



**Sandylands**  
*where learning is for life*

**EYFS, Year 1,2 and 3 Procedural knowledge**

**& Progression 2020-21**

**Sandylands Community Primary school**

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Science</b>	<p><b>The Natural World</b></p> <p><i>Prior Learning Development Matters –Nursery</i></p> <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul> <p><i>Progression in Learning to ELG</i></p> <ul style="list-style-type: none"> <li>Understand the effect of change and seasons and the natural world around them.</li> <li>Explore the natural world around them</li> <li>Describe what they see, hear and feel whilst outside</li> </ul> <p><i>ELG</i></p> <ul style="list-style-type: none"> <li>To explore the natural world around them.</li> <li>To understand changes in the natural world including seasons, freezing and melting.</li> </ul> <p><b>Change of State</b></p> <p><i>Prior Learning Development Matters –Nursery</i></p> <ul style="list-style-type: none"> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about the differences between materials and changes they notice.</li> <li>Talk about what they see, using a wide vocabulary.</li> </ul> <p><i>Progression in Learning to ELG</i></p> <ul style="list-style-type: none"> <li>Use new vocabulary in different contexts.</li> <li>Learn new vocabulary</li> </ul>	<p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>Investigate the properties of everyday materials, find out where they come from, how and why they are used, how they can be changed and how they can be disposed of or recycled (SL)</li> <li>Ask simple questions and recognising that they can be answered in different ways (NC)</li> <li>Make simple comparisons and groupings (SL)</li> <li>Gather and recording data to help in answering questions (NC)</li> <li>Distinguish between an object and a material from what it is made (NC)</li> <li>Identify and name a variety of everyday materials, including wood, glass, plastic, metal, water and rock (NC)</li> <li>Describe the simple physical properties of a variety of everyday materials (NC)</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties. (NC)</li> </ul> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>Explore ways of keeping living things alive and healthy, treating them with care and sensitivity (SL)</li> <li>Explore using senses and communicate findings in simple ways (SL)</li> <li>Identifying and classifying (NC)</li> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (NC)</li> </ul>	<p><b>Use of everyday materials</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses NC</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (NC)</li> <li>observe and describe how seeds and bulbs grow into mature plants(NC)</li> </ul> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>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 NC</li> <li>identify and name a variety of plants and animals in their habitats, including micro-habitats NC</li> <li>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. NC</li> <li>Use first-hand experience and, with help, simple information sources to answer questions.(SL)</li> <li>identify and name a variety of plants and animals in their habitats, including micro-habitats NC</li> <li>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify</li> </ul>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties NC</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock NC</li> <li>recognise that soils are made from rocks and organic matter. NC</li> </ul> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p><b>Forces and magnets</b></p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> </ul>

<b>Science</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<ul style="list-style-type: none"> <li>Describe what they see, hear and feel.</li> <li>Know some similarities and differences in relation to materials.</li> <li>Look closely at similarities, differences and patterns in nature. (ie frozen pond)</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (NC)</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores (NC)</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) (NC)</li> <li>Observing closely, using simple equipment. (NC)</li> <li>Perform simple test (NC)</li> <li>Using their observations and ideas to suggest answers to questions (NC)</li> </ul>	<p style="text-align: right; font-size: small;">and name different sources of food. NC</p> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>
	<p><b>ELG</b></p> <ul style="list-style-type: none"> <li>To understand changes in the natural world including seasons, freezing and melting.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments.</li> </ul> <p><b>Processes and changes</b></p> <p><i>Prior Learning Development Matters –Nursery</i></p> <ul style="list-style-type: none"> <li>Understand the key features of the life cycle of a plant and an animal</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Talk about what they see, using a wide vocabulary.</li> </ul> <p><i>Progression in Learning to ELG</i></p> <ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Use new vocabulary in different contexts.</li> <li>Learn new vocabulary</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (NC)</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees. (NC)</li> </ul> <p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons (NC)</li> <li>Observe and describe weather associated with the seasons and how day length varies (NC)</li> </ul>		<p><b>Light</b></p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows change.</li> </ul>
	<p><b>ELG</b></p> <ul style="list-style-type: none"> <li>To explore the natural world around them. To be able to observe, and draw pictures of plants and animals.</li> </ul>			

	<p style="text-align: center;"><b>EYFS</b></p> <p><b>Plants – Life cycles</b></p> <p><i>Prior Learning Development Matters –Nursery</i></p> <ul style="list-style-type: none"> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Talk about what they see, using a wide vocabulary.</li> </ul> <p><i>Progression in Learning to ELG</i></p> <ul style="list-style-type: none"> <li>Understand the effect of changing seasons on the natural world around them.</li> <li>Explore the natural world around them.</li> <li>Use new vocabulary in different contexts.</li> <li>Learn new vocabulary</li> </ul> <p><i>ELG</i></p> <ul style="list-style-type: none"> <li>To explore the natural world around them. To be able to observe, and draw pictures of plants and animals.</li> </ul>			
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>History</b>	<p><b>My Time line</b></p> <p><i>Prior Learning Development Matters –Nursery</i></p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history</li> </ul> <p><i>Progression in Learning to ELG</i></p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Comment on images of familiar situations in the past.</li> </ul>	<p><b>Gunpowder plot – Guy Fawkes – Significant individuals/ Global Autumn 1</b></p> <ul style="list-style-type: none"> <li><i>Find out about the lives of significant people and events from the past and present, who have contributed to national and international achievements. (SL)</i></li> <li><i>Use sources of information to find out about the past (SL)</i></li> </ul>	<p><b>The Great Fire of London National Spring 1</b></p> <ul style="list-style-type: none"> <li>Understand significant historical events, people and places in their locality. (NC)</li> <li>To understand about the life of a significant individual from the past who have contributed to national and international achievement (NC)</li> </ul>	<p><b>The Ancient Egyptians Global Autumn 2</b></p> <ul style="list-style-type: none"> <li>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt (NC)</li> <li><i>Chronology - Place events, artefacts and historical figures on a time line using dates.(SL)</i></li> <li><i>Understand the concept of change over time, representing this, along with evidence, on a time line. (SL)</i></li> </ul>

History	EYFS	Year 1	Year 2	Year 3
	<p><b>ELG</b></p> <ul style="list-style-type: none"> <li>To be able to talk about special times at home from the past that makes them happy. EG Christmas, birthdays.</li> <li>Talk about the lives of the people around them and their roles in society.</li> </ul> <p><b>Nursery rhymes</b></p> <p><i>Prior Learning Development Matters –Nursery</i></p> <ul style="list-style-type: none"> <li>Talk about what they see, using a wide vocabulary.</li> <li>Begin to make sense of their own life-story and family's history</li> <li>Remember and sing entire songs</li> </ul> <p><i>Progression in Learning to ELG</i></p> <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> </ul> <p><b>My Seaside town – Local</b></p> <p><i>Prior Learning Development Matters –Nursery</i></p> <ul style="list-style-type: none"> <li>Talk about what they see, using a wide vocabulary.</li> </ul> <p><i>Progression in Learning to ELG</i></p> <ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past</li> <li>Explore the natural world around them</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li><i>Use common words and phrases related to the passing of time (SL)</i></li> <li>Historical events, people and places in their own locality. (NC)</li> <li><i>Place events and objects in chronological order (SL)</i></li> </ul> <p><b>Who do you think you are?</b></p> <p><b>Spring 1 Local/ National</b></p> <ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality (NC).</li> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (NC)</li> <li><i>Use common words and phrases related to the passing of time (SL)</i></li> </ul> <p><b>Morecambe – a local study – Buildings through time Summer 1 Local</b></p> <ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality (NC).</li> <li><i>Use sources of information to find out about the past (SL)</i></li> </ul>	<p><b>Year 2</b></p> <p><i>Chronology - Place events and artefacts in order on a time line using dates where appropriate.(SL)</i></p> <ul style="list-style-type: none"> <li><i>Interpreting sources - Use artefacts, pictures, stories, online sources and databases to find out about the past. (SL)</i></li> <li><i>Identify some of the different ways the past has been represented.(SL)</i></li> <li><i>Understanding the past - Recognise that there are reasons why people in the past acted as they did.(SL)</i></li> <li><i>Communicate historically - Show an understanding of the concept of nation and a nation's history (SL)</i></li> </ul> <p><b>Y2 Nightingale or Seacole? National / Global Summer 1</b></p> <ul style="list-style-type: none"> <li><b>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (NC)</b></li> <li><i>Interpreting sources - Use artefacts, pictures, stories, online sources and databases to find out about the past.(SL)</i></li> <li><i>Identify some of the different ways the past has been represented.(SL)</i></li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li><i>Interpreting sources- Suggest suitable sources of evidence for historical enquiries (SL)</i></li> <li><i>Understanding the past - Describe the social, ethnic, cultural or religious diversity of past society. (SL)</i></li> <li><i>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.(SL)</i></li> <li><i>Communicate historically - Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. (SL)</i></li> </ul> <p><b>Stone Age to Iron Age Global Autumn 1</b></p> <ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age Identify different ways in which the past is represented</li> <li><i>Use dates and vocabulary relating to the passing of time and sequence events (SL)</i></li> <li><i>Develop their understanding that the past can be divided into different periods of time (SL)</i></li> <li><i>Sequence several events or artefacts (SL)</i></li> <li><i>Begin to give reasons for and results of the main events and changes (SL)</i></li> <li><i>Recognise similarities and differences between periods of time (SL)</i></li> </ul> <p><b>Local studies – Lancaster &amp; Morecambe Summer 1</b></p>

## History

### EYFS

#### ELG

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### Year 2

- *Chronology - Place events and artefacts in order on a time line using dates where appropriate.(SL)*
- *Understanding the past - Recognise that there are reasons why people in the past acted as they did.(SL)*

#### Beside the Seaside – A Morecambe study Local Summer 2

- Significant historical events, people and places in their own locality. (NC)
- *Observe and handle a range of sources of information to find out about the past (SL)*
- *Chronology - Place events and artefacts in order on a time line using dates where appropriate. (SL)*
- *Interpreting sources - Use artefacts*
- *pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. (SL)*
- *Understanding the past - Recognise that there are reasons why people in the past acted as they did. (SL)*
- *Communicate historically - Show an understanding of the concept of nation and a nation's history.(SL)*

	EYFS	Year 1	Year 2	Year 3
Geography	<p><b>My journey to school – what can I see? Local</b></p> <p><i>Prior Learning Development Matters –Nursery</i></p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story ad where they live.</li> </ul> <p><i>Progression in Learning to ELG</i></p> <ul style="list-style-type: none"> <li>To be able to describe the local environment by naming some of its simple features eg houses and roads.</li> <li>To be able to use this knowledge to draw a simple map, naming some features they see along the way.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> </ul> <p><b>Where in the World? Global</b></p> <p><i>Prior Learning Development Matters –Nursery</i></p> <ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> <p><i>Progression in Learning to ELG</i></p> <ul style="list-style-type: none"> <li><i>To be able to name the difference between their house/street and Handa's house and other types of housing in Africa, using pictures from the story.(SL)</i></li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>	<p><b>Y1 Seasons and weather (Mini – over 3 terms looking at the changes)</b></p> <ul style="list-style-type: none"> <li><b>Human and Physical geography</b> – identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and North &amp; South poles (NC)</li> <li><i>To observe and make records (pictures, photos and writing) of what they have seen in their immediate environment and during field work, using accurate vocabulary (SL)</i></li> <li><i>To use information books, stories and photographs as sources of information with support. (SL)</i></li> <li><i>Use simple field work skills (SL)</i></li> <li><i>To describe some reasons for looking after the environment.(SL)</i></li> </ul> <p><b>Where do I live? Local Spring 2</b></p> <ul style="list-style-type: none"> <li><b>Human and physical Geography</b> - use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (NC)</li> <li><b>Geographical skills</b> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (NC)</li> <li><i>To express their own views about people, places and the environment through pictures, speech and writing(SL)</i></li> </ul>	<p><b>Aquatic Pollution – continents and oceans Autumn 1</b></p> <ul style="list-style-type: none"> <li><b>Locational Knowledge</b> – name and locate the world's seven continents and five oceans. (NC)</li> <li><b>Geographical skills</b> – use world maps, atlases, and globes to identify continents and oceans.(NC)</li> <li><i>To begin to spatially match places (e.g. recognise Morecambe on a small scale and larger scale map)(SL)</i></li> <li><i>To be able to name the seven continents: Africa, Antarctica, Australia, Asia, Europe, North America, South America. To be able to name the 5 Oceans: Pacific Ocean, Atlantic Ocean, Indian Ocean, Antarctic Ocean (Southern Ocean) and Arctic Ocean. (SL)</i></li> <li><i>To use an atlas to locate (SL)</i></li> <li><i>To recognise some of the ways in which humans can affect the environment. (SL)</i></li> <li><i>To recognise some of the ways that they and their classmates/family can help to look after the environment (SL)</i></li> </ul> <p><b>Morecambe (Mini) Local Spring 2</b></p> <ul style="list-style-type: none"> <li><b>Human and Physical geography</b> – using basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, sea, ocean and river. Key human features, including: city, town, house, office, port, harbour and shop</li> </ul>	<p><b>Italy – Global Spring 2</b></p> <ul style="list-style-type: none"> <li><b>Locational Knowledge</b> – locate the world's countries, using maps to focus Europe (NC)</li> <li><b>Geographical skills and fieldwork</b> – locate the world's countries using maps with a particular focus on Europe (NC)</li> <li><i>To ask and respond to geographical questions using evidence to support their answers (SL)</i></li> <li><i>To communicate information about a topic in a range of ways such as news reports and diagrams (SL)</i></li> <li><i>To independently use a range of given secondary sources such as information books, photographs, diagrams, news articles, satellite images and aerial photographs and the internet as sources of information (SL)</i></li> <li><i>To use letter/no. coordinates to locate features on a map. To name and locate world countries using maps to focus on Europe (including Russia) (SL)</i></li> <li><i>To identify the position and significance of the equator, Northern Hemisphere and Southern Hemisphere (SL)</i></li> <li><i>To show awareness that different places have both similar and different physical features(SL)</i></li> <li><i>To be able to describe the difference between human-made physical features and natural physical features.(SL)</i></li> <li><i>To identify ways in which normal people can improve and damage the environment (SL)</i></li> </ul>

Geography	EYFS	Year 1	Year 2	Year 3
	<p style="text-align: center;"><b>EYFS</b></p> <p><b>Looking after my town (sustainability) Local</b></p> <p><i>Prior Learning Development Matters –Nursery</i></p> <ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> </ul> <p><i>Progression in Learning to ELG</i></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>	<p style="text-align: center;"><b>Year 1</b></p> <ul style="list-style-type: none"> <li><i>To use own symbols on simple map (SL)</i></li> <li><i>To recognise what a map is and why we use them.(SL)</i></li> <li><i>Begin to use directional vocabulary .(SL)</i></li> <li><i>To be able to describe some human features of their local environment using correct vocabulary (SL)</i></li> <li><i>To be able to describe some physical features of their local environment using correct vocabulary (SL)</i></li> <li><i>To be able to name four countries and capitals of the United Kingdom: England, Ireland, Scotland, Wales, London, Cardiff, Edinburgh, Dublin and its surrounding seas: The English Channel, North Sea, Irish Sea, Celtic Sea (SL)</i></li> </ul> <p><b>Biodiversity – Local Summer 2</b></p> <ul style="list-style-type: none"> <li><b>Geographical skills and fieldwork</b> - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (NC)</li> <li>use simple fieldwork and observational skills to study the geography of their school and its</li> <li>grounds and the key human and physical features of its surrounding environment.(NC)</li> </ul>	<p style="text-align: center;"><b>Year 2</b></p> <ul style="list-style-type: none"> <li><b>Geographical skills and fieldwork</b> – use aerial photos and plan perspectives to recognise landmarks. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (NC)</li> <li>Use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment. (NC)</li> <li><b>Place knowledge</b> - understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (NC)</li> <li><i>To observe and record what they have seen through photos, labelled diagrams, writing and charts, using accurate geographical vocabulary(SL)</i></li> <li><i>To use a range of secondary sources such as information books, photographs, diagrams, news articles and the internet as sources of information, with support (SL)</i></li> <li><i>Use large scale, vertical aerial photographs. (SL)</i></li> <li><i>To follow and plan a route on a map with support (SL)</i></li> <li><i>To be able to describe some human features of their local environment using correct vocabulary(SL)</i></li> <li><i>To be able to describe some physical features of their local environment using correct vocabulary (SL)</i></li> </ul>	<p style="text-align: center;"><b>Year 3</b></p> <p><b>Settlements – Local</b></p> <p><i>Locational Knowledge</i></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (NC)</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li><i>To ask and respond to geographical questions using evidence to support their answers.</i></li> <li><i>To use a range of methods such as questionnaires and surveys to collect evidence.</i></li> <li><i>To communicate information about a topic in a range of ways such as news reports, diagrams and through</i></li> <li><i>To be able to explain what places are like using maps at a local scale.</i></li> <li><i>To use 4-figure coordinates to locate features.</i></li> <li><i>I can use maps and aerial views to help me talk about for example, views from high places</i></li> <li><i>I can highlight areas within a given radius.</i></li> <li><i>To show awareness that different places have both similar and different human and physical features</i></li> <li><i>To identify ways in which normal people can improve and damage the environment</i></li> <li><i>I can add photographs to specific locations.</i></li> </ul>



<b>Geography</b>		<p style="text-align: center;"><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• <i>To ask simple geographical questions about their familiar world</i></li> <li>• <i>To use a simple picture map to move around the school.</i></li> <li>• <i>To describe some reasons for looking after the environment.</i></li> <li>• <i>To be able to list more than one way in which they can look after the environment.</i></li> </ul>	<p style="text-align: center;"><b>Year 2</b></p> <p><b>Morecambe to Mombasa – Local / Global Summer 2</b></p> <p><b>Locational Knowledge</b> – name and locate the world’s seven continents and five oceans. (NC)  <b>Place knowledge</b> – understand geographical similarities and differences through studying the human and physical geography of a small area in the UK and a small area in a contrasting non- European country (NC)  <b>Human and physical geography</b> – locate of hot and cold areas of the world in relation to the Equator.(NC)</p>	<p style="text-align: center;"><b>Year 3</b></p> <p><b>The UK –Mini focus on Lake District – Local / National</b></p> <p><b>Locational Knowledge</b> – name and locate counties and cities of the UK, identify the human and physical characteristics, key topographical features (hills, mountains) (NC)  <b>Geographical skills and fieldwork</b> – 4 &amp; 6 figure grid references. Use maps and digital computer mapping (NC)</p> <ul style="list-style-type: none"> <li>• <i>To ask and respond to geographical questions using evidence to support their answers (SL)</i></li> <li>• <i>To describe, compare and offer reasons for their own views and other people’s views about geographical issues. (SL)</i></li> <li>• <i>To independently use a range of given secondary sources such as information books, photographs, diagrams, news articles, satellite images and aerial photographs and the internet as sources of information(SL)</i></li> <li>• <i>To use the 4 compass points to follow/give directions.(SL)</i></li> <li>• <i>I know that 6-figure Grid References can help you find a place more accurately than 4-figure coordinates.(SL)</i></li> <li>• <i>Locate cities of the UK, geographical regions and their identifying human and physical characteristics, eg, rivers, mountains, coasts</i></li> <li>• <i>To use standard symbols(SL)</i></li> <li>• <i>I can explain what places are like using maps at a local scale.(SL)</i></li> <li>• <i>I recognise that contours show height and slope. (SL)</i></li> <li>• <i>I can use grid references in the search function (SL)</i></li> <li>• <i>I can use the grid reference tool to record a location.(SL)</i></li> <li>• <i>To be able to describe the difference between human-made physical features and natural physical features.(SL)</i></li> <li>• <i>To identify ways in which normal people can improve and damage the environment(SL)</i></li> <li>• <i>To recognise different ways people may seek to manage environments sustainably, and identify opportunities for their own involvement.(SL)</i></li> </ul>
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	EYFS	Year 1	Year 2	Year3
<b>Art</b>	<p><b>Colours and colour mixing</b> <i>Prior Learning Development Matters –Nursery</i></p> <ul style="list-style-type: none"> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc</li> <li>Explore colour and colour-mixing.</li> </ul> <p><i>Progression in Learning to ELG</i></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>To safely use and explore materials, tools and techniques, experimenting with colour, design, texture form and function.</li> </ul> <p><b>Exploring and experimenting in the Natural World</b> <i>Prior Learning Development Matters –Nursery</i></p> <ul style="list-style-type: none"> <li>Explore different materials freely, to develop their ideas about how to use them and what to make</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> </ul> <p><i>Progression in Learning to ELG</i></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>To safely use and explore materials, tools and techniques, experimenting with colour, design, texture form and function.</li> </ul>	<p><b>Drip painting technique Abstract expressionist movement Autumn 1</b></p> <ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (NC)</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (NC)</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Enjoys making marks, signs and symbols on a variety of types of paper and will use a variety/all tools/media offered.</li> <li>Will work spontaneously expressively using marks, lines and curves.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>To use colour and painting skills and apply surface techniques to create or suggest a place, time or season.</li> <li>To create an abstract painting by dribbling, throwing, and splashing paint.</li> <li>To apply paint of different consistencies to different surfaces to see the effects it makes.</li> </ul> <p><b>Skills development and practise</b> <b>Trip to the promenade – drawings of boats/ jetty / birds. (Mini)</b></p> <p><b>Seascapes</b></p> <ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (NC)</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (NC)</li> </ul>	<p><b>Abstract</b></p> <ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (NC)</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (NC)</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.(NC)</li> </ul> <p><b>Line drawing</b></p> <ul style="list-style-type: none"> <li>To use line to represent objects seen, remembered, or imagined working spontaneously and expressively.(SL)</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>To mix paint to create secondary colours. (SL)</li> <li>To create tints with paint by adding white. (SL)</li> <li>To create tones with paint by adding black.(SL)</li> <li>To investigate, experiment, mix and apply colour for purposes to represent ideas and convey mood. (SL)</li> </ul> <p><b>Skills development and practise</b> <b>Still life drawing – groups of objects (bottles/fruit) using shading/different grades of pencil/crosshatching.</b></p> <p><b>Still life</b></p> <ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (NC)</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (NC)</li> </ul>	<p><b>Cityscapes</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas (NC)</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] (NC)</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To use and manipulate a range of drawing tools with control and dexterity.</li> <li>To use line, tone, shape and mark to represent things seen.</li> <li>To draw in line with care when drawing in scale, applying rules of simple perspective.</li> <li>To create work with fore, middle and background with a horizon and vanishing point.</li> <li>To produce an observational drawing from a building to use in their cityscape.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>To mix and use primary and secondary colours with the addition of black and white and other hues.</li> <li>To create a background using a wash.</li> <li>To explore different types of brushes for specific purposes.</li> <li>To represent a cityscape using watercolours, selecting appropriate brushes.</li> </ul> <p><b>Skills development and practise</b> <b>Trip to promenade – Observational drawings of buildings from different eras (winter gardens/Alhambra)</b></p>

Art	EYFS	Year 1	Year 2	Year 3
	<p><b>Adapting and Explaining</b>  <i>Prior Learning Development Matters –Nursery</i></p> <ul style="list-style-type: none"> <li>Join different materials and explore different textures. Use drawing to represent ideas like movement or loud noises.</li> </ul> <p><i>Progression in Learning to ELG</i></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul> <p><b>Sketching and Sustainability</b>  <i>Prior Learning Development Matters –Nursery</i></p> <ul style="list-style-type: none"> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details</li> </ul> <p><i>Progression in Learning to ELG</i></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To draw carefully in line from observation, recording shapes and positioning all marks/features with some care.</li> <li>To use line and tone to represent things seen, remembered, and observed.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>To select and use different brushes to explore and make marks of different thicknesses and wet and dry paint techniques.</li> <li>To investigate mark making using thick brushes, sponge brushes for a particular effect.</li> <li>To investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood.</li> <li>To spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context.</li> <li>To use colour and painting skills and apply surface techniques to create or suggest a place, time or season.</li> </ul> <p><b>Skills development and practise</b>  <b>Observational drawings of plants/ leaves – link to science.</b></p> <p><b>Portraits</b></p> <ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (NC)</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate marks and represent their observation, memories, and ideas with purpose/intention.</li> <li>To use pencils to create lines of different thickness in drawings.</li> </ul>	<p><b>Drawing – Skills development</b></p> <ul style="list-style-type: none"> <li>To choose three different grades of pencil when drawing.</li> <li>To use a viewfinder to focus on a specific part of an artefact before drawing it.</li> <li>To use line and tone to represent things seen, remembered, or observed.</li> <li>To record ideas, observations, and design as a visual journal to support the development of ideas and skills.</li> </ul> <p><b>3D work/sculpture</b></p> <ul style="list-style-type: none"> <li>To use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care.</li> <li>To feel, recognise and control surface experimenting with basic tools on rigid/pliable materials.</li> <li>To respond to sculptures and craft artists to help them adapt and make their own work.</li> </ul> <p><b>Skills development and practise</b>  <b>Collage – cutting/tearing skills and techniques.</b></p> <p><b>Fauvism - Colour</b></p> <ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (NC)</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (NC)</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To enjoys making marks, signs and symbols on a variety of types of paper and will use a variety/all tools/media offered. (oil pastels)</li> </ul>	<p><b>Coastal landscapes – Impressionism</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas (NC)</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] (NC)</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To use line, tone, shape and mark with care to represent things seen, imagined or remembered.</li> <li>To make quick studies from observation with some fluency.</li> <li>To use drawing to design and arrange research and elements of ideas to compose and plan paintings.</li> </ul> <p><b>Skills development and practise</b>  <b>Drawing like a caveman – Access art link <a href="https://www.accessart.org.uk/drawing-like-a-caveman/">https://www.accessart.org.uk/drawing-like-a-caveman/</a></b></p> <p><b>Beatrix Potter – Botanical drawings</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas (NC)</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] (NC)</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To use different grades of pencil to shade and to show different tones and textures.</li> <li>To explores shading, using different media to achieve a range of light and dark tones, black to white.</li> <li>To draw familiar things from different viewpoints and combines images to make new images.</li> </ul>

# Art

## EYFS

### Portraits

#### *Prior Learning Development Matters –Nursery*

- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc

#### *Progression in Learning to ELG*

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.

#### *ELG*

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

## Year 1

- To show how people feel in drawings.
- To record ideas, observations, and designs in a visual journal to support the development of ideas and skills.

### Skills development and practise – independent piece

## Year 2

- To work spontaneously expressively using marks, lines, and curves.

- To explore tone using different grades of pencil, pastel and chalk.

### Printing

- To create a printing piece of art by pressing, rolling, rubbing and stamping.
- To mono print by marking onto an ink block, controlling line and tone using tools and pressure.
- To create a piece of art in response to the work of Matisse's cut outs.

### Skills development and practise – independent piece

## Year 3

- To use pen and ink to add line work to painting.

### Painting/ink

- To introduce different types of brushes/tools for specific purposes.
- To represent things observed, remembered or imagined, using colour selecting appropriate paint and brushes.
- To combine pencil and watercolours to create a piece of art.
- To build layers of the watercolours, applying a background and adding paint to the foreground.

### Printing

- To design a complex pattern made up from two of more motifs and print a tiled version.
- To explore colour mixing through printing, using two coloured inks a roller and stencil or press print.

### Skills development and practise – independent piece

Music	EYFS	Year 1	Year 2	Year 3
	<p>Charanga units</p> <ul style="list-style-type: none"> <li>• Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them.</li> <li>• Recognise and explore how sounds can be changed</li> <li>• Sing simple songs from memory</li> <li>• Recognise repeated sounds and sound patterns</li> <li>• Explore the different sounds of instruments</li> <li>• Begin to build a repertoire of songs</li> </ul>	<p>Charanga units</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes (NC)</li> <li>• play tuned and un tuned instruments musically(NC)</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music (NC)</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music. (NC)</li> <li>• Use their voices confidently in different ways (SL)</li> <li>• Follow pitch movements with their hands and use high, low and middle voices (SL)</li> <li>• Create and choose sounds in response to given starting points (SL)</li> <li>• Respond verbally and physically to different musical moods (SL)</li> <li>• Recognise and explore how sounds can be made and changed (SL)</li> <li>• Identify the beat in different pieces of music (SL)</li> <li>• Identify long and short sounds in music Repeat short, rhythmic and melodic patterns to a given beat (SL)</li> <li>• Respond appropriately to musical instructions (SL)</li> </ul>	<p>Charanga units</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes (NC)</li> <li>• play tuned and un tuned instruments musically(NC)</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music (NC)</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music. (NC)</li> <li>• Begin to sing in tune with expression and control (SL)</li> <li>• Recall, perform and accompany simple songs, sequences and rhythmic patterns (SL)</li> <li>• Play musical instruments with expression and control, listening and observing carefully (SL)</li> <li>• Identify the beat and join in getting faster and slower together (SL)</li> <li>• Perform long and short sounds in music in response to symbols (SL)</li> <li>• Select and order sounds within simple structures and sounds in response to given starting points (SL)</li> <li>• Use musical elements e.g. tempo, pitch to create different moods and effects (SL)</li> <li>• Improve their own work (SL)</li> <li>• Recognise and explore how sounds can be organised (SL)</li> <li>• Represent sounds with symbols(SL)</li> </ul>	<p>Charanga units</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations(NC)</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians(NC)</li> <li>• Develop an understanding of the history of music. (NC)</li> <li>• Begin to sing in tune expressively with an awareness of beat and rhythm (SL)</li> <li>• Begin to recognise, recall and perform simple rhythmic patterns (SL)</li> <li>• Explore the way sounds can be combined and used expressively(SL)</li> <li>• Improvise repeated patterns (SL)</li> <li>• Recognise and explore different combinations of pitch sounds(SL)</li> </ul>

	EYFS	Year 1	Year 2	Year 3
<b>DT</b>	<p><b>Structure</b> <i>Prior Learning Development Matters –Nursery</i></p> <ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> </ul> <p><i>Progression in Learning to ELG</i></p> <ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively sharing ideas, resources and skills.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>To safely use and explore materials, tools and techniques, experimenting with colour, design, texture form and function.</li> </ul> <p><b>Food</b> <i>Prior Learning Development Matters –Nursery</i></p> <ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> </ul> <p><i>Progression in Learning to ELG</i></p> <ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively sharing ideas, resources and skills.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>To safely use and explore materials, tools and techniques, experimenting with colour, design, texture form and function.</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> <li>Generate and talk about their own ideas</li> <li>Identify a target group for what they intend to design and make</li> <li>Communicate their ideas using a variety of methods e.g. drawing</li> <li>Follow safe procedures</li> <li>Take account of simple properties of materials when deciding how to cut, shape, combine and join them</li> <li>Use tools and materials with help</li> <li>Explore the sensory qualities of materials</li> <li>Talk about their ideas, saying what they like and dislike</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> <li>Generate and communicate ideas</li> <li>Identify a purpose for what they intend to design and make</li> <li>Identify simple design criteria then plan what to do next, using a variety of methods</li> <li>Select tools, techniques and materials</li> <li>Measure, mark, cut out and shape a range of materials</li> <li>Take account of properties of materials when deciding how to cut, shape, combine and join them</li> <li>Use basic sewing techniques</li> <li>Use simple finishing techniques</li> <li>Talk about their ideas, saying what they like and dislike and evaluate against their design criteria</li> <li>Identify what they could have done differently or how they could improve their work in the future</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>apply their understanding of computing to program, monitor and control their products.</li> <li>Generate, develop and explain ideas for products to meet a range of needs</li> <li>Identify a purpose and establish criteria for a successful product</li> <li>Plan and order what to do</li> <li>Communicate design ideas in different ways e.g. models, drawings</li> </ul>

DT	<p style="text-align: center;"><b>EYFS</b></p> <p><b>Joining</b></p> <p><i>Prior Learning Development Matters –Nursery</i></p> <ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Join different materials and explore different textures.</li> </ul> <p><i>Progression in Learning to ELG</i></p> <ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively sharing ideas, resources and skills.</li> </ul> <p><i>ELG</i></p> <ul style="list-style-type: none"> <li>Make use of props and materials when role playing characters and narratives in stories.</li> <li>Share creations, explaining the processes used.</li> </ul>			<p style="text-align: center;"><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Selecting appropriate tools and techniques, name and describe them</li> <li>Explore how to use materials and processes</li> <li>Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with some accuracy</li> <li>Reflect on their progress, identifying ways they could improve their products</li> </ul>
		<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
RE	<ul style="list-style-type: none"> <li>Express meanings associated with religious artefacts</li> <li>Reflect on the words and actions of characters. Decide what they would do in similar situations</li> <li>Using role play as a stimulus, describe ways that people show love and care for each other and why this is important</li> <li>Discuss issues of right and wrong and how humans help each other</li> <li>Share own and others experiences and feelings</li> </ul>	<p><b>Christianity – God</b></p> <ul style="list-style-type: none"> <li>Name and explore a range of celebrations</li> <li>Respond to a range of religious and moral stories and talk about their meanings.</li> <li>Identify religious symbols.</li> <li>Recognise that religious teachings and ideas make a difference to the lives of individuals, families and communities.</li> <li>Begin to use moral and religious words.</li> </ul>	<p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>Identify religious symbols.</li> <li>Suggest meanings for religious symbols.</li> <li>Recognise how celebrations and worship make a difference to individuals, families and local communities.</li> <li>Respond to a range of sacred writings and talk about their meanings.</li> <li>Identify similarities where appropriate.</li> </ul> <p><b>Christianity – God</b></p> <ul style="list-style-type: none"> <li>Identify religious symbols.</li> <li>Suggest meanings for religious symbols.</li> <li>Respond to a range of sacred writings and talk about their meanings.</li> <li>Identify similarities where appropriate.</li> </ul>	<p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>To investigate and explore the meaning of their own names.</li> <li>To ask relevant questions to extend what they already know.</li> <li>To listen to the views of others and express their own opinions, giving reasons.</li> <li>To investigate and explore the meaning of the Buddha’s name and facts about his life.</li> <li>To investigate and explore the meaning of the story of the Enlightenment.</li> <li>Compare and contrast it to stories from other religions.</li> <li>Investigate and explore the meaning of the Festival of Wesek .</li> <li>Compare and contrast it to other festivals, thinking about similarities and differences.</li> <li>Express their own opinions about the life of the Buddha, giving reasons.</li> </ul>

<p><b>R.E</b></p>		<p style="text-align: center;"><b>Year 1</b></p> <p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>• Name and explore a range of celebrations</li> <li>• Identify what matters most to them, in relation to religious and spiritual feelings, experiences and concepts.</li> <li>• Recognise that religious teachings and ideas make a difference to the lives of individuals, families and communities.</li> </ul> <p><b>Christianity – Jesus</b></p> <ul style="list-style-type: none"> <li>• Respond to a range of religious and moral stories and talk about their meanings.</li> <li>• Identify religious symbols.</li> <li>• Identify what matters most to them, in relation to religious and spiritual feelings, experiences and concepts.</li> <li>• Reflect on how moral values relate to their own behaviour.</li> </ul> <p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>• Identify what matters most to them, in relation to religious and spiritual feelings, experiences and concepts.</li> <li>• Identify the importance, for some people, of belonging to a religion or holding special beliefs.</li> <li>• Reflect on how moral values relate to their own behaviour.</li> </ul> <p><b>Christianity- The Church</b></p> <ul style="list-style-type: none"> <li>• Identify the importance, for some people, of belonging to a religion or holding special beliefs.</li> <li>• Identify religious symbols.</li> </ul>	<p style="text-align: center;"><b>Year 2</b></p> <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>• Recognise how celebrations and worship make a difference to individuals, families and local communities.</li> <li>• Name and explore a range of worship styles and rituals.</li> <li>• Reflect on and communicate what matters most and puzzles them most in relation to religious and spiritual feelings, experiences and concepts.</li> <li>• Identify similarities where appropriate.</li> </ul> <p><b>Christianity - Jesus</b></p> <ul style="list-style-type: none"> <li>• Name and explore a range of worship styles and rituals.</li> <li>• Reflect on how spiritual values relate to their own behaviour.</li> <li>• Reflect on and communicate what matters most and puzzles them most in relation to religious and spiritual feelings, experiences and concepts.</li> </ul> <p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>• Suggest meanings for religious symbols.</li> <li>• Recognise how celebrations and worship make a difference to individuals, families and local communities.</li> <li>• Reflect on and communicate what matters most and puzzles them most in relation to religious and spiritual feelings, experiences and concepts.</li> <li>• Explore and reflect on how religious ideas and beliefs can be expressed through the arts.</li> </ul> <p><b>Christianity – The church</b></p> <ul style="list-style-type: none"> <li>• Suggest meanings for religious symbols.</li> <li>• Recognise how celebrations and worship make a difference to individuals, families and local communities.</li> <li>• Reflect on and communicate what matters most and puzzles them most in relation to religious and spiritual feelings, experiences and concepts.</li> </ul>	<p style="text-align: center;"><b>Year 3</b></p> <p><b>Christianity - God</b></p> <ul style="list-style-type: none"> <li>• Recognise, describe and interpret how actions are used to express beliefs.</li> <li>• Explore and discuss some moral and religious stories, sacred writings and sources, placing them in the context of the belief system.</li> <li>• Investigate and suggest meanings for celebrations, worship and rituals, thinking about similarities and differences.</li> <li>• Respond to questions of meaning and purpose in life, speculating about questions and opinions.</li> </ul> <p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>• Explore and discuss some moral and religious stories, sacred writings and sources, placing them in the context of the belief system.</li> <li>• Respond to questions of meaning and purpose in life, speculating about questions and opinions.</li> </ul> <p><b>Christianity – Jesus</b></p> <ul style="list-style-type: none"> <li>• Explore and discuss some moral and religious stories, sacred writings and sources, placing them in the context of the belief system.</li> <li>• Investigate and suggest meanings for celebrations, worship and rituals, thinking about similarities and differences.</li> <li>• Respond to questions of meaning and purpose in life, speculating about questions and opinions.</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>• Recognise, describe and interpret how actions are used to express beliefs.</li> <li>• Explore and discuss some moral and religious stories, sacred writings and sources, placing them in the context of the belief system.</li> <li>• Explore and reflect on how religious ideas and beliefs can be expressed through the arts.</li> </ul> <p><b>Christianity – The church</b></p> <ul style="list-style-type: none"> <li>• Recognise, describe and interpret how actions are used to express beliefs.</li> <li>• Respond to questions of meaning and purpose in life, speculating about questions and opinions.</li> </ul>



	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>P.E</b>	<ul style="list-style-type: none"> <li>• Move with confidence, imagination and in safety</li> <li>• Move with control and coordination</li> <li>• Show awareness of space, of themselves and of others</li> <li>• Travel around, under, over and through balancing and climbing equipment</li> <li>• Be aware of dangerous places and equipment</li> <li>• Experiment with different ways of moving in order to express and respond to feelings, ideas and experiences</li> <li>• Recognise the importance of keeping healthy and those things which contribute to this</li> <li>• Recognise the changes that happen to their bodies when they are active</li> <li>• Show some understanding of a range of healthy practices with regard to eating, sleeping and hygiene</li> </ul>	<p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>• Recognise the benefits of regular exercise and how their bodies feel when they exercise (SL)</li> <li>• <b>Develop control and coordination of physical movements (NC)</b></li> <li>• Devise and use repeat compositions and sequences in physical activities (SL)</li> <li>• Improve performance by observation and use criteria for evaluation (SL)</li> <li>• <b>Perform dances using simple movement patterns (NC)</b></li> <li>• <b>Apply basic movements (NC)</b></li> <li>• Recognise, observe and apply rules in competitive and cooperative games and other physical activities (SL)</li> <li>• <b>Use and apply simple tactics and strategies in team games (NC)</b></li> <li>• Recognise why healthy eating and physical activity are beneficial (SL)</li> <li>• Make healthy eating choices and prepare simple healthy food (SL)</li> <li>• Recognise that some substances can help or harm the body (SL)</li> <li>• <b>Perform dances using simple movement patterns (NC)</b></li> <li>• <b>Apply basic movements (NC)</b></li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Develop fundamental movement skills</li> <li>• Perform dances using simple movement patterns</li> </ul> <p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>• Master basic movements including dribbling, passing, shooting, as well as developing balance, agility and co-ordination.</li> <li>• Participate in team games, developing simple tactics for attacking and defending</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Become increasingly competent and confident using gym equipment and show agility, balance and coordination.</li> </ul> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>• Master basic movements including dribbling, passing, shooting, as well as developing balance, agility and co-ordination.</li> <li>• Participate in team games, developing simple tactics for attacking and defending</li> </ul>	<p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>• Over the course of the year children will Control and coordinate their bodies and movements with increasing skill and confidence</li> <li>• Follow and apply more complex rules in a range of competitive and cooperative games and physical activities,</li> <li>• develop physical skills and techniques through observation, evaluation and refinement and use repetition and practice to reach higher standards, use tactics, strategies and compositional ideas to achieve set objectives and improve performance,</li> <li>• recognise ways in which stamina and flexibility can be improved through daily physical activity.</li> </ul> <p><b>Netball</b></p> <ul style="list-style-type: none"> <li>• Throw and catch with control when under limited pressure to keep possession and score goals</li> <li>• Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding and net games</li> <li>• Begin to understand the importance of warming up</li> </ul> <p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>• Throw and catch with control when under limited pressure to keep possession and score goals</li> <li>• Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding and net games</li> <li>• Identify that playing extended games improves their stamina</li> <li>• Know and describe the effects of different exercise activities on the body and how to improve stamina</li> </ul> <p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>• Throw and catch with control when under limited pressure to score.</li> <li>• Identify that playing extended games improves their stamina</li> <li>• Recognise good performances in themselves and others and use what they have learned to improve their own work</li> </ul>

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Comp-Uting</b>	<p><b>Word Processing</b></p> <ul style="list-style-type: none"> <li>Play a touch screen game</li> <li>Use a computer, keyboard and mouse in role play</li> <li>Type intended letters using a keyboard and a tablet</li> <li>Dictate a short sentence into a device</li> </ul> <p><b>Data Handling</b></p> <ul style="list-style-type: none"> <li>Sort a given set of object into groups</li> <li>Take a picture and discuss how the groups were sorted</li> <li>Present my learning on a digital device</li> </ul> <p><b>Images and Video</b></p> <ul style="list-style-type: none"> <li>Take a photograph</li> <li>Take a video</li> <li>Watch the video back</li> <li>Use the photograph in an app</li> <li>Use a paining app</li> <li>Edit a picture using paint and brush tools</li> </ul> <p><b>Animation and video</b></p> <ul style="list-style-type: none"> <li>Speak in role over an image or photo</li> <li>Create a simple animation to tell a story</li> </ul> <p><b>Programming and Coding</b></p> <ul style="list-style-type: none"> <li>Use a mouse and a touch screen to target and select options on screen</li> <li>Input simple commands to control a digital device</li> </ul> <p>Education for a connected world materials</p>	<ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions(NC)</li> <li>create and debug simple programs (NC)</li> <li>use logical reasoning to predict the behaviour of simple programs (NC)</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content (NC)</li> <li>recognise common uses of information technology beyond school (NC)</li> <li>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.(NC)</li> <li>Explore digital resources by using hyperlinks and simple menus</li> <li>Use the internet and other digital sources to find out about significant issues, events and people and explore real and imaginary locations (SL)</li> <li>Collect, sort, record and represent information to inform investigations and designs (SL)</li> <li>Draw conclusions from data collected (SL)</li> <li>Give instructions to make things happen using programmable devices (SL)</li> <li>Use ICT to capture information</li> <li>Try alternatives using a range of tools and techniques to alter text, images and sounds (SL)</li> <li>Combine written text with graphics, sound and moving images and present work appropriately(SL)</li> <li>Use ICT to communicate with unknown audiences (SL)</li> <li>Use strategies to stay safe when using ICT and the internet (SL)</li> </ul>	<ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions(NC)</li> <li>create and debug simple programs (NC)</li> <li>use logical reasoning to predict the behaviour of simple programs (NC)</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content (NC)</li> <li>recognise common uses of information technology beyond school (NC)</li> <li>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.(NC)</li> <li>Explore digital resources by using hyperlinks and simple menus</li> <li>Use the internet and other digital sources to find out about significant issues, events and people and explore real and imaginary locations(SL)</li> <li>Collect, sort, record and represent information to inform investigations and designs (SL)</li> <li>Draw conclusions from data collected (SL)</li> <li>Give instructions to make things happen using programmable devices (SL)</li> <li>Use ICT to capture information (SL)</li> <li>Try alternatives using a range of tools and techniques to alter text, images and sounds(SL)</li> <li>Combine written text with graphics, sound and moving images and present work appropriately (SL)</li> <li>Use ICT to communicate with unknown audiences (SL)</li> <li>Use strategies to stay safe when using ICT and the internet (SL)</li> </ul>	<ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts (NC)</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output (NC)</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs(NC)</li> <li>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration (NC)</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (NC)</li> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (NC)</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.(NC)</li> <li>Use key words to search for and select appropriate information from the internet and other digital sources(SL)</li> <li>Verify the accuracy and reliability of the information found, distinguishing between fact and opinion (SL)</li> <li>Use ICT to collect and structure information, including the use of surveys, so that it can be searched and analysed, including the use of appropriate field headings and data types (SL)</li> <li>Capture, record and analyse data using sensors in order to support observations and investigations (SL)</li> </ul>

<b>Comp- uting</b>				<p style="text-align: center;"><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Use ICT to explore a range of number patterns and models including changing values and asking “what if?” questions (SL)</li> <li>• Refine sequences of instructions to control events or make things happen using ICT (SL)</li> <li>• Use ICT to explore alternative ideas in order to refine and improve outcomes and performances(SL)</li> <li>• Use a variety of ICT tools to create, refine and present work in a variety of ways (SL)</li> <li>• Use ICT to exchange ideas and collaborate with others remotely (SL)</li> <li>• Use ICT safely and appreciate the need to keep electronic data secure(SL)</li> <li>• Explore alternative approaches to develop and refine communication (SL)</li> <li>• Refine sequences of instructions (SL)</li> <li>• Explore alternative approaches to develop and refine work (SL)</li> <li>• Use features of layout, presentation and organisation in print and on screen (SL)</li> </ul>
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>PSHE</b>	<b>Jigsaw</b> <ul style="list-style-type: none"> <li>• Recognise why healthy eating and physical activity are beneficial</li> <li>• Make healthy eating choices and prepare simple healthy food</li> <li>• Recognise that some substances can help or harm the body</li> <li>• Recognise the simple physical changes to their bodies experienced since birth and explore the similarities and differences between people</li> <li>• Manage personal hygiene</li> <li>• Identify different relationships that they have and why these are important</li> <li>• Know how to recognise, manage and control strong feelings and emotions</li> <li>• Investigate the different types of work people do and learn about different places of work</li> </ul>	<b>Jigsaw</b> <ul style="list-style-type: none"> <li>• Identify the importance of rules and be able to recognise the difference between right and wrong and what is fair and unfair (SL)</li> <li>• Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. (SL)</li> <li>• Name major internal body parts – heart, blood, lungs, stomach, small and large intestines, brain and know how food, water and air get into the body and blood. (SL)</li> <li>• Understand that medicines can sometimes make people feel better when they’re ill and understand issues of safety and responsibility. (SL)</li> <li>• Recognise, name and understand how to deal with feelings (e.g. anger, loneliness). (SL)</li> </ul>	<b>Jigsaw</b> <ul style="list-style-type: none"> <li>• Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.</li> <li>• Name major internal body parts – heart, blood, lungs, stomach, small and large intestines, brain and know how food, water and air get into the body and blood.</li> <li>• Understand that medicines can sometimes make people feel better when they’re ill and understand issues of safety and responsibility</li> <li>• Recognise, name and understand how to deal with feelings (e.g. anger, loneliness).</li> </ul>	<b>Jigsaw</b> <ul style="list-style-type: none"> <li>• Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.</li> <li>• Name major internal body parts – heart, blood, lungs, stomach, small and large intestines, liver, brain and know how food, water and air get into the body and blood.</li> <li>• Understand how the brain sends and receives messages through the nerves.</li> <li>• Understand that medicines are drugs and the times that they can be helpful or harmful.</li> <li>• Understand that nicotine and alcohol are drugs and begin to understand the ways in which they can be harmful to the body.</li> </ul>

	<p style="text-align: center;"><b>EYFS</b></p> <ul style="list-style-type: none"><li>• Recognise where money comes from and the choices people make to spend money on things they want and need</li><li>• Identify ways to contribute to enterprise activities</li></ul>	<p style="text-align: center;"><b>Year 1</b></p> <ul style="list-style-type: none"><li>• Understand the difference between bullying and isolated unkind behaviour. (SL)</li><li>• Understand that that there are different types of bullying and unkind behaviour. (SL)</li><li>• Understand that bullying is unacceptable, but know that for most of the time, most children do not take part in bullying behaviour, or experience bullying. (SL)</li><li>• Know where someone could get help if they were being upset by someone else's behaviour. (SL)</li></ul>	<p style="text-align: center;"><b>Year 2</b></p> <ul style="list-style-type: none"><li>• Understand the difference between bullying and isolated unkind behaviour.</li><li>• Understand that that there are different types of bullying and unkind behaviour.</li><li>• Understand that bullying is unacceptable, but know that for most of the time, most children do not take part in bullying behaviour, or experience bullying.</li><li>• Know where someone could get help if they were being upset by someone else's behaviour.</li></ul>	
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