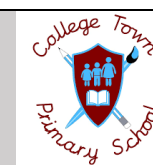


## Skills Progression Document Key Stage 1



*Indicates\*Greater Depth Learning*

|                                    | Year 1   | Year 2  |
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| <b>Safeguarding the Curriculum</b> | Stranger Danger<br>Road/ Rail Safety<br>High Visibility Clothing<br>Care and respect for each other<br>Dangers in the home<br>Houses and home<br>Keeping our hands to ourselves<br>Families<br>Firework Safety<br>Staying safe online (SMART)<br>The underwear rule<br>Taking care of our bodies (Personal hygiene, diet and exercise)<br>It's good to be me | Stranger danger<br>Road Safety<br>Safety of School Trips<br>Safety in School<br>Fire Safety<br>Keep it Private (E-Safety)<br>Electricity Safety<br>Medicines and health<br>Firework Safety<br>What is bullying?<br>Getting lost in public spaces<br>Healthy/Unhealthy food<br>Daily Exercise<br>Mental Well – being<br>Food Hygiene<br>PANTS NSPCC<br>Positive Relationships<br>Local Communities |
| <b>British Values</b>              | Democracy<br>Rule of Law<br>Individual Liberty<br>Mutual Respect<br>Tolerance of those of different faiths and beliefs   | Democracy<br>Rule of Law<br>Individual Liberty<br>Mutual Respect<br>Tolerance of those of different faiths and beliefs  |
| <b>Science: Observing closely</b>  | Can talk about what they see, touch, smell, hear or taste.<br><br>Can use simple equipment to help them make an observation.   | Can use see, touch, smell, hear and taste to help them answer questions.<br><br>Can use some scientific words to describe what they have seen and measured.<br><br>Can compare several things.<br><br><i>*Can suggest ways of finding out through listening, hearing, smelling, touching and tasting.</i>   |
| <b>Science: Performing Tasks</b>   | Can perform a simple test.<br><br>Can tell other people about what they have done.<br><br><i>*Can give a simple reason for their answers.</i>  | Can carry out a simple fair test.<br><br>Can explain why it might not be fair to compare two things.<br><br>Can say whether things happened as they expected.   |

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|   |  | <p>Can suggest how to find things out.</p> <p>Can use prompts to find things out.</p> <p><i>*Can say whether things happened as they expected and if not why not.</i></p>  |
| <b>Science: Identifying and Classifying</b> | <p>Can identify and classify things they observe.</p> <p>Can think of some questions to ask.</p> <p>Can answer some scientific questions.</p> <p>Can give a simple reason for their answers.</p> <p>Can explain what they have found out.</p> <p><i>*Can talk about similarities and differences.</i></p> <p><i>*Can explain what they have found out using scientific vocabulary.</i></p> | <p>Can organise things into groups.</p> <p>Can find simple patterns.</p> <p>Can identify animals and plants by a specific criteria, e.g. lay eggs to not; have feathers or not.</p> <p><i>*Can suggest more than one way of grouping animals and plants and explain their reason.</i></p>  |
| <b>Science: Recording Findings</b>          | <p>Can show their work using pictures, labels and captions.</p> <p>Can record their findings using standard units.</p> <p>Can put some information in a chart or table.</p> <p><i>*Can use ICT to show their working.</i></p> <p><i>*Can make accurate measurements.</i></p>   | <p>Can use text, diagrams, pictures, charts, tables to record observations.</p> <p>Can measure using simple equipment.</p> <p><i>*Can use information from books and online information to find things out.</i></p>  |
| <b>Science: Plants</b>                      | <p>Can name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant.</p> <p>Can identify and name a range of common plants and trees.</p> <p>Can recognise deciduous and evergreen trees.</p> <p>Can name the trunk, branches and root of a tree.</p> <p>Can describe the parts of a plant.</p> <p><i>*Can name the main parts of a flowering plant.</i></p>                  | <p>Can describe what plants need to survive.</p> <p>Can observe and describe how seeds and bulbs grow into mature plants.</p> <p>Can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><i>*Can describe what plants need to survive and link it to where they are found.</i></p> <p><i>*Can explain that plants grow and reproduce in different ways.</i></p> |
| <b>Science: Animals, including humans</b>   | <p>Can point out some of the differences between different animals.</p> <p>Can sort photographs of living and non – living things.</p> <p>Can identify and name a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates).</p> <p>Can describe how an animal is suited to its environment.</p>  | <p>Can describe what animals need to survive.</p> <p>Can explain that animals grow and reproduce.</p> <p>Can explain why animals have offspring which grow into animals.</p> <p>Can describe the life cycle of some living things.</p>   |

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|                                    | <p>Can identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Can name the parts of the human body that they can see.</p> <p>Can draw and label basic parts of the human body.</p> <p>Can identify the main parts of the human body and link them to their senses.</p> <p>Can name the parts of an animal body.</p> <p>Can name a range of domestic animals.</p> <p>Can classify animals by what they eat (carnivore, herbivore, omnivore)</p> <p>Can compare the bodies of different animals.</p> <p><i>*Can begin to classify animals according to a number of given criteria.</i></p> <p><i>*Can point out the differences between living things and non – living things.</i></p> <p><i>*Can name some parts of the human body that cannot be seen.</i></p> <p><i>*Can say why certain animals have certain characteristics.</i></p> <p><i>*Can name a range of wild animals.</i></p> | <p>Can explain the basic needs of animals, including humans for survival (water, food and air).</p> <p>Can describe why exercise, balanced diet and hygiene are important for humans.</p> <p><i>*Can explain that animals reproduce in different ways.</i></p>  |
| <b>Science: Everyday Materials</b> | <p>Can distinguish between an object and the material from which it is made.</p> <p>Can describe materials using their senses.</p> <p>Can describe materials using their senses, using specific scientific words.</p> <p>Can explain what material objects are made from.</p> <p>Can explain why a material might be useful for a specific job.</p> <p>Can name some different everyday materials e.g. Wood, plastic, metal, water, and rock.</p> <p>Can sort materials into groups by a given criteria.</p> <p>Can explain how solid shapes can be changed by squashing, bending, twisting and stretching.</p> <p><i>*Can describe things that are similar and different between materials.</i></p> <p><i>*Can explain what happens to certain materials when they are heated, e.g. bread, ice and chocolate.</i></p>  | <p>Can describe simple physical properties of a variety of everyday materials.</p> <p>Can compare and group together a variety of materials based on their simple physical properties.</p> <p>Can explain how the shapes of solid objects can be changed (squashing, bending, twisting and stretching).</p> <p>Can find out about people who developed useful new materials.</p> <p>Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Can explain how things move on different surfaces.</p> <p><i>*Can describe the properties of different materials using words like, transparent, opaque and flexible.</i></p> <p><i>*Can sort materials into groups and say why they have sorted them in that way,</i></p> <p><i>*Can say which materials are natural and which are man-made</i></p> |

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|  | <p><i>*Can explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate.</i></p>  | <p><i>*Can explain how materials have changed by heating and cooling.</i></p> <p><i>*Can explain how materials are changed by bending, twisting and stretching.</i></p> <p><i>*Can tell which materials cannot be changed back after being heated, cooled, bent, stretched and twisted.</i></p>  |
| <b>Science: Seasonal changes</b>                 | <p><i>Can observe changes across the four seasons.</i></p> <p><i>Can name the four seasons in order.</i></p> <p><i>Can observe and describe weather associated with the seasons.</i></p> <p><i>Can observe and describe how day length varies.</i></p> <p><i>*Can observe features in the environment and explain that these are related to a specific season.</i></p> <p><i>*Can observe and talk about changes in the weather.</i></p> <p><i>*Can talk about weather variation in different parts of the world.</i></p> |  |
| <b>Science: Living things and their habitats</b> |   | <p><i>Can match certain living things to their habitats they are found in.</i></p> <p><i>Can explain the differences between living and non – living things.</i></p> <p><i>Can describe some of the life processes common to plants and animals, including humans.</i></p> <p><i>Can describe whether something is living, dead or non – living.</i></p> <p><i>Can describe how a habitat provides for the basic needs of things living there.</i></p> <p><i>Can describe a range of different habitats.</i></p> <p><i>Can describe how plants and animals are suited to their habitats.</i></p> <p><i>*Can name some characteristics of an animal that helps it to live in a particular habitat.</i></p> <p><i>*Can describe what animals need to survive and link this to their habitat.</i></p> |
| <b>Art: Drawing</b>                              | <p><i>Can communicate something about themselves in their drawing.</i></p> <p><i>Can create moods in their drawings.</i></p> <p><i>Can draw using pencils and crayons.</i></p> <p><i>Can draw lines of different shapes and thickness, using 2 different grades of pencil.</i></p>  | <p><i>Can use three different grades of pencil in their drawings (4B, 8B, HB).</i></p> <p><i>Can use charcoal, pencil and pastels.</i></p> <p><i>Can create different tones using light and dark.</i></p> <p><i>Can show patterns and texture in their drawings.</i></p> <p><i>Can use a viewfinder to focus on specific part of an artefact before drawing it.</i></p> <p><i>Can mix paint to create all the secondary colours.</i></p>   |
| <b>Art: Painting</b>                             | <p><i>Can communicate something about themselves in their paintings.</i></p>  |  |

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|                          | <p><i>Can create moods in their paintings.</i></p> <p><i>Can choose to use thick and thin brushes as appropriate.</i></p> <p><i>Can paint a picture of something they can see.</i></p> <p><i>Can name the primary and secondary colours.</i></p>  | <p><i>Can mix and match colours, predict outcomes.</i></p> <p><i>Can mix their own brown.</i></p> <p><i>Can make tints by adding white.</i></p> <p><i>Can make tones by adding black.</i></p>  |
| <b>Art: Printing</b>     | <p><i>Can print with sponges, vegetables and fruit.</i></p> <p><i>Can print onto paper and textile.</i></p> <p><i>Can design their own printing block.</i></p> <p><i>Can create a repeating pattern.</i></p>  | <p><i>Can create a print using pressing, rolling, rubbing and stamping.</i></p> <p><i>Can create a print like a designer.</i></p>  |
| <b>Art: 3D/Textiles</b>  | <p><i>Can sort threads and fabrics.</i></p> <p><i>Can group fabrics and threads by colour and texture.</i></p> <p><i>Can weave with fabric and thread.</i></p> <p><i>Can add texture by using tools.</i></p> <p><i>Can make different kinds of shapes.</i></p> <p><i>Can cut, roll and coil materials such as clay, dough and plasticine.</i></p> | <p><i>Can make a clay pot.</i></p> <p><i>Can join two finger pots together.</i></p> <p><i>Can add line and shape to their work.</i></p> <p><i>Can join fabric using glue.</i></p> <p><i>Can sew fabrics together.</i></p> <p><i>Can create part of a class patchwork.</i></p>                        |
| <b>Art: Sketch books</b> |   | <p><i>Can begin to demonstrate their ideas through photographs and in their sketch books.</i></p> <p><i>Can set out their ideas, using 'annotations' in their sketch books.</i></p> <p><i>Can keep notes in their sketch books as to how they have changed their work.</i></p>                       |
| <b>Art: Collage</b>      | <p><i>Can cut and tear paper and card for their collages.</i></p> <p><i>Can gather and sort materials they will need.</i></p>   | <p><i>Can create individual and group collages.</i></p> <p><i>Can use different kinds of materials on their collage and explain why they have chosen them.</i></p> <p><i>Can use repeated patterns in their collage.</i></p>   |
| <b>Art: Use of IT</b>    | <p><i>Can use a simple painting program to create a picture.</i></p> <p><i>Can use tools like fill and brushes in a painting package.</i></p> <p><i>Can go back and change their picture.</i></p>   | <p><i>Can create a picture independently.</i></p> <p><i>Can use simple IT mark making tools.</i></p> <p><i>Can edit their own work.</i></p> <p><i>Can take different photographs of themselves displaying different moods.</i></p> <p><i>Can change their photographic images on a computer.</i></p> |
| <b>Art: Knowledge</b>    | <p><i>Can describe what they can see and like in the work of another artist/craft maker/ designer.</i></p>  | <p><i>Can link colours to natural and man – made objects.</i></p>  |

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|  | Can ask sensible questions about a piece of art.  | Can say how other artists/craft maker/ designer have used colour, pattern and shape.<br>Can create a piece of work in response to another artist's work.   |
| <b>Computing:<br/>Algorithms and<br/>Programs</b>        | Can create a simple series of instructions – left and right.<br>Can record their routes.<br>Can understand forwards, backwards, up and down.<br>Can put two instructions together to control a programmable toy.<br>Can begin to plan and test a bee- bot journey.  | Can predict the outcomes of a set of instructions.<br>Can use right angle turns.<br>Can use the repeat commands.<br>Can test and amend a set of instructions.<br>Can write a simple program and test it.<br>Can predict what the outcome of a simple program will be.  |
| <b>Computing: Data<br/>Retrieving and<br/>Organising</b> | Can capture images with a camera.<br>Can print out a photograph from a camera with help.<br>Can record a sound and play it back.<br>Can enter information into a template to make a graph.<br>Can talk about the results shown on a graph.<br><i>*Can record pupil's voices as a voice over.</i><br><i>*Can use a teacher prepared photo story to create a slideshow of photos.</i> | Can find information on a website.<br>Can click links in a website.<br>Can print a web page to use as a resource.<br>Can experiment with text, pictures and animation to make a simple slide show.<br>Can use the shape tools to draw.<br><i>*Can create a presentation in a small group and record the narration.</i><br><i>*Can record sounds into software and playback.</i><br><i>*Can insert pre-recorded sounds into a presentation.</i><br><i>*Can capture still and moving images.</i> |
| <b>Computing:<br/>Communicating</b>                      | Can recognise what an email address looks like.<br>Join in sending a class email.<br>Can use the @ key and type an email address.<br>Can word process ideas using a keyboard.<br>Can use the spacebar, back space, enter, shift and arrow keys.<br>Can print out a page from the internet.  | Can send and reply to messages sent by a safe email partner.<br>Can word process a piece of text.<br>Can insert/delete a word using the mouse and arrow keys.<br>Can highlight text to change its format (B, U, I).  |
| <b>Computing: E – Safety</b>                             | Can follow the school's safer internet rules.<br>Can use the search engines agreed by the school.   | Can follow the school's safer internet rules.<br>Can use the search engines agreed by the school.  |

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|  | <p><i>Can act if they find something inappropriate online or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school systems).</i></p> <p><i>Can use the internet for learning and communication with others, making choices when navigating through sites.</i></p> <p><i>Can send and receive email as a class.</i></p> <p><i>Can recognise advertising on websites and learn to ignore it.</i></p> <p><i>Can use a password to access the secure network.</i></p> | <p><i>Can act if they find something inappropriate online or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school systems).</i></p> <p><i>Can use the internet for learning and communication with others, making choices when navigating through sites.</i></p> <p><i>Can send and receive email as a class.</i></p> <p><i>Can recognise advertising on websites and learn to ignore it.</i></p> <p><i>Can use a password to access the secure network.</i></p> |
| <b>Design Technology:<br/>Developing, planning<br/>and communicating<br/>ideas</b>   | <p><i>Can think of some ideas of their own.</i></p> <p><i>Can explain what they want to do.</i></p> <p><i>Can use pictures and words to plan.</i></p>   | <p><i>Can think of ideas and plan what to do next.</i></p> <p><i>Can choose the best tools and materials. Can give a reason why these are the best.</i></p> <p><i>Can describe their designs by using pictures, diagrams, models and words.</i></p>   |
| <b>Design Technology:<br/>Working with tools,<br/>equipment, materials<br/>and components to<br/>make quality products</b> | <p><i>Can explain what they are making.</i></p> <p><i>Can explain which tools they are using.</i></p>   | <p><i>Can join things (materials/components) together in different ways.</i></p>  |
| <b>Design Technology:<br/>Evaluating processes<br/>and products</b>  | <p><i>Can describe how something works.</i></p> <p><i>Can talk about their own work and things that other people have done.</i></p>   | <p><i>Can explain what went well with their work.</i></p> <p><i>If they did it again, can explain what they would improve.</i></p>  |
| <b>Design Technology:<br/>Cooking and nutrition</b>  | <p><i>Can cut food safely.</i></p> <p><i>Can describe the texture of foods.</i></p> <p><i>Can wash their hands and make sure surfaces are clean.</i></p> <p><i>Can think of interesting ways of decorating food they have made, e.g. cakes.</i></p>   | <p><i>Can describe the properties of the ingredients they are using.</i></p> <p><i>Can explain what it means to be hygienic.</i></p> <p><i>Can explain if they are hygienic in the kitchen.</i></p>   |
| <b>Design Technology:<br/>Textiles</b>   | <p><i>Can describe how different textiles feel.</i></p> <p><i>Can make a product from textiles by gluing.</i></p>   | <p><i>Can measure textiles.</i></p> <p><i>Can join textiles together to make something.</i></p> <p><i>Can cut textiles.</i></p> <p><i>Can explain why they have chosen a certain textile.</i></p>   |
| <b>Design Technology:<br/>Mechanisms</b>   | <p><i>Can make a product which moves.</i></p> <p><i>Can cut materials using scissors.</i></p>   | <p><i>Can join materials together as a part of a moving product.</i></p> <p><i>Can add some kind of design to their product.</i></p>  |

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|  | <p>Can describe the materials using different words.</p> <p>Can say why they have chosen moving parts.</p>   |  |
| <b>Design Technology:<br/>Use of materials</b>   | <p>Can make a structure/model using different materials.</p> <p>Can ensure their work is tidy.</p> <p>Can make their model stronger if it needs to be.</p>   | <p>Can measure materials to use in a model or structure.</p> <p>Can join materials in different ways.</p> <p>Can use joining or rolling to make the object stronger.</p>   |
| <b>Design Technology:<br/>Construction</b>       | <p>Can talk with others about how they want to construct their product.</p> <p>Can select appropriate resources and tools for their building products.</p> <p>Can make simple plans before making objects, e.g. drawings, arranging pieces of construction before building.</p>  | <p>Can make sensible choices as to which material to use for their construction.</p> <p>Can develop their own ideas from initial starting points.</p> <p>Can incorporate some type of movement into models.</p> <p>Can consider how to improve their construction.</p>   |
| <b>History: Chronological<br/>understanding</b>  | <p>Can put up to three objects in chronological order (recent history).</p> <p>Can use words and phrases like: old, new and a long time ago.</p> <p>Can tell me about things that happened when they were little.</p> <p>Can recognise that a story that is read to them may have happened a long time ago.</p> <p>Know that some objects belonged to the past.</p> <p>Can retell a familiar story set in the past.</p> <p>Can explain how they have changed since they were born.</p> <p><i>*Can put up to five objects/events in chronological order (recent history).</i></p> <p><i>*Can use words and phrases like: very old, when mummy and daddy were little.</i></p> <p><i>*Can explain how they have changes since they were born,</i></p> <p><i>*Can retell a family story set in the past.</i></p> | <p>Can use words and phrases like: before I was born, when I was younger.</p> <p>Can use phrases and words like: before, after, past, present, then and now in their historical learning.</p> <p>Can use the words past and present accurately.</p> <p>Can use a range of appropriate words and phrases to describe the past.</p> <p>Can sequence a set of event in chronological order and give reasons for their order.</p> <p><i>*Can sequence a set of objects in chronological order and give reasons for their order.</i></p> <p><i>*Can sequence events about their own life.</i></p> <p><i>*Can sequence events about the life of a famous person.</i></p> <p><i>*Can try and work out how long ago an event happened.</i></p> |
| <b>History: Knowledge<br/>and interpretation</b> | <p>Can appreciate that some famous people have helped our lives be better today.</p> <p>Can recognise that we celeb rate certain events, such as bonfire night, because of what happened many years ago.</p> <p>Can understand that we have a Queen who rule us and that Britain has had a queen or king for many years.</p> <p>Can begin to identify the main differences between old and new objects.</p> <p>Can identify objects from the past, such as vinyl records.</p>  | <p>Can recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.</p> <p>Can explain how their local area was different in the past.</p> <p>Can recount some interesting facts from an historical event, such as where the 'fire of London' started.</p> <p>Can give examples of things that are different in their life from that of their grandparents when they were young.</p>   |



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|                                    | <p><i>*Can explain why certain objects were different in the past, e.g. an iron, music systems and televisions.</i></p> <p><i>*Can tell us about an important historical event that happened in the past.</i></p> <p><i>*Can explain the differences between past and present in their life and that of other children from different times in history.</i></p> <p><i>*Know you will succeed the queen and how the succession works.</i></p>                                  | <p>Can explain why Britain has a special history by naming some famous events and some famous people.</p> <p>Can explain what is meant by parliament.</p> <p><i>*Can give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times.</i></p> <p><i>*Can explain why someone in the past acted in the way they did.</i></p> <p><i>*Can explain why their locality (as wide as it needs to be) is associated with a special historical event.</i></p> <p><i>*Can explain what is meant by a democracy and why it is a good thing.</i></p>   |
| <b>History: Historical enquiry</b> | <p>Can ask and answer questions about old and new objects.</p> <p>Can spot old and new things in a picture.</p> <p>Can answer questions using a artefact/photograph provided.</p> <p>Can give a plausible explanation about what an object was used for in the past.</p> <p><i>*Can answer questions using a range of artefacts/photographs provided.</i></p> <p><i>*Can find out more about a famous person from the past and carry out some research on him or her.</i></p> | <p>Can find out something about the past by talking to an older person.</p> <p>Can answer questions by using a specific resource, such as an information book.</p> <p>Can research the life of a famous Briton from the past using different resources to help them.</p> <p>Can research about a famous event that happens in Britain and why it has been happening for some time.</p> <p>Can research the life of someone who used to live in their area using the internet and other sources to find out about them.</p> <p><i>*Can say at least two ways they can find out about the past, for example using books and the internet.</i></p> <p><i>*Can explain why eye-witness accounts may vary.</i></p> <p><i>*Can research about a famous event that happens somewhere else in the world and why it has been happening for some time.</i></p> |
| <b>Geography: Enquiry</b>          | <p>Can say what they like about their locality.</p> <p>Can sort things they like and don't like.</p> <p>Can answer some questions using different resources, such as books, the internet and atlases.</p> <p>Can think of a few relevant questions to ask about the locality.</p> <p>Can answer questions about the weather.</p> <p>Can keep a weather chart.</p> <p><i>*Can answer questions using a weather chart.</i></p>  | <p>Can label a diagram or photograph using some geographical words.</p> <p>Can find out about locality using different sources of evidence.</p> <p>Can find out about a locality by asking some relevant questions to someone else.</p> <p>Can say what they like and don't like about their locality and another locality like the seaside.</p> <p><i>*Can make inferences by looking at a weather chart.</i></p> <p><i>*Can make plausible predictions about what the weather may be like in different parts of the world.</i></p>   |

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|                             | <p><i>*Can make plausible predictions about what the weather may be like later in the day or tomorrow.</i></p>  |   |
| <b>Geography: Physical</b>  | <p>Can tell someone their address.</p> <p>Can explain the main features of a hot and cold place.</p> <p>Can describe a locality using words and pictures.</p> <p>Can explain how the weather changes with each season.</p> <p>Can name key features associated with a town or village, e.g. church, farm, shop and house.</p> <p><i>*Can name key features associated with a town or village, e.g. factory, detached house, semi – detached house, terrace house.</i></p> | <p>Can describe some physical features of their own locality.</p> <p>Can explain what makes a locality special.</p> <p>Can describe some places which are not near school.</p> <p>Can describe a place outside Europe using geographical words.</p> <p>Can describe some of the features associated with an island.</p> <p>Can describe the key features of a place, using words like, beach, coast, forest, hill, mountain, ocean and valley.</p> <p><i>*Can find the longest and shortest route using a map.</i></p> <p><i>*Can use a map, photographs, film or plan to describe a contrasting locality outside Europe.</i></p> |
| <b>Geography: Human</b>     | <p>Can begin to explain why they would wear different clothes at different times of the year.</p> <p>Can tell something about the people who live in hot and cold places.</p> <p>Can explain what they might wear if they lived in a very hot or a very cold place.</p> <p><i>*Can name different jobs that people living in this area might do.</i></p>  | <p>Can describe some human features of their own locality, such as the jobs people do.</p> <p>Can explain how the jobs people do may be different in different parts of the world.</p> <p>Can explain if people spoil the area and how.</p> <p>Can explain how people try to make the area better.</p> <p>Can explain what facilities a town or village might need.</p> <p><i>*Can explain how the weather affects different people.</i></p>  |
| <b>Geography: Knowledge</b> | <p>Can identify the four countries making up the United Kingdom.</p> <p>Can name some of the main towns and cities in the United Kingdom.</p> <p>Can point out where the equator, north pole and south pole are on a globe or atlas.</p> <p><i>*Can name a few towns in the south and north of the UK.</i></p>  | <p>Can name the continents of the world and find them in the world and find them in an atlas.</p> <p>Can name the world's oceans and find them in an atlas.</p> <p>Can name the major cities of England, Wales, Scotland and Ireland.</p> <p>Can find where they live on a map of the UK.</p> <p><i>*Can locate some of the world's major rivers and mountain ranges.</i></p> <p><i>*Can point out the North, South, East and West associated with maps and compass.</i></p>  |
| <b>Music: Performing</b>    | <p>Can use their voice to speak/sing/chant.</p> <p>Can join in with singing.</p>  | <p>Can sing and follow the melody (tune).</p> <p>Can sing accurately at a given pitch.</p>  |

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|                          | <p>Can use instruments to perform.</p> <p>Can look at their audience when they are performing.</p> <p>Can clap short rhythmic patterns.</p> <p>Can copy sounds.</p> <p><i>*Can make loud and quiet sounds.</i></p> <p><i>*Can explain a chorus keeps being repeated.</i></p>   | <p>Can perform simple patterns and accompaniments keeping a steady pulse.</p> <p>Can perform with others.</p> <p>Can play simple rhythmic patterns on an instrument.</p> <p>Can sing/clap a pulse increasing or decreasing in tempo.</p> <p><i>*Can sing/play rhythmic patterns in contrasting tempo; keeping to the pulse.</i></p>   |
| <b>Music: Composing</b>  | <p>Can make different sounds with their voice.</p> <p>Can make different sounds with instruments.</p> <p>Can identify changes in sounds.</p> <p>Can change the sound.</p> <p>Can repeat short rhythmic and melodic patterns.</p> <p>Can make a sequence of sounds.</p> <p>Can show sounds by using pictures.</p> <p><i>*Can tell the difference between long and short sounds.</i></p> <p><i>*Can tell the difference between high and low sounds.</i></p> <p><i>*Can give a reason for choosing an instrument.</i></p>                    | <p>Can order sounds to create a beginning, middle and end.</p> <p>Can create music in response to different starting points.</p> <p>Can choose sounds which create an effect.</p> <p>Can use symbols to represent sounds.</p> <p>Can make connections between notations and musical sounds.</p> <p><i>*Can use simple structures in a piece of music.</i></p> <p><i>*Can explain that phrases are where we breathe in a song.</i></p> |
| <b>Music: Appraising</b> | <p>Can respond to different moods in music.</p> <p>Can say how a piece of music makes them feel.</p> <p>Can say whether they like or dislike a piece of music.</p> <p>Can choose sounds to represent different things.</p> <p>Can recognise repeated patterns.</p> <p>Can follow instructions about when to play or sing.</p> <p><i>*Can tell the difference between a fast and slow tempo.</i></p> <p><i>*Can tell the difference between loud and quiet sounds.</i></p> <p><i>*Can identify two types of sound at the same time.</i></p> | <p>Can improve their own work.</p> <p>Can listen out for particular things when listening to music.</p> <p><i>*Can recognise sounds that move by steps and by leaps.</i></p>  |

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| <b>PSHE: Celebrating Differences</b> | <p>Can talk about one thing makes me different from my friends.</p> <p>Can tell you one thing that is special about me.</p> <p>Can understand that differences make us special and unique.</p> <p><i>*Can describe a variety of ways that I am different from my friends.</i></p> <p><i>*Can tell you why I am proud of the things that make me special.</i></p>  | <p>Can name on way that my friend is different from me.</p> <p>Can give reason on why my friend is special to me.</p> <p>Can identify some ways in which my friend is different from me.</p> <p>Can tell you why I value this difference about him/her.</p> <p><i>*Can tell you why I am proud of the things that make me special.</i></p>   |
| <b>PSHE: Dreams and Goals</b>        | <p>Can tell you about a challenge that I succeeded in.</p> <p>Can tell you how I felt when I succeeded in a new challenge and how I celebrated it.</p> <p>Can explain how to store the feelings of success in my internal treasure chest.</p> <p><i>*Can tell you about what helped me to succeed in a new challenge and describe how I felt about my success.</i></p> <p><i>*Can choose how to celebrate my success and know how to store it in my internal treasure chest.</i></p>  | <p>Can tell you what I did to help my group create the end product.</p> <p>Can say how I feel about working in a group.</p> <p>Can explain some of the ways I worked cooperatively in my group to create the end product.</p> <p>Can express how it felt to be working as part of this group.</p> <p><i>*Can explain how my own and other people's contributions helped the group to create the end product.</i></p> <p><i>*Can explain what felt good and what felt difficult about working in our group.</i></p> |
| <b>PSHE: Healthy Me</b>              | <p>Can tell you something amazing about how my body works and something I need to do to keep it safe and healthy.</p> <p>Can explain that my body is special and I need to take care of it.</p> <p>Can recognise how being happy helps me to feel happy.</p> <p><i>*Can talk about ways to keep my body safe and healthy and understand that some things can harm my body if I am not careful.</i></p> <p><i>*Know that healthy choices make me feel good about myself and can tell you how being healthy helps me to feel happy.</i></p> | <p>Can make some healthy snacks and explain why they are good for my body.</p> <p>Can say how I feel about eating healthy food.</p> <p>Can express how it feels to share healthy food with my friends.</p> <p><i>*Can identify and prepare snacks that are healthy and explain my choice by saying why they are good for my body.</i></p> <p><i>*Can compare my own and my friends choices and can express how it feels to make and share healthy food together</i></p>  |
| <b>PSHE: Relationships</b>           | <p>Can name someone who is special to me.</p> <p>Can tell you why I appreciate someone who is special to me.</p> <p><i>*Can tell you how I feel about my relationship with this person.</i></p>   | <p>Can give an examples of something that causes conflict between me and my friends.</p> <p>Can say how we could settle this conflict using the positive problem solving technique.</p> <p><i>*Can demonstrate how to use positive – problem solving techniques to resolve conflicts and consider how effective it might be.</i></p>   |
| <b>PSHE: Changing Me</b>             | <p>Can explain the main parts that make boys and girls different and can recognise the correct names for them.</p> <p>Can explain that some parts of my body are private.</p> <p>Can use the correct names for the parts of the body which are different: penis, testicles and vagina.</p> <p><i>*Can talk about the similarities and differences between boys' and girls' bodies.</i></p>  | <p>Can correctly name the main parts of the body that make girls and boys different and I know these are parts we keep private.</p> <p>Can tell you something that I either like or dislike about being a boy/girl.</p> <p><i>*Can talk about various ways that boys and girls are different both physically, in personality and behaviour.</i></p>  |

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| <b>PE: Acquiring and developing skills</b> | <p><i>Can copy actions.</i></p> <p><i>Can repeat actions and skills.</i></p> <p><i>Can move with control and care.</i></p>  | <p><i>Can copy and remember actions.</i></p> <p><i>Can repeat and explore actions with control and coordination.</i></p>  |
| <b>PE: Evaluating and improving</b>        | <p><i>Can talk about what they have done.</i></p> <p><i>Can describe what other people did.</i></p>   | <p><i>Can talk about what is different between what they did and what someone else did.</i></p> <p><i>Can say how they could improve.</i></p>   |
| <b>PE: Health and Fitness</b>              | <p><i>Can describe how their body feels before, during and after an activity.</i></p>   | <p><i>Can show how to exercise safely.</i></p> <p><i>Can describe how their body feels during different activities.</i></p> <p><i>Can explain what their body needs to keep healthy.</i></p>  |
| <b>PE: Dance</b>                           | <p><i>Can move to music.</i></p> <p><i>Can copy dance moves.</i></p> <p><i>Can perform some dance moves.</i></p> <p><i>Can make up a short dance.</i></p> <p><i>Can move around the space safely.</i></p>   | <p><i>Can dance imaginatively.</i></p> <p><i>Can change rhythm, speed, level and direction.</i></p> <p><i>Can dance with control and co-ordination.</i></p> <p><i>Can make a sequence by linking sections together.</i></p> <p><i>Can link some movements to show mood or feeling.</i></p>  |
| <b>PE: Games</b>                           | <p><i>Can throw underarm.</i></p> <p><i>Can roll a piece of equipment.</i></p> <p><i>Can hit a ball with a bat.</i></p> <p><i>Can move and stop safely.</i></p> <p><i>Can catch with both hands.</i></p> <p><i>Can throw in different ways.</i></p> <p><i>Can kick in different ways.</i></p>   | <p><i>Can use hitting, kicking and rolling in a game.</i></p> <p><i>Can stay in a 'zone' during a game.</i></p> <p><i>Can decide where the best place to be is during a game.</i></p> <p><i>Can use one tactic in a game.</i></p> <p><i>Can follow rules.</i></p>   |
| <b>PE: Gymnastics</b>                      | <p><i>Can make their body tense, relaxed, curled and stretched.</i></p> <p><i>Can control their body when travelling.</i></p> <p><i>Can control their body when balancing.</i></p> <p><i>Can copy sequences and repeat them.</i></p> <p><i>Can roll in different ways.</i></p> <p><i>Can travel in different ways.</i></p> <p><i>Can balance in different ways.</i></p> | <p><i>Can plan and show a sequence of movements.</i></p> <p><i>Can use contrast in their sequences.</i></p> <p><i>Can control their movements.</i></p> <p><i>Can think of more than one way to create a sequence which follows a set of 'rules'.</i></p> <p><i>Can work on their own and with a partner to create a sequence.</i></p> |

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|  | <i>Can climb safely.</i><br><i>Can stretch in different ways.</i><br><i>Can curl in different ways.</i> |  |
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