



## Science

### National Curriculum

#### **Sc2/1 Working Scientifically**

- Sc2/1.1 asking simple questions and recognising that they can be answered in different ways
- Sc2/1.2 observing closely, using simple equipment
- Sc2/1.3 performing simple tests
- Sc2/1.4 identifying and classifying
- Sc2/1.5 using their observations and ideas to suggest answers to questions
- Sc2/1.6 gathering and recording data to help in answering questions.

#### **Sc2/2.1 Living things and their habitats**

- Sc2/2.1a explore and compare the differences between things that are living, dead, and things that have never been alive
- Sc2/2.1b identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Sc2/2.1c identify and name a variety of plants and animals in their habitats, including microhabitats
- Sc2/2.1d describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

#### **Sc2/2.2 Plants**

- Sc2/2.2a observe and describe how seeds and bulbs grow into mature plants
- Sc2/2.2b find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

#### **Sc2/2.3 Animals including humans**

- Sc2/2.3a notice that animals, including humans, have offspring which grow into adults
- Sc2/2.3b find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Sc2/2.3c describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

#### **Sc2/3.1 Uses of everyday materials**

- Sc2/3.1a identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses
- Sc2/3.1b compare how things move on different surfaces.
- Sc2/3.1c find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching



## 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

<b>Text and Multimedia</b>	<ul style="list-style-type: none"> <li>• Generate their own work, (with help where appropriate with multimedia) combining text, graphics and sound.</li> <li>• Save and retrieve and edit their work.</li> </ul>
<b>Digital Images (photos, paint, animation)</b>	<ul style="list-style-type: none"> <li>• Use a range of tools in a paint package/image manipulation software to create / modify a picture to communicate an idea.</li> <li>• Create a simple animation to tell a story.</li> </ul>
<b>Sound and music (inc. sound recorders)</b>	<ul style="list-style-type: none"> <li>• Compose music from icons.</li> <li>• Produce a simple presentation incorporating sounds the children have captured, or created.</li> </ul>
<b>Electronic Communication</b>	<ul style="list-style-type: none"> <li>• Work collaboratively by email to share and request information of another class or story character.</li> </ul>
<b>Research and E Safety</b>	<ul style="list-style-type: none"> <li>• Children use a search engine to find specific relevant information to use in a presentation for a topic.</li> <li>• They save and retrieve their work.</li> </ul>
<b>Control (algorithms)</b>	<ul style="list-style-type: none"> <li>• Control a device, on and off screen, making predictions about the effect their programming will have.</li> <li>• Children can plan ahead.</li> </ul>
<b>Handling Information (databases and graphs)</b>	<ul style="list-style-type: none"> <li>• Use a graphing package to collect, organise and classify data, selecting appropriate tools to create a graph and answer questions.</li> <li>• Enter information into a simple branching database, database or word processor and use it to answer questions.</li> <li>• They save, retrieve and edit their work.</li> </ul>
<b>Modelling and Simulations (spreadsheets, adventure games and simulations)</b>	<ul style="list-style-type: none"> <li>• Children are able to play an adventure game and use a simple simulation, making choices and observing the results.</li> <li>• Their conversation shows they understand that computers are good at replicating real life events and allowing them to explore contexts that are otherwise not possible.</li> </ul>
<b>Data logging (science and maths)</b>	
<b>Understanding Technologies (individual technologies)</b>	<ul style="list-style-type: none"> <li>• Show an awareness of a range of input to a computer (IWB, mouse touch screen, microphone, keyboard, etc)</li> </ul>
<b>Understanding Technologies (networks)</b>	<ul style="list-style-type: none"> <li>• Begin to show an awareness that computers can be linked to share resources</li> </ul>
<b>Understanding Technologies (the internet)</b>	<ul style="list-style-type: none"> <li>• Use websites and demonstrate an awareness of how to manage their journey around them (e.g. using the back/forward button, hyperlinks)</li> </ul>



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	
<b>Singing songs with control and using the voice expressively.</b>	<ul style="list-style-type: none"> <li>● To find their singing voice and use their voices confidently.</li> <li>● Sing a melody accurately at their own pitch.</li> <li>● Sing with a sense of awareness of pulse and control of rhythm.</li> <li>● Recognise phrase lengths and know when to breathe.</li> <li>● Sing songs expressively.</li> <li>● Follow pitch movements with their hands and use high, low and middle voices.</li> <li>● Begin to sing with control of pitch (e.g. following the shape of the melody).</li> <li>● Sing with an awareness of other performers.</li> </ul>
<b>Listening, Memory and Movement.</b>	<ul style="list-style-type: none"> <li>● Recall and remember short songs and sequences and patterns of sounds.</li> <li>● Respond physically when performing, composing and appraising music.</li> <li>● Identify different sound sources.</li> <li>● Identify well-defined musical features.</li> </ul>
<b>Controlling pulse and rhythm</b>	<ul style="list-style-type: none"> <li>● Identify the pulse in different pieces of music.</li> <li>● Identify the pulse and join in getting faster and slower together.</li> <li>● Identify long and short sounds in music.</li> <li>● Perform a rhythm to a given pulse.</li> <li>● Begin to internalise and create rhythmic patterns.</li> <li>● Accompany a chant or song by clapping or playing the pulse or rhythm.</li> </ul>
<b>Exploring sounds, melody and accompaniment.</b>	<ul style="list-style-type: none"> <li>● To explore different sound sources.</li> <li>● Make sounds and recognise how they can give a message.</li> <li>● Identify and name classroom instruments.</li> <li>● Create and chose sounds in response to a given stimulus.</li> <li>● Identify how sounds can be changed.</li> <li>● Change sounds to reflect different stimuli.</li> </ul>
<b>Control of instruments</b>	<ul style="list-style-type: none"> <li>● Play instruments in different ways and create sound effects.</li> <li>● Handle and play instruments with control.</li> <li>● Identify different groups of instruments.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>● Contribute to the creation of a class composition.</li> <li>● Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.</li> </ul>
<b>Reading and writing notation</b>	<ul style="list-style-type: none"> <li>● Perform long and short sounds in response to symbols.</li> <li>● Create long and short sounds on instruments.</li> <li>● Play and sing phrase from dot notation.</li> <li>● Record their own ideas.</li> <li>● Make their own symbols as part of a class score.</li> </ul>
<b>Performance skills</b>	<ul style="list-style-type: none"> <li>● Perform together and follow instructions that combine the musical elements.</li> </ul>
<b>Evaluating and appraising</b>	<ul style="list-style-type: none"> <li>● Choose sounds and instruments carefully and make improvements to their own and others' work.</li> </ul>



P.E	
National Curriculum	
<p><b>PE1/1.1 Sport &amp; Games</b></p> <p>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</p> <p>PE1/1.1b participate in team games, developing simple tactics for attacking and defending</p> <p>PE1/1.1c perform dances using simple movement patterns.</p>	
Progression of Skills	
<b>Throwing</b>	
<b>Catching</b>	
<b>Jumping</b>	<ul style="list-style-type: none"> <li>I can perform a standing long jump using the correct technique.</li> </ul>
<b>Striking</b>	
<b>Running/ Travelling</b>	<ul style="list-style-type: none"> <li>I can run a short distance.</li> <li>I can travel along a low piece of apparatus.</li> </ul>
<b>Kicking</b>	<ul style="list-style-type: none"> <li>I can kick a ball at a target.</li> </ul>
<b>Agility, Balance and Coordination</b>	<ul style="list-style-type: none"> <li>I can run navigating obstacles.</li> <li>I can apply skills taught to activities.</li> <li>I can perform a movement pattern that travels and changes direction.</li> </ul>
<b>Team Work and Games</b>	<ul style="list-style-type: none"> <li>I can develop simple tactics for attacking and defending.</li> </ul>
<b>Health and Lifestyle</b>	<ul style="list-style-type: none"> <li>I can suggest what will happen if we are not active.</li> </ul>



Art	
National Curriculum	
<p>Ar1/1.1 to use a range of materials creatively to design and make products</p> <p>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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.</p>	
Progression of Skills	
<b>Drawing</b>	<ul style="list-style-type: none"> <li>Continue as Year 1 to experiment with tools and surfaces.</li> <li>Continue to draw a way of recording experiences and feelings.</li> <li>Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark.</li> <li>Sketch to make quick records of something.</li> <li>Work out ideas through drawing.</li> </ul>
<b>Colour</b>	<ul style="list-style-type: none"> <li>Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’</li> <li>Make as many tones of one colour as possible using primary colours and white.</li> <li>Darken colours without using black</li> <li>Mix colours to match those of the natural world – colours that might have a less defined name</li> <li>Experience using colour on a large scale, A3/A2 playground.</li> </ul>
<b>Texture</b>	<ul style="list-style-type: none"> <li>Build on experiences in Year 1</li> <li>Develop skills of overlapping and overlaying to create effects.</li> <li>Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with.</li> <li>Simple appliqué work attaching material shapes to fabric with running stitches.</li> <li>Start to explore other simple stitches - backstitch, cross-stitch.</li> <li>Use various collage materials to make a specific picture.</li> </ul>
<b>Form</b>	<ul style="list-style-type: none"> <li>Awareness of natural and man-made forms and environments</li> <li>Able to shape and form from direct observation</li> <li>Use a range of decorative techniques: applied, impressed, painted, etc.</li> <li>Use a range of tools for shaping, mark making, etc.</li> <li>Construct from found junk materials.</li> <li>Replicate patterns and textures in a 3-D form.</li> <li>Begin to make simple thoughts about own work and that of other sculptors. (Moore, African, Native American, Goldsworthy)</li> </ul>
<b>Printing</b>	<ul style="list-style-type: none"> <li>Create order, symmetry, irregularity</li> <li>Extends repeating patterns- overlapping, using two contrasting colours etc</li> <li>Still prints with a growing range of objects, including manmade and natural printing tools</li> <li>Talk simply about own work and that of other artists. (Warhol, Hokusai, etc.)</li> <li>Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</li> </ul>
<b>Pattern</b>	<ul style="list-style-type: none"> <li>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</li> <li>Look at natural and manmade patterns and discuss.</li> <li>Discuss regular and irregular – what does it mean?</li> </ul>



## 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

<b>Chronology</b>	<ul style="list-style-type: none"> <li>• Sequence artefacts closetogetherintime</li> <li>• Sequence events</li> <li>• Sequence photos etc. fromdifferentperiodsof theirlife</li> <li>• Describememoriesofkey eventsinlives</li> </ul>
<b>Range and Depth of Historical Knowledge</b>	<ul style="list-style-type: none"> <li>• Find out about people and eventsinothertimes</li> <li>• Collections of artefacts – confidently describe similarities and differences</li> <li>• Drama – develop empathy and understanding (hot seating, sp. and listening)</li> </ul>
<b>Interpretations of History</b>	<ul style="list-style-type: none"> <li>• Compare pictures or photographs of people or events in the past</li> <li>• able to identify different ways to represent the past</li> </ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>• Useasource–why, what, who, how, where to ask questions and find answers</li> <li>• Sequence a collection of artefacts</li> <li>• Use of time lines</li> <li>• Discuss the effectiveness of sources</li> </ul>
<b>Organisation and Communication</b>	<ul style="list-style-type: none"> <li>• Class display/ museum annotated photographs ICT</li> </ul>



**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**

<p><b>Developing planning and communicating ideas</b></p>	<ul style="list-style-type: none"> <li>• Start to generate ideas by drawing on their own and other people's experiences.</li> <li>• Begin to develop their design ideas through discussion, observation, drawing and modelling.</li> <li>• Identify a purpose for what they intend to design and make.</li> <li>• Understand how to identify a target group for what they intend to design and make based on a design criteria.</li> <li>• Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper or using ICT.</li> </ul>
<p><b>Working with tools, equipment, materials and components to make quality products</b></p>	<ul style="list-style-type: none"> <li>• Begin to select tools and materials; use correct vocabulary to name and describe them.</li> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• With help measure, cut and score with some accuracy.</li> <li>• Learn to use hand tools safely and appropriately.</li> <li>• Start to assemble, join and combine materials in order to make a product.</li> <li>• Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques.</li> <li>• Start to choose and use appropriate finishing techniques based on own ideas.</li> </ul>
<p><b>Evaluating processes and products</b></p>	<ul style="list-style-type: none"> <li>• Evaluate their work against their design criteria.</li> <li>• Look at a range of existing products explain what they like and dislike about Products and why.</li> <li>• Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> <li>• With confidence talk about their ideas, saying what they like and dislike about them.</li> </ul>
<p><b>Food and Nutrition</b></p>	<ul style="list-style-type: none"> <li>• Understand that all food comes from plants or animals.</li> <li>• Know that food has to be farmed, grown elsewhere (e.g. home) or caught.</li> <li>• Understand how to name and sort foods into the five groups in 'The Eat well plate'</li> <li>• Know that everyone should eat at least five portions of fruit and vegetables every day.</li> <li>• Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.</li> <li>• Demonstrate how to use techniques such as cutting, peeling and grating.</li> </ul>



## 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

<b>Geographical language</b>	<ul style="list-style-type: none"> <li>• Use geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/ woods/village/farmland</li> </ul>
<b>Enquiry (builds on questions from previous years)</b>	<ul style="list-style-type: none"> <li>• Ask geographical questions—where is this place? What is it like? How has it changed?</li> <li>• Express own views about a place, people, environment, location. Give detailed reasons to support likes, dislikes, preferences</li> <li>• Recognise how places have become the way they are e.g. shops (patterns and processes)</li> <li>• Observe and record in different ways eg. sketches, diagrams, ICT</li> <li>• Communicate in different ways –pictures, writing, charts</li> </ul>
<b>Theme</b>	<ul style="list-style-type: none"> <li>• UK locality that contrasts with Mersham</li> </ul>
<b>Fieldwork: where, why? Use fieldwork techniques</b>	<ul style="list-style-type: none"> <li>• Use simple field sketches and diagrams, use a camera</li> </ul>
<b>Map work/ atlas work</b>	<ul style="list-style-type: none"> <li>• compare two settlements</li> <li>• use globes, maps, plans at a range of scales</li> <li>• use content/index to locate country/draw information from a map</li> </ul>