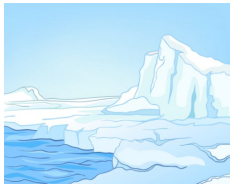
Year 1 Blue Class

Year 2 Orange Class

Great Explorers







Science

Plants

Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant?
Can they identify and name a range of common plants and trees?
Can they recognise deciduous and evergreen trees?
Can they name the trunk, branches and root of a tree?
Can they describe the parts of a plant (roots, stem, leaves, flowers)?

Everyday materials – classifying and grouping

Can they distinguish between an object and the material from which it is made?
Can they describe materials using their senses?
Can they describe materials using their senses, using specific scientific words?
Can they explain what material objects are made from?
Can they explain why a material might be useful for a specific job?
Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock
Can they sort materials into groups by a given criteria?

Plants

Can they describe what plants need to survive?
Can they observe and describe how seeds and bulbs grow into mature plants?
Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy?

Uses of everyday materials – classifying and grouping

Can they describe the simple physical properties of a variety of everyday materials?
Can they compare and group together a variety of materials based on their simple physical properties?
Can they sort materials into groups and say why they have sorted them in that way?

Changing materials

Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching)
Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam)
Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses?

Cross Curricular English

Exploring non-fiction texts

Writing non- chronological reports

Creating new versions of stories

Cross Curricular Maths

Place Value Within 20

Addition and Subtraction Within 20

Length and Height

Mass, Volume and Capacity

Money

Multiplication and Division

Length and Height

Mass, Volume and Capacity

History— Polar Explorers/ Rainforest Explorers

Do they appreciate that some famous people have helped our lives be better today?
Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?
Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?
Can they begin to identify the main differences between old and new objects?
Can they identify objects from the past, such as vinyl records?
Can they ask and answer questions about old and new objects?
Can they spot old and new things in a picture?
Can they answer questions using an artefact/ photograph provided?
Can they give a plausible explanation about what an object was used for in the past?

Can they answer questions by using a specific source, such as an information book?
Can they sequence a set of events in chronological order and give reasons for their order?
Can they research the life of a famous Briton from the past using different resources to help them?
Can they research about a famous event that happens in Britain and why it has been happening for some time?
Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?
Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times?
Can they explain why their locality (as wide as it needs to be) is associated with a special historical event?
Can they sequence a set of objects in chronological order and give reasons for their order?
Can they sequence events about the life of a famous person?

Geography— Localities outside of the UK/ Rainforest and food from around the world

Can they explain the main features of a hot and cold place?
Can they describe a locality using words and pictures?
Can they explain how the weather changes with each season?
Can they answer questions about the weather?
Can they keep a weather chart?
Can they begin to explain why they would wear different clothes at different times of the year?
Can they tell something about the people who live in hot and cold places?
Can they explain what they might wear if they lived in a very hot or a very cold place?
Can they point out where the equator, north pole and south pole are on a globe or atlas?

Can they describe some places which are not near the school?
Can they describe a place outside Europe using geographical words?
Can they describe some of the features associated with an island?
Can they explain how the jobs people do may be different in different parts of the world?
Can they point out the North, South, East and West associated with maps and compass?
Can they identify rivers and mountains on a map?
Can they name the continents of the world and find them in an atlas?
Can they name the world's oceans and find them in an atlas?

RE

Who is Jewish and how do they live?

Why does Easter matter to Christians?

Who is a Muslim and how do they live? (Part 2)

Why does Easter matter to Christians?

PSHE-

Celebrating me, you and our families
Safety at home
Me, my body and staying safe
Money and work

PE— Elements taken from Dance and Gymnastics/ Dance and Run, Jump, Throw

Can they move to music?
Can they copy dance moves?
Can they perform some dance moves?
Can they make up a short dance?
Can they move around the space safely?

Can they make their body tense, relaxed, curled and stretched?
Can they control their body when travelling?
Can they control their body when balancing?
Can they copy sequences and repeat them?
Can they roll in different ways?
Can they travel in different ways?
Can they balance in different ways?
Can they climb safely?
Can they travel over and under apparatus safely?
Can they bend their knees when taking off and landing.
Can they stretch in different ways?
Can they curl in different ways?

Can they dance imaginatively?
Can they change rhythm, speed, level and direction?
Can they dance with control and co-ordination?
Can they make a sequence by linking sections together?
Can they link some movements to show a mood or feeling?

Can they use hitting, kicking and/or rolling in a game?
Can they throw and catch with control?
Can they stay in a 'zone' during a game?
Can they decide where the best place to be is during a game?
Can they use one tactic in a game?
Can they follow rules?

Computing— NCCE Units— Moving a Robot, Grouping Data, Robot Algorithms and Pictograms

I can give instructions to my friend and follow their instructions to move around.
I can describe what happens when I press buttons on a robot.
I can press the buttons in the correct order to make the robot do what I want.
I can describe what actions I will need to do to make something happen and begin to use the word algorithm.
I can begin to predict what will happen for a short sequence of instructions.
I can begin to use software/apps to create movement and patterns on a screen.
I can use the word debug when I correct mistakes when I program.

I can give instructions to my friend (using forward, backward and turns) and physically follow their instructions.
I can tell you the order I need to do things to make something happen and talk about this as an algorithm.
I can program a robot or software to do a particular task.
I can look at my friend's program and tell you what will happen.
I can use programming software to make objects move.
I can watch a program execute and spot where it goes wrong so that I can debug it.

Art— Giuseppe Arcimboldo— Autumn/ Spring

Collage
Can they cut and tear paper and card for their collages?
Can they overlap paper/materials to fill all space on the paper?
Can they gather and sort the materials they will need?

Knowledge
Can they describe what they can see and like in the work of another artist/craft maker/designer?
Can they ask sensible questions about a piece of art?

Collage
Can they create individual and group collages?
Can they use different kinds of materials on their collage and explain why they have chosen them?
Can they use repeated patterns in their collage?

Knowledge
Can they say how other artist/craft maker/designer have used colour, pattern and shape?
Can they create a piece of work in response to another artist's work?

DT— Wind up wonders/ 3D, multi-layered rainforest

Planning, Working and Evaluating
Can they think of some ideas of their own?
Can they explain what they want to do?
Can they use pictures and words to plan?
Can they explain what they are making?
Can they explain which tools are they using?
Can they describe how something works?
Can they talk about their own work and things that other people have done?
Can they make a product which moves?
Can they cut materials using scissors?
Can they describe the materials using different words?
Can they make a structure/model using different materials?
Can they choose some appropriate materials to make their model?
Is their work tidy?
Can they make their model stronger if it needs to be?
Can they think of ideas and plan what to do next?
Can they choose the best tools and materials? Can they give a reason why these are best?
Can they describe their design by using pictures, diagrams, models and words?
Can they join things (materials/ components) together in different ways?
Can they explain what went well with their work?
If they did it again, can they explain what they would improve?
Can they use joining, folding or rolling to make it stronger?
Can they consider how to improve their construction?
Can they make sensible choices as to which material to use for their constructions?
Can they develop their own ideas from initial starting points?
Can they incorporate some type of movement into models?

Music— Charanga- Exploring Sounds and Learning to Listen/ Inventing a Musical Story and Recognising Different Sounds

Composing [including notation]
Can they make different sounds with their voice?
Can they make different sounds with untuned instruments?
Can they identify changes in sounds?
Can they change the sound?
Can they repeat (short rhythmic and melodic) patterns?
Can they make a sequence of sounds?
Can they show sounds by using pictures?

Appraising
Can they respond to different moods in music?
Can they say whether they like or dislike a piece of music?
Can they choose sounds to represent different things?
Can they recognise repeated patterns?
Can they follow instructions about when to play or sing
Can they listen and respond to the music of a famous composer or musician?

Composing [including notation]
Can they order sounds to create a beginning, middle and end?
Can they create music in response to different starting points?
Can they choose sounds which create an effect?
Can they use symbols to represent sounds?
Can they make connections between notations and musical sounds?

Appraising
Can they improve their own work?
Can they listen out for particular things when listening to music?
Can they say whether they like or dislike a piece of music and why?
Can they respond to music using words, pictures or actions?