



Non Negotiables (Endpoints) Year 1/2 - Cherry Class - Year A

	AUTUMN TERM (Location , Location, Location)	SPRING TERM (Wild and Wonderful Creatures)	SUMMER TERM (In the Garden)
SCIENCE	<u>Materials Y1 & Y2</u> I can distinguish between an object and the material from which it is made. I can identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. I can describe the simple properties of a variety of everyday materials and compare and group them according to these properties. I understand the suitability of a variety of everyday materials for different purposes. I can explore how materials are changed by squashing, bending, twisting and stretching.	<u>Animals including Humans Y1 & Y2</u> I can explain that animals including humans have offspring which grow into adults. I can describe the human lifecycle I can describe the basic needs of animals including humans including humans for survival. I can compare the differences between things that are living, dead and have never been alive. I can name a variety of habitats and the plants and animals that live there. I can talk about habitats and the basic needs of different animals and plants and how they depend on each other. I can describe a simple food chain.	<u>Plants Y1 & Y2</u> I can describe how seeds and bulbs grow into mature plants. I can plan a suitable experiment to find out that plants need water, light and a suitable temperature to grow and to stay healthy. I can record my data to help answer questions. I can talk about the different jobs of different parts of a plant. I will explore the school garden and learn about a micro habitat. I can identify and classify the animals I find in the school garden.
ART	<u>Sculpture and 3D: Clay Houses</u> I can flatten and smooth clay, roll shapes successfully and make a range of marks on clay. I can make a basic pinch pot and join a clay shape onto the side using the scoring and slipping technique.	<u>Craft and Design: Woven Wonders</u> I can draw and talk about a remembered experience of making something creative.	<u>Painting and Mixed Media: Brush Control</u> I can hold a brush in a comfortable, functional grip. I can name primary and secondary colours and use colours with increasing confidence.

	I can roll a smooth tile surface. I can join clay shapes and make marks in the tile surface to create a pattern. I can draw a house design and plan how to create the key features in clay. I can create a clay house tile that has recognisable features made by impressing objects and joining simple shapes. <u>Craft and Design: Map it out!</u> I can sort map images into groups, explaining their choices. I can draw a map of my journey to school, including key landmarks and different types of mark-making. I can explore how to use texture and 3D forms to replicate a map in a new way. I can annotate my favourite artwork with relevant evaluation points.	I can choose and measure lengths of wool and join wool sections together. I can adjust my wrapping technique if something doesn't work well. I can choose materials based on colour, thickness and flexibility. I can identify key features of Cecilia Vicuña's work and compare it to my own work. I can weave with paper, achieving a mostly accurate pattern of alternating strips. I can attach things securely to their box loom. I can discuss the choices I made and discuss what I like about my finished work.	I can make two to three different marks with some control. I can use more than one brush confidently and describe the differences between marks made with large and small brushes. I can clean brushes between colours and wipe or blot excess water before painting. I can use a sketchbook to explore ideas, plan and place marks with purpose. I can produce a painting with smooth areas of colour and clearly separated colour blocks. I can choose appropriate brushes for different tasks, make consistent, repeated marks inspired by the artists studied and talk confidently about their choices
DT	<u>Structures: Making a toddler slide for Tintwistle park</u> I can describe how slides are made for different purposes. I can explain how design briefs and criteria help when making a new product. I can name some shapes that are stronger than others. I can describe how making a material thicker makes it stiffer, I can understand and use the vocabulary of strong, weak, stiff and flexible. I can evaluate a product against the design criteria. I can improve parts of a product based on the design criteria.	<u>Textiles: Puppets</u> I can sew a running stitch with regular-sized stitches and understand that both ends must be knotted. I can prepare and cut fabric to make a puppet from a template. I can use a running stitch to join the two pieces of fabric together. I can decorate my puppet using the materials provided.	<u>Cooking and Nutrition: Smoothies!</u> I can describe fruits and vegetables and explain how to identify fruits. I can name a range of places that fruits and vegetables grow. I can describe basic characteristics of fruit and vegetables. I can prepare fruits and vegetables to make a smoothie.

GEOGRAPHY	I can locate the United Kingdom on a map and name it's countries and capital cities. I know the village and country that I live in. I know my address. I can use aerial photographs and plans to identify human and physical features. I can locate human and physical features in Tintwistle and Glossop. I can use location language and compass directions to describe features on a map. I can make comparisons between Tintwistle, Glossop and Manchester. I can use basic geographical vocabulary to refer to key human features such as: city, town, village, factory, farmhouse, port shop. I can use basic geographical vocabulary to refer to key physical features such as: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley and weather. I can devise simple maps, and create a key using symbols.	I can use geographical vocabulary to refer to key physical features: ocean, sea, weather, coast, volcano and vegetation. I can locate and name hot and cold places in relation to the Equator. I can use world maps and globes to identify countries, continents and oceans and locate where dinosaur fossils have been found. I can create a dinosaur map which shows physical features of a habitats, using a key.	I can use simple fieldwork to study the geography of our school grounds.
HISTORY	I can describe and discuss historical events within living memory. I can discuss local history, historical events, people and places. I can describe the lives of significant people from the past (Lowry and Westwood). I can use a range of artefacts and photographs to find out about the past. I can ask questions about the past. I can use a timeline to develop chronological language e.g. past present, older, newer.	I can place key dates and events on a timeline. I can describe key people from beyond living memory who have contributed to national and international achievements and understand their significance (Mary Anning) I can use a range of artefacts and pictures to find out about the past.	I can talk about changes within and beyond living memory. Link to the 'History of Food' I can use a range of sources to find out about the past. I can talk about the life and work of Sir Joseph Paxton and his links to Chatsworth.

COMPUTING	<u>What is a computer?</u> I can name some computer peripherals and their functions. I can recognise that buttons cause effects. I can explain that technology follows instructions. I can recognise different forms of technology. I can design an invention which includes inputs and outputs. I can explain the role of computers in the world around them. <u>Improving mouse skills</u> I can use computers more purposefully. I can log in and navigate around a computer. I can drag, drop, click and control a cursor using a mouse. I can use software tools to create art on a computer. <u>Online Safety</u> To know that the internet is many devices connected to one another. To know what to do if you feel unsafe or worried online – tell a trusted adult. To know that people you do not know on the internet (online) are strangers and are not always who they say they are. To know that ‘sharing’ online means giving something specific to someone else via the internet and ‘posting’ online means placing information on the internet.	<u>Programming 1: Algorithms and Debugging</u> I understand what machine learning is and how it enables computers to make predictions. I know that loops in programming are where you set a certain instruction (or instructions) to be repeated multiple times. I know that abstraction is the removing of unnecessary detail to help solve a problem. <u>Online Safety</u> I know that to stay safe online it is important to keep personal information safe. I can identify where to go for help when I am concerned about content on the internet and other online technologies	<u>Programming 2 MakeCode</u> That programming a computer or device involves giving it instructions to perform specific tasks. I know that video games, phones, websites and apps are all created using programming. I know that different devices and programs use different programming languages or ‘codes and that an algorithm becomes a program when it is coded. I know programs execute the exact instructions they are given, even if they are incorrect. I know that a program is a series of instructions (algorithms) that are written for a computer to follow. I know that a person can program a device by giving it an algorithm/algorithms to follow. <u>Word Processing</u> I know that touch typing is the fastest way to type. I can make text a different style, size and colour. I know that to copy, and paste is a quick way of duplicating text. <u>Online Safety</u> I understand the difference between online and offline. I understand what information I should not post online. I know how to create a strong password. I know that you should ask permission from others before sharing about them online and that they have the right to say ‘no.’
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MUSIC	<u>Move to the beat – exploring pulse and rhythm</u> I can explore pulse through songs and movement. I can control pulse using voices and instruments. I can explore the difference between pulse and rhythm. I can copy and create rhythmic patterns.	<u>Exploring Sounds</u> <u>Singing and Ocarina</u> I know how sounds can be produced in different ways using voices and instruments I can play short sequences on the ocarina by responding to simple graphic symbols. I recognise how composers using dynamics, tempo and timbre to reflect a character or theme	<u>High or Low?</u> I can identify and describe pitch I can explore sounds created by a variety of different instruments and voice, describing their pitch and timbre I can identify and copy simple pitch patterns I can compose short sound sequences to tell a story and perform them to each other Follow musical instructions and invent notation to represent sound sequences
PE	<u>Forest School</u> <u>Gymnastics</u> I can perform gymnastic shapes and link them together. I can perform shapes with control and link them together. I can use shapes to create balances. I can use shapes to create balances. I can link travelling actions and balances using apparatus. I can develop travelling actions and balances using apparatus. I can show different shapes, take-off and landing when jumping. I can develop different shapes, take-offs and landings when jumping. I can develop rolling and sequence building. I can refine rolling and sequence building. I can create a sequence using apparatus.	<u>Invasion Games</u> I can understand the role of defenders and attackers. I can recognise who to pass to and why. I can move towards goal with the ball. I can support a teammate when playing in attack. I can move into space showing an awareness of defenders. I can stay with a player when defending. <u>Dance</u> I can use counts of 8 to move in time and make my dance look interesting. I can explore pathways in my dance. I can create my own dance using, actions, pathways and counts. I can explore speeds and actions in our pirate inspired dance.	<u>Target Games</u> I can think about how much power to use when aiming at a target. I can understand how to score using overarm and underarm throws. I can develop striking an object to a target. I can develop hitting a moving target. I can choose and use the right skill for the game. I can show an improvement in my personal best. <u>Athletics</u> move at different speeds over different distances. develop balance. develop changing direction quickly. explore hopping, jumping and leaping for distance. develop throwing for distance. develop throwing for

	I can create a sequence using apparatus.	I can copy, remember and repeat actions that represent the theme. I can copy, repeat, create and perform actions that represent the theme. I can explore speeds and actions. I can use expression and create actions that relate to the story. use a pathway when travelling. explore and copy actions in response to a theme. create my own actions for an animal. explore pathways with a partner. <u>Net and Wall Games</u> I can defend space using the ready position. I can play against an opponent and keep the score. I can explore hitting with a racket. I can develop racket and ball skills. I can develop sending a ball using a racket. I can develop hitting over a net.	accuracy. <u>Striking & Fielding</u> I can move fast and track and collect a ball. I can develop underarm throwing and catching to field a ball. I can develop overarm throwing to limit a batter's score. I can develop hitting for distance to help score more points. I understand how to get a batter out. I understand the rules and play fairly. <u>Fitness</u> I can learn how to run for a long time. I can develop jumping in a long rope using timing. I can develop co-ordination in individual skipping. I can develop stamina and change of direction. I can explore exercises to develop strength. I can develop agility, balance and co-ordination.
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PSHE	<u>Being me</u> I can recognise and share facts about myself I can identify my likes, dislikes and areas of strength. I can talk about some ways that I am special. I can recognise that people have similarities and differences. I can show some simple ways to respect and celebrate other's differences. I can name some groups that I belong to. I can talk about how being part of a group makes me feel. <u>Bullying Matters</u> I can discuss what is bullying and what is not. I can recognise kind and unkind behaviour in myself and others. I can identify that bodies and feelings can be hurt by words and actions. I understand that hurtful behaviour is not acceptable. I can explore simple strategies to resolve arguments between friends. I can understand how to report bullying and who I can talk to.	<u>Growing Up – Health & Wellbeing</u> I can talk about the process of growing from young to old. I can correctly name the main parts of the body including external genitalia. I can identify ways of keeping safe and knowing that I don't keep secrets. I can talk about the pants rule. I know about physical contact and what is acceptable. <u>Exploring Emotions</u> I know that everybody is unique. I can recognise a range of feelings in myself and others. I can develop simple strategies for managing feelings. I can use a range of words to describe different feelings.	<u>Money Matters</u> I can recognise what money looks like I can identify how money is obtained I can understand the ways money can be used I understand how to keep money safe and what influences choices <u>Changes</u> I can talk about what change means I can explore loss and change and the associated feelings I can learn how to manage change positively I can identify strategies of where to go for help
RE	<u>What are your favourite things in creation?</u> I know that Christians, Muslims and Hindus believe that God created the world. I know the creation stories, which are at the beginning of the Bible.	<u>Why is Joseph a Bible Hero?</u> I know the story of Joseph can be found in the Old Testament. I know that Joseph is an important person in <u>God's big story.</u>	<u>What happened at Ascension and Pentecost?</u> I know that 40 days after the resurrection, Jesus ascended into heaven. I know that Christians believe that God is three in one – Father, Son and Holy Spirit. I know that the gift of the Holy Spirit was poured out on the disciples at Pentecost and is

	I can talk about ways that we can all help to take care of the world. I can talk about how Christians, Muslims and Hindus believe that creation shows the power and wonder of God. I can talk about being creative and what I enjoy doing when I am creative. I can look around me and wonder how amazing God's creation is. I can talk about what I enjoy most in creation. <u>Why do people give and receive gifts?</u> I know that the wise men visited Jesus after the shepherds. I know that Christians believe that Jesus is a gift from God. I can retell the nativity story. I can talk about giving and receiving gifts and the feelings associated with this. I can talk about Christians believing that Jesus is God's son.	I can talk about the value of forgiveness. I can talk about the nature and characteristics of God. I can retell stories of the events in the life of Joseph. What do you think is the most important part of the Easter Story. I know the events of Palm Sunday, Good Friday and Easter Day are very important. I know who the characters of the Easter story are. I know Christians believe Jesus died and rose back to life. I know that Christians believe that Easter is a new beginning I can talk about the events of the Easter story I can retell the story of Easter I can wonder at the new life and changes in nature. I can talk about new beginnings and changes.	here with us still. I can retell the stories of Jesus' ascension and the events of Pentecost. I can talk about my ideas of heaven. I can connect the gifts of the spirit with the school's Christian values. I can describe the symbols of the Holy Spirit. I can talk about why Christians believe that the events of Pentecost still impact on the church today. <u>Why did Jesus welcome everyone?</u> I know that the stories we have read can be found in the Gospels in the New Testament. I know that Christians believe the miracles reveal Jesus as the Son of God. I know that Jesus was teaching us to be a friend to everyone. I can retell the stories about Jesus covered in this unit. I can tell you how these stories reveal Christian beliefs about Jesus. I can talk about my own experiences and feelings. respond sensitively to questions about my own and others experiences and feelings. I can make links between the way a person behaves and what that person believes.
FOREST SCHOOL		(No Forest School this Term)	(No Forest School this Term) Outdoor learning built into our topic this term

