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|  | **History** | **Geography** | **Computing** | **Music** | **Art** | **Design Tech** | **PE** | **RE** | **PSHCE** | **French** |
| **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.  Vary 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) |
| **Year 4** | Show factual knowledge and understand aspects of the history of Britain and the wider world.  Describe characteristic features of past societies and periods, and to identify changes within and across different periods.  Begin to select and combine information from different sources. | Locate and name continents and countries in the northern and southern hemispheres.  Understand the meaning of a biome and use knowledge to locate different biomes across the world.  Recognise how life can be different for people living in different parts of the world. | Use input devices such as cameras or sensors.  Understand what servers are and the services they provide.  Use technology safely and responsibly and understand how communication may be seen by others.  Use logical reasoning to deconstruct programs into smaller parts and detect and correct errors. | I can describe and compare different types of music based on its time and place.  I can sustain a note, chord or repeating pattern to accompany a song.  I can hold my part in a group or a two part song.  I can follow traditional notation for simple rhythms and use letter names of notes when memorizing simple melodic patterns.  I can use pulse, rhythm and pitch to create different effects, using layers of sound. | To be using a sketchbook to record explorations and experimentations with different media and evaluate ideas and end pieces.  To be able to use media and equipment correctly and with increasing confidence and to demonstrate confidence mixing and matching colours (using the colour wheel) where appropriate.  To be able to sew stitches with confidence, demonstrating experience using a range of different threads, strings, materials. | Select materials and components suitable for the task.  Measure, mark, cut and shape materials with accuracy.  Identify areas of strength and weakness in completed product and use design criteria to evaluate completed product. | Complete a forward roll and land on the feet.    Pass a ball at chest height and kick a ball accurately.  Apply skills and tactics in a team situation.  Evaluate and recognise own and others success and use this to improve in different activities. | Children identify what influences them, making links between aspects of their own and others’ experiences.  Children will ask important questions about religion and beliefs, making links between their own and others’ responses.  Children use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. | Show factual knowledge and understand aspects of the history of Britain and the wider world.  Describe characteristic features of past societies and periods, and to identify changes within and across different periods.  Begin to select and combine information from different sources. | Respond to a range of simple spoken statements.  Ask and answer a range of simple questions in different topic areas.  Read aloud a range of simple phrases in written form.  Exchange words and short phrases from memory. |