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|  | **History** | **Geography** | **Computing** | **Music** | **Art** | **Design Tech** | **PE** | **RE** | **PSHCE** | **French** |
| **Year 1** | Place known events and objects in chronological order.  Use common words (then, next, before after) to sequence events over time.  Find some answers to simple questions about the past using simple sources of investigation. | Use and create simple maps.  Use locational and direction language (eg near, far, left and right)  Use basic geographical vocabulary for physical and human features. | Use technology purposefully to create digital content.  Understand where to go for help and support when he/she has concerns about content on the internet or other online technologies.  Understand what algorithms are and how they are implemented on digital devices. | I can copy simple rhythmic patterns using simple instruments.  I can listen for different sounds in music.  I can explore making different sounds with my voice, adding actions in chants, songs and rhymes. | To be able to control a pencil to develop a range of tones.  To be able to work from direct observation and imagination.  To be able to mix a widening range of secondary colours, moving towards predicting resulting colours. | Describe what their products are for and say how their products will work.  Generate ideas from own experience.  Assemble, join and combine materials (Use above skills to help with this). | Master basic movements including holding a balance along a straight line, jump for height and distance and hop on the spot.  Participate in team games, link skills and actions in different ways to suit different activities  Perform sequences of action which have a clear beginning, middle and end. | Children will use some religious words and phrases to recognise and name features of religious life and practice.  Children can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.  Children talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and others. | Place known events and objects in chronological order.  Use common words (then, next, before after) to sequence events over time.  Find some answers to simple questions about the past using simple sources of investigation. | Respond to simple, repeated class instructions.  To join in with a French song or rhyme. |
| **Year 2** | Describe where people and events studied fit within a chronological framework and make some comparisons with the present day.  Describe historical events beyond living memory which are significant either nationally or globally.  Discuss the lives of significant people from the past. | Identify the UK and its four countries using atlases and world maps.  Use simple compass directions (N, S, E, W) to describe locations and routes on a map.  Compare some geographical features of the UK with other countries. | Use technology purposefully to create,organise,store,manipulate and retrieve digital content.  Use technology safely and keep personal information private.  Create, debug and use algorithms to design simple programs and predict their behaviour. | I can copy rhythmic patterns in time with the beat, following symbols to follow a steady beat.  I can use instruments to make long, short, loud and quiet sounds.  I can listen to music and describe how it makes me feel, using key vocabulary like high/low, loud/quiet, fast/slow. | To be able to produce a growing range of tones, patterns and textures with a single pencil.  To be able to use a range of drawing media in different ways: hatching, scribble, stippling, blending, etc.  To be able to use media correctly: methodology in using paint and colour mixing and matching, and replicating, creating patterns and textures around them. | Describe how their product will be suitable for intended user.  Use knowledge of existing products.  Be able to produce a ‘mock up’ from design.  Evaluate end product. | Master basic movements including hop along a straight line on the same foot, jump for height and distance with a controlled landing.  Catch and throw a small ball using the correct technique.  Structure sequences of actions and skills in different orders to improve. | Children will use religious words and phrases to identify some features of religion and its importance for some people.  Children show awareness of similarities in religions.  Children retell religious stories and suggest meanings for religious actions and stories. | Describe where people and events studied fit within a chronological framework and make some comparisons with the present day.  Describe historical events beyond living memory which are significant either nationally or globally.  Discuss the lives of significant people from the past. | Respond to repeated class instructions.  To say a French song or rhyme without adult support. |
| **Year 3** | Develop understanding of chronology by understanding the past can be divided into different periods of time, knowing some significant dates.  Give reasons for and results of historical changes.  Use sources of information in ways that go beyond simple observations to answer questions about the past. | Use maps to name and locate countries of Europe and important cities and landmarks within them.  Create maps using keys and symbols to represent key geographical features,  Compare physical and human features across different European countries. | Recognise and make efficient use of familiar forms of input and output devices.  Understand we can share information between a network of computers.  Use technology safely and respectfully when using devices and browsing the internet.  Design, write and debug simple programs and use logical reasoning to explain how the algorithms work. | I can describe simple structures of music and repetition.  I can join in songs as a group, and begin to add simple accompaniment.  I can follow pictorial notations for simple rhythms and improvise my own.  I can use pulse, rhythm and selected notes to create patterns. | To be starting to use a sketch book to plan and develop ideas and to be able to discuss own work and that of others, using appropriate language.  To be able to use a range of tools using JIT 2 (Schools 360 / 2Simple)  To be able to sew simple stitches. | Gather information about needs and wants.  Develop own design criteria and use this to inform ideas.  Assemble, join and combine materials. | Develop and apply skills to play competitive games, applying the principles of attack and defence.  Very skills actions and ideas and link these in different ways to suit different activities.  Enjoy communicating, collaborating and competing with each other.  Evaluate and recognise own success and understand how to improve in different activities. | Children use a developing religious vocabulary to describe key features of religions, recognising similarities and differences.  Children make links between beliefs and sources, including religious stories and sacred texts.  Children begin to identify the impact religion has on believers’ lives. | Develop understanding of chronology by understanding the past can be divided into different periods of time, knowing some significant dates.  Give reasons for and results of historical changes.  Use sources of information in ways that go beyond simple observations to answer questions about the past. | Respond to instructions by responding appropriately.  Answer simple questions using appropriate single words.  Pronounce most words correctly.  Recognise some simple words or phrases in written form.  Write simple, single words from memory (phonically correct) |