

IMAGINE - THE SCENARIO - MRS LAW/MRS SADLER HAS COME TO YOUR CLASS AT THE END OF THE YEAR AND ASKS A CHILD FROM YOUR CLASS. WHAT DO YOU REMEMBER ABOUT LEARNING IN GEOGRAPHY?
IS WHAT YOU HAVE WRITTEN IN THE BOX WHAT THEY WOULD SAY? IF NOT IT NEEDS TO!

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Science | | | | | | | |
| Animals including humans | <p>I can name different animals</p> <p>I can talk about where animals live</p> <p>I can name different body parts of animals and humans</p> | <p>*I can identify external parts of the human body like eye, knee, elbow etc</p> | <p>I know that animals have babies that grow into adults.</p> <p>I understand that animals need air, water, food, and shelter to live.</p> | <p>*I know that animals need to eat food to live.</p> <p>I know that animals and humans have a skeleton to help me to move and hold my body up and protect my insides. Muscles help us move.</p> | <p>*I can describe how we digest food.</p> <p>I can talk about the digestion process.</p> <p>I can remember some different types of teeth (molar, incisors, canine and premolar) and what they do.</p> | <p>I know that bones weaken, bodies shrink, hair loss, skin becomes wrinkled as humans age.</p> <p>I can explain the life cycle of animals (amphibians, mammals, insects, birds)</p> <p>I can explain how animals reproduce</p> <p>I can name the different parts of a flower</p> <p>I know how seeds can be dispersed</p> | <p>I know that the circulatory system is made up of the heart, lungs, blood vessels (veins and arteries) and blood.</p> <p>I know the heart's role is to pump the blood around our bodies.</p> <p>The blood is made up of red and white blood cells, plasma and platelets.</p> <p>Nutrients (vitamins and minerals) are transported around the body in the blood.</p> <p>I know my heart rate increases when I exercise because my heart is pumping the blood faster around my body.</p> <p>I need to eat a balanced diet in order to live a healthy lifestyle.</p> <p>I know smoking &</p> |
| Plants | <p>I can draw plants that I have seen</p> <p>I can find different plants in my environment</p> | <p>*I can name different common wild plants (primrose, daisy, red clover) and garden plants (Rose, lavender, daffodil) & structure.</p> <p>I can name the main parts of plants - roots, stems, leaves and flowers.</p> | <p>I can explain what plants need to grow - sunlight, water and warmth.</p> <p>I can describe what happens as a seed or bulb grows.</p> | <p>*I know the parts and functions of a plant and compare what different plants need to grow.</p> <p>How a plant uses water.</p> <p>life cycle of flowering plants.</p> | | | |

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| | | | | | | | <p>vaping can damage my lungs.</p> <p>I know drinking alcohol can damage some of my vital organs.</p> <p>I know there are legal and illegal drugs which do change how our body functions.</p> |
| Forces | | <p>To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. identify carnivores, herbivores and omnivores</p> | | <p>*I understand how magnets attract (pull together) and repel(push away from each other) I know what attracts a magnet.</p> | | <p>I know that objects fall towards the centre of the earth because of gravity.</p> <p>I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>I know that the earth and planets orbit the sun.</p> <p>I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>I can describe the movement of the Moon relative to the Earth</p> | |
| Materials | <p>I know that the weather is different in spring, summer, autumn and winter</p> <p>I can tell you about different seasons</p> <p>I know the weather is different in different countries</p> <p>I can make</p> | <p>I can talk about different materials (wood, plastic, glass metal) and their properties.</p> | <p>I know the names of common materials - wood, metal, glass, plastic.</p> <p>I can describe the simple properties of common materials like, hard, soft, stretchy, or bendy.</p> <p>I can compare materials and suggest what objects can be made from e.g a chair can be made from wood, a window from glass, saucepans from metal and an umbrella from plastic.</p> | | <p>I know the difference between a solid, liquid or gas.</p> <p>I can talk about how some materials change when they are heated or cooled.(Chocolate melting when heated)</p> | | |

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| <p>Rocks</p> <p>Electricity</p> <p>Light</p> | <p>something using materials</p> | | | <p>I can compare and group different types of rocks based on their properties. I know how fossils are formed. The properties of soil.</p> <p>I know that we need light to see and darkness is the absence of light.;</p> <p>I know that sun light is dangerous.</p> <p>I know how shadows are formed and can find patterns in how they change.</p> | <p>I can name household items that run electricity e.g oven, microwave and toaster.</p> <p>I can find good conductors around the classroom.</p> <p>I can name objects that are insulators like glass, plastic and wood.</p> | <p>I can describe the Sun, Earth and Moon as approximately spherical bodies I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>I know that materials have different properties - hard, soluble, magnetic or transparent</p> <p>I know that mixtures can be separated through filtering, sieving and evaporating</p> | <p>I can talk about variations in how components function (brightness of bulbs or loudness of buzzers).</p> <p>I can recognise the symbols that represent a symbol circuit diagram.</p> <p>I can recognise that light travels in a straight line.</p> <p>I know that objects are seen because they give or reflect light.</p> <p>I can explain how shadows are formed.</p> <p>I can describe and give reasons how living things are classified</p> |
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| Living things and their habitat | I can talk about where animals live | | <p>I can identify what is alive, never alive and dead.</p> <p>I know that different animals live in different habitats like rainforest animals (parrot, snakes, tree frog, lemurs) and woodland animals (squirrels, deer, badger, owl, bat)</p> | | I know that living things can be grouped in different ways | I know the differences in the life cycles of a mammal, an amphibian and an insect. | into groups based on their characteristics. |
| Computing Esafety - | I know how to speak to a grownup if something happens on a computer that I'm not sure about . | I know what information is ok to share (first name /nickname, hobbies) and which information I should keep private (full name, address, age, school) when on a computer. | I know about things that might happen on the internet (sharing of photos without permission, talking to strangers) that are not ok and why I should tell an adult. | I know about safety features on websites and can report my concerns about content and contact. | I know that anything I post on social media (facebook, tik tok) can be seen by others. I know how to behave positively and respectfully online. | I know that to protect myself and my friends I should keep my passwords safe, only share what I and others are comfortable with and report any concerns to an adult. | I know that sharing too much information online may have consequences (sharing of pictures you are unhappy with, being contacted by unfamiliar people). |
| Programing | I know how to use toys such as robots, beebots, leap pads and battery operated games. | I know how to use the controls on a beebot to make it do what I want. I know how to use purple mash 2 code activities to learn to set instructions | <p>I know how to set instructions to programme an object.</p> <p>I know how to write a simple program.</p> <p>I know how to find and fix a simple mistake in a program.</p> | Design, write, correct and debug programmes. | I know how to create a programme on scratch and can recognise errors when it does not work the way i want.. I know how to correct the error in the algorithm by | I know how to use scratch to create a programme. I know how to use logical thinking, imagination and creativity to extend a program. | I know how to test the effectiveness and efficiency of an algorithm (coding) I have programmed and will continually test and edit the programming of that algorithm (coding). |

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| Handling Data | | (code) to direct objects in a targeted way. | I know how to use technology to take photos and videos. | I know how to make a chart or graph to share information I have collected. | Understand computer networks and how they provide opportunities.. | debugging it. | | I know how to talk about mistakes in data and can think of ways that data can be checked. | I know how to check the data I collect and store for accuracy. |
| Multimedia | I know that I can use technology to play a game. | I know how to use a keyboard to add words to my work. | I know how to open a piece of work and save my finished work. | I can create different effects with different technology tools. I can combine a mixture of text, graphics and sound to share my ideas and learning. | I know how to create, edit and present a piece of work. | | I know how to use text, photos and video editing tools to develop my work. | I know that I can use a range of media (text, photos, videos, sound) at the same time. Knowing that each element will have its own impact on my work. | |
| Technology in our lives | I know that I use technology at home - lights, tv, microwave, at school - tablets, whiteboard, leap readers Out and about - traffic lights, sat nav, | I know how to use search engines such as Google to find new information. | I know how to use the chromebooks to find information using Google. I know how to create work on purple mash and how to send messages to my teachers on purple mash | I can talk about the parts of a computer. I can tell you ways to communicate with others online. I can describe the World Wide Web as the part of the internet that contains websites. | I know that I cannot always believe information I find online and know that websites such as wikipedia can be changed. | I know about different search engines and how they work; I know about web crawlers and how they impact my search results | I know that information online has been provided by others and that using it can be classed as copyright. I know that I must acknowledge the source when using information in my work. | | |
| RE | I know some people go to a | Christianity: To know about | To know how Christians celebrate | | To know about Christmas and | | | | |

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| <p>mosque to pray</p> <p>I know some people go to a church to pray</p> <p>I know some people go to a synagogue to pray</p> <p>I can talk about people's differences through stories</p> <p>I can tell you about the good and bad in a story.</p> <p>I can talk about the nativity</p> <p>I can talk about Harvest festival.</p> <p>I know the key parts of the Christmas Story</p> <p>To name some characters in the Christmas story.</p> <p>To know what month Christmas is in.</p> <p>To know what season Easter is</p> | <p>the creation story.</p> <p>To know how God would like Christians to look after the world.</p> <p>TBAT order key events of the Christmas Story.</p> <p>To know that gifts were bought.</p> <p>To know who the main characters are in the Christmas Story.</p> <p>To know what date Christmas is celebrated on.</p> <p>To know what Palm Sunday is.</p> <p>To order key events in the Easter story</p> <p>Children look at a variety of stories and talk about what messages there are that are considered wise</p> <p>Children look at stories from Christianity involving the birth, life, teachings,</p> | <p>Christmas and Easter.</p> <p>Islam-</p> <p>To know that Muslims pray 5 times a day.</p> <p>To know how Muslims pray.</p> <p>To know why Muslims pray.</p> <p>Judaism</p> <p>To know what a mezuzah is and where it can be found.</p> <p>To know that Jews make promises.</p> <p>Christianity-</p> <p>To know about the 'Kind Man' story and to identify a key part.</p> <p>To know and to sequence the story of 'Jesus healing the paralysed man'.</p> <p>To know what Jesus did to be kind.</p> <p>To know how Christians celebrate the lead up to Christmas- advent calendars, candles</p> <p>To know the Christmas story and the key events.</p> <p>To know why Christians believe that God gave Jesus</p> | <p>Sikhism-</p> <p>To know what the Amrit ceremony is and what promises Sikhs make at an Amrit ceremony.</p> <p>To know the 5Ks of Sikhism.</p> <p>To know what the khalsa is.</p> <p>Christians-</p> <p>The Christmas Story and the relevance of Christmas objects and their meanings.</p> <p>To identify non-christian aspects of Christmas.</p> <p>To identify one of Jesus' miracles.</p> <p>Recall the Easter story.</p> <p>To know about Hindusim and Divali</p> <p>Children can name a Muslim's prayer positions and times and know what fasting is.</p> | <p>Easter in Christianity.</p> <p>Judaism-</p> <p>To know about Pesach in Judaism.</p> <p>To know what an agreement is.</p> <p>To know about the covenant story of Abraham.</p> <p>To know what the ten commandments are and to know how Jews follow these.</p> <p>To know how Jews share and respect a relationship with God.</p> <p>To know what a Jewish special meal is.</p> <p>To know what Bar/Bat ceremonies are</p> <p>Children have an understanding of the Christmas Story and answer questions on it.</p> <p>To identify symbols of the Christmas story.</p> | <p>Sikhism-</p> <p>To know the different ways in which a Sikh can show commitment to God.</p> <p>To know and explain what the 5ks are.</p> <p>To know Siks key beliefs.</p> <p>To know how many times a day a Sik prays.</p> <p>To name some Sikh symbols or practices.</p> <p>I can retell a Sikh story.</p> <p>Hinduism</p> <p>To know the different ways in which a Hindu can show commitment to God.</p> <p>To know what the Puja is.</p> <p>To know about 2 stages of a Hindu's life.</p> <p>To know what the River Ganges is and why it is special to Hindus.</p> <p>To know what 'atman' means.</p> <p>To know what the tri-murti and tri-devi is.</p> <p>To know how Hindus treat the world.</p> | <p>Christianity</p> <p>I can retell the christmas story</p> <p>I can explain Mary's importance to christians</p> <p>I can explain why she was chosen</p> <p>I can explain the message within the story "The lost son"</p> <p>I can how christians believe in life after death</p> <p>I understand that christianity is still a strong religion today</p> <p>Islam-</p> <p>To know how Muslims show commitment to God.</p> <p>I can understand how Muslims believe in life after death(Akhirah)</p> <p>I can explain what muslims do to lead a good life</p> <p>I can explain what Muslims believe are wrong or evil</p> |
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| | <p>in.</p> <p>To understand what happens in spring e.g hatching of chicks.</p> <p>To know what a harvest festival is.</p> <p>To know what makes people special and how they are special themselves.</p> <p>To know that there are different religions and to know that Christians, Jews and Muslims believe different things.</p> | <p>death of Jesus and Harvest.</p> <p>To know the beliefs of Christians, Muslims and Jews and focusing on their relationship with God.</p> <p>To know what makes people special and how they are special themselves.</p> | <p>to the world.</p> <p>To know symbols of Easter and their meaning.</p> <p>To know what an Easter card is and why people give these.</p> <p>To know the story of Christmas and Easter and what they celebrate</p> <p>To know what the ten commandments are.</p> | | <p>To know a symbol of Christian faith and what it represents.</p> <p>To know the most important part of the Christmas story for Christians today.</p> | <p>Christianity - To know that there are several versions of the Christian Christmas story.</p> <p>Christianity - To know the different ways that Christians can show their commitment to God. To know what Palm Sunday is.</p> <p>To know what happened on Palm Sunday.</p> <p>To know what the last supper was and to know what happened.</p> <p>To know what Good Friday is and what happened on Good Friday.</p> | I can explain stereotypes |
| <p>PE</p> <p>Games/skills</p> <p>Gymnastics/Dance</p> <p>Health</p> | <p>I learned how to move around the hall in different ways such as galloping, skipping, jogging and jumping.</p> <p>I know how to make my body into different</p> | <p>I can catch and throw a ball or beanbag. I know I have to have my hands ready and watch the ball all the time. I must make sure the person I am throwing to is</p> | <p>I can throw and catch a ball in a game.</p> | <p>We have learned how to play cricket or a similar team game using a bat, ball and a wicket/ goal</p> | <p>We learned different techniques in various sports eg the correct way to hold a cricket bat and when to use different passes in netball.</p> | <p>I can use athletic skills such as throwing a javelin, long jump (including measuring each other) and relay racing.</p> | <p>We have learned other sports such as rounders, football, tennis. We know the rules of various games.</p> |

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| <p>Athletics</p> | <p>shapes.</p> <p>I learned different balances and rolls such a log roll.</p> <p>My heart beats faster and I feel out of breath when I exercise. This means I'm getting fitter.</p> | <p>looking at the ball too.</p> <p>I have participated in simple team games.</p> <p>I can do different rolls and balances in gymnastics.</p> | <p>I have learnt to play as part of a team.</p> <p>In dance and gymnastics we can create a sequence.</p> | <p>I have learnt how to work in a team, by being patient and supportive.</p> <p>We learned how to put rolls, balances and jumps together to make a sequence in gymnastics.</p> <p>We understand that strength and stamina are needed for best performance</p> | <p>We have played more team games and understand that working together produces the best results.</p> <p>We learned how our body reacts to different types of running such as jogging and sprinting and how to regulate and pace a race of different distances.</p> | <p>I can use tactics when playing team games, e.g. when to use a different pass in netball to confuse our opponents.</p> <p>I can be confident in the water.</p> | <p>I can perform dances using a range of movements</p> <p>I can take part in outdoor and adventurous activities</p> <p>We know that strength, flexibility and fitness apply to different sports and games.</p> <p>Some of us have had the opportunity to umpire games and take part in either inter or intra competitions.</p> |
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| <p>Art</p> <p><u>Themes</u></p> <p>Drawing</p> <p>Sculpture</p> <p>Painting</p> <p>Artist appreciation</p> | <p>I can mark make in different ways.. I explore mark making. I can use pens, pencils, crayons, markers and ink-filled brushes.</p> <p>I can build using objects I have found like stones, pine, cones,</p> <p>I can use paint in different ways.</p> <p>I know what an artist is. I have been shown other artists.</p> | <p>I can make a range of lines. I can control the lines I make.</p> <p>I can explore a variety of malleable media.</p> <p>I can name red, blue and yellow. I know these are called primary colours. I understand that these colours can not be made.</p> <p>I have studied the work of other artists.</p> | <p>I can show different textures when drawing , like rough and smooth. I can draw a pattern.</p> <p>I can create a sculpture using clay by pinching, coiling or slabbing.</p> <p>I know what primary colours are and I can mix colours to create secondary colours.</p> <p>I have studied the work of other artists. I can describe their work in simple terms related to the colours and shapes used.</p> | <p>I understand there are different grades of pencil and how they are used. I can draw different forms and shapes..</p> <p>I can use and experience a range of joining techniques when making a sculpture.</p> <p>I can mix colours for my painting. I know and understand the ideas of tint and shade. I can use light and dark in my paintings.</p> <p>I have used other artists as inspiration. I can explain how they have influenced my work.</p> | <p>I know you can make different lines, tones and textures using a pencil.</p> <p>I can use varied brush techniques when painting, creating different lines, textures and shapes.</p> <p>I know and can name one artist. I can describe a piece of his/her work.</p> | <p>I can show perspective in my drawing.</p> <p>I can use sketchbooks to plan a sculpture.</p> <p>I can recognise the style of some key Famous painters.</p> <p>I know and can name a few artists. I can explain their style. I can have my own opinions on their work.</p> | <p>I can improve my techniques when it comes to drawing, painting and sculpting. I am developing my own personal style.</p> <p>I can recall some artists and discuss their work in detail.</p> |
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| DT DESIGN | <p>I can say what I am making</p> | <p>I can say what I have am going to design and make</p> <p>I can describe what my product/s are for</p> <p>I use talking and drawing to share my ideas.</p> | <p>I can create ideas for simple products and say who it is for</p> <p>I can draw designs of what I am going to make</p> | <p>I can say what my product's purpose is</p> <p>I draw my design before making and annotate it.</p> | <p>I can say what my product will need in order to appeal to the person/people it is for.</p> <p>I can explain how different parts of my product will work</p> <p>I can model my ideas using annotated sketches, pattern pieces and examples.</p> | <p>I can find out about the needs and wants of particular individuals and groups.</p> <p>I can develop my own design criteria and use this when thinking of ideas</p> <p>I can use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas</p> | <p>I can carry out research and develop my ideas.</p> <p>I can develop a simple design and communicate through discussions, sketches and diagrams.</p> |
| DT MAKE | <p>I know how to safely use scissors, glue, tape and craft materials to make something of my choosing.</p> | <p>I can safely, join materials, such as cardboard, paper tape, plastic and natural materials</p> | <p>I can say why I chose particular tools and materials for my design.</p> <p>I can safely measure, mark out, cut and shape materials for a chosen purpose.</p> | <p>I know how to accurately join the materials using appropriate tools safely, such as scissors, glue, tape, split pins, treasury tags,</p> <p>I can safely measure, mark out, cut and shape materials with some accuracy</p> | <p>I can select appropriate tools and order the main stages of making</p> <p>I know how to identify the right materials for the task, i.e waterproof, strength, flexibility, insulator, conductor, etc.</p> | <p>I know how to use a range of equipment to accurately perform practical tasks.</p> <p>I can explain why I have chosen materials to use based on their functional properties.</p> | <p>I can use a wide range of tools and equipment appropriate for the task.</p> <p>I can select and use a wide range of materials appropriate for the task.</p> |

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| DT EVALUATE | | | | | | | |
| DT TECHNICAL KNOWLEDGE | I can say what I have made. | I can talk about the product -and what they like and dislike about it. | I can talk about whether the product works. | I can talk about how well the product has been made and whether the product works. | I can evaluate the completed product and say what went well and what could be better. | I can evaluate the quality of my design and its fitness for purpose and can begin to make improvements to my work. | I can evaluate the quality of my design and its fitness for purpose and can adapt my design where needed. |
| | | I know how freestanding structures can be made stronger, stiffer and more stable I know how to make a simple lever. | I know about the movement of simple mechanisms such as levers, sliders, wheels and axles | I know that materials can be combined and mixed to create more useful characteristics I know how to make strong, stiff shell structures | I know how mechanical systems such as levers and linkages move. I know how electrical circuits can be used to create a working product. | I know how to use gears, cogs, levers and pulleys, to make my design move. | I know how more complex electrical circuits and components can be used to make functional products. I know how to reinforce and strengthen a 3D framework. |
| DT COOKING | I can name some fruit and vegetables | I know that everyone should eat at least five portions of fruit and vegetables every day. I can make a simple cold dish focusing on cutting skills. | I know the basic food groups (fruit and vegetables, carbohydrates, proteins and fats) I know how to use cut, peel or grate | I know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in the eatwell plate I know how to use a range of techniques such as mixing and spreading | I know that to keep healthy I need a balanced diet. I can use a range of techniques such as kneading and baking. | I can prepare and cook seasonal dishes. | I can explain what a healthy, balanced diet is. I understand that some fruits and vegetables are not available all year round. I know how to use a range of cooking techniques to prepare dishes. |

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| Geography | <p>I can talk about my home, animals and plants that interest me.</p> <p>I can identify buildings or flowers that are the same and talk about some of the things</p> | <p>LK: I know where I live and my school. I know Scotland, Wales, England and Northern Ireland make up the UK. Their capital cities are London, Edinburgh, Cardiff and Belfast.</p> <p>H&P Geo: I can explain that it is rainy, sunny, windy, cold etc. in England and that the four seasons are Winter,</p> | <p>LK: The seven continents are: Europe, North America, South America, Asia, Africa, Antarctica, Australia; and the five oceans are Pacific, Atlantic, Indian, Arctic and Southern.</p> <p>PK: I can locate a non- European country and compare its capital city to London (Brazil)</p> <p>I can say about life in Brazil e.g. food and weather.</p> <p>I can tell you facts about what life, schools and culture is like in that non-European country (UK)</p> <p>H&P Geo:</p> <p>I know what most of these physical features are: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>I can describe what a UK seaside is like.</p> | <p>LK: I can name countries and cities of the United Kingdom</p> <p>I can describe and understand key aspects of a river.</p> <p>I can describe and understand key aspects of a mountain.</p> <p>Renewable energy that we create (solar, wind etc).</p> <p>I can use maps, atlases to find countries.</p> <p>I can compare geographical similarities and differences</p> | <p>LK: I can explain the position of the prime meridian. I know the polar regions (North Pole, South Pole, Antarctica, Arctic)</p> <p>I can find the longitude and latitude lines in an atlas and explain how they are used.</p> <p>I can name the 3 largest North American countries (United States, Mexico and Canada)</p> <p>GS & FW: I can name eight compass points</p> <p>PK:I can name 3 cities in North America</p> <p>H&P Geo:</p> <p>I can name the UK's natural resources - fossil fuels, crops, clothes, livestock.</p> <p>PK: I can explain the climate, wildlife, landscape, vegetation and human geography of Antarctica and</p> | <p>LK: I can find the equator, northern/southern hemisphere on a globe.</p> <p>PK: I can compare North American climate zones</p> | <p>LK: I can locate South American countries, major cities, and environmental regions using maps.</p> <p>H&P Geo: I can describe the main features of a river system. I can describe climate zones, biomes, vegetation belts.</p> <p>PK: I can compare South American climate / landscapes / human geography (culture, language, population) with my own area.</p> <p>GS & FW: I can use my fieldwork skills to plan, observe, collect and record data on a specific fieldwork enquiry.</p> |
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| | <p>that make them different</p> <p>Autumn, Spring and Summer. I say some of the dangers of weather. I know what most of these human features are: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>PK: I can say some differences between a town and countryside.</p> <p>GS & FW: I can draw simple maps with a basic symbol key. I can use a map to locate the UK countries.</p> | <p>GS & FW: I can use a map to locate countries I have studied. I can use directional language (e.g. left, right, near, far) for features and routes on maps.</p> <p>I can describe my school's grounds/location.</p> | <p>through human and physical geography of a region of the UK</p> | <p>Daintree Rainforest, Australia.</p> <p>H&P Geo: I can identify the physical and human features in Antarctica and compare them to the UK.</p> <p>GS & FW: I can use maps, atlases and computer tech to identify rainforests of the world.</p> | <p>I can explain the meaning of 'food miles'.</p> <p>I can give an example of how to save water and energy (eg. turn off taps, turn off lights)</p> <p>I can find a hospital, post office and a school on an OS map using a 4/6 figure grid reference</p> | |
| | <p>I can talk about why things happen and how things work.</p> | | | | | |

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| History Understanding change. | I can talk about changes in my life and that of my family. | I can talk about changes in toys and games. | I can talk about some changes in technology (from rotary phones to smartphones) and transport (from horse-drawn carriages to cars) I can talk about why things happened and what changed after 'The moon landing' and 'The Fire of London' | I can talk about changes in Britain from the Stone age to the Iron age. | I can explain differences between past attitudes/beliefs | I know where the Vikings came from and the reasons they invaded Britain. | I can identify and evidence how people's lives have changed after WW2. I can describe main changes in a period in History |
| Historical Vocabulary | Know vocabulary - yesterday | I can use historical language including old and new. I can use the words then and now. | I know and use terms like: recently before after long ago past present | I know and use terms like: neolithic forts tribal kingdoms hunting gathering invasion | I can use subject specific words such as AD, BC, settlement, invader | | I can use words such as social, religious, political, technological and cultural when describing changes. |
| Sequencing skills | | I can put 2 events in order. | I can put 3 events in order. | I can use a simple timeline to order events. | | | I know WW2 was after the Victorians and before Modern Britain (today). WW2 started in 1939 AD and ended in 1945 AD. correctly place historical British events on a timeline using key reference points of BC, AD, Romans, Tudors, Victorians and today. |

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| Use of evidence | I can talk about photos of themselves and their family from the past. | I can talk about the photos of old toys I have seen and the stories told me about old toys.. | I know I can find out about the past from sources such as photographs, artefacts, and stories. | | I know that information comes from a range of sources | | I know how to identify sources that are reliable, and understand the effect of bias on information, forming my own opinion on past events. I can use different multimedia to present findings of investigations in historical events, |
| Recognising and understanding differences. | | I can identify significant historical events, people and places in my own locality. | <p>I can name significant individuals such as Neil Armstrong, Queen Victoria, Rosa Parks and Florence Nightingale.</p> <p>I can explain that what these individuals did e.g Florence Nightingale improved nursing.</p> <p>I can describe simple differences in life at the time of 'The fire of London' and now.</p> | <p>A local history study.</p> <p>A study of the ancient Egyptians</p> | <p>I can identify cultural differences in the wider world, understanding the impact of Ancient Greece on how people live today</p> <p>I can identify some ideas, beliefs, and attitudes of past cultures giving reasons for these differences.</p> | | |

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| MFL | | | | <p>In French, I can greet people.</p> <p>I can listen to and respond in French through rhymes and songs</p> <p>I can ask and respond to simple questions such as what is your name? How are you?</p> <p>In French, I can describe people, places and things.</p> <p>numbers 1-20</p> | <p>I can listen to and respond in French</p> <p>I can speak sentences and use familiar vocabulary</p> <p>I can pronounce some words in French correctly.</p> <p>I can describe things and write them in French</p> <p>I can know the differences between feminine and masculine on some words</p> | <p>I can give a description (of a planet) e.g. its size and colour.</p> <p>I can read and understand some words in french.</p> <p>I can express likes and dislikes in regards to food.</p> <p>I can describe simple directions in French. I can name the post office, hospital, school, church and the park in French.</p> <p>I can describe the weather using simple adjectives to describe the seasons.</p> | <p>I can have simple conversations in French.</p> <p>I can speak in french to a range of audiences.</p> <p>I can tell the time using half-hours, quarter hours and 24hr clock notation.</p> <p>I can order food and drink in a café.</p> <p>I can make statements about the school environment.</p> <p>I can ask questions about places in town.</p> <p>I can write some sentences in French.</p> |
| Speaking and listening | | | | | | | |
| Maths | | | | | | | |
| My self | | | | | | | |
| Geography | | | | | | | |

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| <p>Music</p> <p>Heather this is exactly what I am looking for - great stuff!!!</p> | <p>I can talk about instruments</p> <p>I know some songs I hear.</p> <p>I can talk about a piece of music.</p> <p>I know how to march in time with the pulse</p> | <p>I know the names of two instruments I have heard</p> <p>I know there are different types of music</p> <p>I know the pulse is the heartbeat of the music I know to copy 4 beat rhythm</p> <p>I know how to sing in a round</p> <p>I can know how to play a tuned instruments using two notes</p> <p>I can improvise a simple rhythm</p> | <p>I know the names of four instruments I have heard.</p> <p>I can talk about one genre of music.</p> <p>I can find the pulse of songs I know. I can copy a rhythm</p> <p>I can sing in two simple parts / partner songs.</p> <p>I can play along with a tune using 3 notes.</p> <p>I can improvise using two notes.</p> <p>I can compose using 2 notes.</p> | <p>I know and can talk about different genres of music.</p> <p>I can perform on my own/ in a group singing or playing an instrument.</p> <p>I can compose a simple melody using up to 5 notes.</p> | <p>I know the names of many of the instruments I can hear including violins.</p> <p>I know that a piece of music has a structure. I know how to compare two genres and their place in history.</p> <p>I know how to keep an internal pulse. I know how to invent a simple 4 beat rhythm.</p> <p>I can sing in two parts - partner songs.</p> <p>I know how to play along with a song using tuned instruments using up to 5 notes.</p> <p>I can improvise using notes and voice.</p> <p>I know how to record a composition using symbols or</p> | <p>I know the sounds and names of most of the instruments I hear.</p> <p>I know how to compare 5 genres and say their place in history.</p> <p>I can perform using my voice.</p> <p>I know how to play along with a song using tuned instruments.</p> <p>I can improvise using simple phrases.</p> <p>To be able to read simple staff notation.</p> <p>I can compose music to perform.</p> | <p>To know about the history of music structure, the instruments used and the meaning.</p> <p>I can listen with attention to detail and explain what I hear.</p> <p>I know how to play along with a song using tuned instruments using given notes.</p> <p>I can improvise in different genres.</p> <p>I can compose a melody using notation.</p> <p>I can put a performance together.</p> |
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| | | | | | notation. | | |
| | | | | | I know how to put a performance together. | | |
| **PSHE British Values? | I know how to get on with others and make friends | <p>I know what is the same/different /special about us.</p> <p>I know how to stay safe on the road and near water</p> <p>I can explain why sleep is important</p> <p>I recognise and talk about my feelings</p> <p>I know how to</p> | <p>I can understand what makes a bully/good friend</p> <p>I know how to stay safe in a fire</p> <p>I understand some of my body parts are private</p> <p>I understand how screen time can effect me</p> <p>I am able recognise our feelings</p> | <p>I know what we eat and how we sleep affect our health</p> <p>I know that a community is made up of different people</p> | <p>I know how to treat each other with respect</p> <p>I understand the word consent</p> <p>I can explain ways to relax (negative effects of screen time)</p> <p>I know how our choices make a difference to others and environment</p> <p>I can explain that that earning money is</p> | <p>I can explain changes in my body, how to say no</p> <p>I know that eating healthily and sleep are important to my daily life</p> <p>I can explain a democratic process and explain the freedom of speech</p> <p>I know how to stay safe online.</p> | <p>I know what will change as we become more independent</p> <p>I know how to keep healthy as we grow</p> <p>I understand How living under the rule of law can protect individuals and enhance their wellbeing and safety</p> |

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| | | <p>stay safe and healthy - including online</p> <p>I know how we can look after each other and money</p> | | | <p>important and can give me a good lifestyle.</p> <p>I know that stable, caring relationships are important for children's security as they grow up.</p> <p>I can understand there are different types of family</p> <p>I understand how drugs and medicines can help us</p> <p>I can have a wider understanding of different jobs</p> | <p>I can explain a loan, mortgage and interest are in relation to money</p> <p>I can explain the importance of knowing boundaries, the effect words can have on others and the power of social media</p> <p>I can explain what banks and pensions are</p> <p>I know how the media influences people</p> <p>I can explain the differences between drugs and medicines</p> |
| | <p>I know how to feel good about myself</p> | | | <p>I know that I am</p> | | <p>I understand there are different kinds of love and what marriage and civil</p> |

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| | | I know what marriage is | | worthy - self esteem, image | | partnerships are. | I know that I am worthy - self esteem, image |
| <p>** Cultural Capital</p> <p>Music</p> | <p>I know what a musician is.</p> <p>I can say if I do/ do not like a piece of music</p> <p>I can talk about instruments</p> <p>I know what an artist is.</p> | <p>I can talk about two different types of music - classical / Pop</p> <p>I can describe how different types of music makes me feel.</p> | <p>I know about 2 different genres of music: classical and pop. I know the names of 2 classical artists and 2 pop artists.</p> | <p>I have listened to music from around the world. I can say what is the same and what is different between English pop and African Afrobeat music.</p> | <p>I have learned about 2 different seasonal pieces of music: Vivaldi's Seasons and Beethoven's spring sonata.</p> | <p>I have listened to 4 black british artists: Shirley Bassey, Dizzie Rascal, Emilie Sande and Aretha Franklin</p> <p>I have listened to a 4 Brit Pop artists/groups: Blur, Oasis, Babybird, Pulp and Suede</p> <p>I can say what is the same and what is different about 3 pieces of christmas music:, Nutcracker, Sleigh Ride and we wish you a merry christmas)</p> | |
| Art/Artists | <p>I can name and talk about a famous painting.</p> | <p>I know what a 'nature artist is' and have looked at the art of Andy Goldsworthy.</p> | <p>I know what a self portrait is and can create one. Picasso is famous for his self portrait.</p> | | <p>I know that architecture is the art of designing buildings</p> <p>I know the what the 2012 Olympic buildings are and why they were built</p> <p>I know that battersea power station is a famous building in London, it was built in 1930 and is one of the largest brick buildings in the world.</p> <p>I know who Damien Hirst and John Piper are, I can talk about their work.</p> | <p>I know an illustrator draws pictures in books I can recognise the drawings of three famous children's illustrator: Quentin Blakel, Oliver Jeffers, Axel Scheffler</p> | |
| Significant People | <p>I can name a significant person and explain why they are 'special'</p> | <p>I know who Guy Fawkes is and can say what happened in the 'gunpowder plot'.</p> <p>I know who the King of England is and can tell you a bit about his life.</p> | <p>I know about the life of some famous sports people, my favourite sports person is....</p> | <p>I know that Marie Curie is famous for her discoveries that helped the treatment of cancer</p> | | <p>I know what The Shard, The Gerkin, Lloyds of London and London Aquatics Centre look like and I know they are all pieces of famous British architecture in London</p> | <p>I have researched a scientist whose work has made a difference, I can explain why their work is important. .</p> |
| Literature | <p>I can retell a well known fairy tale.</p> <p>I can remember and perform well known nursery rhymes</p> | <p>I can talk about the</p> | <p>I know that we celebrate</p> | <p>I know George Washington was the first president of the USA. He is remembered for his strong leadership skills.</p> | <p>I have read the famous five and Winnie the Pooh. I know both books are from the 20th century.</p> | | <p>I know remembrance day is to remember the soldiers we have lost at war. The poppy is the symbol of remembrance.</p> |

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| Life skills / Experiences | <p>I can talk about how to be healthy</p> <ul style="list-style-type: none"> *clean teeth *healthy food <p>I can tell you how to cross a road safely.</p> <p>I know what to do if I hurt myself</p> <p>I can tell you about a visit by a paramedic.</p> <p>I can talk about the trip to a zoo.</p> | <p>role of the fire service.</p> <p>I know how to make a call to emergency services.</p> <p>I can talk about a visit from the local fire officer.</p> | <p>the harvest to show we are grateful for our food. We give food to people who cannot afford it.</p> | <p>I can find the United Kingdom, France, Italy, USA and Africa on a map.</p> | | | |
| My local community and The Wider World | <p>I can tell you about some of the local places I visit.</p> <p>I can talk about people who help me.</p> <ul style="list-style-type: none"> - doctors -fire officers <p>I can talk about special places, church, Mosque.</p> <p>I know that not everyone looks the same.</p> <p>I can talk about what is the same and different.</p> <p>I can talk about a different country</p> <ul style="list-style-type: none"> * China (Chinese New Year) * Africa (Handa Surprise) | <p>I can recognise and understand the diverse cultures in the UK and around the world</p> <p>I can recognise some differences between the different cultures of people in my class</p> <p>I know that children in the past played with different toys to me. I know 2 ways toys have changed.</p> | <p>I know my class is made up of lots of different cultures, I know we are all different and that is a good thing</p> | <p>I know that Ashford is bigger now than when my parents were at school. I can describe 2 reasons it has changed: more houses (more people), Ashford International station (high speed and eurostar) Ashford Designer Outlet</p> <p>I know that a diverse community means we include people from lots of different backgrounds and cultures. I know my school is a diverse community.</p> | <p>I know I live in a diverse community, our differences make us stronger as a community.</p> | <p>I know the UK has lots of diverse cultures and I understand they are different to me.</p> | <p>I know that British Values underpin what it is to be a citizen in Great Britain valuing our community and celebrating diversity of the UK.</p> <p>I can explain what democracy, rule of law, tolerance, mutual respect and individual liberty are.</p> <p>I can talk about some of the british traditions, Bonfire Night, Christmas celebrations, The Kings Speech, Morris Dancing</p> <p>I have talked with my class about the popular political parties.</p> <p>I have participated in discussions around current British affairs.</p> <p>I can recognise and understand the diverse cultures in the UK and around the world.</p> |