

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.

Plants

- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Everyday Materials

- Identify and compare the suitability of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (food, water and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Living Things and their Habitats

- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- 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.
- Identify and name a variety of plants and animals in their habitats, including micro-habitats.
- 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.

Year 2

Geography

Locational knowledge

- Name and locate the world's 7 continents and 5 oceans.
- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.

Human and Physical Geography

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.

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- 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.
- 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 simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

O Track Objectives

- To investigate places: Name and locate the world's 7 continents and 5 oceans.
- To communicate geographically: Devise a simple map; and use and construct basic symbols in keys.
- To communicate geographically: Use basic geographical vocabulary to refer to : key physical features, including: beach, 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.
- To communicate geographically: Use compass directions (north, south, east and west) and locational language (eg. Near and far) to describe the location of features and routes on a map.
- 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 it's countries as well as the countries, continents and oceans studied.
- To investigate places: Use aerial images and plan perspectives to recognise landmarks and basic human and physical features.

History

The Victorians

- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

Selby Abbey

- Significant historical events, people and places in their own locality.

O Track Objectives

- To understand chronology: I can put 5 events and objects in the correct order they happened/ were made.
- To understand chronology: I can talk about how the past is different from today.
- To understand chronology: I can use terms like century and decade.
- To understand chronology: I can tell that there were differences between different time periods in the past.
- Knowledge: I can talk about the lives of important people who lived in the past.
- Knowledge: I can talk about a time before I was born.
- Causation and change: I can describe in detail differences between the past and today.
- Uses of sources: I can answer more complex questions about the past by looking at historical sources.
- Uses of sources: I can show that I understand different sources may give different information about the same event.
- Uses of sources: Use different ways to present information and ideas.

R.E.

Autumn: 1. Creation and Thanks Giving 2. Birth (new life) Christmas

Spring: 1. Key Events in the life of Jesus 2. Palm Sunday

Summer: 1. An introduction to Islam 2. Holy Places

O Track Objectives

- To understand beliefs and teachings: Describe some of the teachings of a religion.
- To understand practices and lifestyles: Recognise, name and describe some religious artefacts, places and practices.
- To reason: I can make simple connections between questions, beliefs and answers.
- To enquire: I can ask good questions about religions and find and consider the answers.
- To reflect: I can make reflective links between the material studied and my own experiences.

O Track Objectives

To Master Techniques:

- Drawing-Show different tones by using coloured pencils.
- Collage- Mix materials to create texture.
- Painting- Add white to colours to make tints and black to colours to make tones.
- Print- Press, roll, rub and stamp to make prints.
- Prints- Use repeated or overlapping shapes.
- Sculpture- Include lines and texture.
- Sculpture- Use rolled up paper, straw, paper, card and clay as materials.
- Sculpture- Use techniques such as rolling, cutting, moulding and carving.
- Textile- Use plaiting.
- Textile- Join materials using glue and/ or a stitch.
- Textile- Use dip dye techniques.
- Digital media- use a wide range of tools to create different textures, lines, tones, colours and shapes.

To Take Inspiration from the Greats (classic and modern)

- Describe the work of notable artists,
- Use some of the artists studied to create pieces.
- Create images, video and sound recordings and explain why they were created.

Computing

O Track Objectives

Computer Science

- Debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.

Information Technology

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

Digital Literacy

- Keep 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.

Languages

O track objectives

- To read fluently: Attempt to use language phonic knowledge to read new words.
- To read fluently: Understand taught a short written phrases in the written form (Je'mappelle, comment ca va etc).
- To read fluently: Read out loud taught familiar words and phrases.
- To read fluently: Use books or glossaries to find out the meaning of new words.
- To write imaginatively: Label items and choose appropriate words from memory. Not necessarily spelt correctly.
- To write imaginatively: Write one or two short sentences, using a template.
- To write imaginatively: Write one or two short sentences from memory. Not necessarily spelt correctly.
- To speak and listen confidently: Understand simple short phrases and questions, when I hear them several times. I may need visual clues.
- To speak and listen confidently: Understand a variety of short commands, statements and questions.
- To understand the culture of the countries in which the language is spoken: Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.
- To understand the culture of the countries in which the language is spoken: Show some awareness of the social conventions when speaking to someone from the chosen language.

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.

Design and Technology

O Track Objectives

To design, make, evaluate and improve:

- Design products that have a clear purpose and an intended user.
- Make products refining the design as work progresses.
- Use software to design.

To take inspiration from design throughout history:

- Suggest improvements to existing designs.
- Explore objects and designs to identify likes and dislikes of the designs.

To master practical skills:

- **Food-** Cut, peel or grate ingredients safely and hygienically.
- **Food-** Measure or weigh using measuring cups or electronic scales.
- **Food-** Assemble or cook ingredients.
- **Materials-** Mark and measure out to the nearest centimetre.
- **Materials-** Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).
- **Textiles-** Shape textiles using templates.
- **Textiles-** Join textiles using running stitch.
- **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.
- **Electrical and Electronics-** Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).
- **Computing-** Model designs using software.
- **Mechanics-** Create products using levers, wheels and winding mechanisms.

PSHCEE

O Track Objectives

My Healthy Lifestyle

- I can make simple choices to improve my physical and emotional health.
- I have developed my vocabulary to describe my feelings of others and have simple strategies to manage my feelings.
- I know how diseases are spread and how they can be controlled and my responsibilities for my own and others health.

Me and My Future

- I know that we can pay for things in a range of ways and have even when not using cash, money is being used.
- I am able to keep simple financial records and begin to understand that money is a finite resource and needs to be managed.
- I am positive about who I am, what I have achieved and take into account what other people say about me.
- I understand that the choices we make affect ourselves and others.
- I can describe why learning is important and I am aware that girls and boys have the same choices and opportunities in learning, careers and work.

Moving On

- I can explain what I am worried about and what I am looking forward to in Year 3.
- I know that even changes we want to happen can sometimes feel uncomfortable.
- I can tell you how I would feel if a change that I didn't want to happen was imposed on me.

Me and My Relationships

- I can name the ways my body has changed since birth and the way that people's needs change with age.
- I know that individuals have rights over their own bodies and how there are differences between good and bad touching. I know who I can go to if I am worried about something.
- I understand that everyone is different and appreciate my own uniqueness.
- I can name the main body parts (including external genitalia) and the similarities / differences between boys and girls.
- I know that people can do different things according to age and development and that people grow from young to old.
- I can discuss changes in relationships and feelings associated with these changes i.e. fall outs, divorces, grieving etc.
- I know that bullying is wrong and know how to deal with bullying behaviours.
- I can respect other people's differences and similarities and respect opinions that differ from mine.

Keeping Myself Safe

- I understand that all drugs can be harmful if not used properly and know simple rules about medicines and other substances used in the home, including solvents.
- I know how to ask for help when I need it and I know the difference between secrets and surprises and understand not to keep adult secrets.
- I can demonstrate an understanding of e-safety when communicating online or using the internet and know that some websites may not be age appropriate.
- I use simple skills which will help to maintain my personal safety and can recognise and say who is right and wrong.
- I understand that pressure to behave in an unsafe way can come from a range of people, including people I know.

PE

O Track Objectives

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

Games

- To warm up and cool down knowing the importance of it.
- Use the terms 'opponent' and 'team-mate'.
- Use rolling, hitting, running, jumping, catching and kicking skills in combination.
- Develop tactics.

Dance

- Move with careful control and coordination
- Choose movements to communicate a mood, feeling or idea.

Gymnastics

- Travel by rolling forwards, backwards and sideways.
- Hold a position whilst balancing on different points of the body
- Climb safely on and off of equipment.
- Jump in a variety of ways and land with increasing control and balance.
- To move safely and confidently on and around apparatus.

Athletics

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

Outdoor and adventurous activities

- Arrive properly equipped for outdoor and adventurous activity.
- Understand the need to show accomplishment in managing risks.
- Show an ability to both lead and form part of a team.
- Support others and seek support if required when the situation dictates.
- Show resilience when plans do not work and initiative to try new ways of working.
- Use maps, compasses and digital devices to orientate themselves.
- Remain aware of changing conditions and change plans if necessary.