

## Key Stage 1 - Art and Design

### Year 1

Key Objective/Topic	The Royal Family	Under the sea	Helping people	Changes	The great outdoors
<b>Year 1</b>					
Can they communicate something about themselves in their drawing and paintings?					
Can they create moods in their drawings and paintings?					
Can they draw lines of different shapes and thickness, using 2 different grades of pencil?					
Can they name the primary and secondary colours?					
Can they print to create a repeating pattern?					
Can they cut, roll and coil materials such as clay, dough or Plasticine?					
Can they use a simple painting IT program to create a picture?					
Can they describe what they can see and like in the work of another artist?					
Can they ask sensible questions about a piece of art?					
<b>Year 2</b>					
Can they use three different grades of pencil in their drawing? (4B, 8B HB)					
Can they use charcoal, pencil and pastels?					
Can they use a viewfinder to focus on a specific part of an artefact before drawing it?					
Can they mix paint to create all the secondary colours?					
Can they mix their own brown?					
Can they make tints by adding white?					
Can they make tones by adding black?					
Can they create a print using pressing, rolling, rubbing and stamping?					
Can they make a clay pot?					
Can they join two finger pots together?					
Can they use simple IT mark-making tools, e.g. Brush and pen tools?					
Can they say how other artists have used colour, pattern and shape?					
Can they create a piece of work in response to another artists work?					
Can they show an example of their own work explaining how the work of an artist has influenced it?					

## Key Stage 1-D&T

### Year 1

Key Objective/Topic	The Royal Family	Under the sea	Helping people	Changes	The great outdoors
<b>Year 1</b>					
Can they think of some ideas of their own?					
Can they describe how something works?					
Can they cut food safely?					
Can they make a product which moves?					
Can they make their model stronger if it needs to be?					
Can they talk with others about how they want to construct their product?					
Can they select appropriate resources and tools for their building projects?					
Can they make simple plans before making objects?					
<b>Year 2</b>					
Can they think of ideas and plan what to do next?					
Can they choose the best tools and materials?					
Can they join things (materials/ components) together in different ways?					
Can they explain what went well with their work?					
Can they describe the properties of the ingredients they are using?					
Can they explain why they chose a certain textile?					
Can they measure materials to use in a model or structure?					
Can they develop their own ideas from initial starting points?					

## Key Stage 1-Geography

### Year 1

Key Objective/Topic	The Royal Family	Under the sea	Helping people	Changes	The great outdoors
<b>Year 1</b>					
Can they keep a weather chart and answer questions about the weather?					
Can they tell someone their address?					
Can they explain the main features of a hot and cold place?					
Can they explain how the weather changes with each season?					
Can they explain what they might wear if they lived in a very hot or a very cold country?					
Can they identify the four countries making up the United Kingdom?					
Can they name some of the main towns and cities in the United Kingdom?					
<b>Year 2</b>					
Can they say what they like and don't like about their locality and another locality like the seaside?					
Can they describe a place outside Europe using geographical words?					
Can they describe some of the features associated with an island?					
Can they describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley?					
Can they explain how the jobs people do may be different in different parts of the world?					
Do they think that people ever spoil the area or make it better? How?					
Can they explain what facilities a town or village might need?					
Can they name the continents of the world and find them in an atlas?					
Can they name the world's oceans and find them in an atlas?					
Can they name the main cities of England, Wales, Scotland and Ireland?					
Can they find where they live on a map of the UK?					

## Key Stage 1-History

### Year 1

Key Objective/Topic	The Royal Family	Under the sea	Helping people	Changes	The great outdoors
<b>Year 1</b>					
Can they use words and phrases like: old, new and a long time ago?					
Can they recognise that some objects belonged to the past?					
Can they explain how they have changed since they were born?					
Do they appreciate that some famous people have helped our lives be better today?					
Can they ask and answer questions about old and new objects?					
Can they spot old and new things in a picture?					
Can they answer questions using an artefact / photograph provided?					
Can they give a plausible explanation about what an object was used for in the past?					
<b>Year 2</b>					
Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?					
Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?					
Can they give examples of things that are different in their life from that of their grandparents when they were young?					
Can they find out something about the past by talking to an older person?					
Can they answer questions by using a specific source such as an informative book?					
Can they research the life of a famous person from the past using different resources to help them?					

Key Stage 1- ICT

Key Objective/Topic	The Royal Family	Under the sea	Helping people	Changes	The great outdoors
<b>Year 1</b>					
I can keep my password private.					
I can tell you what personal information is.					
I can tell an adult when I see something unexpected or worrying online.					
I can talk about why it's important to be kind and polite.					
I can recognise an age appropriate website.					
I can agree and follow sensible e-Safety rules.					
I can give instructions to my friend and follow their instructions to move around.					
I can describe what happens when I press buttons on a robot.					
I can press the buttons in the correct order to make my robot do what I want.					
I can describe what actions I will need to do to make something happen and begin to use the word algorithm.					
I can begin to predict what will happen for a short sequence of instructions.					
I can begin to use software/apps to create movement and patterns on a screen.					
I can use the word debug when I correct mistakes when I program.					
I can talk about the different ways in which information can be shown.					
I can use technology to collect information, including photos, video and sound.					
I can sort different kinds of information and present it to others.					
I can add information to a pictograph and talk to you about what I have found out.					
I can be creative with different technology tools.					
I can use technology to create and present my ideas.					
I can use the keyboard or a word bank on my device to enter text.					
I can save information in a special place and retrieve it again.					
I can recognise the ways we use technology in our classroom.					
I can recognise ways that technology is used in my home and community.					
I can use links to websites to find information.					

I can begin to identify some of the benefits of using technology.					
<b>Year 2</b>					
I can explain why I need to keep my password and personal information private.					
I can describe the things that happen online that I must tell an adult about.					
I can talk about why I should go online for a short amount of time.					
I can talk about why it is important to be kind and polite online and in real life.					
I know that not everyone is who they say they are on the Internet.					
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 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.					

## Key Stage 1-Music

### Year 1

Key Objective/Topic	The Royal Family	Under the sea	Helping people	Changes	The great outdoors
<b>Year 1</b>					
Can they use their voice to sing?					
Can they play tuned and untuned instruments musically?					
Can they clap short rhythmic patterns?					
Can they make different sounds with their voice and instruments?					
Can they repeat (short rhythmic and melodic) patterns?					
Can they make a sequence of sound?					
Can they respond to different moods in music?					
Can they say whether they like or dislike a piece of music?					
Can they choose sounds to represent different things?					
Can they follow instructions about when to play or sing?					
<b>Year 2</b>					
Do they sing and follow the melody (tune)?					
Can they perform simple patterns and accompaniments keeping a steady pulse?					
Can they play simple rhythmic patterns on an instrument?					
Can they sing/clap, pulse increasing or decreasing in tempo?					
Can they order sounds to create a beginning, middle and end?					
Can they create music in response to different starting points?					
Can they choose sounds which create an effect?					
Can they use symbols to represent sounds?					
Can they make connections between notations and musical sounds?					
Can they improve their own work?					
Can they listen out for particular things when listening to music?					

## Key Stage 1-RE

### Year 1

Key Objective/Topic	The Royal Family	Under the sea	Helping people	Changes	The great outdoors
<b>Year 1</b>					
A1. Recall and name....					
Find out meaning of .....					
A2. Retell ...					
Explore and discuss...					
A3. Recognise important ...					
B1. Ask and respond to questions about....					
B2. Explore questions about...					
B3. Notice....					
C1. Notice and recount...					
C2. Find out about...					
C3. Respond with answers....					
<b>Year 2</b>					
A1. Recall and name different ....					
Find out meanings of .....					
A2. Retell and suggest meanings for...					
Explore and discuss...					
A3. Recognise and appreciate similarities between...					
B1. Ask and respond to questions about....					
Identify effect of...					
B2. Explore questions about...					
Express their own ideas					
B3. Notice and respond sensitively to similarities and variety...					
C1. Notice and recount similarities ...					
Respond sensitively about.....					
C2. Find out about...					
Respond with ideas to examples of co-operation between people who are different.					
C3. Find out about...					
Begin to express their ideas and opinions....					



Key Stage 1- Science

Key Objective/Topic	The Royal Family	Under the sea	Helping people	Changes	The great outdoors
<b>Year 1</b>					
Working scientifically: Can they ask simple questions and recognise that they can be answered in different ways?					
Can they observe carefully, using simple equipment?					
Can they identify and classify a number of plants and animals?					
Can they use their observations and ideas to suggest answers to their questions?					
Can they gather and record data to help in answering questions?					
Plants: Can they identify and name a variety of common, wild and green plants?					
Can they identify and name a variety of deciduous and evergreen trees?					
Can they identify and describe the basic structure of a variety of common flowering plants, including trees?					
Animals, including humans: Can they identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals;?					
Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores?					
Can they describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)?					
Can they identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense?					
Everyday materials: Can they distinguish between an object and the materials from which it is made?					
Can they identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock?					
Can they describe the simple physical properties of a variety of everyday materials?					
Can they compare and group together a variety of everyday materials on the basis of their simple physical properties?					
Seasonal change: Can they observe changes across the four seasons?					
Can they observe and describe weather associated with the seasons and how day length varies?					

Year 2						Year 2
Working scientifically: Can they ask simple questions and recognise that they can be answered in different way?						
Can they observe carefully, using simple equipment?						
Can they identify and classify different aspects of plants and animals?						
Can they perform simple tests?						
Can they use their observations and ideas to suggest answers to their questions?						
Can they gather and record data to help in answering questions?						
Living things and their habitats: Can they explore and compare differences between things that are living, dead and things that have never been alive?						
Can they 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 of each other?						
Can they identify and name a variety of plants and animals in their habitats, including micro-habitats?						
Can they 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?						
Plants: Can they observe and describe how seeds and bulbs grow into mature plants?						
Can they find out and describe how plants need water, light and suitable temperature to grow and stay healthy?						
Animals, including humans: Do they notice that animals, including humans, have offspring, which grow into adults?						
Can they find out about and describe the basic needs of animals, including humans for survival (water, food and air)?						
Can they describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene?						
Uses of everyday materials: Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, rock, brick, paper and cardboard for particular uses?						
Can they find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching?						