








Art and Design Skills Y1/2

	Year A	Year B
Generic skills	<p>Record and explore ideas from first hand observations</p> <p>Ask and answer questions about the starting points for their work</p> <p>Develop their ideas - try things out, change their minds</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p> <p>Record and explore ideas from first hand observations</p> <p>Ask and answer questions about the starting points for their work</p> <p>Develop their ideas - try things out, change their minds</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work</p>	
Drawing 	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Control the types of marks made with the range of media</p> <p><u>Lines and marks</u></p> <p>Name, match and draw lines/marks from observations. Invent new lines.</p> <p>Draw on different surfaces with a range of media. Use differently textured and sized media.</p> <p><u>Tone</u></p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Control the types of marks made with the range of media</p> <p><u>Shape</u></p> <p>Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.</p> <p><u>Texture</u></p> <p>Investigate textures by describing, naming, rubbing, copying.</p>
Painting 	<p>Use a variety of tools and techniques including different brush sizes and types</p> <p>Mix and match colours to artefacts and objects</p> <p>Work on different scales</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through</p> <p>Name different types of paint and their properties</p> <p><u>Colour</u></p> <p>Identify primary colours by name</p> <p>Mix primary shades and tones</p> <p><u>Texture</u></p> <p>Create textured paint by adding sand, plaster</p>	

<p>Printing</p> 		<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p> <p>Make simple marks on rollers and printing palettes</p> <p>Take simple prints i.e. mono -printing</p> <p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>Build repeating patterns and recognise pattern in the environment</p> <p>Create simple printing blocks with press print</p> <p>Design more repetitive patterns</p> <p><u>Colour</u></p> <p>Experiment with overprinting motifs and colour</p> <p><u>Texture</u></p> <p>Make rubbings to collect textures and patterns.</p>
<p>Textiles</p> 		<p>Match and sort fabrics and threads for colour, texture, length, size and shape</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</p> <p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue or by stitching</p> <p>Apply decoration using beads, buttons, feathers etc</p> <p>Create cords and plaits for decoration</p> <p><u>Colour</u></p> <p>Apply colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p> <p><u>Texture</u></p> <p>Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p>
<p>3-D and sculpture</p> 	<p>Manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Explore sculpture with a range of malleable media</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile</p> <p>Understand the safety and basic care of materials and tools</p> <p><u>Form</u></p> <p>Experiment with constructing and joining recycled, natural and manmade materials</p> <p>Use simple 2-D shapes to create a 3-D form</p> <p><u>Texture</u></p> <p>Change the surface of a malleable material e.g. build a textured tile</p>	
<p>Collage</p>	<p>Create images from a variety of media e.g. photocopies material, fabric,</p>	



crepe paper , magazines etc
Arrange and glue materials to different backgrounds
Sort and group materials for different purposes e.g. colour texture
Fold, crumple, tear and overlap papers
Work on different scales
Colour
Collect, sort, name match colours appropriate for an image
Shape
Create and arrange shapes appropriately
Texture
Create, select and use textured paper for an image




Digital media



Explore ideas using digital sources i.e. internet, CD-ROMs
Record visual information using digital cameras, video recorders
Use a simple graphics package to create images and effects with
Lines by changing the size of brushes in response to ideas
Shapes using eraser, shape and fill tools
Colours and Texture using simple filters to manipulate and create images
Use basic selection and cropping tools



Computing Skills Y1/2

	Year A	Year B
Generic skills	<p>Be able to print work using the Print icon</p> <p>Use both hands on the keyboard</p> <p>Load programs with support</p> <p>Know that work can be saved and retrieved</p> <p>Save work with support</p> <p>Retrieve work with support</p> <p>Experience a range of ICT equipment and software</p> <p>Talk about what they are doing with ICT</p> <p>With support, portable media devices to find information</p>	<p>Use appropriate ICT vocabulary</p> <p>Load programs independently</p> <p>Save work independently</p> <p>Retrieve work independently</p> <p>Plan what they are going to do</p> <p>Make simple modifications to their work (edit)</p> <p>Practise keyboard skills using both hands, try to use more than two fingers, and try to use the thumb on the spacebar.</p> <p>Experience a range of ICT equipment and software</p> <p>Describe their work and how they have used ICT</p> <p>Use portable media devices to find information</p> <p>With support (Favourites file, hyperlinks set up by the teacher) use the Internet to find information for a topic</p>
Graphics and digital video 	<p>Be able to use an art package as medium to convey their ideas, as one of a range of media available</p> <p>Be aware of a wider range of tools in the art package</p> <p>Be aware that digital pictures and video can be saved on a computer</p> <p>Use a digital camera or digital video camera to take appropriate pictures or video for a specific purpose</p> <p>Add captions or sound to digital pictures or video</p> <p>With support, be able to do simple manipulation of images using an art package or other software e.g. the digital camera's software</p>	
Sound 		<p>Use cassette recorders / dictaphones independently to record and playback sounds e.g. own voice, others voices</p> <p>Be aware that sound can be recorded on the computer as a sound file</p> <p>Use music software to experiment, create and play their own compositions</p> <p>With support, evaluate and modify (edit) their own compositions</p>
Multimedia 	<p>With support, use a storyboard to do simple editing of a sequence of digital pictures or video e.g. change sequence, add transitions</p>	
Word Processing and email	<p>Put text on screen</p> <p>Use upper and lower case</p>	<p>Know that text can be saved and retrieved</p> <p>Change the font style</p>



Use the space bar
 Use the Return key
 Use the Shift key to make a capital letter
 Use word lists to enter text
 With support, print their work using the Print icon

Change the font size
 Change the font colour
 Print their work using the Print icon
 Use the cursor (arrow) keys for simple on screen editing
 With support, import graphics and add text with support, write and send a short email e.g. to Santa

Programming



Control a programmable robot, with a purpose (defined by either teacher or child)
 Understand that , once programmed a programmable robot can repeat the same instructions
 Plan and create a sequence of instructions to a move a programmable robot

Data logging



Data handling

Colour	Number of Smarties	Frequency
Green		7
Orange		8
Blue		5
Pink		6
Yellow		11
Red		8
Purple		7
Brown		3
Key	= 2 smarties	

LINK TO MATHS

Develop simple classification skills based on practical sorting activities
 With support, use simple data plotting/ graphing programs to produce pictograms and other simple graphs
 Independently plot data as a pictogram, block chart or bar graph
 Be aware that graph types can be changed
 Interpret the graphs - discuss the graphs and answer simple questions
 Use the search tools in a prepared database to answer simple questions.

Spreadsheets



Foreign Language Skills Y1/2



Year A

Year B

Listening



Speaking



Reading



Writing







Intercultural understanding










Geography Skills Y1/2

Skill	Year A	Year B
Geographical Skills and Fieldwork 	Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. 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. Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.	
Location Knowledge 	Name and locate local town.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans.
Place Knowledge 	Observe and describe the human and physical geography of a small area of the United Kingdom.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country.
Human and Physical Geography 	Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.	Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. Use basic Geographical vocabulary to refer to key physical features (inc - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country.







History Skills Y1/2

Skill	Year A	Year B
Chronological understanding 	Recount changes in own life over time Put 3 people, events or objects in order using a given scale. Use words and phrases such as recently, before, after, now, later. Use past and present when telling others about an event.	
Knowledge and understanding of past events, people and changes in the past 	Identify the difference between past and present in own and other people's lives	Use information to describe the past. Use information to describe differences between then and now. Recount main events from a significant in history. Use evidence to explain reasons why people in past acted as they did.
Historical interpretation 	Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet, stories and pictures). Understands why some people in the past did things.	
Historical enquiry 	Finds answers to simple questions about the past from sources of information (e.g. pictures, stories)	Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?', Estimates the ages of people by studying and describing their features.
Organisation and communication 	Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).	Describes objects, people and events. Writes own date of birth. Writes simple stories and recounts about the past. Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.



Music Skills Y1/2

Skill	Year A	Year B
Controlling sounds through singing and playing (performing) 	<p>Sing songs in ensemble following the tune (melody) well. Use voice to good effect understanding the importance of warming up first. Perform in ensemble with instructions from the leader. Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).</p>	
Creating and developing musical ideas (composing) 	<p>Make a sequence of long and short sounds with help (duration). Clap longer rhythms with help. Make different sounds (high and low- pitch; loud and quiet- dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.- timbre).</p>	<p>Carefully choose sounds to achieve an effect (including use of ICT). Order sounds to create an effect (structure- beginnings/endings). Create short musical patterns. Create sequences of long and short sounds- rhythmic patterns (duration). Control playing instruments so they sound as they should. Use pitch changes to communicate an idea. Start to compose with two or three notes.</p>
Responding and reviewing (appraising) 	<p>Identify the pulse in music. Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). Start to recognise different instruments.</p>	
Listening and applying knowledge and understanding 	<p>Listen carefully and recall short rhythmic and melodic patterns. Use changes in dynamics, timbre and pitch to organise music. Change sounds to suit a situation. Make own sounds and symbols to make and record music. Start to look at basic formal notation- play by ear first. Know music can be played or listened to for a variety of purposes (in history/ different cultures). Know how sounds are made and changed. Use voice in different ways to create different effects.</p>	







PSHE Skills Y1/2

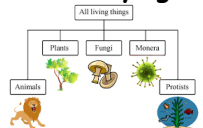



	Year A	Year B
(Including SEAL Units)	Express some of their positive qualities, and identify, name and demonstrate that they can manage some feelings	Demonstrate that they can identify, name and manage a wider range of feelings and recognise and express with confidence their positive qualities
New beginnings	Share their views and opinions and set themselves simple goals Make simple choices about some aspects of their health and well being and know what keeps them healthy	Share their views and opinions and reasons for them, and set more challenging goals both short and medium term
Getting on and falling out	Explain ways of keeping clean, name the main parts of the body and explain that people grow from young to old Talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations	Make choices about a wider range of aspects of their health and well being, and be more confident in their understanding about what keeps them healthy Explain ways of keeping clean, name the main parts of the body and describe some of the changes as people grow from young to old and the implications of this
Say no to bullying	Recognise that bullying is wrong and list some ways to get help in dealing with it	Describe more confidently their knowledge of the harmful aspects of some household products and medicines, and ways of keeping safe and ensuring the safety of others in familiar situations
Going for goals	Recognise the effect of their behaviour on other people, and cooperate with others	Understand simple definitions of bullying, describe why bullying is wrong and simple strategies for dealing with it and how to help victims
Good to be me	Identify and respect differences and similarities between people and explain different ways that family and friends should care for one another Take part in discussions with one other person and the whole class, and take part in a simple debate about topical issues	Recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties
Changes	Recognise choices they can make and recognise the difference between right and wrong	Identify, describe with confidence and respect differences and similarities between people and explain a wider range of ways that family and friends should care for one another
Staying Healthy	Agree and follow rules for their group and classroom, and understand how rules help them	Take part in discussions with one other person, in small groups and with the whole class, and contribute more confidently to simple debates
Keeping myself safe	Understand what improves and what harms their local, natural and built environments and contribute to looking after them Understand that they belong to various groups and communities, such as family and school, and begin to contribute to the life of the class and school	Recognise and be able to describe more confidently choices they can make and the difference between right and wrong
Our community	Realise that money comes from different sources and can be used for different purposes	Contribute more ideas for rules for the group and classroom, and refer to the rules in the context of their and others' behaviour
Relationships		Describe what improves and what harms their local, natural and built environments, what can be done and take more responsibility for looking after them
Internet safety		Describe more confidently different groups and communities they belong

		to, including family and school, and contribute actively to the life of the class and school Realise and be able to describe that money comes from different sources and different uses of it
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Science Skills Y1/2

	Year A	Year B
Working Scientifically	To use the following practical scientific methods, processes and skills (adult support may be needed) - Begin to use simple secondary sources to find answers. Begin to find information to help me from books and computers with help.	To use the following practical scientific methods, processes and skills with increasing confidence Use simple secondary sources to find answers. Find information to help me from books and computers with help.
Questioning and enquiring Planning 	Ask questions about the world around us. Recognise that they can be answered in different ways (different types of enquiry including - observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative tests, finding things out from secondary sources).	
Observing and measuring Pattern seeking 	Observe closely, using simple equipment. Use observations and ideas to suggest answers to questions. Observe changes over time and, with guidance, begin to notice patterns and relationships. Say what I am looking for and what I am measuring. Know how to use simple equipment safely. Use simple measurements and equipment with increasing independence (e.g. hand lenses and egg timers) Begin to progress from non-standard units, reading mm, cm, m, ml, l, °C	
Investigating 	Perform simple tests. Discuss my ideas about how to find things out. Say what happened in my investigation.	
Recording and reporting findings 	LINK TO MATHS/COMPUTING (DATA HANDLING) Gather and record data to help in answering questions. Record simple data. Record and communicate their findings in a range of ways. Show own results in a table that my teacher has provided.	

<p>Identifying, grouping and classifying</p> 	<p>Identify and classify. Observe and identify, compare and describe. Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.</p>
<p>Drawing Conclusions</p> 	<p>Talk about what they have found out and how they found it out. Say what happened in my investigation. Say whether I was surprised at the results or not. Say what I would change about my investigation.</p>
<p>Vocabulary</p> 	<p>Use simple scientific language and some science words. Use comparative language - bigger, faster etc</p>
<p>Understanding</p> 	<p>Talk about how science helps us in our daily lives eg. torches and lights help us see hen it is dark. Begin to understand science can sometimes be dangerous.</p>



Design & Technology Skills Y1/2

	Year A	Year B
Generic Skills	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Children should work in a range of relevant contexts e.g. the home and school, gardens and playgrounds, the local community, industry and the wider environment.	
Design Skills	Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	
Making Skills	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
Evaluative Skills	Explore and evaluate a range of existing products	Evaluate their ideas and products against design criteria
Technical Knowledge	Build structures, exploring how they can be made stronger, stiffer and more stable	Explore and use mechanisms e.g. levers, sliders, wheels and axles in their products