Science				
Animals including humans	Living things and their habitats	Materials	Plants	Working scientifically
Pupils should be taught to: Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	**Pupils should be taught to:** Explore and compare the differences between things that are living, dead, and things that have never been alive 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 Identify and name a variety of plants and animals in their habitats, including microhabitats 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	**Use of Everyday Materials** **Pupils should be taught to:** Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	**Pupils should be taught to:** Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content ● Asking simple questions and recognising that they can be answered in different ways ● Observing closely, using simple equipment ● Performing simple tests ● Identifying and classifying ● Using their observations and ideas to suggest answers to questions ● Gathering and recording data to help in answering questions

Art and Design				
Drawing	Painting	Sculpture	Printing	Textile
Draw lines of varying thickness. Use dots and lines to demonstrate pattern and texture. Use different materials to draw, for example pastels, chalk, felt tips. Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.	Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Name primary and secondary colours. Begin to mix colour shades and tones. Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.	Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination. Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Demonstrate experience in surface patterns/ textures and use them when appropriate. Explore carving as a form of 3D art	Copy an original print. Use a variety of materials, e.g. sponges, fruit, blocks. Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing. Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.	Show pattern by weaving. Use a dyeing technique to alter a textile's colour and pattern. Decorate textiles with glue or stitching, to add colour and detail. Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.

Computing				
E-safety and E-sense	Programming	Handling Data	Multimedia	Technology in our lives
- I can talk about why I need to keep my password and personal information private. - I can talk about things that might happen on the internet that are not ok and why I should tell an adult. - I know why it is important to only go online for short amounts of time. - I know that I should be kind in person and online, and what to do if someone is unkind. - I know that not everyone tells the truth online.	- I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions. - I can tell you the order I need to do things to make something happen and talk about this as an algorithm. - I can program a robot or software to do a particular task. - I can look at my friend's program and tell you what will happen. - I can use programming software to make objects move. - I can watch a program execute and spot where it goes wrong so that I can debug it.	- I can talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder. - I can make and save a chart or graph using the data I collect. - I can talk about the data that is shown in my chart or graph. - I am starting to understand a branching database. - I can tell you what kind of information I could use to help me investigate a question.	- I can use technology to organise and present my ideas in different ways. - I can use the keyboard on my device to add, delete and space text for others to read. - I can tell you about an online tool that will help me to share my ideas with other people. - I can save and open files on the device I use.	- I can tell you why I use technology in the classroom. - I can tell you why I use technology in my home and community. - I am starting to understand that other people have created the information I use. - I can identify benefits of using technology including finding information, creating and communicating. - I can talk about the differences between the internet and things in the physical world.

Design and Technology				
Design	Make	Evaluate	Technical knowledge	Cooking and Nutrition
work confidently within a range of contexts, such as	Select from a range of tools and equipment, explaining their choices	Make simple judgements about their products and ideas against design criteria	About the movement of simple mechanisms such as	That food has to be farmed, grown elsewhere (e.g. home) or caught

local community industry and the wider environment	select from a range of materials and components according to their characteristics	suggest how their products could be	levers, sliders, wheels and axles	How to name and sort foods into the five groups in The eatwell plate
say whether their products are for themselves or other users	Follow procedures for safety and hygiene	Across KS1 pupils should explore:	Build upon the correct technical vocabulary for the projects they are undertaking	How to use techniques such as cutting, peeling and grating
say how their products will work	measure, mark out, cut and shape materials and components	• what products are		
		• who products are for		
say how they will make their products suitable for their intended users	Use finishing techniques, including those from art and design	• what products are for		
		• how products work		
		• how products are used		
use simple design criteria to help develop their ideas		• where products might be used		
		• what materials products are made from		
use knowledge of existing products to help come up with ideas		• what they like and dislike about products		
model ideas by exploring materials, components and construction kits and by making templates and mockups				
use information and communication technology, where appropriate, to develop and communicate their ideas				

Geography			
Locational Knowledge	**Place Knowledge**	**Human Physical Geography**	**Geographical Skills and Field Work**
2.1 To understand where a non -European country is 2.2 To name and locate the world's seven continents and five oceans	2.3 To compare what life is like in a non-European city compared to a UK city 2.4 To understand where a non-European country is in the world 2.5 To understand what life is like for people in the non-European country 2.6 To compare schools in non-European country to those in the UK 2.7 To understand what the culture is like in a non-European country 2.8 To compare a UK child's life with a child's life in non-European country	2.9 To understand some of the main animals which live in a Non-European country. 2.10 To use basic geography to refer to key physical features: including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. 2.11 To use key words to describe seaside locations 2.12 To describe a seaside town In the UK 2.13 To use a map to locate the main British islands 2.14 To understand the difference between hot and cold countries across the world	2.15 To use a world map, atlas or globe to identify the world's seven continents and five oceans. 2.16 To use simple compass directions (NESW) 2.17 To use a map to find a town and use locational and directional language to describe the features and routes on a map..(e.g. left, right, near , far) 2.18 To use simple fieldwork and observational skills to study the geography of their school and its grounds.

History			
Chronological Awareness	**Knowledge and Understanding**	**Historical Context**	**Organisation and Communication**
Recount changes in own life over time	Use information to describe the past. Use information to describes differences between then and now	Look at books, pictures, eye-witness accounts, or objects to find information then and now	Describe objects, people and events Write own date of birth

Put 3 people, events or objects in order using a given scale Uses words and phrases such as recently, before, after, now, later Uses past and present when telling others about an event	Recount main events from a significant time in History Use evidence to explain reasons why people in the past acted as they did.	Ask questions	Write simple stories and recounts about the past Draw labelled diagrams and write about them to tell others about people, events and objects from the past.

Music

Performing	Composing	Appraising	Charanga Topics
- To sing and follow the melody (tune) - To sing accurately at a given pitch - To perform simple patterns and accompaniments keeping a steady pulse - To perform with others - To play simple rhythmic patterns on an instrument - To sing/ clap a pulse increasing or decreasing - in tempo **Challenge:** - Pupils can sing/play rhythmic patterns in contrasting tempo; keeping to the pulse	- To order sounds to create a beginning, middle and end - To create music in response to different starting points - To choose sounds which create an effect - To use symbols to represent sounds - To make connections between notations and musical sounds Challenge: Pupils can use simple structures in a piece of music They know that phrases are where we breathe in a song	- To improve their own work - To listen out for particular things when listening to music Challenge: Pupils recognise sounds that move by steps and by leaps	Term 1: Hands, feet, heart Term 2: Ho, Ho, Ho! Term 3: I wanna play in a band Term 4: Zootime Term 5: Friendship song Term 6: Reflect, Rewind and Replay

Physical Education				
Gymnastics	Dance	Athletics	Games	Health
Identifying and describing good-quality form and movement Simple gymnastics scoring and judging Static and dynamic balances	Performing dance in duets and formations	Jumping for distance and height	Dribbling and passing balls Goalkeeping principles Bowling, batting and team fielding Basic net game rules and skills, such as boundary lines	Describing healthy lifestyles and how exercise supports healthy living