



### Science

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Explain that animals including humans have offspring which grow into adults.
- Explain the basic needs of animals, including humans, for survival (which are food, air and water).
- Describe the importance for humans of exercise and eating the right amounts of different types of food.
- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees. observe changes across the four seasons
- 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
- observe and describe weather associated with the seasons and how day length varies.
- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

### Computing

Pupils should be taught to:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping 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

### Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play un-tuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music (pitch, dynamics, tempo).

### Art

- to use a range of materials creatively to design and make products.
- to use drawing and painting to develop and share their ideas, experiences and imagination.
- to develop a wide range of art and design techniques in using colour, pattern and texture.
- about the work of a range of artists, and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### Design and technology

- design purposeful, functional, appealing products for themselves and other users based on design criteria.
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing.
- explore and evaluate a range of existing products.
- build structures, exploring how they can be made stronger, stiffer and more stable.
- Cooking and Nutrition
- use the basic principles of a healthy and varied diet to prepare dishes

### PSHE

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, including puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing
- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships

### Physical education

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

### Geography

- name and locate the world's seven continents.
- name, locate and identify characteristics of the four countries.
- identify seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- 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 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.

### Religious Education

- 1.2 Who made the world? (CREATION)
- 1.3 Why does Christmas matter?
- (INCARNATION)
- 1.4 What is the good news that Jesus brings?
- (GOSPEL)
- 1.5 Why does Easter matter?
- (SALVATION)
- 1.7 What does it mean to belong to a faith community?
- 1.5 What makes some places sacred?

### History

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- the lives of significant individuals in the past who have contributed to national and international achievements.
- significant historical events and places in their own locality.