Science

National Curriculum

Sc1/1   Working Scientifically
Sc1/1.1   asking simple questions and recognising that they can be answered in different ways
Sc1/1.2   observing closely, using simple equipment
Sc1/1.3   performing simple tests
Sc1/1.4   identifying and classifying
Sc1/1.5   using their observations and ideas to suggest answers to questions
Sc1/1.6   gathering and recording data to help in answering questions.

Sc1/2.1   Plants
Sc1/2.1a   identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
Sc1/2.1b   identify and describe the basic structure of a variety of common flowering plants, including trees

Sc1/2.2   Animals including humans
Sc1/2.2a   identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals
Sc1/2.2b   identify and name a variety of common animals that are carnivores, herbivores and omnivores
Sc1/2.2c   describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
Sc1/2.2d   identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Sc1/3.1   Everyday materials
Sc1/3.1a   distinguish between an object and the material from which it is made
Sc1/3.1b   identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
Sc1/3.1c   describe the simple physical properties of a variety of everyday materials
Sc1/3.1d   compare and group together a variety of everyday materials on the basis of their simple physical properties

Sc1/4.1   Seasonal Changes
Sc1/4.1a   observe changes across the 4 seasons
Sc1/4.1b   observe and describe weather associated with the seasons and how day length varies.

Computing

National Curriculum

Co2/1.1   understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

Co2/1.2   create and debug simple programs

Co2/1.3   use logical reasoning to predict the behaviour of simple programs

Co2/1.4   use technology purposefully to create, organise, store, manipulate and retrieve digital content

Co2/1.5   recognise common uses of information technology beyond school

Co2/1.6   use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies

Progression of Skills

Text and Multimedia	• Work with others and with support to contribute to a digital class resource which includes text, graphic and sound.
Digital Images (photos, paint, animation)	• Use a range of simple tools in a paint package / image manipulation software to create / modify a picture.
Sound and music (inc. sound recorders)	• Choose suitable sounds from a bank to express their ideas. • Record short speech.
Electronic Communication	• Contribute ideas to a class email to another class / school etc.
Research and E Safety	• As a class exercise children explore information from a variety of sources (electronic, paper based, observations of the world around them, etc.). • Show an awareness of different forms of information
Control (algorithms)	• Control simple everyday devices to make them produce different outcomes.
Handling Information (databases and graphs)	• As a class or individually with support, children use a simple pictogram or painting program to develop simple graphical awareness / one to one correspondence.
Modelling and Simulations (spreadsheets, adventure games and simulations)	• Make simple choices to control a simple simulation program.
Data logging (science and maths)	
Understanding Technologies (individual technologies)	• Show an awareness of the range of devices and tools they encounter in everyday life
Understanding Technologies (networks)	• Show an awareness that what they create on a computer or tablet device can be shown to others via another device (e.g. printer, projector, Apple TV)
Understanding Technologies (the internet)	

Music

National Curriculum

Mu1/1.1   use their voices expressively and creatively by singing songs and speaking chants and rhymes
Mu1/1.2   play tuned and untuned instruments musically
Mu1/1.3   listen with concentration and understanding to a range of high-quality live and recorded music
Mu1/1.4   experiment with, create, select and combine sounds using the interrelated dimensions of music

Progression of Skills

Singing songs with control and using the voice expressively.	• To find their singing voice and use their voices confidently. • Sing a melody accurately at their own pitch. • Sing with a sense of awareness of pulse and control of rhythm. • Recognise phrase lengths and know when to breathe. • Sing songs expressively. • Follow pitch movements with their hands and use high, low and middle voices. • Begin to sing with control of pitch (e.g. following the shape of the melody). • Sing with an awareness of other performers.
Listening, Memory and Movement.	• Recall and remember short songs and sequences and patterns of sounds. • Respond physically when performing, composing and appraising music. • Identify different sound sources. • Identify well-defined musical features.
Controlling pulse and rhythm	• Identify the pulse in different pieces of music. • Identify the pulse and join in getting faster and slower together. • Identify long and short sounds in music. • Perform a rhythm to a given pulse. • Begin to internalise and create rhythmic patterns. • Accompany a chant or song by clapping or playing the pulse or rhythm.
Exploring sounds, melody and accompaniment.	• To explore different sound sources. • Make sounds and recognise how they can give a message. • Identify and name classroom instruments. • Create and chose sounds in response to a given stimulus. • Identify how sounds can be changed. • Change sounds to reflect different stimuli.
Control of instruments	• Play instruments in different ways and create sound effects. • Handle and play instruments with control. • Identify different groups of instruments.
Composition	• Contribute to the creation of a class composition. • Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.
Reading and writing notation	• Perform long and short sounds in response to symbols. • Create long and short sounds on instruments. • Play and sing phrase from dot notation. • Record their own ideas. • Make their own symbols as part of a class score.
Performance skills	• Perform together and follow instructions that combine the musical elements.
Evaluating and appraising	• Choose sounds and instruments carefully and make improvements to their own and others' work.

P.E

National Curriculum

PE1/1.1   Sport & Games
PE1/1.1a   master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
PE1/1.1b   participate in team games, developing simple tactics for attacking and defending
PE1/1.1c   perform dances using simple movement patterns.

Progression of Skills

Throwing	• I can pass an object to partner (beanbag/ ball). • I can throw an object at a target (beanbag/ shuttlecock/ javelin) • I can throw a ball to a partner.
Catching	• I can catch a ball from a bounce pass. • I can catch a ball from a pass.
Jumping	
Striking	
Running/ Travelling	• I can perform a movement pattern that travels.
Kicking	
Agility, Balance and Coordination	• I can hold a balance with three points of contact.
Team Work	• I can play a team game, working with others.
Health and Lifestyle	• I can suggest why we need to be active.

Art	
National Curriculum	
Ar1/1.1 to use a range of materials creatively to design and make products Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Ar1/1.4 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	
Progression of Skills	
Drawing	• Extend the variety of drawings tools to include charcoal and felt tips. • Explore different textures and experiment with mark - building on previous experience. • Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is. • Observe patterns in the natural and man-made world. • Observe anatomy - encourage accurate drawings of people. • Sketch objects in both the natural and man-made world.
Colour	• Ensure they know the names of all the colours. • Begin to introduce mixing of colours to make new colours. • Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark • Continues to explore applying colour with a range of tools for enjoyment
Texture	• Simple paper and/or material weaving using a card loom. • Mix colours and paint strips of paper to weave with. • Add objects to the weaving - buttons, twigs, dried flowers. • Explore colour in weaving. • Build on skills of using various materials to make collages –using some smaller items. • Use texture to provide information – e.g. manmade/natural materials, a 'journey' of where they have been etc. • Discuss how textiles create things – curtains, clothing, decoration
Form	• Use both hands and tools to build • Construct to represent personal ideas. • Use materials to make known objects for a purpose, i.e puppet. • Cut shapes using scissors. • Carve into media using tools. • Pinch and roll coils and slabs using a modeling media. • Make simple joins by manipulating modelling material or pasting carefully. • Discussion of weight and texture
Printing	• Create patterns and pictures by printing from objects using more than one colour. (Klee) • Develop impressed images with some added pencil or decorative detail. • Relief printing - string, card, etc. • Use appropriate language to describe tools, process, etc.
Pattern	• Awareness and discussion of patterns around them – pattern hunt. • Experiment creating repeating patterns on paper using drawing or printing of own design. • Link to Maths

History

National Curriculum

Hi1/1.1   changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Hi1/1.2   events beyond living memory that are significant nationally or globally

e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries

Hi1/1.3   the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell

Hi1/1.3   significant historical events, people and places in their own locality.

Progression of Skills

Chronology	• sequence events or objects in chronological order
Range and Depth of Historical Knowledge	• begin to describe similarities and differences in artefacts • drama – why people did things in the past • use a range of sources to find out characteristic features of the past
Interpretations of History	• begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)
Historical Enquiry	• sort artefacts "then" and "now" • use as wide a range of sources as possible • speaking and listening (links to literacy) • to ask and answer questions related to different sources and objects
Organisation and Communication	• Time lines (3D with objects/ sequential pictures) • drawing drama/role play • writing (reports, labelling, simple recount) • ICT

DT

National Curriculum

DT1/1.2   Make
DT1/1.2a   select from and use a range of tools and equipment to perform practical tasks
DT1/1.2b   select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

DT1/1.3   Evaluate
DT1/1.3a   explore and evaluate a range of existing products
DT1/1.3b   evaluate their ideas and products against design criteria

DT1/1.4   Technical Knowledge
DT1/1.4a   build structures, exploring how they can be made stronger, stiffer and more stable
DT1/1.4b   explore and use mechanisms, in their products.

DT1/2.1   Cooking & Nutrition
DT1/2.1a   use the basic principles of a healthy and varied diet to prepare dishes
DT1/2.1b   understand where food comes from.

Progression of Skills

Developing planning and communicating ideas	• Begin to draw on their own experience to help generate ideas and research conducted on criteria. • Begin to understand the development of existing products: What they are for, how they work, materials used. • Start to suggest ideas and explain what they are going to do. • Understand how to identify a target group for what they intend to design and make based on a design criteria. • Begin to develop their ideas through talk and drawings. Make templates and mock ups of their ideas in card and paper or using ICT.
Working with tools, equipment, materials and components to make quality products	• 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, wheels and axles], 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.
Evaluating processes and products	• Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria). • When looking at existing products explain what they like and dislike about Products and why. • Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.
Food and Nutrition	• 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.

Geography

National Curriculum

Ge1/1.1   Location Knowledge
Ge1/1.1a   name and locate the world's 7 continents and 5 oceans
Ge1/1.1b   name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Ge1/1.2   Place Knowledge
Ge1/1.2a   understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Ge1/1.3   Human and Physical Geography
Ge1/1.3a   identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
Ge1/1.3b   use basic geographical vocabulary to refer to:
-    key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
-    key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Ge1/1.4   Geographical Skills and Fieldwork
Ge1/1.4a   use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
Ge1/1.4b   use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map
Ge1/1.4c   use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
Ge1/1.4d   use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Progression of skills

Geographical language	• geographical language to describe feature or location e.g hill/local/a road/coastline/ woods
Enquiry (builds on questions from previous years)	• ask geographical questions e.g. what is it like to live in this place? • express own views about a place, people, environment • recognise how places have become the way they are e.g. shops (patterns and processes) • observe and record e.g. identify buildings on a street – memory maps • communicate in different ways e.g. pictures/ pictograms simple maps/sketches/labelled diagrams
Theme	• locality Mersham Fieldwork
Fieldwork: where, why? Use fieldwork techniques	• use simple field sketches use a camera
Map work/ atlas work	• make simple maps and plans