

Science

O Track Objectives

Working Scientifically

- Ask simple questions and recognise that they can be answered in different ways.
- Observe closely, using simple equipment.
- Perform simple tests
- Identify and classify
- Use observations and ideas to suggest answers to questions.
- Gathering and recording data to help in answering questions.

Seasonal Changes

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

Everyday Materials

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Animals, including humans

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 1

Computing

O Track Objectives

Computer Science

- Understand what algorithms are.
- Create simple programs.

Information Technology

- Use technology purposefully to create digital content.
- Use technology purposefully to store digital content.
- Use technology purposefully to retrieve digital content.

Digital Literacy

- Use technology safely.
- Recognise common uses of information technology beyond school.

Geography

Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Place knowledge

- 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 contrasting non-European country.

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries.

O Track Objectives

To investigate places:

- Name, locate and identify characteristics of the four countries of the UK and its surrounding areas.

To investigate patterns:

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country.
- Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world in relation to the equator and the North and South Poles.

To communicate geographically:

- Devise a simple map; and use and construct basic symbols in keys.

To investigate places:

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)

To investigate places:

- Use world maps, atlases and globes to identify the UK and its countries.
- To investigate places: Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding

History

- Changes within living memory - where appropriate, these should be used to reveal aspects of change in national life.

The Great Fire of London

- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

O Track Objectives

To understand chronology:

- I can put 3 events and objects in the correct order they happened/ were made.
- I can tell the past is different from today.
- I can use terms like before and after.
- I can understand the past is divided into different time periods.

Knowledge:

- I can recall some simple facts about events in the past.
- I can recall some simple facts about important people in the past.
- I can talk about a time before I was born.

Causation and change:

- I can describe in detail differences between the past and today.

Use of sources:

- I can find answers to simple questions from historical sources.

R.E.

Autumn: 1. Special Stories for Christians and Muslims 2. Christmas Angels

Spring: 1. How do we show we are? 2. Sadness to Happiness

Summer: 1. Special Places 2. People Jesus Met

O Track Objectives

- **To understand beliefs and teachings:** Describe some of the main festivals and celebrations of a religion.
- **To understand how beliefs are conveyed:** Name some religious symbols.
- **To reason:** I can develop ideas and questions thoughtfully.
- **To enquire:** I can ask questions of my own about religion.
- **To reflect:** I can respond sensitively to spiritual and religious questions.

Music

O Track Objectives

To Perform:

- Take part in singing, accurately following the melody.
- Follow instructions on how and when to sing or play an instrument.
- Make and control long and short sounds, using voice and instruments.

To Compose:

- Create a sequence of long and short sounds.
- Clap rhythms.
- Create a mixture of different sounds (long and short, loud and quiet, high and low).
- Choose sounds to create an effect.
- Sequence sounds to create an overall effect.
- Create short, rhythmic phrases.

To Transcribe:

- Use symbols to represent a composition and use them to help with a performance.

To Describe Music:

- Identify the beat of a tune.
- Recognise changes in timbre, dynamics and pitch.

Languages- see rolling programme on T drive

O track objectives

- **To read fluently:** Read out loud single words I have learnt (esp. colours and numbers).
- **To write imaginatively:** Write or copy words correctly (inc. numbers and colours).
- **To speak and listen confidently:** Say single words or short phrases with the help of pictures. (inc. numbers and colours)
- **To speak and listen confidently:** Listen for key words in a spoken text and acknowledge they have been heard. Can be through hands up etc.
- **To understand the culture of countries in which the language is spoken:** Identify countries and communities where the language is spoken.

Design and Technology

O Track Objectives

To take inspiration from design throughout history:

- Explore how products have been created.
- Explore objects and designs to identify likes and dislikes of the designs.

To master practical skills:

- **Food-** Measure or weigh using measuring cups or electronic scales.
- **Food-** Assemble or cook ingredients.
- **Materials-** Cut materials using tools provided.
- **Materials-** Demonstrate a range of cutting and shaping techniques (such as cutting, tearing, folding and curling).
- **Textiles-** Shape textiles using templates.
- **Textiles-** Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).
- **Construction-** Use materials to practice drilling, screwing, gluing and nailing materials to make and strength products.

PE

O Track Objectives

To develop practical skills in order to participate compete and lead a healthy lifestyle.

Games

- To know my body changes during exercise.
- Use rolling, hitting, running, jumping, catching and kicking skills in combination.

Dance

- Copy and remember moves and positions.

Gymnastics

- Copy and remember actions.
- Move with some control and awareness of space.
- Link two or more actions to make a sequence.
- Show contrasts (such as small/tall, straight/curved and wide/narrow).
- Climb safely on and off of equipment.
- Stretch and curl to develop flexibility.
- Jump in a variety of ways and land with increasing control and balance.
- To move and safely and confidently on and around apparatus.

Athletics

- Athletic activities are combined with games in Years 1 & 2.

Outdoor and adventurous activities

- Not applicable

Art

O Track Objectives

To Develop Ideas:

- Respond to ideas and starting points.
- Explore ideas and collect visual information.
- Explore different methods and materials as ideas develop.

To Master Techniques:

- Drawing-Draw lines of different sizes and thickness.
- Drawing- Colour own work neatly following the lines.
- Drawing- Sow pattern and texture by adding dots and lines.
- Collage- Use a combination of materials that are cut, torn and glued.
- Collage- Sort and arrange materials.
- Painting- Mix primary colours to make secondary.
- Painting- Create colour wheels.
- Print- Mimic print form the environment (e.g. wallpaper).
- Print- Use objects to create prints.
- Sculpture- Use a combination of shapes.
- Textile- Use weaving to create a pattern.
- Textile- Join materials using glue and/ or a stitch.

To Take Inspiration from the Greats (classic and modern):

- Describe the work of notable artists,
- Use some of the artists studied to create pieces.

PSHCEE

O Track Objectives

My Healthy Lifestyle

- I know the importance of personal hygiene—regular washing, bathing, showering, cleaning my teeth.
- I now how to look after my body.
- I can recognise and name my feelings and those of others.
- I can make healthy eating choices and prepare simple healthy foods.

Me and My Future

- I know that money can come from regular sources and irregular sources..
- I know that we have to pay for what we buy and the importance of keeping money safe and saving it for a later date.
- I can explain the difference between needs and wants and understand that individuals and families have to find ways to balance wants and needs.
- I can set myself simple goals. I can identify positive things about myself and recognise and celebrate my strengths and say what I enjoy about school.

Moving On

- I can explain what I am worried about and what I am looking forward to in Year 2.
- I know some of the reasons why change can feel uncomfortable and scary.
- I know some of the ways of dealing with the feelings that sometimes arise from changes.

Me and My Relationships

- I can name different types of relationships and why they are important.
- I can recognise there are different types of teasing and have an awareness that my behaviour affects others.
- I can work well with others including sharing, listening and playing cooperatively.

Keeping Myself Safe

- I know the role of medicines in promoting health and the reasons why people use them and that some substances can help or harm the body.
- I know what to do if I find something inappropriate online.
- I recognise the need for safety rules—road, fire, school environment, playground and home.