

SCIENCE

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| Animals (Including Humans) | Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. |
| | Identify and name a variety of common animals that are carnivores, herbivores and omnivores. |
| | Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). |
| | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. |
| Everyday Materials | Distinguish between an object and the material from which it is made. |
| | Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. |
| | Describe the simple physical properties of a variety of everyday materials. |
| | Compare and group together a variety of everyday materials on the basis of their simple physical properties. |
| Plants | Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. |
| | Identify and describe the basic structure of a variety of common flowering plants, including trees. |
| Seasonal Change | Observe changes across the four seasons. |
| | Observe and describe weather associated with the seasons and how day length varies. |
| Working Scientifically | Ask simple questions and recognise 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. |

COMPUTING

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| Understand what algorithms are: how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. |
| Create and debug simple programs. |
| Use logical reasoning to predict the behaviour of simple programs. |
| Use technology purposefully to create, organise, store, manipulate and retrieve digital content. |
| Recognise common uses of information technology beyond school. |
| Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the interest of other online technologies. |

MUSIC

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| Use their voices expressively and creatively by singing songs and speaking chants and rhymes. |
| Play tuned and untuned instruments musically. |
| Listen with concentration and understanding to a range of high quality live and recorded music. |
| Experiment with, create, select and combine sounds using the inter-related dimensions of music. |

ART & DESIGN

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| Use a range of materials creatively to design and make products. |
| Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. |
| Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. |
| Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines, and making links to their own work. |

RELIGIOUS EDUCATION THEMES

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| Believing, Symbols, Belonging, Christmas, Easter, Community |
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GEOGRAPHY

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| Human and Physical Knowledge | Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. |
| | Use basic geographical vocabulary, to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. |
| | Use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. |
| Locational Knowledge | Name and locate the world's seven continents and five oceans. |
| | Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. |
| Place Knowledge | Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country. |
| Geographical Skills and Fieldwork | Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. |
| | Use simple compass directions (North, South, East, West) and locational and directional knowledge language (eg near and far, left and right), to describe the location of features and routes on a map. |
| | Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. |
| | 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. |

HISTORY

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| Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. |
| Learn about events beyond living memory that are significant nationally or globally. |
| Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be use to compare aspects of life in different periods. |

DESIGN & TECHNOLOGY

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| Cooking and Nutrition | Use the basic principles of a healthy and varied diet to prepare dishes. |
| | Understand where food comes from. |
| Design | Design purposeful, functional, appealing products for themselves and other users based on design criteria. |
| | Generate, develop, model and communicate their ideas through talking drawing, templates, mock-ups and, where appropriate, information and communication technology. |
| Evaluate | Explore and evaluate a range of existing products. |
| | Evaluate their ideas and products against design criteria. |
| Make | Select from and use a range of tools and equipment to perform practical tasks (eg cutting, shaping, joining and finishing). |
| | Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. |
| Technical Knowledge | Build structures, exploring how they can be made stronger, stiffer and more stable. |
| | Explore and use mechanisms (eg levers, sliders, wheels and axles) in their products. |

PE

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| Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. |
| Participate in team games, developing simple tactics for attacking and defending |
| Perform dances using simple movement patterns. |