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| The World (Science) |
| Show curiosity about events, people and objects. Question things that are happening around them. |
| Engage in open-ended activity (Playing and Exploring) |
| Take a risk, engage in new activities and learn by trial and error |
| Find ways to problem solve/new ways of doing things/ test ideas (Creating and Thinking Critically). |
| Develop ideas of grouping, sequences, cause and effect (Creating and Thinking Critically). Know about similarities and differences in relation to places, objects, materials and living things. |
| Comments or asks questions about the place where they live/immediate environment/natural world |
| Closely observes what animals/people/vehicles do and uses senses to explore the world |
| Makes links and notice patterns in their experiences |
| Choose the resources they need for their activities |
| Create simple representations of events, people and objects |
| Make observations of plants and animals; explain why some things occur and talk about changes. Answer ‘how’ and ‘why’ questions about their experiences. |
| Develop their own narratives and explanations by connecting ideas or events; build up their vocabulary to reflect the breadth of their experience |

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| The World (Geography) |
| I notice things in the place where I am and react to them by commenting.  I can ask questions.  I can respond to questions – like what and where? |
| I can use some of my senses to observe places.  I can identify simple types of buildings & places around me and know their own special features |
| I know & can use simple geographical vocabulary e.g. near/far up/down, wet, and dry.  I can describe a place in simple terms e.g. weather, season, beach, farm, hill, town, shop, house.  I can compare environments, describing some of their features. |
| I can explore globes & maps.  I can draw my own simple picture maps, plans with labels of places I know, or imaginary places/ stories. |
| I can follow directions – up, down, left and right |
| I can use secondary sources – pictures, photos, stories, films to find out about a place. |

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| Technology |
| I can explain that an algorithm is a list of instructions to solve a problem. I can explain the importance of sequencing (putting things in order). |
| I can give instructions to a programable toy. |
| Use technology purposefully to create digital content. |
| I understand that work can be saved. |
| I can print out words or pictures from a computer. |
| I can choose which app/ programs I need to use on the iPad/computer. |
| I can recognise that I can say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who asks me to do something that makes me feel sad, embarrassed or upset and I can explain how this could be either in real life or online |
| I can recognise some ways in which the internet can be used to communicate.  I can give examples of how I (might) use technology to communicate with people I know. |
| I can identify ways that I can put information on the internet. |
| I can describe ways that some people can be unkind online.I can offer example of how this can make others feel. |
| I can talk about how I can use the internet to find things out. I can identify devices I could use to access information on the internet. I can find simple examples of how to find information (e.g.search engine, voice activated searching) |
| I can identify rules that help keep us safe and healthy in and beyond the home when using technology and I can give some simple examples. |
| I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location) I can describe the people I can trust and can share personal information with; I can explain why I can trust them. |
| I know that work I create belongs to me. I can name my work so that others know it belongs to. |
| I can recognise common uses of information technology beyond school E.g. I can name some uses of computing in our world e.g. telephones, traffic lights, computers, cameras, TV. |
| I can use technology safely. |

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| PSHE |
| **Relationships**  *Pupils should be taught:*  **1.** how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts  **2.** how to recognise and manage emotions within a range of relationships  **3.** how to recognise risky or negative relationships including all forms of bullying and abuse  **4.** how to respond to risky or negative relationships and ask for help  **5.** how to respect equality and diversity in relationships |
| **Health and Wellbeing**  *Pupils should be taught:*  **1.** what is meant by a healthy lifestyle  **2.** how to maintain physical, mental and emotional health and wellbeing  **3.** how to manage risks to physical and emotional health and wellbeing  **4.** ways of keeping physically and emotionally safe  **5.** about managing change, including puberty, transition and loss  **6.** how to make informed choices about health and wellbeing and to recognise sources of help with this  **7.** how to respond in an emergency  **8.** to identify different influences on health and wellbeing |
| **Living in the Wider World.**  *Pupils should be taught:*  **1.** about respect for self and others and the importance of responsible behaviours and actions  **2.** about rights and responsibilities as members of families, other groups and ultimately as citizens  **3.** about different groups and communities  **4.** to respect equality and to be a productive member of a diverse community  **5.** about the importance of respecting and protecting the environment  **6.** about where money comes from, keeping it safe and the importance of managing it effectively  **7.** how money plays an important part in people’s lives  **8.** a basic understanding of enterprise. |

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| Exploring media and materials (DT) | |
| **Developing, planning and communicating ideas** | Select appropriate resources.  Construct with a purpose in mind.  Understand that different media can be combined to create new effects. |
| **Working with tools, equipment, materials and components to make products** | Use a variety of construction materials.  Begin to construct using blocks and create spaces.  Use tools safely eg scissors, hole punch etc.  Use basic food hygiene practises.  Manipulate a variety of materials, to achieve a desired effect.  Select tools and techniques to construct and join. |
| **Evaluating processes and products** | Talk about their product, including whether they changed anything. |

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| Exploring media and materials (Art) | |
| **Exploring and developing ideas**  **(ongoing)** | Use lines and shapes to create representations.  Experiment with colour, design, texture, form and function. |
| **Evaluating and developing work**  **(ongoing)** | Select appropriate resources and adapt work when necessary.  Talk about what they have made. |
| **Drawing using a variety of materials** | Make marks on a page using varied media.  Give meanings to marks they make.  Create more accurate drawings with recognisable features, using a variety of media and materials. |
| **Painting** | Explore what happens when they mix colours.  Paint with a variety of resources. |

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| People and Communities (History) | |
| **Historical Chronology** | I know that things have not always been the same.  I can talk about how things are now and begin to discuss how things may have been. |
| **Historical Concepts** | I have begun go understand how things change over time.  I can recall some simple facts.  I am beginning to discuss the order of events. |
| **Historical Interpretation** | I can tell the past is different from today.  I may be able to give my own view on why something happened in the past or how I know. |
| **Historical Enquiry** | I show an interest in the past.  I begin to ask questions about artefacts, suggesting what they might be used for.  I can find answers to simple questions in a piece of writing or from a picture. |
| **Historical Communication** | I show awareness of the past.  I use words such as yesterday and past.  I can tell you about the past in 1 way (Eg orally, using common words and phrases.) |