

	Art	Computing	D&T	Geography	History	Music	RE	Science
Y1	<p>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines</p> <p>Explore mark making using a variety of tools</p> <p>Uses one colour of paint or ink to create patterns; random or organised</p> <p>Extends repeating patterns – overlapping, using 2 contrasting colours etc.</p>	<p>Information Technology:</p> <p>Use technology to purposefully create, organise, store, manipulate and retrieve digital content.</p> <p>Digital art Comic creation Data handling (creating graphs)</p>	<p>Begin to understand how freestanding structures can be made stronger, stiffer and more stable.</p>	<p>Use aerial photographs, maps and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Describe changes within living memory. Where appropriate, these should be used to reveal aspects of changes in national life.</p> <p>Recognise the difference between past and present in their own and other’s lives</p> <p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</p>	<p>Sing a melody accurately and at their own pitch.</p> <p>Respond physically when performing music</p> <p>Accompany a chant or song by clapping the rhythm and pulse.</p>	<p>Recall features of religious, spiritual and moral stories and other forms of religious expression</p> <p>Recognise and name features of religions and beliefs</p> <p>Identify what they find interesting and puzzling in life</p> <p>Recognise symbols and other forms of religious expression</p>	<p>Knowledge <u>Plants</u></p> <p>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Skills (Y1 and Y2)</p> <ul style="list-style-type: none"> -Ask simple questions and recognising that they can be answered in different ways. - Observe closely, using simple equipment. - Perform simple tests. - Identify and classify - Gather and record data to help in answering questions - Use their observations and ideas to suggest answers to questions .
Y2	<p>Experiment with tones using pencils, chalk, or charcoal</p> <p>Represent things observed, remembered, or imagined using colour/tools</p> <p>Uses a variety of techniques including carbon printing, relief, press and fabric printing and rubbings</p> <p>Explored and recreates patterns and textures with an extended range of materials. E.g. sponges, leaves, fruit</p> <p>Creates a range of prints and can identify prints in their own environment</p> <p>Explores images through mono-printing on a variety of papers</p>	<p>Information Technology:</p> <p>Use technology to purposefully create, organise, store, manipulate and retrieve digital content.</p> <p>Creating ebooks Animations Typing</p>	<p>Pupils understand the working characteristics of materials and components.</p> <p>Understand how freestanding structures can be made stronger, stiffer and more stable.</p>	<p>Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs, maps and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Describe changes within living memory. Where appropriate, these should be used to reveal aspects of changes in national life.</p> <p>Identify differences between ways of life at different times.</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/accounts/stories</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations</p> <p>Chronological understanding</p> <p>Sequence artefacts closer together in time - check with reference book</p>	<p>Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the leaders directions and visual symbols e.g crescendo, decrescendo, pause. Control pitch accurately in songs with a small pitch range.</p> <p>Play instruments in different ways</p> <p>Create sound effects</p> <p>Identify different groups of instruments</p> <p>Recognise the need for performance and audiences</p> <p>Perform together and follow instructions</p>	<p>Retell religious, spiritual and moral stories. Identify how religion and belief is expressed in different ways. Identify similarities and differences in features of religions and beliefs.</p> <p>Recall some of the beliefs, stories, symbols, artefacts and practices of different religious and non-religious worldviews, recognising some similarities and differences and saying something about how and why they may be important for many people, especially in the local area.</p> <p>Ask questions about their own and others’ feelings and experiences.</p> <p>Identify possible meanings for symbols and other forms of religious expression.</p> <p>Investigate features of religious and nonreligious worldviews by asking their own questions about them; talk about what is important to them and to other people with respect for feelings and provide a good reason for the views they have and the connections they make.</p>	<p>Knowledge <u>Plants</u></p> <p>To observe and describe how seeds and bulbs grow into mature plants To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><u>Animals</u></p> <p>notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Skills (Y1 and Y2)</p> <ul style="list-style-type: none"> -Ask simple questions and recognising that they can be answered in different ways. - Observe closely, using simple equipment. - Perform simple tests. - Identify and classify - Gather and record data to help in answering questions - Use their observations and ideas to suggest answers to questions .