HIGHTLIGHT in Green when covered

HUMANITIES

Geography

Knowledge & Understanding	Ge.1.	Human & Physical	Use the correct terms for simple geographical features in the local environment.
	Ge.2.	United Kingdom	Name and locate the four countries of the United Kingdom on a map or globe.
	Ge.3.	The World	Find and name some continents on a world map.
	Ge.4.	Environmental	Describe how pollution (e.g. litter) affects the local environment.
	Ge.5.	Processes	Describe in simple terms how wind or water has affected the geography of an area.
	Ge.6.	Patterns	Answer simple questions regarding straight forward geographical patterns (e.g.When's it busiest at the park?).
	Ge.7.	Weather & Climate	Name the four seasons and describe the typical weather conditions for each of them.
	Ge.8.	Places	Identify the similarities and differences between the local environment and one other place.
	Ge.9.	Changes over time	Explain what changes are taking place in the local environment.
	Ge.10.	Express views	Ask and respond to questions about places/environment.
Practical	Ge.11.	Mapping	Draw a simple picture map (e.g. of an imaginary place from a story), labelling particular features.
	Ge.12.	Using maps	Locate countries on a UK map.
	Ge.13.	Field work	Name, describe and group features of the home/school environment from first hand observation, responding to simple questions.
	Ge.14.	Vocabulary	Use basic geographical vocabulary to name physical and human features of familiar places.
	Ge.15.	Research	Use maps, pictures and stories to find out about different places.
	Ge.16.	Direction	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.
	Ge.17.	Positioning	Locate hot and cold areas of the world.
	Ge.18.	Data	Collect data during fieldwork such as the number of trees/houses.
	Ge.19.	Perspectives	Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different from above.

History

Hi1.	Similarities & Difference	Begin to describe similarities and differences between historical artefacts and pictures.
Hi2.	Vocabulary	Use simple vocabulary to describe passing of time (e.g. now, then long ago, before and after).
Hi3.	Chronology	Begin to order artefacts and pictures from significantly different time periods.
Hi4.	Significant individuals	Sequence the story of a significant historical figure.
Hi5.	Local historical	Describe, in simple terms, the importance of a local place or landmark.
Hi6.	Continuity & change	Compare own life and interests now with their babyhood (e.g. clothes, toys, food, size, abilities), recalling a significant memory from the past.
Hi7.	Cause & consequence	Describe, in simple terms, why a significant individual acted the way they did.
Hi8.	Historical Questions	Ask and respond to simple questions about the past, using sources of information.
Hi9.	Recording	Retell a story or significant event from their own past.
Hi10.	Historical Enquiry	Use simple source material (e.g. photographs) to answer questions about an event beyond living memory.

SCIENCE & TECHNOLOGY

Science

Working Scientifically	Sc.1.	Asking & Answering Questions	Use everyday language/begin to use simple scientific words to ask or answer a scientific question.
	Sc.2.	Investigations	Follow instructions to complete a simple test individually or in a group.
	Sc.3.	Observing	Observe objects, materials and living things and describe what they see.
	Sc.4.	Equipment & Measuring	Use simple, non-standard measurements in a practical task.
	Sc.5.	Identifying & classifying	Sort and group objects, materials and living things, with help, according to simple observational features.
	Sc.6.	Recording & Reporting on findings	Talk about their findings and explain what they have found out.
	Sc.7.	Analysing data	Use every day or simple scientific language to ask and/or answer a question on given data.
	Sc.8.	Drawing conclusions	Explain, with help, what they think they have found out.
Animals inc humans	Sc.9.	Identifying & naming	Identify and name a range of common animals from the local and wider environment.
	Sc.10.	Classification	Classify and sort familiar animals according to whether they are invertebrates, fish, amphibians, reptiles, birds or mammals.
	Sc.11.	Habitats, adaptation & Interdependence	Name animals living in a range of familiar environments, such as their homes, woodland or school grounds.
	Sc.12.	Growth, Health & Survival	Explain how to take care of an animal from the local habitat.
	Sc.13.	Diet & Teeth	Identify whether an animal is a carnivore/herbivore/omnivore & how we might know this from their physical appearance.
	Sc.14.	The Body	Draw and label basic parts of the human body, including those related to the senses.
	Sc.15.	Life Cycles	Describe in simple terms the life cycle of a familiar animal such as a frog, butterfly or human.
	Sc.16.	Comparing	Compare animals that are kept as pets, knowing which group they belong to.
Plants	Sc.28.	Identifying & Naming	Identify and name common flowers and trees found growing in the locality.
	Sc.29.	Classification	Sort trees into groups to show those that are evergreen and those that are deciduous.
	Sc.30.	Plants parts and their functions	Identify the basic structural parts of common flowering plants and trees, including root, stem, stalk, leaves, flowers, bulb, fruit, seeds and trunk.
	Sc.31.	Habitats and Adaption	Identify their locality as a habitat for living things.
	Sc.32.	Growth & Survival	Care for a growing seedling, observing and describing its growth.
	Sc.33.	Life cycles	Identify the seeds, as a part of a plant, that makes a whole new plant.
	Sc.34.	Seasonal Changes	Describe how plants change over time, including seasonal change (leaves fall off, blossom, buds opening).
	Sc.35.	Comparisons	Name, compare and contrast familiar plants according to their observable features.
Seasonal Changes	Sc.45.	Identifying & Naming	Name a range of different types of weather from pictures or sounds.
	Sc.46.	Effects of Weather	Describe some positive and negative effects of the weather for ourselves and our environment.
	Sc.47.	Recording the Weather	Observe and record the daily weather on a chart or in a table.
	Sc.48.	The Seasons	Broadly assign different weather types to seasons.
	Sc.49.	Day Length	Describe how day length changes over a year, from experience and know how it affects their lives.
Ele	Sc.50.	Identifying & Naming	Identify and talk about products that use electricity.
	Sc.51.	Safety	Recognise that electricity can be dangerous.
Substance, Matter & Materials	Sc.52.	Identifying & Naming	Name a range of everyday materials, including wood, plastic, metal, rock and glass.
	Sc.53.	Classification	Group and sort materials according to their simple physical properties.
	Sc.54.	Uses	Identify the material an object is made from, suggesting why it is made from that material.
	Sc.55.	Physical Processes	Identify some materials that help physical processes (e.g. woollen fabric keeps us warm).
	Sc.56.	Physical Properties	Describe properties of a material using everyday language or simple scientific vocabulary (e.g. hard/soft or bendy/not).
	Sc.57.	Comparisons	Compare two or more different materials for their performance at a particular task (e.g. mopping up a spill).

Computing

Co.1.	Algorithms	Give simple instructions to everyday devices to make things happen.
Co.2.	Computational Thinking	Make choices to control simple models or simulations
Co.3.	Problem solving	Solve a problem using ICT.
Co.4.	Networks: knowledge and understanding	Discuss and share how and when they use ICT in everyday life.
Co.5.	Networks: using & applying	Complete simple tasks on a computer by following instructions.
Co.6.	Digital Literacy: Knowledge & Understanding	Show an awareness of information in different formats.
Co.7.	Digital Literacy: Using & Applying	Make decisions about whether or not statements or images found online are likely to be true.
Co.8.	E-Safety: Personal knowledge & Understanding	Identify different devices that can go online, and separate those that do not.
Co.9.	E-safety: Responsibilities	Understand rules around e-safety and know who to tell if something concerns them online.
Co.10.	Data: Knowledge & Understanding	Explain that images give information. Say what a pictogram is showing them.
Co.11.	Data: Using & Applying	Put data into a program (pictogram). Sort objects and pictures in lists or simple tables.

Design & Technology

Making, Using & Understanding	DT.1.	Tools	Select and explain why they have chosen a particular tool for a task.
	DT.2.	Materials	Select and explain their choice of materials, sometimes with help.
	DT.3.	Health & Safety	Explain how to keep safe during a practical task.
	DT.4.	Repair & Maintenance	Explain how they would fix simple products.
	DT.5.	Textiles	Cut out shapes from a range of fabrics and papers.
	DT.6.	Card making	Fold, tear, roll and cut paper and card.
	DT.7.	Cutting	Cut accurately and safely with scissors.
	DT.8.	Joining	Join appropriately, using glue or tape.
	DT.9.	Structures	Build simple structures.
	DT.10.	Mechanisms	Use wheels, axles, levers and sliders.
	DT.11.	Electricity	Identify and talk about products that use electricity to make them work.
	DT.12.	ICT	Input random control instructions to simple devices for an unplanned outcome (e.g. making Roamer move).
Planning, Knowledge & Evaluation	DT.13.	Designing	Draw a simple picture of an intended design with basic labelling.
	DT.14.	Using ICT to aid design	Use ICT packages to create a simple plan for a design.
	DT.15.	Working from plans	With help, put ideas into practice.
	DT.16.	Opinion & Influence	Describe others' work, including work by professional craftspeople and designers and say what they like and dislike about it.
	DT.17.	Existing product evaluation	Describe how an existing product works (e.g. 'the toy moves when I turn the handle').
	DT.18.	Evaluation	Talk about their own work and others' work identifying strengths or weaknesses.
	DT.19.	History & Culture	Order products or designs chronologically and begin to explain reasons why they are ordered in that way.

HEALTHY LIVING

PSHCE

PS.1.	Confidence & Responsibility	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 & tidying up.
PS.2.	Views & Opinions	Begin to give simple reasons for their own views/opinions.
PS.3.	Health & Hygiene	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.
PS.4.	Relationship and respect	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.
PS.5.	Personal safety	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.
PS.6.	Emotional wellbeing	Describe things that make them feel happy and things that make them feel sad.
PS.7.	Collaboration	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.
PS.8.	Diversity	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.
PS.9.	Citizenship	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.
PS.10.	Financial Understanding	Explain in simple terms where money comes from and what money is used for in everyday life, including the terms 'spend' and 'save'.
PS.11.	Relationships and Feeling	Use facial expressions to demonstrate some named feelings and describe some of their positive or negative qualities.
PS.12.	Goals	Talk about their gifts and talents. Identify a simple goal for themselves.

PE

PE.1.	Strategy	Accurately shadow a partner's movements.
PE.2.	Team Games	Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.
PE.3.	Sending & Striking	Pat, throw, kick, stop and sometimes catch a ball.
PE.4.	Dance	Create simple movement patterns, showing awareness of rhythm.
PE.5.	Athletics	Run a short distance with some control. Jump with both feet from standing. Throw a projectile in a given direction.
PE.6.	Gymnastics	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).
PE.7.	Outdoor Adventurous Activity	Follow a simple route around the school grounds or a given outdoor space.
PE.8.	Swimming	Swim/move short distances using a buoyancy aid, becoming more confident in the water.

Cooking & Nutrition

CN.1.	Preparing & cooking Food	Measure and weigh food items using non-standard measures (e.g. spoons and cups).
CN.2.	Nutrition	Identify the main food groups including fruit and vegetables.
CN.3.	Origins of food	Identify the source for common foods.

THE ARTS

Art & Design

Ar.1.	Sketch book	Record ideas and experiences in a sketch book or journal.
Ar.2.	Developing ideas	Draw from or talk about experiences, creative ideas and observations.
Ar.3.	Selection	Describe the sensory properties of a range of different materials and decide which ones to use when making something.
Ar.4.	Drawing	Use lines to represent a shape or outline.
Ar.5.	Line and tone	Use lines of different thickness.
Ar.6.	Colour	Name primary colours and collate colours into groups of similar shades.
Ar.7.	Print Making	Create simple mono prints using a range of printing utensils.
Ar.8.	College	Cut and tear paper and glue it to a surface.
Ar.9.	Photography	Take a self portrait or a photograph of someone else.
Ar.10.	Pattern	Create a simple pattern using colours and shapes.
Ar.11.	3-D	Handle and manipulate rigid and malleable materials and say how they feel.
Ar.12.	Form	Use modelling materials to create a realistic or imagined form.
Ar.13.	Evaluating	Outline personal likes and dislikes regarding their own work.
Ar.14.	Appreciating	Outline personal likes and dislikes regarding a piece of art.

Music

Mu.1.	Listening	Listen to a piece of music, identifying if it is fast or slow, happy or sad.
Mu.2.	Composing	Make sounds in different ways, including hitting, blowing and shaking.
Mu.3.	Vocabulary	Talk about the songs/pieces of music which they enjoy.
Mu.4.	Performing	Perform with awareness of others (e.g. take turns in a performance and sing/play with peers).
Mu.5.	Singing	Sing with a sense of shape and melody.
Mu.6.	Pulse & Rhythm	Copy a simple rhythm by clapping or using percussion.
Mu.7.	Notation	Begin to represent sounds with drawings.
Mu.8.	Appreciation & Understanding	State what they like or dislike about a piece of music.

Drama

Dr.1.	Performance/ Drama	Engage in imaginative play, representing simple characters and situations in everyday speech, gesture or movement.