

Science	
National Curriculum	Skills Progressions
<p><b>Animals, including humans / Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>♣ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>♣ identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>♣ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>♣ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p><b>Seasonal Changes</b></p> <p>Linked to Geography (weather)</p> <ul style="list-style-type: none"> <li>• observe changes across the four seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask simple questions about the world around us.</li> <li>• I am beginning to recognise that they can be answered in different ways.</li> <li>• I can demonstrate curiosity by the questions I ask.</li> <li>• I can perform simple tests with support.</li> <li>• I am beginning to discuss my ideas about how to find things out.</li> <li>• I can make a simple prediction or a suggestion about what might happen with support. <ul style="list-style-type: none"> <li>• I am beginning to suggest ways in which a test might be set up or what equipment to use.</li> </ul> </li> <li>• I am beginning to say what happened in my investigation.</li> <li>• I am beginning to observe closely, using simple equipment.</li> <li>• I can use simple observations and ideas to suggest answers to questions.</li> <li>• I am beginning to observe simple changes over time and, with guidance, begin to notice patterns and relationships.</li> <li>• I am beginning to say what I am looking for and what I am measuring.</li> <li>• I know how to use simple equipment safely.</li> <li>• I can use simple measurements and equipment with support (eg hand lenses and egg timers)</li> <li>• I can measure using non-standard units e.g. how many lolly sticks/cubes/handfuls, etc.</li> <li>• I can begin to identify a variety of objects, materials and living things.</li> <li>• I can begin to compare, sort and group a range of objects, materials and living things.</li> <li>• I can begin to collect simple data.</li> <li>• I can begin to record data in a table my teacher has provided.</li> <li>• I can begin to communicate my findings in a variety of ways.</li> <li>• I am beginning to talk about what they have found out and how they found it out</li> <li>• I am beginning to say what happened in my investigation.</li> <li>• I am beginning to say whether I was surprised at the results or not.</li> <li>• I am beginning to say what I would change about my investigation.</li> <li>• I can begin to find information to help me from books, computers and other familiar sources.</li> </ul>
Vocab	

P.E.	
National Curriculum	Skills Progressions
<p><b>Dance / Games</b></p> <p>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> <ul style="list-style-type: none"> <li>♣ participate in team games, developing simple tactics for attacking and defending</li> <li>♣ perform dances using simple movement patterns.</li> </ul>	<p><b>Games (Throwing and Catching)</b></p> <p>I show control when rolling a ball. I can begin to perform a range of throws. I can catch a ball / moving object. I can kick with control. I can roll a ball or a hoop. I can throw a ball underarm. I can receive a ball with basic control. I can begin to develop hand-eye coordination. I can participate in simple games.</p> <p><b>Dance</b></p> <p>I can copy, explore and move with control and co-ordination. I can link two or more actions in a sequence. I can remember and perform some dance moves. I can show rhythm in my dance. I can link movements to sounds and music. I can respond to a range of stimuli.</p>
Vocab	



Computing	
National Curriculum	Skills Progressions
<p><b>Keyboard Skills / E Safety / Spreadsheets / 2calculate</b></p> <ul style="list-style-type: none"> <li>♣ use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>♣ recognise common uses of information technology beyond school</li> <li>♣ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise common uses of information technology beyond school.</li> <li>• I understand the rules and responsibilities outlined by the school's online safety rules and begin to understand where to go for help when they have concerns.</li> <li>• I can develop an understanding of how to keep my personal information private and understand I need to use technology safely and respectfully.</li> <li>• I can use technology with support, to create, store and retrieve digital content such as text and images.</li> <li>• I can use a simple search to find information or files.</li> </ul>
Vocab	

History	
National Curriculum	Skills Progressions
<p><b>Titanic Grace Darling</b></p> <ul style="list-style-type: none"> <li>♣ events beyond living memory that are significant nationally or globally</li> <li>♣ 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.</li> </ul>	<ul style="list-style-type: none"> <li>• I can sequence events in my life.</li> <li>• I can sequence 3 or 4 artefacts from different periods of time.</li> <li>• I can match objects to people of different ages.</li> <li>• I can recognise the difference between past and present in my own and others lives.</li> <li>• I can begin to describe similarities and differences in artefacts.</li> <li>• I know about and can recount some episodes from stories about the past.</li> <li>• I can use stories to help distinguish between fact and fiction.</li> <li>• I can compare adults talking about the past.</li> <li>• I can begin to identify different ways to represent the past.</li> <li>• I can sort artefacts between 'then' and 'now'.</li> <li>• I can ask and answer questions related to different sources and objects.</li> <li>• Time lines with real objects and pictures.</li> <li>• Drawing</li> <li>• Drama / role play</li> <li>• Writing reports, labelling, simple recounts.</li> <li>• Models</li> <li>• ICT</li> </ul>
Vocab	

Geography	
National Curriculum	Skills Progressions
<p><b>Weather Hot and Cold Areas</b></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>♣ name and locate the world's seven continents and five oceans</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>♣ 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</li> <li>Geographical skills and fieldwork</li> <li>♣ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied at this key stage.</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask simple geographical questions e.g. What is it like to live in this place?</li> <li>• I can make simple maps and plans e.g. pictorial place in a story</li> <li>• I can describe seasonal weather changes.</li> <li>• I can name, describe and compare familiar places.</li> <li>• I can draw picture maps of imaginary places and form stories.</li> <li>• I can use my own symbols in imaginary maps.</li> <li>• I can use a simple picture map to move around the school and recognise that it is about a place.</li> <li>• I can learn names of some places within / around the UK.</li> <li>• I can use relative vocabulary e.g. bigger/ smaller, like / dislike.</li> </ul>
Vocab	

Music		Design & Technology		Art	
National Curriculum	Skills Progressions	National Curriculum	Skills Progressions	National Curriculum	Skills Progressions
<p><b>Charanga Music Scheme</b></p> <ul style="list-style-type: none"> <li>♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>♣ play tuned and untuned instruments musically</li> <li>♣ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>Hey you! – Old school Hip Hop</p> <p>Little Angel gets her wings – general Christmas</p>	<p><b>Moving pictures</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>♣ design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b> ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b> ♣ evaluate their ideas and products against design criteria Technical knowledge ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p>	<ul style="list-style-type: none"> <li>• Begin to draw on their own experience to help generate ideas and research conducted on criteria.</li> <li>• Begin to understand the development of existing products: What they are for, how they work, materials used.</li> <li>• Start to suggest ideas and explain what they are going to do.</li> <li>• Understand how to identify a target group for what they intend to design and make based on a design criteria.</li> <li>• Begin to develop their ideas through talk and drawings.</li> <li>• Make templates and mock ups of their ideas in card and paper or using ICT.</li> <li>• Begin to make their design using appropriate techniques.</li> <li>• Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> <li>• With help measure, mark out, cut and shape a range of materials. Explore using tools e.g. scissors and a hole punch safely.</li> <li>• Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</li> <li>• Begin to use simple finishing techniques to improve the appearance of their product</li> <li>• Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).</li> <li>• When looking at existing products explain what they like and dislike about products and why.</li> <li>• Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make</li> </ul>	<p><b>Texture, drawing – seascapes</b></p> <p><b>Artist: Turner</b></p> <ul style="list-style-type: none"> <li>♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>♣ learn 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Extend the variety of drawing tools used &amp; increase level of control in use.</li> <li>• Begin to make informed choices regarding tools to use. (What affect do they want?)</li> <li>• Begin to choose from a given range of papers &amp; explain choices.</li> <li>• Continue to develop use of LINE (weight, thickness, curved, free, controlled)</li> <li>• Develop ‘mark-making’ techniques &amp; use to explore different textures &amp; investigate ways to represent TEXTURE.</li> <li>• Observe PATTERN (natural &amp; man-made) &amp; use line&amp; marks to represent pattern.</li> <li>• Name a wider range of colour (PRIMARY &amp; SECONDARY)</li> <li>• Find collections of colours &amp; sort in a variety of ways (lights, darks,primary,secondary,different shades of one colour)</li> <li>• Controlled mixing of colour (consistency of paint)</li> <li>• Applying paint with a range of tools (sponges, brushes, foam pads, straws &amp; other objects)</li> <li>• Explore making marks on a variety of papers</li> <li>• Record investigations in ‘visual journal’.</li> </ul>
Vocab					

Links/Notes

Visit/Visitors/Experiences	Careers Education
RNLI – Chris Brompton	
Notes	