



Non Negotiables

(Endpoints)

End of Key Stage 1 Topic Cycle B

	AUTUMN TERM Our Wonderful World	SPRING TERM Marvellous Monarchs	SUMMER TERM Sailing the salty seas...
SCIENCE	<u>Living Things & their Habitats (Y2)</u> I can explore and compare the differences between things that are living, dead, and things that have never been alive. I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. I can identify and name a variety of plants and animals in their habitats, including microhabitats. I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	<u>FOREST SCHOOL Weather & Seasonal Change (Y1)</u> I can observe changes across the 4 seasons. <u>(Forest School)</u> I can observe and describe weather associated with the seasons and how day length varies. <u>(Forest School)</u> <u>FOREST SCHOOL Animals including Humans (Y2)</u> I know that animals, including humans, have offspring which grow into adults. I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air). I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<u>Animals including Humans (Y2) continued from Spring Term</u> I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air). <i>*(Link to explorers in history)</i> I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

ART	<u>Drawing: Make your mark</u> I can show knowledge of the language and literacy to describe lines. I can show control when using string and chalk to draw lines. I can experiment with a range of mark-making techniques, responding appropriately to music. I can colour neatly and carefully, featuring a range of different media and colours. I can apply a range of marks successfully to a drawing. I can produce a drawing that displays observational skill, experimenting with a range of lines and mark making. I understand how artists choose materials based on their properties to achieve certain effects. <u>Painting and mixed collage</u> I can name the primary colours. I can explore coloured materials to mix secondary colours. I can mix primary colours to make secondary colours. I can apply paint consistently to their printing materials to achieve a print. I can use a range of colours when printing. I can mix five different shades of a secondary colour. I can create a fiery GFoL collage using all of my skills	<u>Drawing: Exploring line and shape -Paul Klee inspired artwork.</u> I can identify that some shapes are organic. I can connect lines to create shapes. I can use and recognise different types of lines when drawing shapes. Identify basic shapes in everyday objects and artwork. Talk about what they I like or dislike in a piece of artwork. I can use shapes use shapes to draw a face. I can use different pressures to make a colour lighter or darker. I can choose lines and shapes inspired by Paul Klee's work	<u>Sculpture and 3D: Create a 3D Seascape</u> <u>Form:</u> I know paper can change from 2D to 3D by folding, rolling and scrunching it. <u>Form:</u> I know that three-dimensional art is called sculpture. <u>Shape:</u> Know paper can be shaped by cutting and folding it. I can roll paper tubes and attach them to a base securely. I can make choices about their sculpture, e.g. how to arrange the tubes on the base or the colours I place next to each other. I can shape paper strips in a variety of ways to make 3D drawings. I can create a seascape sculpture that includes several different techniques for shaping paper. I can evaluate my work, describe and compare features of my own and others' artwork. I can evaluate art with an understanding of how art can be varied and made in different ways and by different people.
DT	<u>Mechanisms – Wheels and Axles. Moving Toy (Galimoto Book as stimulus)</u> I can choose and use the most suitable tool for cutting out different shapes accurately.	<u>Mechanisms – Sliders, Moving Fairytale Book</u> I can identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make.	<u>Cooking and nutrition – Balanced Diet</u> I can name the main food groups and identify foods that belong to each group. I can describe the taste, feel and smell of a given food.

	I can test and compare wheels of different shapes, thicknesses and smoothness. I can estimate the middle of a circle. I can design, draw and label a product that uses a simple mechanism. I can identify the needs of the user. I can make and finish a simple pull-along toy. Evaluate a product against simple design criteria and provide feedback.	I can clearly label drawings to show which parts of their design will move and in which direction. I can make a picture that meets the design criteria, with parts that move purposefully as planned. I can evaluate the main strengths and weaknesses of their design and suggest alterations. I can design a moving storybook	I can think of three different wrap ideas, considering flavour combinations. Construct a wrap that meets the design brief and their plan. I can use the basic principles of a healthy and varied diet to prepare dishes.
GEOGRAPHY	<u>Would you prefer to live in a hot or cold place? (Comparison of another country...)?</u> I can name and locate the 7 continents on a world map/globe I can locate the UK on a world map. I can identify the country I live in. I know the capital of England is London and identify some of its features I can locate the North and the South Poles on a world map. I can locate the Equator on a world map. I can identify human and physical features. I can describe some similarities and differences between the UK and ... (contrasting non-European country)	<u>Is the weather the same everywhere in the UK?</u> I can name and locate and identify the characteristics of the four countries and capital cities of the UK. I can identify the four seasons and the current season and describe some seasonal changes. (Forest School) Identify the four compass directions and know that the arrow on a compass always shows north.(Forest School) Use the compass directions to describe the location of features. (Forest School) Observe and describe daily weather patterns.(Forest School) Suggest appropriate clothing and activities for each season.	<u>What is it like to live by the coast?</u> Name and locate the five oceans on a world map. Explain the difference between oceans and seas. Use an aerial photograph to draw a simple sketch map. I can locate coasts in the UK. I can explain the location of UK coasts using the four compass directions. I can name some of the human physical features of coasts. I can name features of coasts and label these on a photograph. <u>Maybe a school trip to the seaside?</u>
HISTORY	<u>How do we know where the Great Fire started?</u> I can develop an awareness of the past, using common words and phrases relating to the passing of time. I can talk about an event which is beyond living memory.	<u>What is a Monarch? How did castles change? Who won the Battle of Hastings?</u> I can talk about the lives of significant individuals in the past who have contributed to national and international achievements	<u>How have explorers changed the world? Who sailed the ocean in 1492?</u> I can name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley).

	I can identify similarities and differences between ways of life in different periods I can understand some of the ways in which we find out about the past and identify different ways in which it is represented I know when and where the fire started and how long it lasted. I know who was king at the time of the fire. I know the causes of why the fire spread so quickly. I know how London was rebuilt after the fire.	I can recall that a monarch is a king or queen. I can identify some of the monarch's roles. I can use sources to explain how William the Conqueror became King of England I can explain how William the Conqueror kept order and conquered England. I can explain how castles have changed over time and locate some on a map of the UK (Geog link) I can use a simple timeline to talk about past events in history	I can identify where they travelled and write a sentence about the achievements of one or more of the explorers I can select the most important events in a historical story. I can sequence events on a timeline and use this to retell the story. I can understand events in relation to the present day and compare how exploration has changed over time. I can describe how an explorer is significant and how they impacted events or people's ideas.
COMPUTING	<u>Rocket to the moon (keyboard and mouse skills)</u> I can use a computer to make a list. I can explain the benefits of making a list on the computer. I can use a basic range of tools on graphics editing software to design a rocket. I can sequence instructions. Follow instructions to build their model rocket. I can input data about their rockets into a table or spreadsheet. <u>Data Handling: International Space Station</u> I can describe and explain how astronauts' survival needs are met aboard the ISS. I can identify and digitally draw items which fulfil basic human needs when aboard the ISS. I can read the correct temperature on a thermometer. I can design a display showing everything that needs to be	<u>Creating Media: Digital Imagery</u> I can plan a pictorial story using photographic images in sequence. I can explain how to take clear photos. I can take photos using a device. I can edit photos by cropping, filtering and resizing. I can search for and import images from the internet. I can explain what to do if something makes them uncomfortable online. I can organise images on the page, orientating where necessary.	<u>Programming 1: Algorithms Unplugged</u> I can explain what an algorithm is. I can write clear algorithms. I can follow an algorithm. Explain what inputs and outputs are. I can create an achievable program. I can decompose a design into steps. I can identify bugs in an algorithm and how to fix them. <u>Stop Motion Using Tablets</u> I can create a flip book animation. I can decompose a story into smaller parts to plan a stop motion animation. I can create stop motion animations with small changes between images.

	monitored by sensors on the ISS. I can create an algorithm that addresses all plants' needs. Explain how space exploration can benefit life on Earth. I can read data to identify whether a planet might be habitable.		
MUSIC	<u>Musical Moods and Pictures (Weather link)</u>	<u>Exploring Pulse and Rhythmic Patterns</u>	<u>Patterns and Pitch</u>
PE	<u>Throwing and Catching</u> I can learn how to track and receive a ball. I can throw underarm I can catch an object by myself I can throw and catch an object with a partner I can bounce a ball on the spot. I can throw, catch and bounce a ball <u>Dance</u> I can remember, repeat and link actions to tell the story of my dance. I can develop an understanding of dynamics and how they can show an idea. I can use counts of 8 to help me stay in time with the music. I can explore pathways and levels I can copy, repeat and create actions in response to a stimulus, considering dynamics and showing clear changes of speed I can create and perform using unison, mirroring and matching with a partner I can remember and repeat actions and dance as a group.	<u>Gymnastics</u> I can perform gymnastics shapes with control and link them together. I can use shapes to create balances. I can link and develop travelling actions and balances using apparatus. I can demonstrate different shapes, take off and landing when performing jumps. <u>Target Games</u> I can develop underarm and overarm throwing at a target I can throw for accuracy and distance using underarm and overarm I can select the correct throw for the target	<u>Striking and fielding</u> I can develop underarm and overarm throwing I can develop hitting a ball I can develop collecting a ball I can learn how to get a batter out I can play games and understand how to score points <u>Athletics</u> I can develop the sprinting action I can develop jumping for distance I can develop jumping for height I can develop throwing for distance
PSHE	<u>Difference and Diversity-Living in the Wider World</u> I can understand that I belong to different groups	<u>Being Responsible -Living in the Wider World</u>	<u>Being Healthy-Health and Wellbeing-</u>

	I can identify ways in which I am unique I can share opinions on things that matter using discussions I can identify and respect the differences between people <u>Bullying Matters–Relationships</u> I can recognise how behaviour can affect others I can listen to others and work cooperatively I can identify that people's bodies can be hurt I can recognise when people are being unkind and who to tell and what to say I can identify different types of teasing and bullying, to identify that these are wrong and unacceptable I can identify strategies to resist teasing/bullying	I can identify how to contribute to the life of the classroom and the school I can construct and explore the importance of rules (link to RE – Kingdom of God and Kings /Queens) I can explore that everyone has rights and responsibilities I can identify what improves and harms my environments I can recognise what is fair/unfair, right/wrong, kind/unkind <u>Being Safe – Health and Wellbeing (link to e-safety)</u> I can identify household products are hazards if not used properly I know who to go to if they are worried I can recognise that they share responsibility for keeping themselves and others safe I can explore what privacy is I can understand why rules are important in keeping us safe I can identify people who work in the community and how to ask for help.	I can explore what a healthy lifestyle means and identify the benefits I can identify what it is to keep healthy I can recognise likes/dislikes I can recognise choices can have good/not so good consequences I can set simple goals I can recognise the importance of personal hygiene I can develop simple skills to help prevent diseases spreading. <u>Drug Education</u> I can explore the importance of mental and emotional health I can explore how to make informed choices I understand the role of drugs as medicines and identify alternatives to taking medicines I can identify that household products can be harmful if not used properly I can recognise that I have a shared responsibility for keeping myself and others safe.
RE	<u>How can we help those who don't have a good Harvest?</u> I can use religious language to talk about Harvest Festival Celebrations and tell you about how Jewish people celebrate Harvest called Sukkot I can express feelings about how Christian Aid charities help those less fortunate and understand that not everyone has a good Harvest I can understand that for Christians saying thank you to	<u>Why is the Bible such a special book?</u> I can tell you about the stories found in the Bible I can tell you why the Bible is so important to Christians I can tell you about the Qumran scrolls and Mary Jones I can name the holy books from world faiths that I have investigated.	<u>Why is the Church a special place for Christians?</u> I can ask good questions that reveal understanding about places of worship I have investigated and what happens there. I can connect the features of the church to Bible stories and Christian belief and teaching. I can use religious vocabulary to name and

	God for the Harvest is important I can talk about Harvest celebrations in our school. I can think of ways to help others and recognise that this is faith in action. <u>What made Jesus Special?</u> I can make the connection between Bible stories and Christian beliefs about Jesus I can understand the books of the Bible and where Jesus' miracles can be found in the Gospels of the New Testament I can retell stories of Jesus and His miracles I can understand that only Jesus could perform miracles because He is the Son of God	I can describe the similarities and differences between holy books, including the Bible I can identify Torah Scroll, Yad, Mantle and the Ark in the Synagogue I can identify a Torah, Qur'an and Guru Granth Sahib from photographs I can talk about why the Holy books are so important to people of faith I can use correct religious vocabulary to talk about the ways in which the Holy Books across the World Faiths are treated I can identify and describe the impact of the Holy Books and their content on the lives of believers <u>Why is baptism special?</u> I can talk about what belonging means to me I can use religious vocabulary such as vicar, priest, font, baptism church and prayer to talk about baptism I can tell you about what happens when a baby is baptised I can talk about the ways in which people of other faiths welcome new babies I can talk about why there are dates and honey in your chatterbox I can talk about why sometimes hair is shaved from the new-born's head	describe the features of a church building I can use religious vocabulary to name and describe the features of a mosque I can use religious vocabulary to name and describe the features of a synagogue I can use religious vocabulary to name and describe the features of a mandir/temple I can connect the features of the mosque to Islamic belief and teaching I can connect the features of the synagogue to Jewish belief and teaching I can connect the features of the mandir/temple to Hindu belief and teaching I can describe the worship that takes place in a mosque I can use religious vocabulary to describe the features of and identify the objects on a Hindu puja tray I can use religious vocabulary to describe Hindu worship/puja I can use religious vocabulary to describe a few similarities and differences between places of worship <u>How is the place Jesus lived different from where we live now?</u> I can talk about the differences between my world and Jesus's world I can use a Bible story to show the differences and similarities between my world and Jesus's world
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