



Curriculum Progression of Skills – Foundation Subjects

	Year 1 – Step 1	Year 2 – Step 2
NC Purpose of Study	Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.	
Art & Design	<p>Colour</p> <ul style="list-style-type: none"> Name all colours Mixing of colours (primary to secondary and 'natural' colours e.g—skin tones) Find collections of and sort colours from a range of mediums Applying colour with a range of tools <p><i>Suggested Artist— Kandinsky</i></p> <p>Pattern</p> <ul style="list-style-type: none"> Awareness and discussion of patterns Irregular and Repeating patterns Symmetry Printing— create patterns, develop impressed images, relief printing <p><i>Suggested Artist—Bridget Riley/Alma Thomas</i></p> <p>Texture</p> <ul style="list-style-type: none"> Weaving Collage Sort according to specific qualities discuss how textiles create objects <p><i>Suggested Artist— Andy Goldsworthy</i></p> <p>Line and Shape</p> <ul style="list-style-type: none"> Extend the variety of drawing tools Explore different textures Observe and draw landscapes Observe patterns Observe anatomy (faces, limbs) <p><i>Suggested Artist—Van Gogh</i></p> <p>Form and Space</p> <ul style="list-style-type: none"> Construct Use materials to make known objects for a purpose Carve Pinch and roll coils and slabs using modelling media Make simple joins <p><i>Suggested Artist—Barbara Hepworth</i></p>	<p>Colour</p> <ul style="list-style-type: none"> Begin to describe colours by objects To confidently recognise and name all colours, including primary and secondary colours Make as many tones of one colour as possible (using white) Darken colours without using black Using colour on a large scale Blending and washing <p><i>Suggested Artist—David Hockney/ Hokusai</i></p> <p>Pattern</p> <ul style="list-style-type: none"> Experimenting by arranging, folding, repeating, overlapping, regular and irregular patterning Natural and manmade patterns Discuss regular and irregular Printing — print with a growing range of objects, identify the different forms printing takes <p><i>Suggested Artist— Picasso/ Andy Warhol</i></p> <p>Texture</p> <ul style="list-style-type: none"> Overlapping and overlaying to create effects Use large eyed needles—running stitches Simple applique work Start to explore other simple stitches Collage <p><i>Suggested Artist— Anni Albers</i></p> <p>Line and Shape</p> <ul style="list-style-type: none"> Experimenting with tools and surfaces Draw a way of recording experiences and feelings Discuss use of shadows, use of light and dark Sketch to make quick records <p><i>Suggested Artist— Leonardo Da Vinci</i></p> <p>Form and Space</p> <ul style="list-style-type: none"> Awareness of natural and manmade forms Expression of personal feelings and ideas To shape and form from direct observation malleable and rigid materials Decorative techniques Replicate patterns and textures in a 3D form work and that of other sculptors <p><i>Suggested Artist—Andy Goldsworthy/ Tom Friedman</i></p>



NC Purpose of Study	A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.	
Computing	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program.</p> <p>Create and debug simple programs. Children can work out what is wrong with a simple algorithm when the steps are out of order. They can write their own simple algorithm. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code.</p> <p>Use logical reasoning to predict the behaviour of simple programs. When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program.</p> <p><u>Information Technology</u></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources.</p> <p><u>Digital Literacy</u></p> <p>Recognise common uses of information technology beyond school. Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their 'My Work' folder on Purple Mash.</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code.</p> <p>Create and debug simple programs. Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors. Children's program designs display a growing awareness of the need for logical, programmable steps.</p> <p>Use logical reasoning to predict the behaviour of simple programs. Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence describing what will happen in a program.</p> <p><u>Information Technology</u></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data. Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound.</p> <p><u>Digital Literacy</u></p> <p>Recognise common uses of information technology beyond school. Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom and can share this knowledge. Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult.</p>



NC Purpose of Study	Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.	
Design and Technology	<p>Food (Please refer to 'Projects on a Page' documents) Fruit themed (Links with Let's Celebrate topic)</p> <p>Structures (Please refer to 'Projects on a Page' documents) Houses (Links with The Three Little Pigs topic- I'll Huff and I'll Puff)</p> <p>Mechanisms (Please refer to 'Projects on a Page' documents) Sliders and Levers (Links with Transport topic- Backpacks and Passports)</p>	<p>Mechanisms (Please refer to 'Projects on a Page' documents) Wheels and Axels (Links with the Great Fire of London topic- Out of the Ashes) Home Learning— Structures—Tudor</p> <p>Textiles (Please refer to 'Projects on a Page' documents) Templates and Joining (Links with Titanic topic—Icebergs Ahoy)</p> <p>Food (Please refer to 'Projects on a Page' documents) Vegetable themed (Links with Wild Things topic and Allotment visits)</p> <p>Textiles</p>
NC Purpose of Study	As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.	
Geography	<p>Contextual World Knowledge of locations, place and geographical features</p> <p>Progress is shown by pupils demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts.</p> <ul style="list-style-type: none"> Observe the location of human and physical geographical features at a local scale <p>Geographical understanding of the conditions, processes and interactions that explain geographical features, distribution patterns, and changes over time and space.</p> <p>Progress is shown by pupils Extending from the familiar and concrete to the unfamiliar and abstract Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments Working with more complex information about the world, including the relevance of people's attitudes, values and beliefs.</p> <ul style="list-style-type: none"> Recognise and use everyday terms to describe places and geographical features, e.g. empty, crowded, busy, steep, high, low Express likes and dislikes about places <p>Geographical enquiry Progress is show by pupils Increasing range and accuracy of pupils' investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry</p> <p>a) Enquiry planning and gathering data and information b) Numerical and quantitative skills in geography c) Organisation and communication</p> <ul style="list-style-type: none"> Geographical enquiry Enquiry planning and gathering data and information. <ul style="list-style-type: none"> Make observations about what can be seen to collect primary data and information Collect data by counting to 100 (maths Yr1), e.g. cars, drain covers, trees, counting steps as a measure of distance (maths Yr1) Use given secondary resources to respond to simple questions about places and environments 	<p>Contextual World Knowledge of locations, place and geographical features</p> <p>Progress is shown by pupils demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts.</p> <ul style="list-style-type: none"> Have a simple locational knowledge about individual places and environments, especially in the local area, but also in the UK (the home countries, capital cities and surrounding seas) and wider world (continents and oceans) Be able to locate at least one non EU country on a map Identify the basic characteristics of the UK and non EU country e.g. highland, lowland, rivers, coast, weather, cities <p>Geographical understanding of the conditions, processes and interactions that explain geographical features, distribution patterns, and changes over time and space.</p> <p>Progress is shown by pupils Extending from the familiar and concrete to the unfamiliar and abstract Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments Working with more complex information about the world, including the relevance of people's attitudes, values and beliefs.</p> <ul style="list-style-type: none"> Use basic geographical features, e.g. hill, river, street, shop, town Identify simple and broad geographical patterns, e.g. seasonal and daily weather patterns and hot and cold areas from pole to pole Identify whether places/features are changing Express views about places and recognise the impact of people's action on these. <p>Geographical enquiry Progress is show by pupils Increasing range and accuracy of pupils' investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry</p> <p>a) Enquiry planning and gathering data and information b) Numerical and quantitative skills in geography c) Organisation and communication</p>



	<ul style="list-style-type: none"> Geographical enquiry Analysis, including numerical and quantitative skills in geography <ul style="list-style-type: none"> Analyse geographical data by using simple terms such as total, highest, lowest, wettest, driest, more than and less than (maths Yr1) Geographical enquiry Organisation and communication (with appropriate maps, charts, tables and diagrams) <ul style="list-style-type: none"> Talk about places such as the school and its grounds and the human and physical features of its surrounding environment <p>Mapping skills Competence in using maps a) Making and interpreting maps b) Direction c) Location d) Scale Progress is shown by pupils Increasing the range and accuracy of pupils' investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry.</p> <ul style="list-style-type: none"> Mapping skills Making and interpreting maps <ul style="list-style-type: none"> Make models of places using toys and talk about what is in the model Mapping skills Direction <ul style="list-style-type: none"> Use simple language to describe position, direction and motion, including left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside (maths Yr1). Follow simple directional instructions, e.g. right, left, backwards, forwards, to follow directions. Mapping skills Location <ul style="list-style-type: none"> Identify land and sea on world maps and simple atlases and globes Mapping skills Scale <ul style="list-style-type: none"> Talk about distance using words such as near and far 	<ul style="list-style-type: none"> Geographical enquiry Enquiry planning and gathering data and information. <ul style="list-style-type: none"> Undertake directed activities in a fieldwork enquiry Record date and information using simple fieldwork and observational skills to count objects (e.g. cards, houses, etc.) and choose and use appropriate units to estimate and measure (e.g. length in m/cm, temperature in degrees Celsius) to the nearest appropriate unit, using equipment (e.g. rulers, thermometers) (maths Yr2) Select appropriate information from given secondary resources Geographical enquiry Analysis, including numerical and quantitative skills in geography <ul style="list-style-type: none"> Collate and organise geographical information and data to construct simple pictograms, tally charts, block diagrams and simple tables (maths Yr2) Interpret and compare geographical information and data in simple pictograms, tally charts, block diagrams and simple tables (maths Yr 2) Geographical enquiry Organisation and communication (with appropriate maps, charts, tables and diagrams) <ul style="list-style-type: none"> Use geographical vocabulary (e.g. beach, forest, hill, village, factory, farm, port) to write simple sentences (English Yr 2) about selected appropriate knowledge and understanding of geography <p>Mapping skills Competence in using maps a) Making and interpreting maps b) Direction c) Location d) Scale Progress is shown by pupils Increasing the range and accuracy of pupils' investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry.</p> <ul style="list-style-type: none"> Mapping skills Making and interpreting maps <ul style="list-style-type: none"> Devise simple picture maps (and, if appropriate, draw lines and shapes using a straight edge (maths Yr2) using basic symbols in a key Use aerial photographs and maps at the same scale to recognise landmarks and basic human and physical features on the photograph and the map. Mapping skills Direction <ul style="list-style-type: none"> Use simple compass directions (N,S, E & W) and locational and directional language (e.g. near & far, left & right) to describe the location of features and routes on a map Mapping skills Location <ul style="list-style-type: none"> Use number / letter grid references to specify position on maps of different scales Name and locate large scale features (continents and oceans) on world maps and simple atlases and globes Name and locate some countries, capital cities and seas, e.g. of the UK (i.e. England, Scotland, Wales and Northern Ireland) on maps and globes. Mapping skills Scale <ul style="list-style-type: none"> Estimate relative distances using terms such as nearer than and further away
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NC Purpose of Study	History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.	
History	<p>Chronological Understanding Comprehension of time (including the language of time), recognising how the past can be divided up into different times, understanding that there are similarities, differences and connections between eras, and, perceiving that trends may be identifiable over time</p> <ul style="list-style-type: none"> Recognise and use everyday terms about the passing of time, e.g. old, new, today, yesterday, a long time ago, earlier, later, before, after, next, first, and including days of the week, weeks, months and years (maths Y1) Sequence a few events, pictures or objects in chronological order (maths Y1) Show awareness that things may be different today compared to earlier times <p>Knowledge and understanding of events, people and changes in the past Growing breadth and depth of historical knowledge and understanding of the past, including, how and why some things change and others remain the same (change and continuity), why events take place (causation), the outcomes that follow (consequences) and making judgements about the historical significance of people and events;</p> <ul style="list-style-type: none"> Show some knowledge and understanding of stories about the past e.g. by retelling in own words Recognise that their own lives are different from the lives of people in the past Show knowledge of changes in their own lives <p>Historical interpretation Awareness that the past can be seen in a variety of ways because people make inferences or deductions from sources as we cannot be certain of much that actually happened</p> <ul style="list-style-type: none"> Begin to understand that the past can be seen in different ways <p>Historical enquiry The process of asking questions about the past, and, answering those questions by using and evaluating historical sources</p> <ul style="list-style-type: none"> Find answers to some simple questions about the past from sources of information <p>Organisation and communication The ability to show what has been found out in a variety of different ways, including using historical vocabulary</p> <ul style="list-style-type: none"> Talk about stories about the past 	<p>Chronological Understanding Comprehension of time (including the language of time), recognising how the past can be divided up into different times, understanding that there are similarities, differences and connections between eras, and, perceiving that trends may be identifiable over time</p> <ul style="list-style-type: none"> Use common words and phrases relating to the passing of time including use of numbers, e.g. one year ago, 10 years after, 5 months before (maths Y2) Arrange events or objects in chronological order on a simple timeline, e.g. one showing: now, when I was born, when mummy was born, when grandpa was born Identify similarities and differences between ways of life in different periods <p>Knowledge and understanding of events, people and changes in the past Growing breadth and depth of historical knowledge and understanding of the past, including, how and why some things change and others remain the same (change and continuity), why events take place (causation), the outcomes that follow (consequences) and making judgements about the historical significance of people and events;</p> <ul style="list-style-type: none"> Choose and use parts of stories and other sources, e.g. pictures, to show knowledge and understanding of key features of events in the past Show awareness that actions have consequences Recognise differences and similarities between ways of life in the past Talk about who was important, e.g. in a simple historical account <p>Historical interpretation Awareness that the past can be seen in a variety of ways because people make inferences or deductions from sources as we cannot be certain of much that actually happened</p> <ul style="list-style-type: none"> Understand some of the ways in which we find out about the past and identify different ways in which it is represented <p>Historical enquiry The process of asking questions about the past, and, answering those questions by using and evaluating historical sources</p> <ul style="list-style-type: none"> Ask questions about the past Use sources such as artefacts, pictures and stories to help answer historical questions <p>Organisation and communication The ability to show what has been found out in a variety of different ways, including using historical vocabulary</p> <ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms to write simple sentences (English Y2) about selected appropriate knowledge and understanding of history



NC Purpose of Study	Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.	
MUSIC	<p>LISTENING</p> <ul style="list-style-type: none"> • Recognising and understanding the difference between pulse and rhythm. • Understanding that different types of sounds are called timbres. • Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). • Describing the character, mood, or 'story' of music they listen to - both verbally and through movement. • Describing the differences between two pieces of music. • Expressing a basic opinion about music (like/dislike). • Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group. <p>COMPOSING</p> <ul style="list-style-type: none"> • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Combining instrumental and vocal sounds within a given structure. • Creating simple melodies using a few notes. • Choosing dynamics, tempo and timbre for a piece of music. • Creating a simple graphic score to represent a composition. • Beginning to make improvements to their work as suggested by the teacher. <p>PERFORMING</p> <ul style="list-style-type: none"> • Using their voices expressively to speak and chant. • Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. • Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. • Copying back short rhythmic and melodic phrases on percussion instruments. • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. • Performing from graphic notation. <p>THE INTER-RELATED DIMENSIONS OF MUSIC:</p> <p>PITCH</p> <ul style="list-style-type: none"> • To understand that pitch means how high or low a note sounds. • To understand that 'tuned' instruments play more than one pitch of notes. <p>DURATION</p> <ul style="list-style-type: none"> • To know that rhythm means a pattern of long and short notes. <p>DYNAMICS</p> <ul style="list-style-type: none"> • To know that dynamics means how loud or soft a sound is. • To understand that sounds can be adapted to change their mood, eg through dynamics. <p>TEMPO</p> <ul style="list-style-type: none"> • To know that the 'pulse' is the steady beat that goes through music. • To know that tempo is the speed of the music. <p>TIMBRE</p> <ul style="list-style-type: none"> • To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. • To know that my voice can create different timbres to help tell a story. 	<p>LISTENING</p> <ul style="list-style-type: none"> • Recognising timbre changes in music they listen to. • Recognising structural features in music they listen to. • Listening to and recognising instrumentation. • Beginning to use musical vocabulary to describe music. • Identifying melodies that move in steps. • Listening to and repeating a short, simple melody by ear. • Suggesting improvements to their own and others' work. <p>COMPOSING</p> <ul style="list-style-type: none"> • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Successfully combining and layering several instrumental and vocal patterns within a given structure. • Creating simple melodies from five or more notes. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using letter name and graphic notation to represent the details of their composition. • Beginning to suggest improvements to their own work <p>PERFORMING</p> <ul style="list-style-type: none"> • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Singing short songs from memory, with melodic and rhythmic accuracy. • Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. • Performing expressively using dynamics and timbre to alter sounds as appropriate. • Singing back short melodic patterns by ear and playing short melodic patterns from letter notation. <p>THE INTER-RELATED DIMENSIONS OF MUSIC:</p> <p>PITCH</p> <ul style="list-style-type: none"> • To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. • To understand that a melody is made up from high and low pitched notes played one after the other, making a tune. <p>DURATION</p> <ul style="list-style-type: none"> • To know that 'duration' means how long a note, phrase or whole piece of music lasts. • To know that the long and short sounds of a spoken phrase can be represented by a rhythm. <p>DYNAMICS</p> <ul style="list-style-type: none"> • To know that dynamics can change the effect a sound has on the audience. <p>TEMPO</p> <ul style="list-style-type: none"> • To understand that the tempo of a musical phrase can be changed to achieve a different effect. <p>TIMBRE</p> <ul style="list-style-type: none"> • To know that musical instruments can be used to create 'real life' sound effects. • To understand an instrument can be matched to an animal noise based on its timbre.



	<p>TEXTURE</p> <ul style="list-style-type: none"> To know that music has layers called 'texture'. <p>STRUCTURE</p> <ul style="list-style-type: none"> To know that a piece of music can have more than one section, eg a versed and a chorus. <p>NOTATION</p> <ul style="list-style-type: none"> To understand that music can be represented by pictures or symbols. 	<p>TEXTURE</p> <ul style="list-style-type: none"> To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. <p>STRUCTURE</p> <ul style="list-style-type: none"> To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song. <p>NOTATION</p> <ul style="list-style-type: none"> To know that 'notation' means writing music down so that someone else can play it. I know that a graphic score can show a picture of the structure and / or texture of music
NC Purpose of Study	<p>The aim of PSHE education is to provide pupils with:</p> <ul style="list-style-type: none"> accurate and relevant knowledge opportunities to turn that knowledge into personal understanding opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives 	
PHSE	<p>Mental health and emotional wellbeing Feelings</p> <ul style="list-style-type: none"> Children can identify and name some feelings (for example through interpreting facial expressions). They recognise likes and dislikes and what is fair and unfair. <p>Keeping safe and managing risk Feeling safe</p> <ul style="list-style-type: none"> Recognise situations that make them feel frightened, worried or uncomfortable. Identify who to tell and practise how to tell. Be sympathetic to other people and their worries. <p>Identity, society and equality Me and others</p> <ul style="list-style-type: none"> Talk about differences. (Boy/girl, tall/short, old/young.) They can understand and celebrate differences. <p>Drug, alcohol and tobacco education What do we put into and on to bodies?</p> <ul style="list-style-type: none"> Know why we take medicines. Begin to understand safety rules about medicines. Begin to understand relevant safety rules about medicines. <p>Physical health and wellbeing Fun times</p> <ul style="list-style-type: none"> Children can explain ways of keeping clean. They understand that their body requires certain things to keep healthy <p>Careers, financial capability and economic wellbeing My money</p> <ul style="list-style-type: none"> Understand that people work for money. Understand that they can't have everything they want. Know that it is important to keep money safe. Understand that they can save their money. 	<p>Mental health and emotional wellbeing Friendship</p> <ul style="list-style-type: none"> Children can demonstrate that they can manage some feelings in a positive and effective way. Begin to understand that some feelings are difficult to control. <p>Keeping safe and managing risk Indoors and outdoors</p> <ul style="list-style-type: none"> Begin to understand the safety concerns relevant to them in school and at home. Begin to have an awareness of which adults they can trust and who can help them. Understand the need for personal hygiene. <p>Sex and relationship education (taught over 2 half terms) Boys and girls, families</p> <ul style="list-style-type: none"> Children can name the main parts of the body. They can explain that people grow from young to old. Realise that babies need a lot of care. Begin to understand that they have rights over their bodies. Make friends, talk to them and share feelings. They begin to share their views and opinions (for example talking about fairness). They can recognise the effect of their behaviour on other people and can cooperate with others (for example by sharing, listening to what others say and taking turns). <p>Drug, alcohol and tobacco education Medicines and me</p> <p>Children can talk about the harmful aspects of some household products and medicines and describe ways of keeping safe in familiar situations. Understand that not all drugs are medicines, and some can be harmful.</p> <p>Physical health and wellbeing What keeps me healthy?</p> <p>Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy.</p>



NC Purpose of Study	<p>A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p> <p>By the end of KS1</p> <ul style="list-style-type: none"> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. 	
Physical Education	<p>Personal:</p> <ul style="list-style-type: none"> Stay on task with help Enjoy working on simple tasks with help Follow instructions and practice safely <p>Social:</p> <ul style="list-style-type: none"> Play with others and take turns Begin to encourage others <p>Creative:</p> <ul style="list-style-type: none"> Observe and copy others Begin to explore and describe different movements Link given movements together <p>Cognitive :</p> <ul style="list-style-type: none"> Follow simple instructions Understand and follow simple rules. Name things they are good at. <p>Health and Fitness:</p> <ul style="list-style-type: none"> Be aware of changes to body when exercising Begin to be aware of why exercise is important for good health <p>Applying physical skill:</p> <ul style="list-style-type: none"> Move confidently in different ways Begin to perform a simple skill or movement with growing control With help perform a small range of skills and link two movements together 	<p>Personal:</p> <ul style="list-style-type: none"> Stay on task Follow instructions, practice safely and work on tasks independently Show persistence and ask for help when appropriate <p>Social:</p> <ul style="list-style-type: none"> Help, praise and encourage others in their learning Work with others sensibly, taking turns and sharing <p>Creative:</p> <ul style="list-style-type: none"> Explore and describe different movements Begin to compare movements and skills with those of others. Select and link movements together that fit a theme <p>Cognitive:</p> <ul style="list-style-type: none"> Order instructions, movements and skills Begin to recognize similarities and differences in performance Explain why someone is performing well. <p>Health and Fitness</p> <ul style="list-style-type: none"> Be aware of why exercise is important for good health Describe how body feels before and after exercise. Use equipment appropriately and move it safely <p>Applying physical skill:</p> <ul style="list-style-type: none"> Perform a range of skills with control and consistency Perform a sequence of movements with changes in level, direction and speed
NC Purpose of Study	<p>(SUBJECT TO CHANGE DUE TO REVISED SURREY SYLBUS SEPTEMBER 2023)</p> <p>From Foundation Stage to KS2, there is progression in the statutory material, so that students leave school with a sound knowledge of the faiths and beliefs of those around them, and the ability to engage in appropriate ways with others, whatever their faith or belief. Whilst each key stage has its own unique part to play in the education of our young people, each also builds on the learning of previous phases, and so the syllabus is now to be found as one continuous document.</p> <p>Religious education contributes dynamically to pupils' and students' education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. In RE they learn about and from Christianity and other principal religions in local, national and global contexts, to discover, explore and consider different answers to these questions. They will also, at various points within this Agreed Syllabus, engage with and respond to non-religious worldviews such as Humanism.</p>	
Religious Education	<p>At the beginning of KS1, children learn:</p> <ul style="list-style-type: none"> About what Christians believe about God, the person of Jesus and the world around them, and be introduced to some things that Jews believe. encounter and respond to a range of stories, artefacts and other religious materials, such as art and music learn to recognise that peoples' beliefs are expressed in a variety of ways, and begin to use subject specific vocabulary begin to understand the importance and value of religion and belief, especially for other children, their families and the communities they belong to ask relevant questions and develop a sense of wonder about the world, using their imagination ask questions and express their own views about what is important to themselves and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging 	<p>By the end of KS1 pupils will be able to:</p> <ul style="list-style-type: none"> identify similarities in features of religions and beliefs be introduced to some things that Muslims believe retell religious, spiritual and moral stories identify possible meanings for stories, symbols and other forms of religious expression identify how religion and belief is expressed in different ways respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings ask questions about their own and others' ideas, feelings and experiences give a reason why something may be valued by themselves and others recognise that some questions about life are difficult to answer



NC Purpose of Study	A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.	
Science	<p>Ideas and evidence in science</p> <ul style="list-style-type: none"> to collect evidence to try to answer a question <p>Investigative skills and planning</p> <ul style="list-style-type: none"> to test ideas suggested to them and say what they think will happen <p>Obtaining and presenting evidence</p> <ul style="list-style-type: none"> to make observations using appropriate senses; to make some measurements of length using standard and non-standard measures; to present some findings in simple tables and block graphs <p>Considering evidence and evaluating</p> <ul style="list-style-type: none"> to make simple comparisons and groupings that relate to differences and similarities between living things and objects; in some cases to say what their observations show, and whether it was what they expected; to draw simple conclusions and explain what they did <p>Plants</p> <ul style="list-style-type: none"> Can identify and name a variety of common wild and garden plants, including deciduous and evergreen. Can identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Animals including humans</p> <ul style="list-style-type: none"> Can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Can identify and name a variety of common animals that are carnivores, herbivores and omnivores Can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Everyday materials.</p> <ul style="list-style-type: none"> Can distinguish between an object and the material from which it is made Can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Can describe the simple physical properties of a variety of everyday materials. Can compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Seasonal changes</p> <ul style="list-style-type: none"> Can observe changes across the four seasons. Can observe and describe weather associated with the seasons and how day length varies. 	<p>Ideas and evidence in science</p> <ul style="list-style-type: none"> to collect evidence to try to answer a question <p>Investigative skills and planning</p> <ul style="list-style-type: none"> to suggest some ideas and questions based on simple knowledge and say how they might find out about them; to say what they think might happen to think about and discuss whether comparisons and tests are fair or unfair <p>Obtaining and presenting evidence</p> <ul style="list-style-type: none"> to make observations; to make measurements of length in standard and non-standard measures; to make records of observations; and to present results in tables, drawings and block graphs <p>Considering evidence and evaluating</p> <ul style="list-style-type: none"> to make simple comparisons, identifying similarities and differences between living things, objects and events; to say what results show; to say whether their predictions were supported; in some cases to use knowledge to explain what was found out and to draw conclusions; to explain what they did <p>Plants</p> <ul style="list-style-type: none"> Can observe and describe how seeds and bulbs grow into mature plants Can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Animals including humans</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Uses of everyday materials</p> <ul style="list-style-type: none"> Can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>All living things and their habitats</p> <ul style="list-style-type: none"> Can explore and compare the differences between things that are living, dead, and things that have never been alive. Can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Can identify and name a variety of plants