

Curriculum Progression of Skills – Foundation Subjects

| EYFS | Year 1 – Step 1 | Year 2 – Step 2 |
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| <p>EYFS Educational Programme Expressive Arts and Design</p> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> | <p>KS1 NC Purpose of Study Art and Design</p> <p>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.</p> | |
| <ul style="list-style-type: none"> • Hold tools like pencils, paint brushes, scissors with increasing precision • Experiment with using different every day and art materials to explore colour, texture and form • To explore their ideas and imagination by creating drawings, paintings and sculptures. • To explore creating designs and art work on a range of scales. | <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 <i>Suggested Artist— Kandinsky</i> <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 <i>Suggested Artist—Bridget Riley/Alma</i> | <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 <i>Suggested Artist—David Hockney/ Hokusai</i> <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 |

| <ul style="list-style-type: none"> • To explore a range techniques to draw, paint, print and sculpt to help them create art work. • Recognising and exploring the colour, patterns and shapes in other artist's work. • Expressing opinions and feelings in response to their own art work and other artist's work. • Sharing their work with other people, talking about what they have created it. | <p><i>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> | <ul style="list-style-type: none"> • 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> |
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| EYFS | Year 1 – Step 1 | Year 2 – Step 2 |
| <p>EYFS Educational Programme n/a</p> | <p>KS1 NC Purpose of Study Computing</p> <p>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,</p> | |

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| | 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. | |
| <ul style="list-style-type: none"> Awareness of different technologies in and out of school Awareness of the uses of technology Awareness of digital storage of information- photography, digital writing and research information Awareness of online safety and keeping myself safe when using technology. Can use technology to express creatively and constructively | <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>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</p> |

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| | <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>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> |
| EYFS | Year 1 – Step 1 | Year 2 – Step 2 |
| <p>EYFS Educational Programme Expressive Arts and Design</p> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their</p> | <p>KS1 NC Purpose of Study Design and Technology</p> <p>Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology</p> | |

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| <p>understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>See also Physical Development</p> | <p>education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.</p> | |
| <ul style="list-style-type: none"> • To describe something they want to make / build / construct • To say who they are making / building / constructing for • To talk about what materials they are going to use when making / building / constructing • To make / build / construct objects using a variety of materials • To join materials together when making / building / constructing • To talk about their constructions / products, and what they are pleased with • To talk about their constructions and say how it could be even better • To talk about everyday objects that they like and say why they are good • To recognise different foods as either healthy or unhealthy • To know how to use basic cutlery and utensils to make and eat food • To follow simple instructions to make different foods | <p>Design and Technology</p> <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> |
| <p>EYFS</p> | <p>Year 1 – Step 1</p> | <p>Year 2 – Step 2</p> |
| <p>EYFS Educational Programme Understanding the World</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal</p> | <p>KS1 NC Purpose of Study Geography</p> <p>A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction</p> | |

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| <p>experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension</p> | <p>between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time</p> | |
| <ul style="list-style-type: none"> • Know where they live • Know how they travel to school • Talk about some of the differences they notice when they are in different places • Talk about places when looking at books and watching tv/videos • Talking about places they have been to • Talk about places in stories • Using language that relates to place • Recognise elements of their environment that are manmade and natural • Make maps from stories • Follow simple maps in play | <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> | <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</p> |

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| | <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 • 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 | <p>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 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 |
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| | <p>Organisation and communication (with appropriate maps, charts, tables and diagrams)</p> <ul style="list-style-type: none"> o 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</p> <p>a) Making and interpreting maps b) Direction c) Location d) Scale</p> <p>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"> o Make models of places using toys and talk about what is in the model • Mapping skills Direction <ul style="list-style-type: none"> o 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). o Follow simple directional instructions, e.g. right, left, backwards, forwards, to follow directions. • Mapping skills Location | <p>equipment (e.g. rulers, thermometers) (maths Yr2)</p> <ul style="list-style-type: none"> o Select appropriate information from given secondary resources <ul style="list-style-type: none"> • Geographical enquiry Analysis, including numerical and quantitative skills in geography <ul style="list-style-type: none"> o Collate and organise geographical information and data to construct simple pictograms, tally charts, block diagrams and simple tables (maths Yr2) o 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"> o 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</p> <p>a) Making and interpreting maps b) Direction c) Location d) Scale</p> <p>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 |
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| | <ul style="list-style-type: none"> ○ Identify land and sea on world maps and simple atlases and globes <ul style="list-style-type: none"> • Mapping skills <p>Scale</p> <ul style="list-style-type: none"> ○ Talk about distance using words such as near and far | <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. <ul style="list-style-type: none"> • Mapping skills <p>Direction</p> <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 <ul style="list-style-type: none"> • Mapping skills <p>Location</p> <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. <ul style="list-style-type: none"> • Mapping skills <p>Scale</p> <ul style="list-style-type: none"> ○ Estimate relative distances using terms such as nearer than and further away |
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| EYFS | Year 1 – Step 1 | Year 2 – Step 2 |
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| <p align="center">EYFS Educational Programme Understanding the World</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> | <p align="center">KS1 NC Purpose of Study History</p> <p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. 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.</p> | |
| <ul style="list-style-type: none"> • Use words associated with the past including yesterday, last week, last year • Use past tense when speaking about things that happened in the past • Share their memories of significant events in their own lives. • Talk about things that have changed. • Begin to put these events in order • Share their memories of things that they have done with people that are | <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) | <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: |

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| <p>special to them including friends, family, classmates and teachers.</p> <ul style="list-style-type: none"> • Begin to put events in order. • Talk about the order of events in a range of familiar stories. • Recognise language in stories that shows the story happened in the past. • Talk about how stories can be passed down and what makes this a traditional tale. | <ul style="list-style-type: none"> • 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> | <p>now, when I was born, when mummy was born, when grandpa was born</p> <ul style="list-style-type: none"> • 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 |
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| <p>EYFS Educational Programme Expressive Arts and Design</p> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> | <p>KS1 NC Purpose of study Music</p> <p>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.</p> | |
| <ul style="list-style-type: none"> To join in with singing familiar songs and rhymes. To make up songs and rhymes of their own. To match the pitch of their voice to the pitch of the song they are singing. To listen to music, hearing lyrics, rhymes and instruments. | <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). | <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. |

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| <ul style="list-style-type: none"> • To listen to music, hearing changes in tempo, rhythm and dynamics. • To respond to music, expressing how it makes them feel, and what it makes them imagine. • To respond to music, including individual instruments with movement and dance • To match movements to the rhythm and pulse of a piece of music • To explore the range of sounds made by different instruments. • To use a range of percussive instruments to enhance songs and rhymes. • To know the names of instruments that they have explored and used. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. |
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| | <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>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 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 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, e.g. 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. To know that a graphic score can show a picture of the structure and / or texture of music |
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| | <ul style="list-style-type: none"> To know that a piece of music can have more than one section, e.g. 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. | |
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| EYFS | Year 1 – Step 1 | Year 2 – Step 2 |
| <p>EYFS</p> <p>Educational Programme Personal, Social and Emotional Development</p> <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> | <p>KS1</p> <p>NC Purpose of study</p> <p>PHSE</p> <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 <p>the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives</p> | |
| <ul style="list-style-type: none"> Knows about boundaries and routines | Mental health and emotional wellbeing Feelings | Mental health and emotional wellbeing Friendship |

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| <ul style="list-style-type: none"> • Working and play co-operatively and taking turns with others • Knows about the Zones of Regulation and can apply this to self • Recognise and show sensitivity to their own and others needs • Recognise similarities and differences between themselves and others • Managing their own personal hygiene and basic needs • Shows an understanding of their own feelings; and those of others • Being to regulate their behaviour • Shows an understanding of how to stay safe in a range of common situations. • Shows care and concern for living things. • Name and describe people who might help us in the local community (police, fire service, doctors and teachers). | <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. | <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> |
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| EYFS | Year 1 – Step 1 | Year 2 – Step 2 |
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| <p align="center">EYFS Educational Programme Physical Development</p> <p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.</p> | <p align="center">KS1 NC Purpose of study Physical Education</p> <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> | |
| <ul style="list-style-type: none"> • To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education. • To use their core muscle strength to achieve a good posture. • To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group • To combine different movements with ease and fluency. • To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | <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. | <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. |

| <ul style="list-style-type: none"> • To negotiate space and obstacles safely, with consideration for themselves and others. • To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group • To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • To combine different movements with ease and fluency. • To use a more fluent style of moving, developing control and grace. • To combine different movements with ease and fluency. | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |
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| EYFS | Year 1 – Step 1 | Year 2 – Step 2 |
| <p>EYFS Educational Programme Understanding the World</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support</p> | <p>KS1 NC Purpose of study Religious Education (R.E) (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> | |

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| <p>understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. See also PSED</p> | | |
| <ul style="list-style-type: none"> • To know that different people have different faiths • To know that some stories come from different holy books, and to express ideas in response to those stories • To know that different people have different times of celebration • To understand that different people have different ways of celebrating major events • To know that people of all faiths can and do live well alongside each other • To enjoy joining in with family customs and routines • To be able to express some of their own families' customs and traditions • To know that different people have a range of different ways of showing their beliefs, including prayers and worship • To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions | <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 |
| <p>EYFS</p> | <p>Year 1 – Step 1</p> | <p>Year 2 – Step 2</p> |
| <p>EYFS Educational Programme Understanding the World</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to</p> | <p>KS1 NC Purpose of study Science</p> <p>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</p> | |

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| <p>meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> | <p>understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.</p> | |
| <ul style="list-style-type: none"> • To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them • To compare objects in their environment and talk about similarities and differences • To know what a plant is • To know what a flower is • To know where you see plants • To describe different plants and flowers • To know what an animal is • To recognise and name a variety of different animals • To know the names of different body parts of humans and animals they have experience of • To recognise that different everyday objects are made from different materials • To describe how different objects look and feel • To know about different types of weather • To observe changes in trees and plants as the seasons progress | <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>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 |

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| | <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. | <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 |
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| | <ul style="list-style-type: none">• Can observe and describe weather associated with the seasons and how day length varies. | |
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