

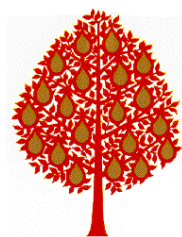
# Perryfields Infant School



## KS1 Curriculum Coverage, Progression and Assessment Document

Foundation subjects and science

September 2020



## Perryfields Infant School

### Science and Foundation Subjects

#### Year 1

Science – working scientifically is covered in all blocks. Where it is an assessment focus it is indicated in **blue**.

Block	Key knowledge (know)	Key skills (able to)
Animals – compare and identify different types	<ul style="list-style-type: none"> <li>• Key features and differences between birds, fish, amphibians, reptiles, mammals and invertebrates.</li> <li>• Know what is meant by carnivore, omnivore and herbivore.</li> <li>• Name some animals from each group.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and compare different animals.</li> <li>• Sort animals into types.</li> <li>• Sort animals by what they eat.</li> </ul>
The Human Body	<ul style="list-style-type: none"> <li>• Name and identify heart, lungs and brain.</li> <li>• Main functions of heart, lungs and brain.</li> <li>• Name main bones and joints.</li> </ul>	<ul style="list-style-type: none"> <li>• Label key organs on a picture of the body.</li> <li>• Describe the function of key organs.</li> <li>• Label main limbs and joints.</li> <li>• Use observations to suggest ideas.</li> </ul>
Senses	<ul style="list-style-type: none"> <li>• Name the 5 senses.</li> <li>• Know which organ is related to each sense.</li> </ul>	<ul style="list-style-type: none"> <li>• Label parts of the body related to senses.</li> <li>• Perform simple tests.</li> <li>• Collect and record data to answer questions.</li> <li>• Observe closely to help answer questions.</li> </ul>
Plants – structure and identification	<ul style="list-style-type: none"> <li>• Basic structure of flowering plants (including trees).</li> <li>• Name common wild and garden plants.</li> <li>• Know what is meant by deciduous and evergreen.</li> </ul>	<ul style="list-style-type: none"> <li>• Label parts of a plant and explain their function.</li> <li>• Identify common plants using a key.</li> <li>• Explain the difference between deciduous and evergreen plants and give an example of each.</li> </ul>

Seasonal changes	<ul style="list-style-type: none"> <li>• Order of the seasons.</li> <li>• How daylight changes.</li> <li>• Other seasonal changes (deciduous trees, migration of birds etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe typical weather in different seasons.</li> <li>• Use observations to suggest ideas/ reasons.</li> <li>• Explain changes in daylight and the natural world during different seasons.</li> </ul>
Materials – properties	<ul style="list-style-type: none"> <li>• Understand “material” and name common ones.</li> <li>• Understand “properties” and name some.</li> <li>• Identify simple properties of common materials.</li> <li>• Understand the difference between materials and objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Group materials by their properties.</li> <li>• Separate objects from materials.</li> <li>• Identify suitable materials for a given purpose.</li> </ul>

**Computing – e-safety is covered in every block but is only the assessment focus in 2 blocks, indicated in red.**

Block	Key knowledge (know)	Key skills (able to)
Paint/ digital art + e-safety	<ul style="list-style-type: none"> <li>• Which programs to use and how to access them.</li> <li>• How to change size, shape and colour applied.</li> </ul>	<ul style="list-style-type: none"> <li>• Change size and shape of brush/pen.</li> <li>• Change colour used.</li> <li>• Select different effects.</li> </ul>
Coding + debugging + e-safety	<ul style="list-style-type: none"> <li>• That an algorithm is a set of clear instructions to make something happen.</li> <li>• That arrows can be used to control the distance and direction of travel.</li> <li>• That a program will run identically each time.</li> </ul>	<ul style="list-style-type: none"> <li>• Program a toy by specifying the number and direction of steps (and turns).</li> <li>• Program a sprite by specifying the number and direction of steps (and turns).</li> <li>• Change a program if it does not work as intended.</li> </ul>
Email + e-safety	<ul style="list-style-type: none"> <li>• Rules to stay safe online and who to tell if worried.</li> <li>• Where to locate email.</li> <li>• How to open email.</li> <li>• How to send email.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about how to stay safe online.</li> <li>• Choose addressee, compose and send email.</li> <li>• Open and reply to email.</li> </ul>
Word/ keyboard use + e-safety	<ul style="list-style-type: none"> <li>• Open and save a document.</li> <li>• Use spaces, capitals and new lines.</li> <li>• Undo and correct errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a simple written document.</li> <li>• Make changes to a document.</li> <li>• Save their work.</li> <li>• Identify who might use this in the world of work.</li> </ul>
Graphs and data + e-safety	<ul style="list-style-type: none"> <li>• Create a pictogram and input data.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a simple graph using data provided.</li> </ul>

	<ul style="list-style-type: none"> <li>• Create a graph and add data.</li> <li>• Add titles.</li> <li>• Print work produced on the given program.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a simple pictogram using data provided.</li> <li>• Print work.</li> <li>• Identify who might use this in the world of work.</li> </ul>
Using the internet – games online + e-safety	<ul style="list-style-type: none"> <li>• Rules for staying safe online.</li> <li>• Know how to use a search engine.</li> <li>• Know how to locate and navigate favourite websites.</li> </ul>	<ul style="list-style-type: none"> <li>• Say how to stay safe online.</li> <li>• Search for images or facts.</li> <li>• Access and use games.</li> </ul>

## History

Block	Key knowledge	Key skills
Changes within living memory	<ul style="list-style-type: none"> <li>• Historical vocabulary.</li> <li>• Different sources used to find out about the recent past.</li> <li>• How a timeline is organised (longest ago on left).</li> </ul>	<ul style="list-style-type: none"> <li>• Use common words and phrases to talk about passage of time.</li> <li>• Ask questions and describe events based on sources used.</li> <li>• Order events and artefacts in a timeline.</li> </ul>
Events in a period beyond living memory	<ul style="list-style-type: none"> <li>• Key facts and dates of events studied.</li> <li>• There may be different versions of the same event.</li> <li>• Reasons people acted as they did in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall key facts and dates.</li> <li>• Sequence facts and dates in order.</li> <li>• Explain that there may be different sources that tell us about events in the past.</li> <li>• Make suggestions about why people did things and how they felt.</li> </ul>
A significant individual from history	<ul style="list-style-type: none"> <li>• What life was like at a given time in the past.</li> <li>• Why a significant person is remembered.</li> <li>• Key events of a famous person's life.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify similarities and differences between past and present.</li> <li>• Recount key events from a person's life.</li> <li>• Talk, draw and write about a famous person.</li> </ul>

## Geography

Block	Key knowledge	Key skills
Continents, oceans and weather	<ul style="list-style-type: none"> <li>• Name and locate 7 continents</li> <li>• Name and locate 5 oceans.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases and globes to find places.</li> <li>• Use terms equator and poles to explain hotter and colder areas.</li> </ul>

	<ul style="list-style-type: none"> <li>Identify UK and its countries.</li> </ul>	
Comparing UK and a non-EU country	<ul style="list-style-type: none"> <li>Basic geographical vocabulary for physical features, including weather.</li> <li>Basic geographical vocabulary of human features.</li> </ul>	<ul style="list-style-type: none"> <li>Ask geographical questions.</li> <li>Make observations about similarities and differences between places from pictures and clips.</li> <li>Compare weather and climate in different places.</li> </ul>
Local area study	<ul style="list-style-type: none"> <li>Local places and features.</li> <li>What a map shows.</li> </ul>	<ul style="list-style-type: none"> <li>Draw maps.</li> <li>Label features on maps.</li> <li>Use position words (near, far, left, right, close) to describe location.</li> </ul>

## Art

Block	Key knowledge	Key skills
Drawing and painting	<ul style="list-style-type: none"> <li>Primary and secondary colours.</li> <li>Names of tools, materials and techniques (eg. sketch, mix, apply, media).</li> </ul>	<ul style="list-style-type: none"> <li>Apply colour neatly, staying within lines.</li> <li>Mix primary colours to make secondary.</li> <li>Use lines of different thickness and boldness.</li> </ul>
Printing	<ul style="list-style-type: none"> <li>Different methods of printing.</li> <li>Recognise repeats of pattern, colour or both.</li> <li>How to carve a pattern to print.</li> </ul>	<ul style="list-style-type: none"> <li>Use different printing techniques.</li> <li>Create different repeating patterns.</li> <li>Use tools to create a printing block.</li> </ul>
Sculpture and collage	<ul style="list-style-type: none"> <li>Know what sculpture and collage are.</li> <li>How to join materials.</li> <li>How to apply texture to different materials.</li> </ul>	<ul style="list-style-type: none"> <li>Choose and combine different materials.</li> <li>Create different textures using tools.</li> <li>Create a sculpture.</li> </ul>

## Design and technology

Block	Key knowledge	Key skills
Food technology – weighing, mixing and shaping	<ul style="list-style-type: none"> <li>Name tools and know their purpose.</li> <li>How to weigh accurately.</li> <li>How to mix ingredients.</li> </ul>	<ul style="list-style-type: none"> <li>Design a product based on a similar product.</li> <li>Use weighing and mixing techniques to make the product.</li> <li>Evaluate the product, saying what went well and how it could be improved.</li> </ul>

Junk modelling	<ul style="list-style-type: none"> <li>• How to measure and mark out accurately.</li> <li>• How to join different materials.</li> <li>• How to cut safely and accurately.</li> <li>• How to make structures stronger and more stable.</li> </ul>	<ul style="list-style-type: none"> <li>• Design a product using materials and techniques available.</li> <li>• Join materials to create product.</li> <li>• Evaluate the finished product.</li> </ul>
Textiles	<ul style="list-style-type: none"> <li>• Names of tools and techniques – sewing, thread, stitch, embellish etc.</li> <li>• How to join using running stitch.</li> <li>• How to use a pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Design a product using materials and techniques available.</li> <li>• Join materials neatly, using sewing or glue.</li> <li>• Evaluate the finished product.</li> </ul>

## PE

Block	Key knowledge	Key skills
Gymnastics	<ul style="list-style-type: none"> <li>• Types of balance.</li> <li>• Types of roll.</li> <li>• Different ways to move.</li> <li>• How to land safely after a jump.</li> </ul>	<ul style="list-style-type: none"> <li>• Move with awareness of space.</li> <li>• Hold a balance.</li> <li>• Perform different rolls and jumps safely.</li> </ul>
Dance	<ul style="list-style-type: none"> <li>• Names of different movements/ dances</li> <li>• How to perform artistically (how to hold arms, head etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Remember a series of actions.</li> <li>• Perform the actions in the correct time.</li> </ul>
Athletics	<ul style="list-style-type: none"> <li>• How to throw overarm.</li> <li>• How to use arms to help jumps and running.</li> <li>• How to run a race, from starting position, running through tape, staying in lane etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Throw accurately, looking at direction in which they are throwing and following through.</li> <li>• Bend legs and swing arms when taking off and landing.</li> <li>• Pace themselves when racing.</li> </ul>
Games/ ball skills x2	<ul style="list-style-type: none"> <li>• Different throwing and kicking actions.</li> <li>• How to hold a bat or stick.</li> <li>• Action for catching/ stopping a ball.</li> <li>• Rules of game being taught.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to pass the ball accurately.</li> <li>• Able to gather or hit a ball.</li> <li>• Able to work with other members of their team and move in the correct direction.</li> </ul>
Swimming	<ul style="list-style-type: none"> <li>• Names of different strokes.</li> <li>• Arm techniques for strokes.</li> <li>• Leg techniques for strokes.</li> </ul>	<ul style="list-style-type: none"> <li>• Put face in water when swimming.</li> <li>• Use correct arm and leg actions for given strokes with the aid of a float.</li> </ul>

		<ul style="list-style-type: none"> <li>• Maintain buoyancy while swimming.</li> <li>• Enter and leave water safely.</li> </ul>
--	--	--

## Music

Block	Key knowledge	Key skills
Duration	<ul style="list-style-type: none"> <li>• Names of two note values and the number of beats they represent.</li> <li>• How note values are represented on paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to produce long and short sounds.</li> <li>• Reproduce sequences of two note values.</li> <li>• Create sequences of two note values.</li> </ul>
Pulse and rhythm	<ul style="list-style-type: none"> <li>• Meaning of pulse and rhythm.</li> <li>• Signs and symbols used to record pulse or rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• Clap a pulse and rhythm separately.</li> <li>• Reproduce a pulse with different instruments.</li> <li>• Record a simple sound pattern with signs and symbols.</li> </ul>
Pitch	<ul style="list-style-type: none"> <li>• Meaning of pitch, stave and treble clef.</li> <li>• Where on a stave high and low notes are shown.</li> <li>• The relationship between pitch and size of instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• Create musical patterns with high and low notes.</li> <li>• Use voice to imitate changes in pitch.</li> <li>• Play patterns written in musical notation using combinations of FACE.</li> </ul>
Instruments, symbols and sounds	<ul style="list-style-type: none"> <li>• Italian terms for dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>• Use instruments to represent simple feelings and ideas.</li> <li>• Recognise and describe contrasting changes in dynamics.</li> <li>• Play patterns with widely contrasting dynamics.</li> </ul>
Timbre, tempo and dynamics	<ul style="list-style-type: none"> <li>• Understand timbre (the quality of a sound) and tempo (speed) within a widely contrasting context.</li> </ul>	<ul style="list-style-type: none"> <li>• Play a tune at contrasting speeds.</li> <li>• Play a tune in contrasting ways (smoothly, spikily etc.)</li> <li>• Talk about the mood of a piece of music.</li> </ul>
Singing and exploring music	<ul style="list-style-type: none"> <li>• How to stand to project voice.</li> <li>• How to count in so that everyone starts at the same time.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing in tune with others.</li> <li>• Stop and start singing at the appropriate time in a piece of music.</li> <li>• Control delivery of songs and music played.</li> </ul>

## RE

Block	Key knowledge	Key skills
Special people	<ul style="list-style-type: none"> <li>• Why Jesus is special</li> <li>• The story of Moses in the bulrushes</li> <li>• The story of Passover</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what makes them special.</li> <li>• Identify what makes others special to them.</li> <li>• Talk about why Jesus is special to Christians.</li> </ul>
Special words and stories	<ul style="list-style-type: none"> <li>• Why the Bible is important</li> <li>• Some stories from the Bible.</li> <li>• The story of Rama and Sita told at Diwali</li> </ul>	<ul style="list-style-type: none"> <li>• Identify why particular books are special to them.</li> <li>• Explain what the Bible is.</li> <li>• Retell some religious stories.</li> </ul>
Special symbols	<ul style="list-style-type: none"> <li>• Special symbols and objects for Christians.</li> <li>• Special symbols and objects in Sikh homes.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what is meant by a symbol.</li> <li>• Name religious symbols and objects and say which religion they relate to.</li> </ul>
Special things in nature	<ul style="list-style-type: none"> <li>• Who St Francis was and why he is remembered.</li> <li>• Stories about animals and water in the Quran.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about how to care for the natural world.</li> <li>• Write a prayer about nature.</li> </ul>
Special ways of living	<ul style="list-style-type: none"> <li>• Christian ceremonies: Eucharist (based on the Last Supper).</li> <li>• Buddhist teachings on how to live life.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify special events in the week/ year in their lives.</li> <li>• Explain the purpose of a ceremony studied.</li> <li>• Create own guidelines on how to live life.</li> </ul>
Special places	<ul style="list-style-type: none"> <li>• Special places for Christians.</li> <li>• Special objects/ places for Muslims.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify own special places and say why they are special.</li> <li>• Name and label some features of a church.</li> </ul>

## PSHE

Block	Key knowledge	Key skills
Relationships	<ul style="list-style-type: none"> <li>• Democracy – abiding by majority decision.</li> <li>• Why we have rules and what happens if we don't follow them.</li> <li>• What is meant by kind and fair.</li> </ul>	<ul style="list-style-type: none"> <li>• Make positive comments about other people.</li> <li>• Explain rules and consequences.</li> <li>• Say whether people have acted fairly or unfairly.</li> </ul>



Health and well-being	<ul style="list-style-type: none"> <li>• Understand how to keep healthy – food, exercise, sleep, hygiene.</li> <li>• People who can help us stay safe.</li> <li>• Understand zones of regulation.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about how to stay safe in different situations – when to seek help, what to keep private.</li> <li>• Able to manage different feelings.</li> </ul>
Living in the wider world	<ul style="list-style-type: none"> <li>• Examples of communities.</li> <li>• Some negative effects of humans on the environment.</li> <li>• Where money comes from and why it is needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify communities they belong to.</li> <li>• Talk about how they can help look after the environment.</li> <li>• Make choices about how to spend money.</li> </ul>

## RSE

Lesson	Key knowledge (know)	Key skills (able to)
My special people	<ul style="list-style-type: none"> <li>• That they can have happy relationships with family, friends and different significant people.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about how special people in their lives make them feel.</li> </ul>
Human life cycle	<ul style="list-style-type: none"> <li>• How people change as they age (but not puberty)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify stages of a human life cycle and traits of people at those stages.</li> </ul>
Everybody's body	<ul style="list-style-type: none"> <li>• That some parts of the body are private.</li> </ul>	<ul style="list-style-type: none"> <li>• Label some parts of the human body with correct labels.</li> </ul>

## Year 2

**Science – working scientifically is covered in all blocks. Where it is an assessment focus it is indicated in blue.**

Block	Key knowledge (know)	Key skills (able to)
What plants need to grow	<ul style="list-style-type: none"> <li>Plants need warmth, water and light to grow well.</li> <li>Seeds need warmth and moisture to germinate but most do not need light.</li> <li>That flowers are pollinated in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and describe changes over time.</li> <li>Use observations to suggest answers to questions.</li> <li>Explain what plants need to begin to grow and to stay healthy.</li> </ul>
Human body and teeth	<ul style="list-style-type: none"> <li>Humans need a balanced diet, enough sleep and exercise to stay healthy.</li> <li>The importance of hygiene to our bodies and teeth.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the reasons for and importance of exercise.</li> <li>Identify elements in a balanced diet.</li> <li>Carry out simple tests and describe what is seen.</li> </ul>
Living things and their habitats	<ul style="list-style-type: none"> <li>Indicators of living things.</li> <li>Basic needs of animals for survival.</li> <li>Meaning of habitat and examples of different habitats.</li> </ul>	<ul style="list-style-type: none"> <li>Compare things that are living, dead or never lived.</li> <li>Describe basic needs of animals to survive.</li> <li>Construct life cycles for different creatures.</li> <li>Identify which creatures are found in which habitats and begin to explain how they are suited to it.</li> </ul>
Materials and changes	<ul style="list-style-type: none"> <li>Identify the ways the shape of some materials can be changed.</li> <li>Identify suitability of different materials for particular purposes.</li> <li>Understand freezing and melting as becoming solid and becoming liquid.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the ways in which the shape of objects made from different materials can be changed.</li> <li>Gather and record data to help answer questions.</li> <li>Identify, group and classify different materials.</li> </ul>
Light and dark	<ul style="list-style-type: none"> <li>Identify sources of light.</li> <li>How light travels.</li> <li>What happens if a solid object blocks light</li> </ul>	<ul style="list-style-type: none"> <li>Identify, group and classify sources of light.</li> <li>Use scientific language – source, emit, shadow, reflection - correctly.</li> <li>Use simple equipment to observe closely, including changes over time.</li> </ul>

		<ul style="list-style-type: none"> <li>Perform simple tests to help answer questions and record findings with diagrams, words or data.</li> </ul>
Electricity	<ul style="list-style-type: none"> <li>Identify appliances that use electricity.</li> <li>The sort of energy electricity can be converted into.</li> <li>Elements needed in an electrical circuit.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, group and classify appliances (what energy is produced, whether electricity is mains or battery).</li> <li>Carry out simple tests (to create a circuit, what happens if extra elements are added).</li> </ul>

**Computing – e-safety is covered in all blocks but is only an assessment focus in 2 blocks, indicated in red.**

Block	Key knowledge (know)	Key skills (able to)
Word + e-safety	<ul style="list-style-type: none"> <li>A range of features of Word.</li> <li>What to do if something upsets them.</li> </ul>	<ul style="list-style-type: none"> <li>Open and save a document.</li> <li>Change the style and size of writing.</li> <li>Insert and resize a picture.</li> </ul>
PowerPoint +e-safety	<ul style="list-style-type: none"> <li>A range of features of PowerPoint.</li> <li>What to do if something upsets them.</li> </ul>	<ul style="list-style-type: none"> <li>Add new slide.</li> <li>Change background.</li> <li>Add animation.</li> </ul>
Coding and Debugging + e-safety	<ul style="list-style-type: none"> <li>Meaning of algorithm is a set of clear instructions.</li> <li>Key vocabulary: sprite, algorithm, debug</li> <li>Not to click pop up links</li> </ul>	<ul style="list-style-type: none"> <li>Create a program to perform a task using numbers, directions and time.</li> <li>Add click events.</li> <li>Debug simple programs.</li> </ul>
Email and blogging + e-safety	<ul style="list-style-type: none"> <li>How to stay safe online – not to share password.</li> <li>How to read and send an email.</li> </ul>	<ul style="list-style-type: none"> <li>Compose and send email.</li> <li>Open and read email.</li> <li>Contribute to class blog.</li> <li>Write own blog.</li> </ul>
Using the internet + e-safety	<ul style="list-style-type: none"> <li>How to stay safe online.</li> <li>How to use a search engine for facts.</li> <li>How to use a search engine for pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Navigate familiar websites.</li> <li>Add and refine searches.</li> <li>Explain how to keep personal information safe.</li> <li>Explain what is meant by personal information.</li> </ul>
Databases + e-safety	<ul style="list-style-type: none"> <li>Writing yes/ no answers to separate data.</li> <li>Uses of technology in the world of work.</li> </ul>	<ul style="list-style-type: none"> <li>Identify differences for items on a list.</li> <li>Ask yes/ no questions to separate items.</li> <li>Create branching database.</li> </ul>

## History

Block	Key knowledge	Key skills
Changes within living memory	<ul style="list-style-type: none"> <li>• More complex vocabulary about the passage of time.</li> <li>• How to read and write dates and tell which is earlier.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe similarities/ differences and changes locally and nationally in ways of life at different times.</li> <li>• Use common words and phrases relating to the passage of time.</li> <li>• Place events or articles on a timeline, using dates.</li> </ul>
Events in a period beyond living memory	<ul style="list-style-type: none"> <li>• Key events of the period studied.</li> <li>• Key dates of the period studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Use historical vocabulary relating to the period in question.</li> <li>• Describe historical events studied.</li> <li>• Identify different ways in which the past can be learned about.</li> </ul>
A significant individual from history	<ul style="list-style-type: none"> <li>• Facts about the time in which the individual lived.</li> <li>• Why the individual was significant.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare different people from the past.</li> <li>• Explain why a person from the past was significant.</li> <li>• Recount key events from the person's life, using dates.</li> </ul>

## Geography

Block	Key knowledge	Key skills
Comparison of UK and non-EU country	<ul style="list-style-type: none"> <li>• Distinction between continents and countries.</li> <li>• Some key facts about the country/ area studied.</li> <li>• Understanding that cities and countryside areas do not face the same issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Use geographical vocabulary correctly to refer to human features.</li> <li>• Use photographs to identify similarities and differences.</li> <li>• Ask geographical questions about places, based on knowledge and learning.</li> </ul>
UK countries, capitals and weather	<ul style="list-style-type: none"> <li>• Usual weather patterns in different parts of the UK.</li> <li>• Physical and human characteristics of different parts of the UK (population, mountains etc).</li> <li>• Location of capital cities of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• Use compass points to describe relative locations.</li> <li>• Use appropriate vocabulary to describe weather.</li> <li>• Use maps and atlases to mark places on a map.</li> </ul>

Local area study and comparison	<ul style="list-style-type: none"> <li>• Wider range of vocabulary relating to human and physical features of places.</li> <li>• Key features and landmarks of the local area.</li> <li>• How to interpret an aerial photograph.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary to describe features of places.</li> <li>• Compare different places.</li> <li>• Label features and landmarks on an aerial photograph.</li> </ul>
---------------------------------	---	--

## Art

Block	Key knowledge	Key skills
Drawing and painting	<ul style="list-style-type: none"> <li>• Tints and tones are created by adding black or white to a colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Use black and white to create tints and tones.</li> <li>• Use black and white to show shade and texture.</li> <li>• Use dots and lines to show shade and texture.</li> </ul>
Collage	<ul style="list-style-type: none"> <li>• How to cut and shape different materials.</li> <li>• How to affix different materials effectively.</li> <li>• The difference between collage and sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>• Techniques of cutting, tearing, curling, folding, crumpling.</li> <li>• Choose different materials to represent different textures.</li> </ul>
Taking inspiration from the greats	<ul style="list-style-type: none"> <li>• Name and style used by chosen artist.</li> </ul>	<ul style="list-style-type: none"> <li>• Replicate techniques of an artist – materials and their application, colours.</li> <li>• Replicate work of an artist – subject matter.</li> <li>• Use colour and techniques of an artist as inspiration for own work.</li> </ul>

## Design and technology

Block	Key knowledge	Key skills
Food technology – peeling, chopping, grating + packaging	<ul style="list-style-type: none"> <li>• How to cut and prepare food safely.</li> <li>• Hygiene requirements.</li> <li>• Major ingredient and approximate times needed to cook adequately.</li> <li>• Appropriate vocabulary for techniques and utensils.</li> </ul>	<ul style="list-style-type: none"> <li>• Peel, chop and grate vegetables/ fruit.</li> <li>• Identify features of packaging.</li> <li>• Adapt existing recipes, changing quantities.</li> </ul>
Levers and wheels	<ul style="list-style-type: none"> <li>• Vocabulary: lever, axle, hinge, winder, pivot, dowel.</li> </ul>	<ul style="list-style-type: none"> <li>• Use techniques to create product with moving parts.</li> </ul>

	<ul style="list-style-type: none"> <li>• How to label a design with enough information but without it being confusing.</li> <li>• Evaluating against the design brief – what to comment on.</li> </ul>	<ul style="list-style-type: none"> <li>• Label a design with materials, measurements and techniques.</li> <li>• Able to identify how a product could be improved.</li> </ul>
Resistant materials (eg. woodwork)	<ul style="list-style-type: none"> <li>• Techniques for shaping and joining resistant materials safely.</li> <li>• Features required in a product eg. rigid, flexible, water resistant etc.</li> <li>• Names of tools used for particular purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Mark out accurately.</li> <li>• Exert correct amount of pressure safely to cut and join materials.</li> <li>• Describe features and materials of existing products.</li> </ul>

## PE

Block	Key knowledge	Key skills
Gymnastics	<ul style="list-style-type: none"> <li>• The role of arms, knees and ankles in jumping.</li> <li>• Different types of balances, stretches and rolls.</li> <li>• How to stay safe on different apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>• Select the most appropriate skills and actions for a sequence.</li> <li>• Perform a sequence of actions which have a clear start, middle and end</li> <li>• Identify ways to improve own or others' performance.</li> </ul>
Dance	<ul style="list-style-type: none"> <li>• How the speed of movement can convey mood.</li> <li>• Moves associated with particular dances.</li> </ul>	<ul style="list-style-type: none"> <li>• Use space safely.</li> <li>• Move with rhythm.</li> <li>• Perform dance actions with control.</li> <li>• Remember and repeat a series of actions in a dance.</li> </ul>
Athletics	<ul style="list-style-type: none"> <li>• How bending legs and body can help change direction.</li> <li>• How to throw over arm.</li> <li>• How using arms can help when jumping higher or further.</li> <li>• The need to pace one's self when running longer distances.</li> </ul>	<ul style="list-style-type: none"> <li>• Zig zag through a series of tightly spaced markers.</li> <li>• Throw over arm with control.</li> <li>• Jumping higher and further.</li> <li>• Choose a consistent pace for the length of a race.</li> </ul>
Games/ ball skills x2	<ul style="list-style-type: none"> <li>• Different throwing and hitting actions.</li> <li>• Action for catching/ stopping a ball.</li> <li>• Rules of game being taught (tag rugby/ 3Ts cricket).</li> </ul>	<ul style="list-style-type: none"> <li>• Able to throw a small ball over arm.</li> <li>• Able to hit and direct a ball with a bat.</li> <li>• Able to catch or stop a small ball by placing body in line to meet the flight.</li> </ul>

		<ul style="list-style-type: none"> <li>• Able to use space and maintain position during team games.</li> </ul>
Swimming	<ul style="list-style-type: none"> <li>• How to enter and leave the pool safely.</li> <li>• Names and actions for different strokes (revision from Y1).</li> <li>• Names and actions for different jumps into the water.</li> </ul>	<ul style="list-style-type: none"> <li>• Blow bubbles under water when swimming.</li> <li>• Regain upright position from back or front float.</li> <li>• Push and glide from the side of the pool.</li> <li>• Use correct arm and leg actions for given strokes.</li> </ul>

## Music

Block	Key knowledge	Key skills
Duration	<ul style="list-style-type: none"> <li>• Names of four note values and the number of beats they represent.</li> <li>• How these note values are represented on paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to produce long and short sounds.</li> <li>• Reproduce sequences of three different note values.</li> <li>• Create sequences of three different note values.</li> </ul>
Pulse and rhythm	<ul style="list-style-type: none"> <li>• Meaning of pulse and rhythm.</li> <li>• Signs and symbols used to record a pattern of pulse and rhythm simultaneously.</li> </ul>	<ul style="list-style-type: none"> <li>• Clap a rhythm</li> <li>• Reproduce a rhythm with different instruments.</li> <li>• Record a sound pattern with signs and symbols.</li> </ul>
Pitch	<ul style="list-style-type: none"> <li>• Meaning of pitch, stave and treble clef.</li> <li>• Where on a stave FACE and BAG are shown.</li> <li>• The relationship between pitch and size of instrument and ways to alter pitch slightly.</li> </ul>	<ul style="list-style-type: none"> <li>• Create musical patterns with high and low notes.</li> <li>• Use voice to imitate close changes in pitch.</li> <li>• Play patterns written in musical notation.</li> </ul>
Instruments, symbols and sounds	<ul style="list-style-type: none"> <li>• Italian terms for different dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>• Use instruments to represent more complex feelings and ideas.</li> <li>• Recognise and describe subtle changes in simple dynamics.</li> <li>• Play patterns with subtle dynamics.</li> </ul>
Timbre, tempo and dynamics	<ul style="list-style-type: none"> <li>• Understand timbre (the quality of a sound) and tempo (speed)</li> </ul>	<ul style="list-style-type: none"> <li>• Play a tune at different speeds.</li> <li>• Play a tune in several different ways (smoothly, spikily etc.)</li> <li>• Talk about the mood of a piece of music.</li> </ul>

Singing and exploring music	<ul style="list-style-type: none"> <li>• How to stand to project voice.</li> <li>• How to count in so that everyone starts at the same time.</li> <li>• Understand which musical elements will be used to begin and how these may change.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing in tune with others.</li> <li>• Stop and start singing at the appropriate time in a piece of music.</li> <li>• Control delivery of songs and music played.</li> <li>• Control the use of various musical elements within the piece.</li> </ul>
-----------------------------	--	--

## RE

Block	Key knowledge	Key skills
Special things in nature	<ul style="list-style-type: none"> <li>• Understand meaning of the natural world.</li> <li>• Meaning of harvest and harvest festival.</li> <li>• Facts about Sukkot</li> </ul>	<ul style="list-style-type: none"> <li>• Identify things in the natural world that they think are special and why.</li> <li>• Explain why and how harvest is celebrated.</li> </ul>
Special places	<ul style="list-style-type: none"> <li>• Meaning of pilgrimage.</li> <li>• Some places of Christian pilgrimage.</li> <li>• Facts about a Hindu Mandir and the home shrine for Puja.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different places that are special to them and explain why.</li> <li>• Compare Mandir and home shrine as places of worship.</li> </ul>
Special ways of living	<ul style="list-style-type: none"> <li>• Key elements in a Christian baptism/ wedding.</li> <li>• Key facts about Eid ul Fitr celebration.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify whether celebrations are national, global or personal to them.</li> <li>•</li> </ul>
Special symbols and objects	<ul style="list-style-type: none"> <li>• Christian symbols – cross, crucifix, rosary, fish</li> <li>• Symbols and objects found in Sikh places of worship</li> </ul>	<ul style="list-style-type: none"> <li>• Identify symbols in school and local area.</li> <li>• Explain meaning of some religious symbols.</li> </ul>
Special People	<ul style="list-style-type: none"> <li>• Facts about Jesus eg. some stories told, or a chosen saint from the Bible.</li> <li>• Facts about Buddha and the festival Wesak (celebrating birth and enlightening)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify special people in the local area, especially those who help them</li> <li>• Identify how special people can be commemorated (statues, plaques, street names)</li> </ul>
Special words and stories	<ul style="list-style-type: none"> <li>• School songs and Code of Conduct</li> <li>• Some elements of the Lord's Prayer</li> <li>• Understand the Torah is sacred to Jews.</li> </ul>	<ul style="list-style-type: none"> <li>• Retell the creation story from the Torah.</li> <li>• Explain how the Torah is treated with respect like a person.</li> </ul>



## PSHE

Block	Key knowledge	Key skills
Relationships  (See also RSE)	<ul style="list-style-type: none"><li>• Begin to understand what is meant by respect.</li><li>• Begin to show understanding of right and wrong.</li><li>• Begin to understand impact of actions on others' feelings.</li></ul>	<ul style="list-style-type: none"><li>• Show respect for the views of others.</li><li>• Show understanding that wrong choices have consequences.</li><li>• Show empathy with others' feelings.</li></ul>
Health and well-being  (See also RSE)	<ul style="list-style-type: none"><li>• Identify elements in a balanced diet.</li><li>• Why teeth and bodies need to be kept clean.</li><li>• Begin to understand the emotion loss and anxiety about change.</li></ul>	<ul style="list-style-type: none"><li>• Sort foods to create a balanced diet.</li><li>• Identify situations that may cause feelings of loss or anxiety.</li><li>• Set themselves achievable goals.</li></ul>
Living in the wider world	<ul style="list-style-type: none"><li>• Understand needs and the responsibility of a community to help meet them.</li><li>• Begin to understand carbon footprint.</li><li>• Understand saving is a choice for the use of money.</li></ul>	<ul style="list-style-type: none"><li>• Identify ways to reduce their carbon footprint.</li><li>• Identify which products are essentials/ necessities.</li></ul>

## RSE

Lesson	Key knowledge (know)	Key skills (able to)
My special people	<ul style="list-style-type: none"><li>• That not all families are the same but they should all be loving.</li></ul>	<ul style="list-style-type: none"><li>• Identify key characteristics of a family (two or more people living as a unit) and different types of family.</li></ul>
Human life cycle	<ul style="list-style-type: none"><li>• How people's needs change as they grow and age (hygiene, food, sleep, emotions).</li></ul>	<ul style="list-style-type: none"><li>• Identify some changes in physical needs throughout life.</li></ul>
Everybody's body	<ul style="list-style-type: none"><li>• Correct terminology for private parts of the body.</li></ul>	<ul style="list-style-type: none"><li>• Use terms penis and vagina correctly.</li></ul>