



HUMANITIES	
Geography	
Ge.1. Human & Physical	Describe and compare human and physical features seen in their local environment and other places in the world.
Ge.2. United Kingdom	Name and locate the capital cities of the United Kingdom and its surrounding seas.
Ge.3. The World	Name and locate the world's continents and oceans on a world map or globe.
Ge.4. Environmental	Suggest ways of improving the local environment.
Ge.5. Processes	Describe how a physical or human process has changed an aspect of an environment (e.g. the local environment).
Ge.6. Patterns	Explain simple patterns and offer an explanation (e.g. count traffic and suggest reasons for why the flow changes at different times).
Ge.7. Weather & Climate	Locate hot and cold areas of the world in relation to the Equator and the North & South Poles & explain how the weather affects these
Ge.8. Places	Describe and compare the physical similarities/differences between an area in the United Kingdom and one of a contrasting non-European country.
Ge.9. Changes over time	Explain how a place has changed over time.
Ge.10. Express views	Use given information and observations to ask and respond to questions about the environment, recognising how people affect this.
Ge.11. Mapping	Draw simple maps or plans using symbols for a key.
Ge.12. Using maps	Locate continents and oceans on a world map.
Ge.13. Field work	Name, describe and compare human and physical features of their own locality and another named place, asking and responding to questions.
Ge.14. Vocabulary	Use geographical vocabulary to name features of familiar and unfamiliar places.
Ge.15. Research	Use information texts and the web to gather information about the world's human and physical geography.
Ge.16. Direction	Use compass directions (North, South, East and West) to describe the location of geographical features and routes on a map.
Ge.17. Positioning	Locate the Equator and the North and South Poles.
Ge.18. Data	Collect and organise simple data from first and second hand sources including fieldwork.
Ge.19. Perspectives	Identify and describe geographical human and physical features using an aerial photograph.
History	
Hi.1. Similarities & Difference	Describe how their own life is different from past generations of their own family.
Hi.2. Vocabulary	Use further terms associated with the past (e.g. year, decade and century).
Hi.3. Chronology	Order events in a period of history studied and begin to recall the dates of important festivals or celebrations.
Hi.4. Significant individuals	Use the stories of famous historical figures to compare aspects of life in different times.
Hi.5. Local historical	Describe how people, places and events in their own locality have changed over time.
Hi.6. Continuity & change	Describe changes in the local area during their own lifetime and that of their parents and grandparents.
Hi.7. Cause & consequence	Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result.
Hi.8. Historical Questions	Ask and answer questions about a range of historical sources.
Hi.9. Recording	Show increased knowledge and understanding of events beyond living memory through simple recording, using text and drawings.
Hi.10. Historical Enquiry	Build a 'bigger picture' of an historical period, using a range of source material.

SCIENCE & TECHNOLOGY			
Science			
Working Scientifically	Sc.1. Asking & Answering Questions	Suggest ideas, ask simple questions and know that they can be answered/investigated in different ways including simple secondary sources, such as books and video clips.	
	Sc.2. Investigations	Do things in the correct order when performing a simple test and begin to recognise when something is unfair.	
	Sc.3. Observing	Observe something closely and describe changes over time.	
	Sc.4. Equipment & Measuring	Use simple equipment, such as hand lenses or egg timers, to take measurements, make observations and carry out simple tests.	
	Sc.5. Identifying & classifying	Decide, with help, how to group materials, living things and objects, noticing changes over time and beginning to see patterns	
	Sc.6. Recording & Reporting on findings	Gather data, record and talk about their findings, in a range of ways, using simple scientific vocabulary.	
	Sc.7. Analysing data	Identify simple patterns and/or relationships using simple comparative language.	
	Sc.8. Drawing conclusions	Use simple scientific language to explain what they have found out.	
	Animals inc humans	Sc.9. Identifying & naming	Name and match animals to their offspring.
		Sc.10. Classification	Sort and classify things according to whether they are dead, alive or have never been alive.
Sc.11. Habitats, adaptation & Interdependence		Define the terms 'habitat' and 'micro-habitat', giving examples of animals that live in each place.	
Sc.12. Growth, Health & Survival		Identify the basic needs of animals and humans for survival, including good nutrition and regular exercise.	
Sc.13. Diet & Teeth		Construct a simple food chain that includes humans as the top consumer.	
Sc.14. The Body		Explain simply how humans and some familiar animals change as they grow.	
Sc.15. Life Cycles		Recognise the need for animals and humans to grow and reproduce. Describe the life cycles of some common animals and humans.	
Sc.16. Comparing		Compare the living things in familiar habitats with the living things in a less familiar habitat.	
Sc.28. Identifying & Naming		Identify what eats plants as a food source and recognise simple food chains.	
Sc.29. Classification		Sort seeds and bulbs into groups according to physical features.	
Plants	Sc.30. Plants parts & their functions	Describe the different plant parts and give examples of different foods that we eat which are derived from these plant parts, for example rhubarb (stem), carrot (root).	
	Sc.31. Habitats and Adaptation	Explain how plants are suited to their habitats and give examples of plants growing in different habitats.	
	Sc.32. Growth & Survival	Describe how plants grow, identifying what a plant needs for healthy growth and survival.	
	Sc.33. Life cycles	Recognise that plants produce seeds in order to reproduce and generate new plants.	
	Sc.34. Seasonal Changes	Describe how bulbs help plants to grow in winter.	
	Sc.35. Comparisons	Make comparisons between seeds or bulbs grown in different conditions (e.g. with and without light or water).	
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	Seasonal Changes	Sc.45. Identifying & Naming	Identify less familiar weather conditions that are more common in other parts of the world.
Sc.46. Effects of Weather		Explain how and why the weather influences our choice of clothing and affects what we can do.	
Sc.47. Recording the Weather		Identify patterns and similarities and differences within recorded weather over a given period of time.	
Sc.48. The Seasons		Explain how animals or plants are affected by the seasons, using a specific animal or plant as an example.	
Sc.49. Day Length		Make comparisons to other parts of the world where day length changes to a greater or lesser degree, such as Arctic or equatorial regions.	
Sc.51. Series circuits		Create working circuits in the context of D&T (e.g. to light a bulb or work a buzzer).	
Sc.55. Safety		Identify dangerous scenarios from pictures or video clips.	
Substance, Matter & Materials		Sc.56. Identifying & Naming	Identify the uses of everyday materials in a familiar location (e.g. school or home), recording their findings.
		Sc.57. Classification	Sort and grade a range of materials for a specific property (e.g. smoothness).
		Sc.58. Uses	Identify and describe the range of materials that can be used to make a single given object (e.g. cup, chair, table or shelter).
	Sc.59. Physical Processes	Describe how the shape of some materials can be changed by twisting, bending, squashing or stretching.	
	Sc.60. Physical Properties	Relate a material's physical properties to its uses (e.g. describe or demonstrate how a material can be unsuitable for a given task due to its ability to be changed by squashing and bending).	
	Sc.61. Comparisons	Compare significant individuals who have developed useful materials (e.g. Charles Macintosh or John Dunlop) and decide which individual's material is of most use to them.	
	Computing		
	Co.1. Algorithms	Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.	
	Co.2. Computational Thinking	Write and test simple programs.	
	Co.3. Problem solving	Use logical reasoning to predict the behaviour of simple programs.	
Co.4. Networks: knowledge and understanding	Explain why digital folders are used.		
Co.5. Networks: using & applying	Organise work into digital folders.		
Co.6. Digital Literacy: Knowledge & Understanding	Recognise common uses of ICT beyond school.		
Co.7. Digital Literacy: Using & Applying	Organise, store, manipulate and retrieve data in a range of digital formats.		
Co.8. E-Safety: Personal knowledge & Understanding	Identify obviously false information in a variety of contexts. Identify personal information that should be kept private.		
Co.9. E-safety: Responsibilities	Communicate safely, respecting and considering other people's feelings online.		
Co.10. Data: Knowledge & Understanding	Understand and explain how a branching diagram or tree works.		
Co.11. Data: Using & Applying	Place objects and pictures in a list or a simple table. Make a simple Y/N tree diagram to sort information.		

Design & Technology		
Making, Using & Understanding	DT.1. Tools	Use tools safely for cutting and joining materials and components.
	DT.2. Materials	Choose appropriate materials and suggest ways of manipulating them to achieve a desired effect.
	DT.3. Health & Safety	Work safely and hygienically in construction and cooking activities.
	DT.4. Repair & Maintenance	Cut, measure, form and shape materials to fix or repair something, explaining objectives.
	DT.5. Textiles	Join fabrics using running stitch, glue, staples, oversewing and tape.
	DT.6. Card making	Create simple hinges and pop-ups using card.
	DT.7. Cutting	Cut wood/dowel using a bench hook and hacksaw.
	DT.8. Joining	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.
	DT.9. Structures	Improve structures by making them stronger, stiffer and more stable.
	DT.10. Mechanisms	Create and use wheels and axles, levers and sliders.
	DT.11. Electricity	Create working circuits to light a bulb or work a buzzer.
	DT.12. ICT	Input a sequence of instructions to a device for a planned outcome.
Planning, Knowledge & Evaluation	DT.13. Designing	Produce detailed, labelled drawings or models of products based on design criteria.
	DT.14. Using ICT to aid design	Use ICT packages to create a labelled design or plan.
	DT.15. Working from plans	Think of ideas and plan what to do next, based on their experience of working with materials and components.
	DT.16. Opinion & Influence	Describe similarities and differences between own and others' work including work by professional craftspeople and designers.
	DT.17. Existing product evaluation	Investigate a range of existing products and say if they do what they are supposed to do.
	DT.18. Evaluation	Explain how closely, finished products, meet their design criteria and say what they could do better in the future.
	DT.19. History & Culture	Describe why a design, building or designer is important.
HEALTHY LIVING		
PSHCE		
PS.1. Confidence & Responsibility	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.	
	PS.2. Views & Opinions	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).
	PS.3. Health & Hygiene	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.
	PS.4. Relationship and respect	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.
	PS.5. Personal safety	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.
	PS.6. Emotional wellbeing	Communicate and respond to their own and others' feelings.
		Explain what it means to be a good friend.
PS.7. Collaboration	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.	
PS.8. Diversity	Identify and describe characteristics that make a good citizen.	
	Identify how their local environment can be harmed and improved.	
PS.9. Citizenship	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. Learn about loss, change and the feelings involved in those situations.	
PS.10. Financial Understanding	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.	
PS.11. Relationships and Feeling		
PS.12. Goals		

PE	
PE.1. Strategy	Use a range of simple tactics to aid attacking/defending.
PE.2. Team Games	Pass a ball, bean bag or tag in a team game, working collaboratively.
PE.3. Sending & Striking	Stop or catch a projectile, such as a bean bag or ball, and hit with a bat or racket.
PE.4. Dance	Perform movements to express ideas, emotions or feelings and repeat dance phrases.
PE.5. Athletics	Run a short distance with co-ordination and speed. Throw a projectile overarm. Jump from one foot, landing on the opposite or both feet.
PE.6. Gymnastics	Balance and move over, under and through apparatus, creating a variety of shapes with the body and distinguishing a well-performed move.
PE.7. Outdoor Adventurous Activity	Move over, under and through spaces and obstacles outdoors.
PE.8. Swimming	Swim between 10 and 20 metres unaided, using a basic stroke and becoming confident to travel underwater.
Cooking & Nutrition	
CN.1. Preparing & cooking Food	Cut, peel, grate and chop a range of ingredients to make dishes from other countries.
CN.2. Nutrition	Recognise the need for a variety of foods in a diet.
CN.3. Origins of food	Explain where the food they eat comes from (e.g. by referring to countries, counties, animals and plants).

THE ARTS	
Art & Design	
Ar.1. Sketch book	Make/use a simple sketch book, using a range of joining techniques including gluing, tying and stapling.
Ar.2. Developing ideas	Develop ideas from a variety of starting points
Ar.3. Selection	Choose appropriate materials and techniques for a given project.
Ar.4. Drawing	Use line and tone to draw shape, pattern and texture.
Ar.5. Line and tone	Use tone to show light and shade.
Ar.6. Colour	Select and match colours when painting from observation, explaining how different colours make them feel.
Ar.7. Print Making	Create single and multi-coloured prints using a range of printing techniques.
Ar.8. Collage	Cut and tear fabrics and papers, attaching them using different joining techniques.
Ar.9. Photography	Use a zoom feature to show an object in detail.
Ar.10. Pattern	Create patterns using natural materials (e.g. modelling materials to create an imaginary or realistic form.
Ar.11. 3-D	Build simple thumb pots using clay including rolling out clay on a board.
Ar.12. Form	Explain the main successes and challenges encountered when completing a piece of art work.
Ar.13. Evaluating	Explain what they like/dislike about an artwork, comparing it with other pieces of art.
Ar.14. Appreciating	

Music	
Mu.1. Listening	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.
Mu.2. Composing	Carefully choose instruments to combine layers of sound, showing awareness of the combined effect.
Mu.3. Vocabulary	Describe basic elements of a piece of music (e.g. pace, volume, emotion).
Mu.4. Performing	Use own voice in different ways, including speaking, singing and chanting for different effects.
Mu.5. Singing	Use own voice in different ways, including using a loud or soft voice, and sing simple repeated phrases.
Mu.6. Pulse & Rhythm	Identify the difference between rhythm and pulse.
Mu.7. Notation	Follow a simple piece of written rhythmic notation.
Mu.8. Appreciation & Understanding	Explain what they like or dislike about a piece of music and why.
Drama	
Dr.1. Performance / Drama	Extend their experience and ideas, sometimes adapting speech, gesture, or movement to simple roles and different scenarios.