

|               | History  | Geography  | Computing  | Music   | Art   | Design Tech  | PE   | RE   | PSHCE   | French   |
|---------------|--|--|--|---|---|--|--|--|---|--|
| <b>Year 1</b> | <p>Place known events and objects in chronological order.</p> <p>Use common words (then, next, before, after) to sequence events over time.</p> <p>Find some answers to simple questions about the past using simple sources of investigation.</p>   | <p>Use and create simple maps.</p> <p>Use locational and direction language (eg near, far, left and right)</p> <p>Use basic geographical vocabulary for physical and human features.</p>   | <p>Use technology purposefully to create digital content.</p> <p>Understand where to go for help and support when he/she has concerns about content on the internet or other online technologies.</p> <p>Understand what algorithms are and how they are implemented on digital devices.</p> | <p>I can copy simple rhythmic patterns using simple instruments.</p> <p>I can listen for different sounds in music.</p> <p>I can explore making different sounds with my voice, adding actions in chants, songs and rhymes.</p>   | <p>To be able to control a pencil to develop a range of tones.</p> <p>To be able to work from direct observation and imagination.</p> <p>To be able to mix a widening range of secondary colours, moving towards predicting resulting colours.</p>  | <p>Describe what their products are for and say how their products will work.</p> <p>Generate ideas from own experience.</p> <p>Assemble, join and combine materials (Use above skills to help with this).</p> | <p>Master basic movements including holding a balance along a straight line, jump for height and distance and hop on the spot.</p> <p>Participate in team games, link skills and actions in different ways to suit different activities</p> <p>Perform sequences of action which have a clear beginning, middle and end.</p> | <p>Children will use some religious words and phrases to recognise and name features of religious life and practice.</p> <p>Children can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.</p> <p>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.</p> | <p>To say how I am feeling and begin to explain why.</p> <p>I understand that the people around me have feelings so I need to think about the way I treat others.</p> <p>I need to know that there are rules for how to behave.</p> | <p>Respond to simple, repeated class instructions.</p> <p>To join in with a French song or rhyme.</p>      |
| <b>Year 2</b> | <p>Describe where people and events studied fit within a chronological framework and make some comparisons with the present day.</p> <p>Describe historical events beyond living memory which are significant either nationally or globally.</p> <p>Discuss the lives of significant people from the past.</p> | <p>Identify the UK and its four countries using atlases and world maps.</p> <p>Use simple compass directions (N, S, E, W) to describe locations and routes on a map.</p> <p>Compare some geographical features of the UK with other countries.</p> | <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Use technology safely and keep personal information private.</p> <p>Create, debug and use algorithms to design simple programs and predict their behaviour.</p>                   | <p>I can copy rhythmic patterns in time with the beat, following symbols to follow a steady beat.</p> <p>I can use instruments to make long, short, loud and quiet sounds.</p> <p>I can listen to music and describe how it makes me feel, using key vocabulary like high/low, loud/quiet, fast/slow.</p> | <p>To be able to produce a growing range of tones, patterns and textures with a single pencil.</p> <p>To be able to use a range of drawing media in different ways: hatching, scribble, stippling, blending, etc.</p> <p>To be able to use media correctly: methodology in using paint and colour mixing and matching, and replicating, creating patterns and textures around them.</p> | <p>Describe how their product will be suitable for intended user.</p> <p>Use knowledge of existing products.</p> <p>Be able to produce a 'mock up' from design.</p> <p>Evaluate end product.</p>               | <p>Master basic movements including hop along a straight line on the same foot, jump for height and distance with a controlled landing.</p> <p>Catch and throw a small ball using the correct technique.</p> <p>Structure sequences of actions and skills in different orders to improve.</p>                                | <p>Children will use religious words and phrases to identify some features of religion and its importance for some people.</p> <p>Children show awareness of similarities in religions.</p> <p>Children retell religious stories and suggest meanings for religious actions and stories.</p>   | <p>I know that there are many different feeling types for example excitement, disappointment, etc</p> <p>I can make friends and play games with others taking turns.</p> <p>To know what rules are and why we have them.</p>        | <p>Respond to repeated class instructions.</p> <p>To say a French song or rhyme without adult support.</p> |