

Art & Design

- Record ideas and experiences in a sketch book or journal.
- Draw from or talk about experiences, creative ideas and observations.
- Describe the sensory properties of a range of different materials and decide which ones to use when making something.
- Use lines to represent a shape or outline.
- Apply paint using a range of tools (e.g. large brushes, hands, feet, rollers and pads).
- Handle and manipulate rigid and malleable materials and say how they feel.
- Create simple mono prints using a range of printing utensils.
- Cut and tear paper and glue it to a surface.
- Take a self portrait or a photograph of someone else.
- Name primary colours and collate colours into groups of similar shades.
- Create a simple pattern using colours and shapes.
- Use lines of different thickness.
- Use modelling materials to create a realistic or imagined form.
- Outline personal likes and dislikes regarding their own work.
- Outline personal likes and dislikes regarding a piece of art.

D&T

Planning, Knowledge & Evaluation

- Draw a simple picture of an intended design with basic labelling.
- Use ICT packages to create a simple plan for a design.
- With help, put ideas into practice.
- Describe others' work, including work by professional craftspeople and designers and say what they like and dislike about it.
- Describe how an existing product works (e.g. 'the toy moves when I turn the handle').
- Talk about their own and other's work identifying strengths or weaknesses.
- Order products or designs chronologically and begin to explain reasons why they are ordered in that way.

D&T

Making, Using & Understanding

- Select and explain why they have chosen a particular tool for a task.
- Select and explain choice of materials, sometimes with help.
- Explain how to keep safe during a practical task.
- Explain how they would fix simple products.
- Cut out shapes from a range of fabrics and papers.
- Fold, tear, roll and cut paper and card.
- Cut accurately and safely with scissors.
- Join appropriately, using glue or tape.
- Build simple structures.
- Use wheels, axles, levers and sliders.
- Identify and talk about products that use electricity to make them work.
- Input random control instructions to simple devices for an unplanned outcome (e.g. making Roamer move).
- Measure and weigh food items using non-standard measures (e.g. spoons and cups).
- Identify the main food groups, including fruit and vegetables.
- Identify the source for common foods.

Geography

Knowledge & Understanding

- Use the correct terms for simple geographical features in the local environment.
- Name and locate the four countries of the United Kingdom on a map or globe.
- Find and name some continents on a world map.
- Describe how pollution (e.g. litter) affects the local environment.
- Describe in simple terms how wind or water has affected the geography of an area.
- Answer simple questions regarding straight forward geographical patterns (e.g. what are the busiest times at the park?).
- Name the four seasons and describe typical weather conditions for each of them.
- Identify the similarities and differences between the local environment and one other place.
- Explain what changes are taking place in the local environment.
- Ask and respond to questions about places/environments.

Geography

Practical

- Draw a simple picture map (e.g. of an imaginary place from a story), labelling particular features.
- Locate countries on a UK map.
- Name, describe and group features of the home/school environment from first hand observation, responding to simple questions.
- Use basic geographical vocabulary to name physical and human features of familiar places.
- Use maps, pictures and stories to find out about different places.
- Use simple locational language, including in front, behind, next to, far away and near to, to describe the location of geographical features on a map and in fieldwork.
- Locate hot and cold areas of the world.
- Collect data during fieldwork such as the number of trees/houses.
- Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different from above.

Computing

- Give simple instructions to everyday devices to make things happen.
- Make choices to control simple models or simulations.
- Solve a problem using ICT.
- Discuss and share how and when they use ICT in everyday life.
- Complete simple tasks on a computer by following instructions.
- Show an awareness of information in different formats.
- Make decisions about whether or not statements or images found online are likely to be true.
- Identify different devices that can go online, and separate those that do not.
- Identify rules around e-safety and know who to tell if something concerns them online.
- Explain that images give information. Say what a pictogram is showing them.
- Put data into a program (pictogram). Sort objects and pictures in lists or simple tables.

History

- Begin to describe similarities and differences between historical artefacts and pictures.
- Use simple vocabulary to describe passing of time (e.g. now, then, long ago, before and after).
- Begin to order artefacts and pictures from significantly different time periods.
- Sequence the story of a significant historical figure.
- Describe, in simple terms, the importance of a local place or landmark.
- Compare their life and interests now with their babyhood (e.g. clothes, toys, food, size, abilities), recalling a significant memory from the past.
- Describe, in simple terms, why a significant individual acted the way they did.
- Ask and respond to simple questions about the past, using sources of information.
- Retell a story or significant event from their own past.
- Use simple source material (e.g. photographs) to answer questions about an event beyond living memory.

Music

- Listen to a piece of music, identifying if it is fast or slow, happy or sad.
- Make sounds in different ways, including hitting, blowing and shaking.
- Talk about the songs/pieces of music which they enjoy.
- Perform with awareness of others (e.g. take turns in a performance and sing/play with peers).
- Sing with a sense of shape and melody.
- Copy a simple rhythm by clapping or using percussion.
- Begin to represent sounds with drawings.
- State what they like or dislike about a piece of music.

PE

- Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.
- Pat, throw, kick, stop and sometimes catch a ball.
- Accurately shadow a partner's movements.
- Create simple movement patterns, showing awareness of rhythm.
- Run a short distance with some control. Jump with both feet from standing. Throw a projectile in a given direction.
- Show control and co-ordination when moving or standing still. Perform basic sequences, using space safely and recognising simple technical words (e.g. roll, travel and balance).
- Follow a simple route around the school grounds or a given outdoor space.
- Perform simple movement or dance work, sometimes with a partner.
- Identify a simple goal in PE.
- Swim/move short distances using a buoyancy aid, becoming more confident in the water.

PSHE

- Take part in group play or conversations, recognising what they like/dislike. Demonstrate growing independence and responsibility when carrying out everyday tasks, such as getting changed for PE and tidying up.
- Begin to give simple reasons for their own views/opinions.
- Explain ways of keeping clean (e.g. by washing their hands and keeping their hair tidy) and how this stops the spread of some diseases.
- Explain different ways that family and friends should care for one another. Identify the main body parts, including differences between boys and girls and what physical contact is acceptable and comfortable.
- Identify some hazards in the home, such as cleaning products and medicines. Describe ways of keeping safe in familiar situations. Talk about the difference between secrets and surprises and recognise that people's bodies and feelings can be hurt.
- Describe things that make them feel happy and things that make them feel sad.
- Play and learn collaboratively in a small group. Recognise when someone makes them, or others, feel sad or hurt. Begin to develop an understanding of different forms of teasing, that it is wrong, and what they can do about it.
- Describe how they are the same as, or different to, a friend or family member. Show an awareness of how needs change as they grow from young to old.
- Suggest how they could make a positive contribution to their class, school or community. Explain how they belong to various groups and communities and contribute to the development of class and group rules.
- Explain in simple terms where money comes from and what money is used for in everyday life, including the terms 'spend' and 'save'.
- Use facial expressions to demonstrate some named feelings and describe some of their positive or negative qualities.
- Talk about their gifts and talents. Identify a simple goal for themselves.