

Art & Design

- Make/use a simple sketch book, using a range of joining techniques, including gluing, tying and stapling.
- Develop ideas from a variety of starting points, including the natural world, man-made objects, fantasy and stories.
- Choose appropriate materials and techniques for a given project.
- Use line and tone to draw shape, pattern and texture.
- Mix paint colours to suit a task.
- Use modelling materials to create an imaginary or realistic form.
- Create single and multi-coloured prints using a range of printing techniques.
- Cut and tear fabrics and papers, attaching them using different joining techniques.
- Use a zoom feature to show an object in detail.
- Select and match colours when painting from observation, explaining how different colours make them feel.
- Create patterns using natural materials (e.g. pebbles, sticks, shells, leaves and petals).
- Use tone to show light and shade.
- Build simple thumb pots using clay including rolling out clay on a board.
- Explain the main successes and challenges encountered when completing a piece of art work.
- Explain what they like/dislike about an artwork, comparing it with other pieces of art.

D&T

Planning, Knowledge & Evaluation

- Produce detailed, labelled drawings or models of product based on design criteria.
- Use ICT packages to create a labelled design or plan.
- Think of ideas and plan what to do next, based on their experience of working with materials and components.
- Describe similarities and differences between own and others' work including work by professional craftspeople and designers.
- Investigate a range of existing products and say if they do what they are supposed to do.
- Explain how closely, finished products, meet their design criteria and say what they could do better in the future.
- Describe why a design, building or designer is important.

D&T

Making, Using & Understanding

- Use tools safely for cutting and joining materials, components and finishing products.
- Choose appropriate materials and suggest ways of manipulating them to achieve a desired effect.
- Work safely and hygienically in construction and cooking activities.
- Cut, measure, form and shape materials to fix or repair something, explaining objectives.
- Join fabrics using running stitch, glue, staples, oversewing and tape.
- Create simple hinges and pop-ups using card.
- Cut wood/dowel using a bench hook and hacksaw.
- Attach features to a vehicle (e.g. an axle and wheels or a sail and rudder). Join appropriately, with glue and/or tape, for different materials and situations.
- Improve structures by making them stronger, stiffer and more stable.
- Create and use wheels and axles, levers and sliders.
- Create working circuits to light a bulb or work a buzzer.
- Input a sequence of instructions to a device for a planned outcome.
- Cut, peel, grate and chop a range of ingredients to make dishes from other countries.
- Recognise the need for a variety of foods in a diet.
- Explain where the food they eat comes from (e.g. by referring to countries, counties, animals and plants).

Geography

Knowledge & Understanding

- Describe and compare human and physical features seen in their local environment and other places in the world.
- Name and locate the capital cities of the United Kingdom and its surrounding seas.
- Name and locate the world's continents and oceans on a world map or globe.
- Suggest ways of improving the local environment.
- Describe how a physical or human process has changed an aspect of an environment (e.g. the local environment).
- Explain simple patterns and offer an explanation (e.g. count traffic and suggest reasons for why the flow changes at different times).
- Locate hot and cold areas of the world in relation to the Equator and the North and South Poles and explain how the weather affects these areas.
- Describe and compare the physical similarities/differences between an area in the United Kingdom and one of a contrasting non-European country.
- Explain how a place has changed over time.
- Use given information and observations to ask and respond to questions about the environment, recognising how people affect this.

Geography

Practical

- Draw simple maps or plans using symbols for a key.
- Locate continents and oceans on a world map.
- Name, describe and compare human and physical features of their own locality and another named place, asking and responding to questions.
- Use geographical vocabulary to name features of familiar and unfamiliar places.
- Use information texts and the web to gather information about the world's human and physical geography.
- Use compass directions (North, South, East and West) to describe the location of geographical features and routes on a map.
- Locate the Equator and the North and South Poles.
- Collect and organise simple data from first and second hand sources including fieldwork.
- Identify and describe geographical human and physical features using an aerial photograph.

Computing

- Identify what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Explain why digital folders are used.
- Organise work into digital folders.
- Recognise common uses of ICT beyond school.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Identify obviously false information in a variety of contexts. Identify personal information that should be kept private.
- Communicate safely, respecting and considering other people's feelings online.
- Recognise and explain how a branching diagram or tree works.
- Place objects and pictures in a list or a simple table. Make a simple Y/N (yes/no) tree diagram to sort information.

History

- Describe how their own life is different from past generations of their own family.
- Use further terms associated with the past (e.g. year, decade and century).
- Order events in a period of history studied and begin to recall the dates of important festivals or celebrations.
- Use the stories of famous historical figures to compare aspects of life in different times.
- Describe how people, places and events in their own locality have changed over time.
- Describe changes in the local area during their own lifetime and that of their parents and grandparents.
- Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result.
- Ask and answer questions about a range of historical sources.
- Show increased knowledge and understanding of events beyond living memory through simple recording, using text and drawings.
- Build a 'bigger picture' of a historical period, using a range of source material.

Music

- Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder). Begin to recall sounds.
- Carefully choose instruments to combine layers of sound, showing awareness of the combined effect.
- Describe basic elements of a piece of music (e.g. pace, volume, emotion).
- Use their own voice in different ways, including speaking, singing and chanting for different effects.
- Use their own voice in different ways, including using a loud or soft voice, and sing simple repeated phrases.
- Identify the difference between rhythm and pulse.
- Follow a simple piece of written rhythmic notation.
- Explain what they like or dislike about a piece of music and why.

PE

- Pass a ball, bean bag or tag in a team game, working collaboratively.
- Stop or catch a projectile, such as a bean bag or ball, and hit with a bat or racket.
- Use a range of simple tactics to aid attacking/defending.
- Perform movements to express ideas, emotions or feelings and repeat dance phrases.
- Run a short distance with co-ordination and speed. Throw a projectile overarm. Jump from one foot, landing on the opposite or both feet.
- Balance and move over, under and through apparatus, creating a variety of shapes with the body and distinguishing a well-performed move.
- Move over, under and through spaces and obstacles outdoors.
- Perform a simple dance or movement sequence to a small group, expressing ideas, emotions or feelings.
- Identify a simple goal in PE and talk about how they could achieve it.
- Swim between 10 and 20 metres unaided, using a basic stroke and becoming confident to travel underwater.

PSHE

- Recognise what is fair/unfair, right/wrong, kind/unkind and utilise this in planning and deciding. Recognise that all living things have needs and we share a responsibility to meet them.
- Share their views and opinions on things which matter to them, providing some evidence to support, such as gathered relevant information and data.
- Explain why exercise and rest contribute to a healthy lifestyle. Recognise what they like and don't like and how choices have effects on health (e.g. brushing their teeth).
- Explain how their actions have consequences for themselves and others. Identify people who look after them. Identify who to go to if they are worried and how to attract their attention.
- Recognise some dangerous situations out of school grounds, such as crossing the road and talking to strangers. Suggest ways to avoid dangerous situations and be aware that they should not keep adults' secrets.
- Explain how they like to rest and relax, knowing that this contributes to their own well-being. Explain how they share the responsibility for keeping themselves and others safe. Communicate and respond to their own and others' feelings.
- Explain what it means to be a good friend. Play and learn co-operatively, developing strategies to solve simple arguments through negotiation.
- Describe and respect similarities and differences between people, including people from different places in the world, or different ethnic backgrounds.
- Identify and describe characteristics that make a good citizen. Identify how their local environment can be harmed and improved.
- Demonstrate a realistic idea of how much everyday items cost and begin to demonstrate how to manage their money.
- Manage feelings in a positive and effective way. Recognise loss and change and the feelings involved in those situations.
- Talk about things they are good at and things that they find difficult. Identify a simple goal and talk about how they could achieve it. Support others, giving constructive feedback.