

	<i>History</i>	<i>Geography</i>	<i>Computing</i>	<i>Music</i>	<i>Art</i>	<i>Design Tech</i>	<i>PE</i>	<i>RE</i>	<i>PSHCE</i>	<i>French</i>
Year 1	<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>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>Respond to simple, repeated class instructions.</p> <p>To join in with a French song or rhyme.</p>
Year 2	<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</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</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. 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</p>	<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</p>	<p>Respond to repeated class instructions.</p> <p>To say a French song or rhyme without adult support.</p>

	people from the past.				textures around them.			and stories.	people from the past.	
Year 3	<p>Develop understanding of chronology by understanding the past can be divided into different periods of time, knowing some significant dates.</p> <p>Give reasons for and results of historical changes.</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past.</p>	<p>Use maps to name and locate countries of Europe and important cities and landmarks within them.</p> <p>Create maps using keys and symbols to represent key geographical features,</p> <p>Compare physical and human features across different European countries.</p>	<p>Recognise and make efficient use of familiar forms of input and output devices.</p> <p>Understand we can share information between a network of computers.</p> <p>Use technology safely and respectfully when using devices and browsing the internet.</p> <p>Design, write and debug simple programs and use logical reasoning to explain how the algorithms work.</p>	<p>I can describe simple structures of music and repetition.</p> <p>I can join in songs as a group, and begin to add simple accompaniment.</p> <p>I can follow pictorial notations for simple rhythms and improvise my own.</p> <p>I can use pulse, rhythm and selected notes to create patterns.</p>	<p>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.</p> <p>To be able to use a range of tools using JIT 2 (Schools 360 / 2Simple)</p> <p>To be able to sew simple stitches.</p>	<p>Gather information about needs and wants.</p> <p>Develop own design criteria and use this to inform ideas.</p> <p>Assemble, join and combine materials.</p>	<p>Develop and apply skills to play competitive games, applying the principles of attack and defence.</p> <p>Very skills actions and ideas and link these in different ways to suit different activities.</p> <p>Enjoy communicating, collaborating and competing with each other.</p> <p>Evaluate and recognise own success and understand how to improve in different activities.</p>	<p>Children use a developing religious vocabulary to describe key features of religions, recognising similarities and differences.</p> <p>Children make links between beliefs and sources, including religious stories and sacred texts.</p> <p>Children begin to identify the impact religion has on believers' lives.</p>	<p>Develop understanding of chronology by understanding the past can be divided into different periods of time, knowing some significant dates.</p> <p>Give reasons for and results of historical changes.</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past.</p>	<p>Respond to instructions by responding appropriately.</p> <p>Answer simple questions using appropriate single words.</p> <p>Pronounce most words correctly.</p> <p>Recognise some simple words or phrases in written form.</p> <p>Write simple, single words from memory (phonically correct)</p>