sewing needle, embroider, design, evaluate
1	<ul style="list-style-type: none"> - Look at a range of existing products explain what they like and dislike about products and why. - Begin to understand the development of existing products: What they are for, how they work, materials used. - Know about the movement of simple mechanisms, such as levers, sliders, wheels and axles. - How to make freestanding structures stronger, stiffer and more stable. -To know the correct technical vocabulary for the project they are working on. 	<ul style="list-style-type: none"> - Understand how to identify a target group for what they intend to design and make based on a design criteria. - Start to suggest ideas and explain what they are going to do. - Begin to develop their ideas through talk and drawings. - Make templates and mock ups of their ideas in card and paper or using ICT. 	<ul style="list-style-type: none"> - Begin to make their design using appropriate techniques. - Begin to build structures, exploring how they can be made stronger, stiffer and more stable. - Explore and use mechanisms [for example, levers, sliders], in their products. - With help measure, mark out, cut and shape a range of materials. - Explore using tools e.g. scissors and a hole punch safely. - Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. - Begin to use simple finishing techniques to improve the appearance of their product. 	<ul style="list-style-type: none"> - Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria). - Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make 	<ul style="list-style-type: none"> - Begin to understand that all food comes from plants or animals. - Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught. - Start to understand how to name and sort foods into the five groups in 'The Eat well plate' - Begin to understand that everyone should eat at least five portions of fruit and vegetables every day. - Know how to prepare simple dishes safely and hygienically, without using a heat source. - Know how to use techniques such as cutting, peeling and grating. 	<ul style="list-style-type: none"> Mechanisms – assemble, design, evaluation, mechanism, model, sliders, stencil, target audience, template, test. Axle, axle holder, chassis, design, evaluation, fix, mechanic, mechanism, model, test, wheel Structures – client, design, evaluation, net, stable, strong, test, weak, windmill Textiles – decorate, design, fabric, glue, model, hand puppet, safety pin, staple, stencil, template Cooking and nutrition – blender, fruit, healthy, ingredients, recipe, smoothie, vegetable, seed, root, leaf, stem, flavour, design, cut, juice, table knife, juicer, plant, bush, tree, vine, chopping board, fork, taste, select, blend, evaluate, compare

2		<ul style="list-style-type: none"> - Identify a purpose for what they intend to design and make and a target group, based on a design criteria - Begin to develop their design ideas through discussion, observation, drawing, modelling and labelling parts. - Make templates and mock ups of their ideas in card and paper or using ICT. 	<ul style="list-style-type: none"> - Begin to select tools and materials; use correct vocabulary to name and describe them. - With help measure, cut and score with some accuracy. - Learn to use hand tools safely and appropriately. - Use mechanisms [for example, wheels and axles], in their products. - Start to assemble, join and combine materials in order to make a product. - Demonstrate how to cut, shape and join fabric to make a simple product. - Use basic sewing techniques. - Start to choose and use appropriate finishing techniques based on own ideas. 	<ul style="list-style-type: none"> - Evaluate their work against their design criteria. - Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. 	<ul style="list-style-type: none"> - Understand that all food comes from plants or animals. - Understand that food has to be farmed, grown elsewhere (e.g. home) or caught. - Understand how to name and sort foods into the five groups in 'The Eat well plate' - Know how to prepare simple dishes safely and hygienically, without using a heat source. - Demonstrate how to use techniques such as cutting, peeling and grating. 	<p>Cooking – appearance, balanced, carbohydrates, combination, dairy, design, design brief, diet, feel, grate, grater, menu, oils, prepare, proteins, review, scissors, smell, snip, spread, spreads</p> <p>Mechanisms – Evaluation, input, lever, linear motion, linkage, mechanical, mechanism, motion, oscillating motion, output, pivot, reciprocating motion, survey</p> <p>Structures – function, man-made, mould, natural, stable, stiff, strong, structure, test, weak</p> <p>Textiles – accurate, fabric, knot, pouch, running-stitch sew, shape, stencil, template, thimble</p> <p>Mechanisms – axle, decorate, evaluation, Ferris wheel, mechanism, stable, strong, test, waterproof, weak</p>
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GEOGRAPHY

YEAR	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge	Key Vocabulary/phrases
R	<p>I can show an awareness of my immediate locality Find out about and identify features in the place they live and in the natural world. Find out about their environment and talk about those features they like and dislike. Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. Draw information from a simple map Recognise some environments which are different to the one they live.</p>	<p>Identify seasonal patterns – focusing on plants and animals. Explore their local environment and talk about the changes they see. Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. Describe their immediate environment Explain some similarities and differences between life in this country and other countries.</p>		<p>Observe and identify features in the place they live and the natural world- including seasons, drawing on their experiences and what they have read in class Find out about their environment and talk about features they like and dislike. Examine change over time. Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?".</p>	<p>Environment, Same, Different, Similar, Then, Now, Before, After, Next, School, Galley Common, Nuneaton, Street, sign, House, Bungalow, Church, Zebra crossing, Traffic lights, Bridge, Tunnel, Roundabout, Town, Place, market, stall, Path, Road, Pond, Factory, Sea, Tree, Soil, Community, Seasons – Autumn, Winter, Spring, Summer, Forest, Farm, Shop, House, Farm, Countries, Country, Globe, Forwards, Backwards, Above, Under, local,</p>
1	<p>Can they say what they like about their locality? •Can they sort things they like and don't like? •Can they answer some questions using different resources, such as books, the internet and atlases? •Can they think of a few relevant questions to ask about a locality? •Can they answer questions about the weather? •Can they keep a weather chart?</p>	<p>Can they tell someone their address? •Can they explain the main features of a hot and cold place? •Can they describe a locality using words and pictures? •Can they explain how the weather changes with each season? •Can they name key features associated with a town or village, e.g. 'church',</p>	<p>Can they begin to explain why they would wear different clothes at different times of the year? •Can they tell something about the people who live in hot and cold places? •Can they explain what they might wear if they lived in a very hot or a very cold place?</p>	<p>Can they identify the four countries making up the United Kingdom? •Can they name some of the main towns and cities in the United Kingdom? •Can they point out where the equator, north pole and south pole are on a globe or atlas?</p>	<p>Britain, United Kingdom, England, Northern Ireland, Scotland, Wales, London, Belfast, Cardiff, Edinburgh, Capital Cities, Big Ben, River Thames, Landmarks, Tube, City, Village, Countries, Continent, Similarities, Differences, Street, Address, Physical feature, human feature, man-made, Natural, Mountains, Hills, canal, desert, river, forest, valley Rivers, Sea, Ocean, Birdseye view, Aerial, Key, Symbol, Bigger, Smaller, Like, Dislike, Photograph, Left, right, near, far, Direction, Atlas, Globe, Compare, Nuneaton, Journey,</p>

					North Pole, South Pole, Rainforest, Equator, Sustainable, Rainfall, Climate, Seasons, Autumn, Winter, Spring, Summer, Rain, Sun, Wind, Snow, Thunder.
2	<ul style="list-style-type: none"> •Can they label a diagram or photograph using some geographical words? •Can they find out about a locality by using different sources of evidence? •Can they find out about a locality by asking some relevant questions to someone else? •Can they say what they like and don't like about their locality and another locality like the seaside? 	<ul style="list-style-type: none"> •Can they describe some physical features of their own locality? •Can they explain what makes a locality special? •Can they describe some places which are not near the school? •Can they describe a place outside Europe using geographical words? •Can they describe some of the features associated with an island? •Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, and valley? 	<ul style="list-style-type: none"> •Can they describe some human features of their own locality, such as the jobs people do? •Can they explain how the jobs people do may be different in different parts of the world? •Do they think that people ever spoil the area? How? •Do they think that people try to make the area better? How? •Can they explain what facilities a town or village might need? 	<ul style="list-style-type: none"> •Can they name the continents of the world and find them in an atlas? •Can they name the world's oceans and find them in an atlas? •Can they name the major cities of England, Wales, Scotland and Ireland? •Can they find where they 	Coast, beach, shoreline, cliff, coast climate, harbour, port, pier, sea, the Arctic, North Atlantic, South Atlantic, North Pacific, South Pacific, Indian, and Southern oceans, Continents, Africa, Europe, Asia, America, and Oceania, North America, South America, Antarctica, Equator, North Pole, South Pole location, locality British Isles, North Pole, South Pole Identify, improve Oceans, Pacific, Atlantic, Arctic, Southern, Indian Compass, scale North, south, East, West, Route, fishing, flood, food, Diagram, Comparison, Coordinates, Distance, Map, Key, Compass, Contrast, Compare, Globe, Earth, Transportation, Globe, Earth, Locality, Climate, Weather, Equator.
Greater Depth	<ul style="list-style-type: none"> Can they make inferences by looking at a weather chart? •Can they make plausible predictions about what the weather may be like in different parts of the world? 	<ul style="list-style-type: none"> •Can they find the longest and shortest route using a map? •Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe? 	<ul style="list-style-type: none"> •Can they explain how the weather affects different people? 	<ul style="list-style-type: none"> •Can they locate some of the world's major rivers and mountain ranges? •Can they point out the North, South, East and West associated with maps and compass? 	

HISTORY

Strand	1. Constructing the past	2. Sequencing the past		3. Change and development	4. Cause and effect	5. Significance and interpretations	6. Planning and carrying out a historical enquiry	7. Using sources as evidence	Key Vocabulary/ Phrases
Progression statement	Know where people and events fit within a chronological frame work. Pupils study historical periods, some of which they will study fully later.	Know where people and events fit within a chronological framework.	. Develop awareness of the past, using common words and phrases relating to the passing of time.	Identify similarities and differences between ways of life in different periods. Study changes within living memory.)	Choose and use parts of stories and other sources to show that they know and understand Key features of events. Study the lives of significant individuals who contributed to national and international achievements.	Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key Features of events. Use a wide vocabulary of everyday historical	Understand some of the ways in which they find out about the past and identify different ways in which it is represented	
R	Talk about and share experiences of the past and present modelling and encouraging appropriate tenses Talk about and describe artefacts from the past and present. Record memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing	Use simple everyday terms to describe the passing of time, e.g. new and old, now and then, etc. Talk about own life and those of people around them and their roles in society. Sequence objects and every day events within experience, in time order e.g. school day Make sense of their own life story e.g. birthdays and the passage of time: growing-babies, toddlers, starting school, moving on. Reminding of and revisiting past learning/events in their school life		Talk about and describe my home and the way I live. E.g. day to day life, things I do, my house, my family, etc and say some things that are the same and different	Talk about important people in my life and those of people around them in society and their role. Introduce people/creatures beyond living memory through stories e.g. knights, dinosaurs, pre-historic animals/people Compare and contrast characters from stories, including figures from the past.		Know some similarities and differences between things in the past and now, drawing on own experiences and what has been read in class. Talk about events in my life and the lives of people I know-spoken and written recount of experiences. Ask and answer questions to find out more How and why?	Time, old and new, long ago, now and then, yesterday, last week, at the weekend, this morning, last night, the past, now	
1	The child can identify relevant features of particular historical themes, events and people from family, local, national and global history . E.g. Recall some events and people associated with the Gunpowder Plot.	The child can depict on a timeline the sequence of a few objects and/or pieces of information. E.g. Put the main features of cooking in chronological order on a timeline.	The child can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. E.g. Use some common words and phrases relating to the	The child can identify a few similarities, differences and changes occurring within a particular topic. E.g. Identify difference and similarities between early and modern aeroplanes.	The child can identify at least one relevant cause for, and effect of, several events covered. E.g. Identify an effect of the Gunpowder Plot.	The child can consider one reason why an event or person might be significant. E.g. Explain why we remember a particular explorer.	The child can ask and answer a few valid historical questions . E.g. Ask a few questions about explorers, locate relevant information and communicate the answers as sentences.	The child can extract information from several different types of source including written, visual and oral sources and artefacts. E.g. Extract some relevant information about the life of a local	Past/today, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young, in thetimes, modern, , artefact

			<i>passage of time, such as 'now', 'then', 'new', 'old', 'when' and 'before'.</i>					<i>hero or heroine, e.g. from pictures, artefacts or a story.</i>	
2	The child can briefly describe features of particular themes, events and people from family, local, national and global history . <i>E.g. Retell the story of the Gunpowder Plot.</i>	The child can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. <i>E.g. Select a range of cooking methods and foods to place on a timeline.</i>	The child can understand securely and use a wider range of time terms. <i>E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past' 'previously'.</i>	The child can identify independently a range of similarities, differences and changes within a specific time period . <i>E.g. Recognise differences in aeroplanes from different decades.</i>	The child can identify a few relevant causes and effects for some of the main events covered. <i>E.g. Identify several causes, motives and effects of the Gunpowder Plot.</i>	The child can identify a range of significant aspects of a theme , society, period or person and offer some comments on why they have selected these aspects. <i>E.g. Give reasons why they have chosen particular aspects of the life of a famous explorer.</i>	The child can plan questions and produce answers to a few historical enquiries using historical terminology. <i>E.g. Plan and find information needed to write a paragraph about which explorer was most successful.</i>	The child can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions. <i>E.g. Choose several different sources to select information about the key features of the life of a local hero or heroine.</i>	Past, present, future, recently, when my parents/carers were children, decade, century, chronological order, era/ period, famous, significant, modern, ancient, fashioned, long term, short term, timeline, time scale, 'beyond living memory
Greater Depth	The child can explain a range of features covering family, local, national and global history and draw a range of conclusions. <i>E.g. Recall the more significant events and people associated with the Gunpowder Plot and draw conclusions about it.</i>	The child can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised. <i>E.g. Select independently a range of objects and information associated with food and how it was cooked over different time periods and explain the reason for their sequence.</i>	The child can use more complex time terms, Such as 'BCE'/'AD' and period labels and terms. <i>E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'.</i>	The child can describe independently and accurately similarities, differences and changes both within and across time periods and topics. <i>Eg. Identify and describe several changes, similarities and differences that have occurred in aviation over a century.</i>	The child can comment on a few valid causes and effects relating to the events covered. <i>E.g. Make a few valid judgements about the causes, motives and effects of the Gunpowder Plot (e.g. this was a particularly important reason it took place).</i>	The child can provide some valid reasons for selecting an event , development or person as significant. <i>E.g. Explain the achievements of various explorers stating which one they think is the biggest hero and justify their opinion.</i>	The child can pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently. <i>E.g. Plan a small investigation on the life of an explorer, locate information from two or more different sources and collate this to produce a relevant response.</i>	The child can critically evaluate the usefulness of sources and parts of sources to answer historical questions. <i>E.g. Choose from a range of sources, such as artefacts, different written accounts, oral and visual evidence, which are most useful for telling us about the life of a local hero or heroine.</i>	

MUSIC

YEAR	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Play tuned and untuned instruments musically.	Listen with concentration and understanding to a range of high-quality live and recorded music.	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Vocabulary
R	Sing echo songs and perform movements to a steady beat. Explore singing at different speeds and pitch to create moods and feelings. Discover how to use the voice to create loud and soft sounds.	Play instruments to a steady beat. Understand how to hold and play an instrument with care. Explore the different sounds instruments make. Choose an instrument to create a specific sound.	Express feelings about music by responding to different moods of a musical piece. Listen to music and respond using hand and whole body movements. Listen to different sounds (animal noises, water etc) and respond with voice and movement.	Choose different instruments, including voice and body percussion, to create sound effects. Investigate a variety of ways to create sound with different materials. Experiment performing songs and music together with body movements to a steady beat.	Nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share, stop, move, body percussion, actions, voice, hands, feet, big sounds, soft sounds, loud sounds, soft, medium, hard, solo, group, shake, tap, ring, sequence, feel, song, sing, dance, play, make and experiment.
1	Explore the use of the voice in different ways such as speaking, singing and chanting. Discover how the voice can produce rhythm and pulse, and high and low pitch to create different effects. Find out how to sing with expression, confidence and creativity to an audience.	Play instruments showing an awareness of others. Repeat and investigate simple beats and rhythms. Learn to play sounds linking with symbols such as pictures and shapes. Understand how to play an instrument with care and attention.	Choose sounds to represent different things (ideas, thoughts, feelings, moods etc). Reflect on music and say how it makes people feel, act and move. Respond to different composers and discuss different genres of music.	Create a sequence of long and short sounds, including clapping longer rhythms. Investigate making sounds that are very different (loud and quiet, high and low etc). Explore own ideas and change as desired.	Pulse, rhythm, pitch, improvise, compose, melody, perform, singers, percussion, audience, imagination, dynamics. Instrumental families, instrument, wind, string, percussion, brass. Body percussion, conductor, notes, tune, pattern, rhythmic pattern, melody, composition, notation, respond, listen, explore, play, beat, high, low, long, short, loud, soft, solo, quiet, singing, chanting, composers.
2	Sing with a sense of the shape of a melody. Represent sounds with symbols such as shapes, pictures and notes. Improvise in making sounds with the voice. Perform songs using creativity and expression and create dramatic effect.	Perform simple patterns and accompaniments keeping to a steady pulse. Recognise and explore how sounds can be organised with reference to minim, crotchet and quaver note values. Control playing a musical instrument so that they sound as they should.	Understand and notice how music can be used to create different moods and effects and to communicate ideas. Listen and understand how to improve own composition. Sort composers into different genres and instruments into different types.	Choose carefully and order sounds into a beginning, middle and end. Use sounds to create an effect. Create musical patterns. Investigate long and short sounds. Explore changes in pitch to communicate an idea.	Rhythm, pitch, pulse, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, instrumental families, instrument, wind, string, percussion, brass, opinion, styles, ensemble, leader, conductor, melodies, composition, improvisation, notation, pattern, vocal, creative, dramatic, effect, minim, crotchet, quaver, notes, control, mood, composers, genre, beginning, middle, end, long and short sounds.
Interrelated Dimensions of Music	<ul style="list-style-type: none"> ● Pulse – the regular heartbeat of the music; its steady beat. ● Rhythm – long and short sounds or patterns that happen over the pulse. ● Pitch – high and low sounds. ● Tempo – the speed of the music; fast or slow or in-between. ● Texture – layers of sound. Layers of sound working together make music very interesting to listen to. ● Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. ● Dynamics – how loud or quiet the music is. ● Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. ● Notation – the link between sound and symbol. 				

PHYSICAL EDUCATION

YEAR	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities	Participate in team games, developing simple tactics for attacking and defending	Perform dances using simple movement patterns.
R	Performing and linking simple gymnastics movements Body movement basics, including balancing self and objects Moving and controlling objects like beanbags, balloons, and balls Navigating obstacle courses Understanding basic changes exercise causes in the body	Controlling speed and direction in running games Cooperating and problem-solving with partners and groups	Creating short dance sequences
1	Gymnastics take-offs and landings Catching and throwing balls Tracking and retrieving rolling balls Linking running and jumping, long-distance throwing Hitting objects with a hand or bat Describing benefits of exercise and ways people enjoy it	Intercepting objects and outwitting opponents Basics of games rules, such as end zones and bases Participating in simple, fun competitions	Expressing feelings of characters through dance
2	Identifying and describing good-quality form and movement Simple gymnastics scoring and judging Dribbling and passing balls Static and dynamic balances Jumping for distance and height Describing healthy lifestyles and how exercise supports healthy living	Goalkeeping principles Bowling, batting and team fielding Basic net game rules and skills, such as boundary lines	Performing dance in duets and formations

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

YEAR	PATHS	Protective Behaviours	JIGSAW	No Outsiders Here
R	<p>To understand feelings, happy, sad, angry and excited and worried.</p> <p>To begin to develop strategies to manage feelings (turtle)</p> <p>Differentiate Comfortable and uncomfortable feelings.</p>	<p>Recognising when I feel safe.</p> <p>Private parts of the body.</p> <p>Early warning signs.</p> <p>Network hand – recognising people I can go to if I feel unsafe.</p>	<p>Similarities and differences between friends and families.</p> <p>Correct name of body parts and private parts of the body.</p> <p>All feelings are valid.</p> <p>Comfortable and uncomfortable touches – consent.</p>	<p>To recognise what I like and to say what I think.</p> <p>How to make friends.</p> <p>To recognise and celebrate different families.</p>
1	<p>To understand feelings, tired, frustrated, proud, love, worried, disappointed, jealous, furious, guilty and generous.</p> <p>Basic problem solving.</p> <p>Making choices.</p>	<p>How do we behave when we have feelings.</p> <p>Early warning signs.</p> <p>Body privacy.</p> <p>Safe and unsafe secrets.</p> <p>Network hand</p>	<p>To recognise people who are important to me.</p> <p>Development of babies.</p> <p>Body privacy and rights.</p> <p>Empathy.</p> <p>Personal boundaries.</p>	<p>To like the way I am.</p> <p>To play with boys and girls.</p> <p>To recognise that people are different ages.</p> <p>To understand that our bodies work in different ways.</p> <p>To recognise we share the world with lots of people.</p>
2	<p>Self-control and Anger management.</p> <p>Calm and relaxation practise.</p> <p>Problem solving.</p>	<p>What our rights are.</p> <p>Early warning signs.</p> <p>Personal space.</p> <p>Network hand</p>	<p>Similarities and differences between boys and girls.</p> <p>Early warning signs.</p> <p>How to manage anger.</p> <p>People I trust.</p>	<p>To understand what diversity is.</p> <p>To understand how we can share the world.</p> <p>To understand what makes someone feel proud.</p> <p>To feel proud of being different.</p> <p>To be able to work with everyone in my class.</p>

RELIGIOUS EDUCATION

YEAR	Know About & Understand			Express and Communicate			Gain and Deploy Skills		
R	Explore different beliefs and practices, including festivals, worship, rituals and ways of life.	Sequence some religious and moral stories.	Recognise some different symbols which express a community's way of life.	Find out what communities do through role play and the learning environment.	Listen to and talk about different ways that people belong to religions and communities.	Begin to have an awareness of their own cultures and beliefs and those of other people.	Explore and express ideas about belonging through expressive arts.	Show sensitivity to other people's needs and feelings and form positive relationships.	Think and talk about issues of right and wrong.
1	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life.	Sequence, retell and suggest meanings to some religious and moral stories, recognising the communities from which they come.	Recognise some different symbols and actions which express a community's way of life, exploring some similarities between communities.	Find out what communities do, and why, so that they can identify what belonging to a community means.	Observe different ways of expressing identity and belonging, responding sensitively for themselves.	Appreciate some similarities between different religions and other people's views.	Explore ideas about belonging and truth so that they can express their own ideas through the arts.	Exploring examples of co-operation between people who are different.	Find out about and discuss right and wrong through religious stories.
2	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.	Recognise some different symbols and actions which express a community's way of life, appreciating and explaining some similarities and differences between communities.	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves and comparing different religions.	Notice and respond sensitively to some similarities and differences between different religions and world views.	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	Find out about and respond with ideas to examples of co-operation between people who are different and communities that live respectfully together.	Find out about questions of right and wrong and begin to express their own ideas and opinions in response.