

## Geography

Investigate the countries and capitals of the United Kingdom.

Compare and contrast a small area of the United Kingdom with that of a non-European country.

Explore weather and climate in the United Kingdom and around the world.

Use basic geographical vocabulary to refer to and describe key physical and human features of locations.

Use world maps, atlases and globes.

Use aerial photographs.

Use fieldwork and observational skills.

## History

Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.

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

## Art & Design

Use experiences and ideas as the inspiration for artwork.

Share ideas using drawing, painting and sculpture.

Explore a variety of techniques.

Learn about the work of a range of artists, artisans and designers.

## Music

Use their voices expressively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically.

Listen with concentration and understanding to a range of high-quality live and recorded music.

Make and combine sounds using the inter-related dimensions of music.

## Design & Technology

### Design

design purposeful, functional, appealing products for themselves and other users based on design criteria.

generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

### Make

select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.

select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

### Evaluate

explore and evaluate a range of existing products.

evaluate their ideas and products against design criteria.

### Technical knowledge

explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.

### Cooking and nutrition

use the basic principles of a healthy and varied diet to prepare dishes.

understand where food comes from.

## Science

### Biology

#### Plants

Identify, classify and describe their basic structure.

Observe and describe growth and conditions for growth.  
Habitats

#### Animals and humans

Identify, classify and observe.

Look at growth, basic needs, exercise, food and hygiene.

#### All living things

Investigate differences.

### Chemistry

#### Materials

Identify, name, describe, classify, compare properties and changes.

Look at the practical uses of everyday materials.

### Physics

#### Light

Look at sources and reflections

#### Sound

Look at sources.

#### Forces

Describe basic movements.

#### Earth and space

Observe seasonal changes

### Working Scientifically

Across all year groups scientific knowledge and skills should be learned by working scientifically.

(This is documented in the Essentials for progress section.)

### Physics

#### Electricity

Look at appliances and circuits.

### Physical Education

Participate in team games, developing simple tactics for attacking and defending.

Perform dances using simple movement patterns.

### Computing

Write and test simple programs.

Organise, store, manipulate and retrieve data in a range of digital formats.

Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school.

### Personal Development

Discuss and learn techniques to improve in the eight areas of success.

Study role models who have achieved success.

### Communication

Engage in meaningful discussions in all areas of the curriculum

Listen to and learn a wide range of subject specific vocabulary.

Through reading identify vocabulary that enriches and enlivens stories.

Speak to small and larger audiences at frequent intervals.

Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English

Listen to and tell stories often so as to internalise the structure

### Mathematics

Count and calculate in a range of practical contexts.

Use and apply mathematics in everyday activities and across the curriculum.

Repeat key concepts in many different practical ways to secure retention.

Explore the properties of shapes.

Use language to describe position, direction and movement.

Use and apply in practical contexts a range of measures, including time.

Handle data in practical contexts.

### Religious Education

Study the main stories of Christianity.

Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.

Study other religions of interest to pupils.

### Reading

Listen to traditional tales.

Listen to a range of texts.

Learn some poems by heart.

Become familiar with a wide range of texts of different lengths.

Discuss books.

Use the class and school libraries.

Listen to short novels over time.

Listen to short novels over time.

### Writing

#### Narrative

Write stories set in places pupils have been.

Write stories with imaginary settings.

Write stories that mimic significant authors.

#### Non-fiction

Write labels

Write captions

Write instructions

Write recounts

Present information

Write non-chronological reports.

#### Poetry

Write poems that use pattern, rhyme and description.