

‘Roots to Grow and Wings to Fly’  
**St Bartholomew’s Primary School Curriculum – KS1**

		Year A	Year B	Year C	Year D		
<b>SCIENCE</b>	Living things and their habitats						
	Animals including humans						
	Plants						
	Everyday Materials						
	Seasonal Changes						
<b>GEOGRAPHY</b>	UK Locational Knowledge						
	Alternate Locational Knowledge						
	UK Place Knowledge						
	Alternate locality Place Knowledge						
	Physical Geography						
	Human Geography						
	Geographical Skills						
	Fieldwork						
<b>HISTORY</b>	Changes within living memory						
	Events beyond living memory						
	Lives of significant individuals						
	Local history						
	Historical Skills						
	Chronology						
	Historical Theme – Civilisation						
	Historical Theme – Empire						
	Historical Theme – Invasion and Conflict						
	Historical Theme – Legacy and Achievements						
<b>ART</b>	Drawing						
	Painting						
	Sculpture						
	Craft and design						
	Collage and Textiles						
	The legacy of art and artists	Within	Every	unit	each	Ttrm	
<b>DT</b>	Structure						
	Mechanisms						
	Textiles						
	Design, make evaluate	Within	Every	unit	each	Ttrm	
	Cooking and nutrition						
<b>PE</b>	Team Games	2/3x	6	Week	Block	In	Year
	Dance	1x	6	Week	Block	In	Year
	Gymnastics	1x	6	Week	Block	In	Year
	Yoga	1x	6	Week	Block	In	Year
	Balance, Agility and Co-ordination	Within	Every	Unit	Each	Term	
	Physical Skills						
	Creative Skills						
	Health and Fitness						
	Cognitive skills						
	Social skills						
	Personal Skills						
	Swimming						
<b>MUSIC</b>	Voices Expressively	FOCUS	EVERY	HALF	TERM	EVERY	YEAR
	Play instruments	FOCUS	EVERY	HALF	TERM	EVERY	YEAR
	Experiment, create, select and combine sounds	FOCUS	EVERY	HALF	TERM	EVERY	YEAR
	Diversity of music and composers	FOCUS	EVERY	HALF	TERM	EVERY	YEAR
	History of music	FOCUS	EVERY	HALF	TERM	EVERY	YEAR

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<b>COMP</b>	Technology in our lives								
	Programming								
	Multimedia								
	Online presentation.								
	Online Safety	Within	Every	unit	each	Ttrm			

		Year A	Year B	Year C	Year D
<b>RSHE</b>	H&W: Physical Health and fitness				
	H&W: Mental wellbeing				
	H&W: Healthy eating				
	H&W: Managing risks & harm prevention				
	H&W: Ourselves, growing and changing				
	Relationships: Families				
	Relationships: Caring Friendships				
	Relationships: Respectful relationships				
	Relationships: Being Safe				
	LITWW: being a good citizen				
	E-Safety: Content, Conduct, Contact	Within	Every	Unit	each

<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
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KS1 YEAR C (2022-23)	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>THEME</b>	<b>Over the hills and far away</b>	<b>Lest we forget</b>	<b>From Crewkerne to the rainforest</b>	<b>Sweet like Chocolate</b>	<b>Reduce, Reuse, Recycle</b>	<b>Pyramids, Mummies and Tombs</b>
<b>SCIENCE</b>	Seasonal changes Part 1	Everyday Materials	Living things and their habitats	Seasonal changes Part 2	Plants	Animals including humans
<b>HISTORY</b>		<b>War and remembrance</b> <i>What are we remembering on Remembrance Day?</i>		<b>Food</b> <i>How has food changed over the last 100 years?</i>		<b>Ancient Egypt</b> How did they build the pyramids? Who was Harold Carter?
<b>GEOGRAPHY</b>	How wonderful is our country?  <b>(The UK)</b>		How is Crewkerne different from Brazil?  <b>(contrasting non-European locality)</b>		How do we recycle in Crewkerne? <b>(Field work)</b> <b>(My local Area)</b>	
<b>DT</b>		<b>Textiles</b> Design, make, Evaluate		<b>Food</b> Cooking and Nutrition		<b>Mechanisms</b> Design, make, Evaluate
<b>ART</b>	<b>Drawing</b> Experiment and create The legacy of art and artists		<b>Painting and Printing</b> Experiment and create The legacy of art and artists		<b>Sculpture</b> Experiment and create The legacy of art and artists	
<b>RSHE</b>	Health & Wellbeing		Relationships		Living In The Wider World	
<b>COMPUTING</b>	Technology In Our Lives	Multimedia	Programming		Handling Data	Online Safety Choice of activity & Presentation
<b>RE</b>	Unit 2: What do Christians believe about Jesus? Incarnation/Christmas  <b>UC 1.3 Incarnation: Why does Christmas matter to Christians?</b>		Unit 1: What do Christians believe about God?  <b>UC 1.1 God: What do Christians believe God is like?</b>  <b>UC 1.5 Salvation: Why does Easter matter to Christians?</b>		Unit 5: What do Jewish people believe about God and the Covenant?	
<b>MUSIC</b>	Hands Heart Feet	Ho Ho Ho	I Wanna Play In A Band	Zootime	Friendship Song	Reflect Rewind Replay
<b>PE</b>	REAL PE: Coordination and static balance  GAMES	REAL PE: Dynamic Balance to Agility and static balance  GAMES	REAL PE: Dynamic Balance and static balance  GAMES	REAL PE: Coordination and counter balance  GAMES	REAL PE: Coordination and agility  GAMES	REAL PE: Agility and static balance  GAMES

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KS1 YEAR D (2023-24)	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>THEME</b>	<b>Maps and beyond</b>	<b>Invaders and Raiders</b>	<b>Feeling hot, hot, hot</b>	<b>Crewkerne through the ages</b>	<b>Water, Water Everywhere</b>	<b>Going for gold</b>
<b>SCIENCE</b>	Everyday Materials	Seasonal changes Part 1	Living things and their habitats	Plants	Seasonal changes Part 2	Animals including humans
<b>HISTORY</b>		<b>Land ahoy</b> <i>Who and what are pirates?</i>		How have homes in Crewkerne changed over time?		<b>Ancient Greece</b> <i>Why do we have the Olympics?</i>
<b>GEOGRAPHY</b>	What is around our school? <b>(Field Work)</b> <b>(My local area)</b>		Where in the world is hot and cold?		Where are the worlds oceans, seas and rivers?	
<b>DT</b>		<b>Mechanisms</b> Design, make, Evaluate		<b>Food</b> Cooking and Nutrition		<b>Structures</b> Design, make, Evaluate
<b>ART</b>	<b>Drawing</b> Experiment and create The legacy of art and artists		<b>Painting and Printing</b> Experiment and create The legacy of art and artists		<b>Collage and Textiles</b> Experiment and create The legacy of art and artists	
<b>RSHE</b>	Health & Wellbeing		Relationships		Living In The Wider World	
<b>COMPUTING</b>	Technology In Our Lives	Multimedia	Programming		Handling Data	Online Safety Choice of activity & Presentation
<b>RE</b>	Unit 6: What do Jewish people believe about Torah?		Unit 4: What do Christians believe about forgiveness? Link with Easter  UC 1.5 Salvation (digging deeper)		Unit 3: What do Christians believe about love? – (agape)  UC 1.4 (Gospel): What is the good news Jesus brings?	
<b>MUSIC</b>	Hey You!	Rhythm In The Way We Walk	In The Groove	Zootime	Friendship Song	Reflect Rewind Replay
<b>PE</b>	REAL PE: Coordination and static balance  GAMES	REAL PE: Dynamic Balance to Agility and static balance  GAMES	REAL PE: Dynamic Balance and static balance  GAMES	REAL PE: Coordination and counter balance  GAMES	REAL PE: Coordination and agility  GAMES	REAL PE: Agility and static balance  GAMES

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KS1 YEAR A (2024-25)	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEME	Everyone Needs Good Neighbours	Battle, Blitz and Victory	We Are United	Heroes and Heroines	Our extreme wild world	On the March!
SCIENCE	Seasonal changes Part 1	Everyday Materials	Living things and their habitats	Seasonal changes Part 2	Plants	Animals including humans
HISTORY		<b>Conflict</b> What was it like to be a child in war?		<b>Kings and queens</b> Who is the greatest king or queen?		<b>Travel and transport</b> <i>How has transport changed over time?</i>
GEOGRAPHY	Where in the world are we? (Field Work)		<i>Why is the world wonderful?</i>		Can we become meteorologists?	
DT		<b>Mechanisms</b> Design, make, Evaluate		<b>Food</b> Cooking and Nutrition		<b>Textiles</b> Design, make, Evaluate
ART	<b>Drawing</b> Experiment and create The legacy of art and artists		<b>Painting and Printing</b> Experiment and create The legacy of art and artists		<b>Sculpture</b> Experiment and create The legacy of art and artists	
RSHE	Health & Wellbeing		Relationships		Living In The Wider World	
COMPUTING	Technology In Our Lives	Multimedia	Programming		Handling Data	Online Safety Choice of activity & Presentation
RE	Unit 2: What do Christians believe about Jesus? Incarnation/Christmas  <b>UC 1.3 Incarnation: Why does Christmas matter to Christians?</b>		Unit 1: What do Christians believe about God?  <b>UC 1.1 God: What do Christians believe God is like?</b>  <b>UC 1.5 Salvation: Why does Easter matter to Christians?</b>		Unit 5: What do Jewish people believe about God and the Covenant?	
MUSIC	Hands Heart Feet	Ho Ho Ho	I Wanna Play In A Band	Zootime	Friendship Song	Reflect Rewind Replay
PE	REAL PE: Coordination and static balance  GAMES	REAL PE: Dynamic Balance to Agility and static balance  GAMES	REAL PE: Dynamic Balance and static balance  GAMES	REAL PE: Coordination and counter balance  GAMES	REAL PE: Coordination and agility  GAMES	REAL PE: Agility and static balance  GAMES

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KS1 YEAR B (2025-26)	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>THEME</b>	<b>Oh the places you'll go!</b>	<b>Intrepid Explorers</b>	<b>All At Sea</b>	<b>Fossil Hunting</b>	<b>The Americas</b>	<b>Local History Topic</b>
<b>SCIENCE</b>	Everyday Materials	Seasonal changes Part 1	Living things and their habitats	Plants	Seasonal changes Part 2	Animals including humans
<b>HISTORY</b>		<b>Great Explorers</b> <i>Who are the greatest explorers?</i>		Why do we call it the Jurassic Coast? & Who was Mary Anning?		Weaving industry
<b>GEOGRAPHY</b>	Where can maps take you?		What do we know about the seaside?		How is Crewkerne different to Mexico?	
<b>DT</b>		<b>Mechanisms</b> Design, make, Evaluate		<b>Food</b> Cooking and Nutrition		<b>Structures</b> Design, make, Evaluate
<b>ART</b>	<b>Drawing</b> Experiment and create The legacy of art and artists		<b>Painting and Printing</b> Experiment and create The legacy of art and artists		<b>Collage and Textiles</b> Experiment and create The legacy of art and artists	
<b>RSHE</b>	Health & Wellbeing		Relationships		Living In The Wider World	
<b>COMPUTING</b>	Technology In Our Lives	Multimedia	Programming		Handling Data	Online Safety Choice of activity & Presentation
<b>RE</b>	Unit 6: What do Jewish people believe about Torah?		Unit 4: What do Christians believe about forgiveness? Link with Easter  <b>UC 1.5 Salvation (digging deeper)</b>		Unit 3: What do Christians believe about love? – (agape)  <b>UC 1.4 (Gospel): What is the good news Jesus brings?</b>	
<b>MUSIC</b>	Hey You!	Rhythm In The Way We Walk	In The Groove	Zootime	Friendship Song	Reflect Rewind Replay
<b>PE</b>	REAL PE: Coordination and static balance  GAMES	REAL PE: Dynamic Balance to Agility and static balance  GAMES	REAL PE: Dynamic Balance and static balance  GAMES	REAL PE: Coordination and counter balance  GAMES	REAL PE: Coordination and agility  GAMES	REAL PE: Agility and static balance  GAMES

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KS1 SCIENCE

	Year 1	Year 2	Year 3
Working Scientifically	To ask questions about the world around me	To ask simple questions and recognise that they can be answered in different ways	To ask relevant questions and suggest a test that could answer them
	To explore the world around me	To perform simple tests	To set up simple practical enquiries
	To use simple measuring equipment	To observe closely using simple equipment	To make careful observations, taking accurate measurements
	To record simple data	To gather and record data to help in answering questions	To gather data in a systematic and useful way
	To compare objects and materials and sort and group them	To use the skills of identifying and classifying	To record and present data in a variety of ways to help in answering questions
	To talk about what I have found out		To produce written, oral or presentations of findings
	To begin noticing patterns and relationships with help	To use their observations and ideas to suggest answers to questions	To use results to draw simple conclusions
	To access secondary sources with help	To use secondary sources to find answers	To use straightforward scientific evidence to answer questions or support findings

	Year 1	Year 2	Year 3
Biology - Animals including humans	To understand how to take care of familiar animals, including those from their local environment	To investigate and describe the basic needs of animals, including humans, for survival (food, water, air)	To know that animals, including humans, need the right types and amount of nutrition
	To be aware of why exercise is important for good health	To describe the importance for humans of exercise and eating the right amounts of different food	To know that animals, including humans, cannot make their own food; they get nutrition from what they eat
	To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals)	To know the names of some of the major bones in humans	To identify that humans, and some other animals, have skeletons for support and protection To identify that humans, and some other animals, have muscles for support and movement
	To identify, name, draw and label the basic parts of the human body	To know that humans and other animals have muscles	To know the main body parts associated with the skeleton and muscles
	To say which part of the body is associated with each sense		To know that different parts of the body have special functions
	To know how and why to brush my teeth	To know the importance of visiting the dentist; how to brush teeth correctly; food and drink that support dental health	To know some of the organs involved in the digestive system
	To know how and why to keep myself clean	To know and practice simple hygiene routines that can stop germs from spreading	To know the importance of visiting the dentist; how to brush teeth correctly; food and drink that support dental health
	To say how they are similar and different to their friends	To recognise the ways in which we are all unique	To identify the different types of teeth in humans and their simple functions
	To name the main parts of the body including external genitalia (vagina, penis, testicles, nipples, anus)	To name the main parts of the body including external genitalia (vagina, penis, testicles, nipples, anus)	To recognise their individuality and personal qualities
	To understand growing and changing from young to old	To understand growing and changing from young to old and how people's needs change	To name the main parts of the body including external genitalia (vagina, penis, testicles, nipples, anus)
		To draw timelines to indicate stages of growth and developments of humans	

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	Year 1	Year 2	Year 3	
Biology - Plants	To identify and describe the basic structure of a variety of common plants and trees (leaves, flower, stem etc.)		To identify and describe the functions of different parts of flowering plants (flowers, leaf, stem, root)	
	To identify and name a variety of common wild and garden plants including deciduous and evergreen trees			
	To observe the growth of flowers and vegetables I have planted	To observe and describe how seeds and bulbs grow into mature plants.		To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
		To describe how plants need water, light and a suitable temperature to grow and stay healthy		To explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room)
	To explore and study plants growing in our environment throughout the year			To know how the requirements of plants to live and grow vary from plant to plant
	To carefully observe and group plants	To compare, contrast and sort plants based on observations		To group plants into categories based upon characteristics
				To investigate the way in which water is transported within plants

	Year 1	Year 2	Year 3
Biology – Living things and their habitats	To have explored some local habitats and looked at the living creatures found there	To identify and name a variety of plants and animals in their habitats including micro-habitats	To recognise that living things can be grouped in a variety of ways
	To identify and name a variety of common animals including fish, amphibians, reptiles birds and mammals		To use classification keys to assign living things to groups
	To sort things in to living or not living	To explore and compare the differences between things that are living, dead and things that have never been alive.	To understand that plants and animals are alive and that they feed, grow and reproduce
	To know some animals that can be found in familiar habitats	To know how different animals and plants depend on each other	To recognise how animals in an environment can be hurt by damage to that environment
	To know that a habitat is a home for a variety of plants and animals	To identify that most living things live in habitats to which they are suited	To recognise how animals and plants are adapted to the environments in which they live and how they depend upon one another
	To know that some animals eat plants and some animals eat other animals	To describe how different habitats provide for the basic needs of different kinds of animals and plants	To explore how local habitats can change throughout the year.
	To identify and name a variety of common animals that are carnivores, herbivores and omnivores	To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify different sources of food	To construct simple food chains for familiar habitats
	To know that some familiar animals change throughout their lives	To notice that animals, including humans have offspring which grow into adults	To describe reproduction in some animals
To investigate the life cycles of a variety of familiar animals and insects			

	Year 1	Year 2	Year 3	
Chemistry- Everyday materials	To distinguish between an object and the material from which it is made	To identify and compare the suitability of a variety of different everyday materials for particular uses	To understand that everyday objects can be made by combining the properties of different materials (e.g. spoon with a metal head and plastic handle)	
	To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock			
	To describe the simple physical properties of a variety of everyday materials (hard, stretchy, shiny, rough, bendy, waterproof, absorbent, opaque)	To know that the same material can have many different uses based upon its properties		
	To compare and group together a variety of everyday materials on the basis of their simple physical properties			
	To solve problems using a knowledge of the properties of different materials			To carry out tests and explore differences between materials
	I know that the shape of objects can be changed by squashing, bending, twisting and stretching	To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	To explore how some materials change when they are heated or cooled	
To be able group solids, liquids and gases				



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Physics - Light	Year 2	Year 3
	To compare sources of light (dark, dull, bright, darkest, brighter etc.)	To know that we need light to see things and that darkness is the absence of light
	To explore transparent, translucent and reflective objects	To notice that light is reflected from surfaces
		To know that light travels in straight lines
	To recognise that light from the sun can be dangerous and there are ways to protect the eyes	
To explore making shadows	To recognise that shadows are formed when the light from a light source is blocked by an opaque object	
	To find patterns in the way that the size of shadows change	

Rocks – fossils	Year 2	Year 3
	To closely observe rocks for grains, crystals and fossils with a hand lens	To compare and group together different kinds of rock based on their appearance and simple physical properties
	To closely observe and make accurate sketches of soil make up	To recognise that soils are made from rocks and organic matter
	To closely observe fossils	To describe in simple terms how fossils are formed when things that have lived are trapped in rock

Forces and magnets	Year 2	Year 3
	To describe how things move on a surface using simple language (fast, slow, very fast, very slow)	To compare how things move on different surfaces
	To talk about forces in terms of pushes and pulls	To notice that some forces need contact between two objects, but magnetic forces can act at a distance
		To observe how magnets attract and repel each other
		To observe that magnets attract some materials and not others
		To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet
		To be able to identify some magnetic materials
To investigate how magnets act against different materials and other magnets	To identify magnets as having two poles	
	To predict whether two magnets will attract or repel each other, depending on which poles are facing	

Seasonal changes	Year 1	Year 2
	To observe changes across the four seasons	To know how the four seasons affect the behaviour of plants and animals
		To identify seasonal and daily weather patterns in the United Kingdom
	To observe and describe whether associated with the seasons and how day length varies	To know that seasons might be different in different countries
To talk about how the weather conditions in a place are similar or different	To compare weather 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	

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National curriculum units as prescribed					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working scientifically	Working scientifically	Working scientifically	Working scientifically	Working scientifically	Working scientifically
Plants	Plants	Plants			
Animals including humans	Animals including humans	Animals including humans	Animals including humans	Animals including humans	Animals including humans
	Living things and their habitats		Living things and their habitats	Living things and their habitats	Living things and their habitats
Seasonal changes					
		Rocks			Evolution and inheritance
		Light			Light
			Sound		
		Forces and magnets		Forces	
			Electricity		Electricity
				Earth and space	
Everyday materials	Uses of everyday materials		States of matter	Properties & changes of materials	

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**KS1 Geography**

<b>Areas of study</b>	<b><i>My local area</i></b> (home, school, Crewkerne, Somerset)	<b><i>The UK</i></b> (all four countries)	<b><i>A contrasting non-European locality</i></b> (Brazil, Mexico)
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Geographical skills and fieldwork	Year 1	Year 2	Lower KS2
	To use location and directional language [for example, near and far; left and right] to describe the location of features and routes on a map	To use simple compass directions (North, South, East and West) to describe the location of features and routes on a map	To use the eight points of a compass to build their knowledge of the United Kingdom and the wider world
	To recognise features of my town or school on an aerial photograph	To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
	To construct simple maps of my classroom or school	To devise a simple map; and use and construct basic symbols in a key	To use the four figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world
	To use simple fieldwork and observational skills to study the geography of my school and its grounds	To use simple fieldwork and observational skills to study the key human and physical features my surrounding environment.	To use fieldwork to observe, measure, record and present the human and physical features in the local area
	To look at books and photographs of different locations	To research locations	To use a range of sources to collect information about a location
	To use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and weather	To 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	To make predictions about a locality by studying its geographical location and features
	To use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office and shop	To use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop	To answer questions about how two locations are similar or different

Alternate location knowledge and skills	Year 1	Year 2	Lower KS2
	To recognise that places contain physical/natural and human/made features	To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country	To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
	To know the names of some countries of the world	To name and locate the world's seven continents and five oceans	To name major world geographical features such as: The Nile, The Amazon Rainforest, The Sahara Desert, The Himalayas
	To use world maps, atlases and globes to identify countries	To use world maps, atlases and globes to identify countries, continents and oceans studied	To use a map to locate the world's countries with a focus on Europe
	To talk about how the weather conditions in a place are similar or different		To identify latitude and longitude
			To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle
			To describe and understand key aspects of human geography including: types of settlement and land use and economic activity
		To describe and understand key aspects of physical geography including: volcanoes, rivers, mountains, earthquakes, flood plains	

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Alternate location knowledge and skills	Year 1	Year 2	Lower KS2
	To recognise that places contain physical/natural and human/made features	To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country	To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
	To know the names of some countries of the world	To name and locate the world's seven continents and five oceans	To name major world geographical features such as: The Nile, The Amazon Rainforest, The Sahara Desert, The Himalayas
	To use world maps, atlases and globes to identify countries	To use world maps, atlases and globes to identify countries, continents and oceans studied	To use a map to locate the world's countries with a focus on Europe
	To talk about how the weather conditions in a place are similar or different	To compare weather 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	To identify latitude and longitude
			To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle
			To describe and understand key aspects of human geography including: types of settlement and land use and economic activity
		To describe and understand key aspects of physical geography including: volcanoes, rivers, mountains, earthquakes, flood plains	

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KS1 History

	Events <b>beyond living memory</b> that are significant nationally or globally	Changes <b>within living memory</b>	<b>Significant individuals</b> in the past who have contributed to national and international achievements	Significant historical events, people and places in <b>my locality</b>
Areas of study	How did they build the pyramids? Who and what are pirates? Why do we have the Olympics? Why do we call it the Jurassic Coast?	What are we remembering on Remembrance Day? How has food changed over the last 100 years? How have homes in Crewkerne changed over time? What was it like to be a child in war? How has transport changed over time? Who are the greatest explorers?	Who was Harold Carter? Who is the greatest king or queen? (Richard III, Queen Victoria, Queen Elizabeth II) Who are the greatest explorers? (Ibn Battuta, Matthew Henson, Felicity Aston) Who was Mary Anning?	How have homes in Crewkerne changed over time? How has food changed over the last 100 years? What are we remembering on Remembrance Day? Why do we call it the Jurassic Coast? Weaving industry

	Year 1	Year 2	Lower KS2
Historical skills	To answer questions about my era using information I have learnt	To discuss my era showing I have understood it's key features	To answer questions about change, cause, similarity, difference and significance
	To know where I can find information about a person or event I am studying	To know different types of sources give me different information	To recognize a primary and secondary source of historical information
		To use sources to find information about a person or event I am studying	To know that people in history might have different view of an event
			To know that some sources of information about history might not be reliable
	To study historical artefacts and think about what they tell me about the past	To identify which artefact is the most useful to me	To evaluate how useful a source is to find out about an event, person or time
To use words like true, fact and proof when discussing historical topics	To know not everything written about history is true	To understand bias and propaganda in sources	

	Year 1	Year 2	Lower KS2
Chronology	To know what time period the people I am studying come from	To recognise features of different eras and use this to place people, transport, technology and other features studied	To know and understand concurrent periods and events in British and world history
	To sort pictures, names artefacts and events into past and present	To order pictures, names artefacts and events into past and present on a timeline	To place events, periods and people studied within a coherent timeline
	To know some ways that the world has changed between my era and now	To identify similarities and differences between the time of my event or person and the present	To know time periods/events that took place before and after the period I am studying

	Year 1	Year 2	Lower KS2
Historical themes	To know how people or events I have studied are similar or different	To know why my era is significant	To know the legacy of a time period, its benefits and deficits in shaping our society
	To know how my school/school area is different now to how it was in the past	To know that Britain has been shaped by its history	To understand historical concepts (such as continuity and change, cause and consequence, similarity, difference and significance) and use them to draw contrasts
	To use words like older, newer, before, after, past and present when describing the people I have studied	To understand historical terms (century, war, peace, monarch, local history, national history, world history)	To know how Britain has influenced and been influenced by the wider world To understand historical terms (AD, BC, ACE, BCE, artefact, source, chronology, decade, century)

'Roots to Grow and Wings to Fly'

**KS1 ART**

Areas of study	Drawing	Painting	Sculpture	Craft and design
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	Year 1	Year 2	Lower KS2
Experiment invent and create	To explore a range of materials	To use a range of materials creatively to design and make products	To develop my control and use of materials
	To explore ideas from my own imagination	To use different techniques to develop and share my ideas, experiences and imagination	To develop my creativity and experimentation
	To explore some simple techniques including colour and shape	To develop a wide range of art and design techniques (using colour, pattern, texture, line, shape, form and space)	To explore different techniques and the effects they have on my work
	To think about what I want to create before I start	To develop my ideas for my art work over several pieces	To create sketch books to record my observations
	To say what I think about my own and other's work	To make links between the work and techniques of artists and my own	To explain how my work reflects a particular practice or discipline
	To imitate a particular style	To use pieces as inspiration for my own work	To create work which shows the influence of pieces I have studied

	Year 1	Year 2	Lower KS2
The legacy of art and artists	To study the work of a famous artist	To know the work of a range of artists, craft makers and designers	To have studied artists and looked for themes across their work
	To study art from a different culture	To compare the work of artists and describe the differences and similarities	To learn about great artists, architects and designers in history
	To say what I have done to match a particular style or discipline	To describe the differences and similarities between different practices and disciplines	To have studied a range of techniques from different times and cultures

'Roots to Grow and Wings to Fly'

KS1 – DT

Areas of study	Construction	Mechanisms	Food
	To build structures, exploring how they can be made stronger, stiffer and more stable	To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	To learn how to prepare simple foods

Design	Year 1	Year 2	Lower KS2
	To think about how I want my product to look	To design purposeful, functional, appealing products for themselves and other users based on design criteria	To solve real and relevant problems within a variety of contexts
	To think about what I want my product to do	To design products with an awareness of purpose	To use research and develop design criteria to inform the design of products aimed at particular individuals or groups
	To plan out my product before I start making	To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	To generate, develop, model and communicate their ideas through discussion, annotated sketches, mock-ups and, information and communication technology

Make	Year 1	Year 2	Lower KS2
	To select tools and techniques needed to shape, assemble and join materials	To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	To use a range of tools with accuracy and precision
	To select from a range of materials according to their characteristics	To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	To use a range of factors to evaluate the usefulness of a material
	To explore objects and designs to identify likes and dislikes of the designs	To refine my design as my work progresses, discussing how I have improved it	To refine work and techniques as work progresses, continually evaluating the product design

Evaluate	Year 1	Year 2	Lower KS2
	To explore objects and designs to identify likes and dislikes of the designs	To explore and evaluate a range of existing products	To evaluate positive and negative features of existing products
	To give likes and dislikes of my own design	To evaluate their ideas and products against design criteria	To critique, evaluate and test their ideas and products and the work of others
			To understand how key events and individuals in design and technology have helped shape the world
		To draw on disciplines such as mathematics, science, engineering, computing and art	

*'Roots to Grow and Wings to Fly'*

	Year 1	Year 2	Lower KS2
Cooking and Nutrition	To know some healthy and unhealthy foods	To use the basic principles of a healthy and varied diet to prepare dishes	To design meals that represent a healthy, balanced diet
	To assemble or cook healthy ingredients with assistance	To assemble and cook healthy ingredients	To assemble or cook healthy ingredients, adapting recipes to meet my needs
	I can name some foods that come from the farm	To understand where food comes from.	To understand foods that are grown in this country and those that come from different regions and climates around the world
			To plan recipes thinking about the cost of different ingredients
	To know I need to wash my hands before preparing food and that equipment must be washed up afterwards	To prepare ingredients hygienically using appropriate utensils.	To consider safety and hygiene when working with food



'Roots to Grow and Wings to Fly'

KS1 PE

Areas of study	Team games	Physical skills	Dance	Activities to develop balance, agility and co-ordination
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Physical skills include: running, jumping, throwing, catching, and balancing

	Year 1	Year 2	Lower KS2
Health and fitness	To have observed some changes in my body when I exercise	To explain how my body feels before, during and after exercise	To describe how my body changes before and after exercise
	To be aware of why exercise is important for good health	To describe the importance for humans of exercise and eating the right amounts of different food	To describe the healthy lifestyle components and explain how often and how long I should exercise to be healthy
	To join in with warm up activities and stretches	To know it is important to warm up before exercise	To explain why we need to warm up and cool down
	To follow instructions, practise safely and work on simple tasks by myself	To use equipment appropriately and move and land safely.	To identify possible dangers when planning an activity

	Year 1	Year 2	Lower KS2
Physical skills	To perform a single skill or movement with some control	To perform a range of skills with some control and consistency	To perform a variety of movements and skills with control and good body tension
	To make create shapes and movement exploring different levels and speeds	To perform a sequence of movements with some changes in level, direction or speed	To perform and repeat longer sequences with clear shapes and controlled movement
	To perform a small range of skills and link two movements together	To begin to order instructions, movements and skills	To link actions together so that they flow in running, jumping and throwing activities
	To copy skills I have been shown	To copy skills I have been shown with some accuracy	To use the range of skills I have been shown for the correct context
	To choose which actions to make	To express an idea through my performance	To link actions and develop sequences of movements that express my own ideas

	Year 1	Year 2	Lower KS2
Cognitive skills	To show some awareness of the appropriate action to perform at points in an activity	To know some tactics that apply to an activity	To understand the simple tactics of attacking and defending
			To use my awareness of space and others to make good decisions
	To work hard in my learning	To recognise similarities and differences in performance and I can explain why someone is working or performing well	To explain what I am doing well and begin to identify areas for improvement
	To explore and describe different movements		To give my opinions on a performance
	To name some things I am good at	To begin to compare my movements and skills with those of others	To refine performances using advice from others
	To copy actions	To copy skills and actions I have been shown	To use models to improve my own performance
	To try again with the help of others	To try several times if at first I don't succeed and I ask for help when appropriate.	To react positively when things become difficult and persevere with a task and improve my performance
To understand and follow simple rules	To follow simple rules to a game	To follow the rules of the game and play fairly	

*'Roots to Grow and Wings to Fly'*

	Year 1	Year 2	Lower KS2
Social skills	To give and receive praise	To listen, help, praise and encourage others in their learning	To show patience and support others, listening to them about our work
			To cooperate well with others and give helpful feedback
	To work sensibly with others, taking turns and sharing	To pick a group to work with based upon how well we work together	To help organise roles and responsibilities and guide a small group through a task

'Roots to Grow and Wings to Fly'

KS1 RSHE

	EYFS/Year 1	Year 2	Lower KS2
Health and wellbeing: Physical Health and fitness	To know some important rules for keeping healthy	To know what keeping healthy means; different ways to keep healthy	To know about the elements of a balanced, healthy lifestyle
	To be aware of why exercise is important for good health (PE)	To describe the importance for humans of exercise and eating the right amounts of different food (PE)	To describe the fitness components and explain how often and how long I should exercise to be healthy
	To know what is meant by the term physical activity	To know physical activity helps us to stay healthy; and ways to be physically active everyday	To know regular (daily/weekly) exercise benefits mental and physical health and how to achieve this
	To know about the people who help us to stay physically healthy	To know adults they can talk to if they are worried about their health	To know how and when to seek support including which adults to speak to in school if they are worried about their health.

	EYFS/Year 1	Year 2	Lower KS2
Health and wellbeing: Mental wellbeing	To know that people can be mentally as well as physically unwell	To know what it means to be mentally healthy	To understand that mental wellbeing is a normal part of daily life, in the same way as physical health
		To understand what it may feel like if you are not mentally healthy	To understand it is common for people to experience mental ill health
	To recognise and name different feelings ( <b>Mood Monsters</b> )	To know and understand a range of different feelings that humans can experience ( <b>Mood Monsters</b> )	To recognise that feelings can change over time and range in intensity ( <b>Mood Monsters</b> )
	To know how to recognise what others might be feeling		To know that everyday things can affect feelings and the importance of expressing feelings
	To know how my feelings can affect my body	To know how feelings can affect people's bodies and how they behave	To recognise how I am emotionally by understanding how it affects me physically
	To use strategies given to help me calm down	To know different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good ( <b>healthy mind platter</b> )	To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests ( <b>healthy mind platter</b> )
	To recognise activities that make them happy	To know a range of things that help them feel calm, positive or happy ( <b>healthy mind platter</b> )	To know strategies to help calm themselves if they are angry or upset ( <b>healthy mind platter and mood monsters</b> )
	To know adults they can talk to if they are feeling lonely	To know how to recognise when they or someone else feels lonely and what to do	To know the importance of seeking support if feeling lonely or excluded
	To ask an adult for help when feeling emotional	To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	To know where and how to seek support for mental ill health
	To support others when they are upset	To know that people respond differently to changes and challenges	To know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

*'Roots to Grow and Wings to Fly'*

	EYFS/Year 1	Year 2	Lower KS2
Health and wellbeing: Healthy eating	To know some healthy and unhealthy foods	To use the basic principles of a healthy and varied diet to prepare dishes	To design meals that represent a healthy, balanced diet
	To assemble or cook healthy ingredients with assistance	To assemble and cook healthy ingredients	To assemble or cook healthy ingredients, adapting recipes to meet my needs
	I know that there are foods that I shouldn't eat too much of	To know about foods that support good health and the risks of eating too much of any one food group	To know the risks associated with unhealthy eating (sugar, lack of nutrients, saturated fat, salt etc.)

	EYFS/Year 1	Year 2	Lower KS2
Health and wellbeing: Managing risks and harm prevention	To talk to an adult if I don't feel well	To recognise times when I haven't felt well and describe my symptoms to an adult	To know how to recognise early signs of physical illness
	To know how to stay safe in the sun	To know how to keep safe in the sun and protect skin from sun damage	To understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
	To know that sleep is important to keep me well	To know why sleep is important and different ways to rest and relax	To know some of the factors that can negatively impact sleep and how to minimize these
	To know how and why to brush my teeth	To know the importance of visiting the dentist; how to brush teeth correctly; food and drink that support dental health	To investigate what can damage teeth and how to look after them
	To know how and why to keep myself clean	To know and practice simple hygiene routines that can stop germs from spreading	To consider safety and hygiene when working with food
	To know that household products (including medicines) can be harmful if not used correctly	To know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	
		To know that medicines can help us to feel better and that that they should always be controlled by an adult	To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. To know that medicines are drugs which can be beneficial to us if used properly, and that some drugs are harmful
	To recognise risk in simple everyday situations and what action to take to minimise harm	To know ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely	To have strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
		To know how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)	To recognise hazards (including fire risks) that may cause harm, injury or risk in the home and what I can do reduce risks and keep safe
	To know about people whose job it is to help keep us safe	To know how to get help in an emergency (how to dial 999 and what to say)	To know how to make a clear and efficient call to emergency services if necessary
To know what to do if there is an accident and someone is hurt		To know what is meant by first aid; basic techniques for dealing with common injuries	

'Roots to Grow and Wings to Fly'

	EYFS/Year 1	Year 2	Lower KS2
Health and wellbeing: Ourselves, growing and changing	To say how they are similar and different to their friends	To recognise the ways in which we are all unique	To recognise their individuality and personal qualities
	To name the main parts of the body including external genitalia (vagina, penis, testicles, nipples, anus)	To name the main parts of the body including external genitalia (vagina, penis, testicles, nipples, anus)	To name the main parts of the body including external genitalia (vagina, penis, testicles, nipples, anus)
	To understand growing and changing from young to old	To understand growing and changing from young to old and how people's needs change	To draw timelines to indicate stages of growth and developments of humans

	EYFS/Year 1	Year 2	Lower KS2
Relationships: Families	To identify the people who love and care for them and what they do to help them feel cared for	To know families are important for children growing up because they can give love, security and stability	To identify common features of family life
	To know different types of families including those that may be different to their own	To know others' families, either in school or in the wider world, sometimes look different from their family	To respect different types of families and know that other children's families are also characterised by love and care.
		To know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	To know that people who love and care for each other can be in a committed consensual relationship (e.g. marriage), living together, but may also live apart
	To know it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried		

	EYFS/Year 1	Year 2	Lower KS2
Relationships: Caring Friendships	To list characteristics of a good friend	To know how people make friends and what makes a good friendship	To know how important friendships are in making us feel happy and secure, and how people choose and make friends
	To discuss people who are important in their lives	To know the roles different people (e.g. acquaintances, friends and relatives) play in our lives	To recognise that everyone has different levels of closeness and trust with the different people in their lives
	To know that healthy friendships should make them feel happy		To know that healthy friendships should not make them feel sad or left out
	To resolve differences with friends with the support of an adult	To use simple strategies to resolve arguments between friends positively	To know friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
	To give and receive praise	To listen, help, praise and encourage others in their learning	To show patience and support others, listening to them about our work
			To cooperate well with others and give helpful feedback
	To work sensibly with others, taking turns and sharing	To pick a group to work with based upon how well we work together	To help organise roles and responsibilities and guide a small group through a task
	To know how to ask for help if a friendship is making them feel unhappy		To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
To know that friends should not ask them to do something that makes them uncomfortable	To know basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	To know how to manage difficult friendship situations (including online) and seek help or advice from others, if needed	

'Roots to Grow and Wings to Fly'

	EYFS/Year 1	Year 2	Lower KS2	
Relationships: Respectful relationships	To recognise what constitutes a positive, healthy relationship		To develop the skills to form and maintain positive and healthy relationships	
	To recognise the ways they are the same as, and different to, other people		To know the importance of respecting others who are different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	
	To know that just because someone has a belief it doesn't make it true	To know that having a belief does not give anyone the right to break the law or hurt others	To show awareness of the harm that can be caused by terrorism and extremism (Including online)	
	To study stories where characters are judged unfairly because of their appearance or others' prejudice	To know that groups of people are sometimes treated unfairly by others		To know about discrimination: what it means and how to challenge it
		To know what a stereotype is, and how stereotypes can be unfair, negative or destructive		To understand that a person's aspirations should not be limited by stereotypes
	To be polite to adults and children	To practice the conventions of courtesy and manners		
	To use resources that challenge traditional roles for boys and girls	To understand that there shouldn't be any difference in the way that boys and girls are treated	To know that someone's identity (including gender) should not be defined by their likes, dislikes or appearance	
	To identify what they are good at, what they like and dislike		To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	
	To know hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	To comment positively and respectfully		To always communicate kindly and respectfully and can describe the impact where this does not happen
		To know what bullying is and that people can be hurt by words and actions; that people can say hurtful things online		To know the impact of bullying, including offline and online, and the consequences of hurtful behaviour
To know I need to ask permission before carrying out certain actions (including online)	To know there are situations when they should ask for permission and also when their permission should be sought (consent)		To understand the need to seek and give permission (consent) in different situations	

	EYFS/Year 1	Year 2	Lower KS2	
Relationships: Being Safe	To know the PANTS rules	To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	To know what is appropriate in friendships and wider relationships (including online)	
	To know the importance of not keeping secrets that makes someone feel uncomfortable or unsafe (only happy surprises)		To know when to keep something confidential or secret (e.g. a birthday surprise that others will find out about) and when it is right to break a confidence or share a secret	
	To know safe adults I can talk to if I don't feel safe with a person or in a situation	To know how to respond if physical contact makes them feel uncomfortable or unsafe		To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
		To know how to respond safely to adults they don't know		To know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
				To know how to recognise and report feelings of being unsafe or feeling bad about any adult
	To know where to get advice e.g. family, school and/or other sources		To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	

*'Roots to Grow and Wings to Fly'*

Living in the wider world: being a good citizen	EYFS/Year 1	Year 2	Lower KS2
	To know that jobs help people to earn money to pay for things	To know what money is; forms that money comes in; that money comes from different sources	To know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
	To know that people make different choices about how to save and spend money	To know that money needs to be looked after; different ways of doing this	To know about the difference between needs and wants; that sometimes people may not always be able to have the things they want
	To know some of the different jobs of people in my community	To know different jobs that people they know or people who work in the community do	To identify the kind of job that they might like to do when they are older
	To know that everyone has different strengths	To know some of the strengths and interests someone might need to do different jobs	To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
	To know things they can do to help look after their environment		To know how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
	To know that rules and laws keep us safe	To know what rules are, why they are needed, and why different rules are needed for different situations	To recognise reasons for rules and laws; consequences of not adhering to rules and laws

'Roots to Grow and Wings to Fly'

**KS1 RSHE (Computing)**

	EYFS/Year 1	Year 2	Year 3	Year 4
E-Safety - Content	To know how the internet and digital devices can be used safely to find things out and to communicate with others		To know the role of the internet in everyday life	
	To select from a list of apps, games and websites that a trusted adult gives me	To describe the things I enjoy about age appropriate apps, games and websites I am guided to use	To use age appropriate apps, games and websites from a list I have agreed with others	To choose apps, games and websites that are appropriate for my age and explain my reasons to friends
	To know that some material online is protected	To know that pictures, videos or music online belongs to someone	To think about whether I can use images that I find online in my own work	To explain how to check who owns photos, text and clipart
	To know that just because someone has a belief it doesn't make it true		To know that having a belief does not give anyone the right to break the law or hurt others	
	To know not all information seen online is true		To show awareness of the harm that can be caused by terrorism and extremism (Including online)	
			To explain how digitally altered images in the media make me feel	
			To use search tools to find appropriate information and decide whether I can trust it	To identify key words to use when searching safely online and think about the reliability of information I find
	To be careful about the icons I click or tap when I use technology devices		To identify adverts online, including those within Google searches	To ignore or close adverts and pop-ups that appear on my device and explain my reasons
		To identify some possible risks to devices	To explain why I need to protect my computer or device from harm	
To use links to websites to find information		To know there can be risks to downloading things from the internet	To ask a trusted adult before downloading files and games from the Internet	To explain why I need to ask a trusted adult before downloading files and games from the internet

	EYFS/Year 1	Year 2	Year 3	Year 4
E-Safety - Conduct	To agree and use sensible rules to keep me safe when I use technology	To agree and use sensible rules to keep me safe when I use technology	To contribute to shared rules and use them to make good choices when I use technology	To contribute to shared rules and use them to make good choices when I use technology
	To tell a trusted adult what I want to use a device for	To talk to a trusted adult about how I will keep myself safe before I use a device	To use the safety features of websites as well as reporting concerns to a trusted adult	To use appropriate strategies to deal with comments online
	To tell a trusted adult when something worrying or unexpected happens when I am using a device			To use a range of strategies to protect myself and my friends from harm online, including reporting concerns to a trusted adult
	To know what my personal information is and keep it private	To explain why I need to keep my passwords and personal information private	To use a secure password and explain why they are important	
			To protect my personal information when I do different things online	
	To know that something I put online can be seen by others	To know how something can spread once it is put online	To know that anything I share online will stay there to be seen and used by others	
	To know hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	To comment positively and respectfully To know what bullying is and that people can be hurt by words and actions; that people can say hurtful things online	To describe the ways that people get bullied when they use different technologies and consider what I post	To make safe choices when using technology to communicate responsibly with others
	To use devices for the time I am allowed and tell you what else I like doing	To know to take a break and do something else when I have been using a device for too long	To make good choices about when and why I use devices	
To show a trusted adult when something worrying or unexpected happens when I am online		To know where and how to report concerns and get support with issues online		

	EYFS/Year 1	Year 2	Year 3	Year 4	
E-Safety - Contact	To know that not everyone is who they say they are online	To know that sometimes people may behave differently online, including by pretending to be someone they are not	To know what is appropriate in friendships and wider relationships (including online)		
	To use different technologies, with a trusted adult, to communicate responsibly with others		To know the impact of bullying, including offline and online, and the consequences of hurtful behaviour		
	To talk about why it is important to be kind and polite online and in real life		To always communicate kindly and respectfully and can describe the impact where this does not happen		
	To know I need to ask permission before carrying out certain actions (including online)	To know there are situations when they should ask for permission and also when their permission should be sought	To understand the need to seek and give permission (consent) in different situations		
	To know that some people on the internet are unkind to others		To explain how I feel when someone responds to something I have shared online		
	To recognise there is a difference between friends I know in real life and people I play with online		To identify similarities and differences in my relationships with people I know and people I see in the media/online	To recognise that online friendships affect my feelings	
	To know that friends should not ask them to do something that makes them uncomfortable	To know basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary		
			To know how to manage difficult friendship situations (including online) and seek help or advice from others, if needed		

With reference to the ELIM E Safety statements. Although taught as a unit, this should be revisited at least every term



'Roots to Grow and Wings to Fly'

Computing

	Year 1	Year 2	Lower KS2
Using a computer	To safely turn a computer on and off	To turn on a computer, log on to it, log off it and shut it down.	To open multiple windows, applications or program and move between them
	To click on a specified icon, file or app	To can use the spacebar, back space, enter, shift and arrow keys.	To find a range of file types in different locations and copy and paste them into a different location
	To close down an app or program when I have finished using it	To name and save a document in a specified location	To save and organise a range of file types in specific places (e.g. create new folders)
	To write my ideas using a keyboard	To use technology purposefully to organise, store, and retrieve digital content	To access websites and retrieve information from them

	Year 1	Year 2	Lower KS2
Programming	To understand that an algorithm is a set of instructions	To understand what algorithms are; how they are implemented as programs on digital devices (using programmable toys or coding apps)	To use short hand phrases in my programs that I can reuse
	To control a programmable toy to perform a specific task	To create simple programs	To create and debug a program that performs a task and suggest ways that it could be improved
		To debug simple programs	To use logical thinking to solve an open-ended problem by breaking it up into smaller parts
		To use logical reasoning to predict the behaviour of simple programs	To detect and correct errors in algorithms and programs (debug)
	To explore simple coding software	To understand programs execute by following precise and unambiguous instructions (using programmable toys or coding apps)	To use reasoning skills to predict the behaviour of more complex programs
			To work with variables and various forms of input and output

	Year 1	Year 2	Lower KS2
Digital literacy	To use technology to create digital content	To use technology purposefully to create and manipulate digital content	To use a range of graphics and text formatting from a range of software confidently when presenting data and information for a range of audiences
	To use a range of technology for different purposes	To use applications and devices in order to communicate ideas, work, and messages	To use applications and devices in order to communicate ideas, work, messages and demonstrate control
	To know some uses of technology around my home and school	To recognise common uses of information technology beyond school	To understand how computers can monitor and control physical systems
	To know that some programs are stored on a device and some are accessed on the internet	To know that the internet is a collection of different pages that can be made by anyone	To describe the world wide web as the part of the internet that contains websites
	To use key vocabulary to demonstrate knowledge and understanding: paint, colour, brush, tools, undo, redo, save, open, close, start, text, image, app, program, web, internet, software, window, minimise, restore, screen, click, drag, log on, log off, keyboard, keys, mouse, button, double click, drag, Google, address, safe, program, instruction, order, program, turn, left, right, clockwise, anticlockwise, repeat, online, trusted, friend, information, safety, safe, stranger	To use key vocabulary to demonstrate knowledge and understanding: paint, colour, brush, tools, settings, undo, redo, text, image, launch, application, software, window, minimise, restore, screen, close, click, drag, log on, log off, keyboards, keys, mouse, button, double click, drag, filter, Google, search engine, email, internet, subject, address, sender, safe, secure, algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, sequence, repeat, repeat forever, invisible, grow, shrink, safe, reliable, online, trusted, information, safety, personal, share, stranger, internet	To use key vocabulary to demonstrate knowledge and understanding: draw, object, shape, line, line colour, fill colour, group, ungroup, text, box, format, image, wrap text, link, object, hyperlink, minimise, restore, move, screen, split, create, organise, file, folder, close, exit, search, print, password, screenshot, snipping tool, shift, undo, redo, menu, dictionary, highlight, cursor, toolbar, spellcheck, audio, sound, video, movie, embed, link, file format, animate, animation, still image, loop, record, stop, play, stop motion, stop frame, Google Docs, insert, Google, search engine, image, subject, address, sender, secure, world wide web, social media, decompose, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable, accept, reliable, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public

KS1 RE

<u>Values</u>		<b>Courage</b>	<b>Hope</b>	<b>Compassion</b>	<b>Forgiveness</b>	<b>Trust</b>	<b>Respect</b>
		<u>Autumn</u> <u>Harvest and Christmas</u>		<u>Spring</u> <u>Easter</u>		<u>Summer</u>	
<u>EYFS</u>		Unit 1: Special me – Who are we?	Unit 2: Special Times <b>UC F2 Incarnation: Why do Christians perform nativity plays at Christmas?</b>	Unit 3: Special Places – the local church building	Unit 4: Special Times <b>UC F3 Salvation: Why do Christians put a cross in an Easter garden?</b>	Unit 5: Special stories – God/Creation <b>UC F1 God/Creation: Why is the word God so important to Christians?</b>	Unit 6: Special stories - Jesus
<u>KS1</u>	<u>Year A</u>	Unit 2: What do Christians believe about Jesus? Incarnation/Christmas <b>UC 1.3 Incarnation: Why does Christmas matter to Christians?</b>		Unit 1: What do Christians believe about God? <b>UC 1.1 God: What do Christians believe God is like?</b>	<b>UC 1.5 Salvation: Why does Easter matter to Christians?</b>	Unit 5: What do Jewish people believe about God and the Covenant?	
	<u>Year B</u>	Unit 6: What do Jewish people believe about Torah?	<b>UC 1.3 Incarnation: Why does Christmas matter to Christians?</b>	Unit 4: What do Christians believe about forgiveness? Link with Easter <b>UC 1.5 Salvation: Why does Easter matter to Christians?</b>		Unit 3: What do Christians believe about love? – (agape) <b>UC 1.4 (Gospel): What is the good news Jesus brings?</b>	
	<u>Year C</u>	Unit 2: What do Christians believe about Jesus? Incarnation/Christmas <b>UC 1.3 Incarnation: Why does Christmas matter to Christians?</b>		Unit 1: What do Christians believe about God? <b>UC 1.1 God: What do Christians believe God is like?</b>	<b>UC 1.5 Salvation: Why does Easter matter to Christians?</b>	Unit 5: What do Jewish people believe about God and the Covenant?	
	<u>Year D</u>	Unit 6: What do Jewish people believe about Torah?	<b>UC 1.3 Incarnation: Why does Christmas matter to Christians?</b>	Unit 4: What do Christians believe about forgiveness? Link with Easter <b>UC 1.5 Salvation: Why does Easter matter to Christians?</b>		Unit 3: What do Christians believe about love? – (agape) <b>UC 1.4 (Gospel): What is the good news Jesus brings?</b>	

*'Roots to Grow and Wings to Fly'*

**RE Skills progression**

<b>Skill</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Lower KS2</b>	<b>Upper KS2</b>
Investigate	With encouragement, to ask their own questions about stories from the Bible and other faiths	To enquire into stories and ask their own questions.	To ask questions about things that may be important themselves and to others	To answer questions about, similarity, difference and significance	To regularly address and devise questions about change, cause, similarity, difference and significance
Interpret	To recognise simple religious symbols and artefacts	To retell parts of religious stories and identify and describe symbols	To draw meaning from religious symbols.	To draw meaning from symbols, prayer, poetry, works of art	To suggest meanings from religious texts To interpret religious language
Reflect	To talk about their preferences and feelings and to say why	To say what is interesting or puzzling	To think and speak carefully about religious and spiritual topics.	To reflect on attitudes, beliefs and values of others	Using 'big picture' knowledge, to begin to ponder on feelings, ultimate questions, beliefs and practices
Empathise	To enjoy and respond to what has been read	To think about: wonder, joy, love, forgiveness, sorrow	I can think and express my ideas about: wonder, joy, love, forgiveness, sorrow	To know and accept that people may have different attitudes, beliefs and values	To see the world through the eyes of others and identify points of view
Analyse	To know about similarities and differences between themselves, others, families, communities and beliefs.	To notice features of different religions. To identify key beliefs.		Use knowledge of key beliefs to draw out essential facts	To distinguish between opinion, belief and fact
Synthesise	Begin to link religious learning, Christian values and their own experiences	To see links between religious learning, Christian values and their own experiences		To link significant features of different religions	To find similarities and differences within and between faiths
Express	Respond to religious ideas through a range of media			Respond to religious ideas through a range of media. To articulate own ideas in a range of ways	
Apply			Apply religious learning to a new situation	To apply what has been learnt about a religion to a new situation	
Evaluate				To draw conclusions from religious learning. To sort and rank ideas	To debate issues of religious significance with reference to experience, evidence and argument