

Perryfields Infant School

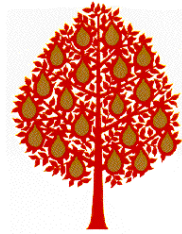


KS1 Curriculum Coverage, Progression and Assessment Document

Foundation subjects and science

Devised September 2020

Updated June 2023



Perryfields Infant School

Science and Foundation Subjects

Year 1

Science – working scientifically is covered in all blocks. Where it is an assessment focus it is indicated in blue.

Block	Key knowledge (know)	Key skills (able to)
Animals – compare and identify different types	<ul style="list-style-type: none"> • Key features and differences between birds, fish, amphibians, reptiles, mammals and invertebrates. • Know what is meant by carnivore, omnivore and herbivore. • Name some animals from each group. 	<ul style="list-style-type: none"> • Describe and compare different animals. • Sort animals into types. • Sort animals by what they eat.
The Human Body	<ul style="list-style-type: none"> • Name and identify heart, lungs and brain. • Main functions of heart, lungs and brain. • Name main bones and joints. 	<ul style="list-style-type: none"> • Label key organs on a picture of the body. • Describe the function of key organs. • Label main limbs and joints. • Use observations to suggest ideas.
Senses	<ul style="list-style-type: none"> • Name the 5 senses. • Know which organ is related to each sense. 	<ul style="list-style-type: none"> • Label parts of the body related to senses. • Perform simple tests. • Collect and record data to answer questions. • Observe closely to help answer questions.
Plants – structure and identification	<ul style="list-style-type: none"> • Basic structure of flowering plants (including trees). • Name common wild and garden plants. • Know what is meant by deciduous and evergreen. 	<ul style="list-style-type: none"> • Label parts of a plant and explain their function. • Identify common plants using a key. • Explain the difference between deciduous and evergreen plants and give an example of each.

Seasonal changes	<ul style="list-style-type: none"> • Order of the seasons. • How daylight changes. • Other seasonal changes (deciduous trees, migration of birds etc.) 	<ul style="list-style-type: none"> • Describe typical weather in different seasons. • Use observations to suggest ideas/ reasons. • Explain changes in daylight and the natural world during different seasons.
Materials – properties	<ul style="list-style-type: none"> • Understand “material” and name common ones. • Understand “properties” and name some. • Identify simple properties of common materials. • Understand the difference between materials and objects. 	<ul style="list-style-type: none"> • Group materials by their properties. • Separate objects from materials. • Identify suitable materials for a given purpose.

Computing – e-safety is covered in every block but is only the assessment focus in 2 blocks, indicated in red.

Block	Key knowledge (know)	Key skills (able to)
Paint/ digital art + e-safety	<ul style="list-style-type: none"> • Which programs to use and how to access them. • How to change size, shape and colour applied. 	<ul style="list-style-type: none"> • Change size and shape of brush/pen. • Change colour used. • Select different effects.
Coding + debugging + e-safety	<ul style="list-style-type: none"> • That an algorithm is a set of clear instructions to make something happen. • That arrows can be used to control the distance and direction of travel. • That a program will run identically each time. 	<ul style="list-style-type: none"> • Program a toy by specifying the number and direction of steps (and turns). • Program a sprite by specifying the number and direction of steps (and turns). • Change a program if it does not work as intended.
Email + e-safety	<ul style="list-style-type: none"> • Rules to stay safe online and who to tell if worried. • Where to locate email. • How to open email. • How to send email. 	<ul style="list-style-type: none"> • Talk about how to stay safe online. • Choose addressee, compose and send email. • Open and reply to email.
Word/ keyboard use + e-safety	<ul style="list-style-type: none"> • Open and save a document. • Use spaces, capitals and new lines. • Undo and correct errors. 	<ul style="list-style-type: none"> • Create a simple written document. • Make changes to a document. • Save their work. • Identify who might use this in the world of work.
Graphs and data + e-safety	<ul style="list-style-type: none"> • Create a pictogram and input data. 	<ul style="list-style-type: none"> • Create a simple graph using data provided.

	<ul style="list-style-type: none"> • Create a graph and add data. • Add titles. • Print work produced on the given program. 	<ul style="list-style-type: none"> • Create a simple pictogram using data provided. • Print work. • Identify who might use this in the world of work.
Using the internet – games online + e-safety	<ul style="list-style-type: none"> • Rules for staying safe online. • Know how to use a search engine. • Know how to locate and navigate favourite websites. 	<ul style="list-style-type: none"> • Say how to stay safe online. • Search for images or facts. • Access and use games.

History

Block	Key knowledge	Key skills
Changes within living memory	<ul style="list-style-type: none"> • Historical vocabulary. • Different sources used to find out about the recent past. • How a timeline is organised (longest ago on left). 	<ul style="list-style-type: none"> • Use common words and phrases to talk about passage of time. • Ask questions and describe events based on sources used. • Order events and artefacts in a timeline.
Events in a period beyond living memory	<ul style="list-style-type: none"> • Key facts and dates of events studied. • There may be different versions of the same event. • Reasons people acted as they did in the past. 	<ul style="list-style-type: none"> • Recall key facts and dates. • Sequence facts and dates in order. • Explain that there may be different sources that tell us about events in the past. • Make suggestions about why people did things and how they felt.
A significant individual from history	<ul style="list-style-type: none"> • What life was like at a given time in the past. • Why a significant person is remembered. • Key events of a famous person's life. 	<ul style="list-style-type: none"> • Identify similarities and differences between past and present. • Recount key events from a person's life. • Talk, draw and write about a famous person.

Geography

Block	Key knowledge	Key skills
Continents, oceans and weather	<ul style="list-style-type: none"> • Name and locate 7 continents • Name and locate 5 oceans. 	<ul style="list-style-type: none"> • Use maps, atlases and globes to find places. • Use terms equator and poles to explain hotter and colder areas.

	<ul style="list-style-type: none"> Identify UK and its countries. 	
Comparing UK and a non-EU country	<ul style="list-style-type: none"> Basic geographical vocabulary for physical features, including weather. Basic geographical vocabulary of human features. 	<ul style="list-style-type: none"> Ask geographical questions. Make observations about similarities and differences between places from pictures and clips. Compare weather and climate in different places.
Local area study	<ul style="list-style-type: none"> Local places and features. What a map shows. 	<ul style="list-style-type: none"> Draw maps. Label features on maps. Use position words (near, far, left, right, close) to describe location.

Art

Block	Key knowledge	Key skills
Drawing and painting	<ul style="list-style-type: none"> Primary and secondary colours. Names of tools, materials and techniques (eg. sketch, mix, apply, media). 	<ul style="list-style-type: none"> Apply colour neatly, staying within lines. Mix primary colours to make secondary. Use lines of different thickness and boldness.
Printing	<ul style="list-style-type: none"> Different methods of printing. Recognise repeats of pattern, colour or both. How to carve a pattern to print. 	<ul style="list-style-type: none"> Use different printing techniques. Create different repeating patterns. Use tools to create a printing block.
Sculpture and collage	<ul style="list-style-type: none"> Know what sculpture and collage are. How to join materials. How to apply texture to different materials. 	<ul style="list-style-type: none"> Choose and combine different materials. Create different textures using tools. Create a sculpture.

Design and technology

Block	Key knowledge	Key skills
Food technology – weighing, mixing and shaping	<ul style="list-style-type: none"> Name tools and know their purpose. How to weigh accurately. How to mix ingredients. 	<ul style="list-style-type: none"> Design a product based on a similar product. Use weighing and mixing techniques to make the product. Evaluate the product, saying what went well and how it could be improved.

Junk modelling	<ul style="list-style-type: none"> • How to measure and mark out accurately. • How to join different materials. • How to cut safely and accurately. • How to make structures stronger and more stable. 	<ul style="list-style-type: none"> • Design a product using materials and techniques available. • Join materials to create product. • Evaluate the finished product.
Textiles	<ul style="list-style-type: none"> • Names of tools and techniques – sewing, thread, stitch, embellish etc. • How to join using running stitch. • How to use a pattern. 	<ul style="list-style-type: none"> • Design a product using materials and techniques available. • Join materials neatly, using sewing or glue. • Evaluate the finished product.

PE

Block	Key knowledge	Key skills
Gymnastics	<ul style="list-style-type: none"> • Types of balance. • Types of roll. • Different ways to move. • How to land safely after a jump. 	<ul style="list-style-type: none"> • Move with awareness of space. • Hold a balance. • Perform different rolls and jumps safely.
Dance	<ul style="list-style-type: none"> • Names of different movements/ dances • How to perform artistically (how to hold arms, head etc.) 	<ul style="list-style-type: none"> • Remember a series of actions. • Perform the actions in the correct time.
Athletics	<ul style="list-style-type: none"> • How to throw overarm. • How to use arms to help jumps and running. • How to run a race, from starting position, running through tape, staying in lane etc. 	<ul style="list-style-type: none"> • Throw accurately, looking at direction in which they are throwing and following through. • Bend legs and swing arms when taking off and landing. • Pace themselves when racing.
Games/ ball skills x2	<ul style="list-style-type: none"> • Different throwing and kicking actions. • How to hold a bat or stick. • Action for catching/ stopping a ball. • Rules of game being taught. 	<ul style="list-style-type: none"> • Able to pass the ball accurately. • Able to gather or hit a ball. • Able to work with other members of their team and move in the correct direction.
Swimming	<ul style="list-style-type: none"> • Names of different strokes. • Arm techniques for strokes. • Leg techniques for strokes. 	<ul style="list-style-type: none"> • Put face in water when swimming. • Use correct arm and leg actions for given strokes with the aid of a float.

		<ul style="list-style-type: none"> • Maintain buoyancy while swimming. • Enter and leave water safely.
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Music

Block	Key knowledge	Key skills
Duration	<ul style="list-style-type: none"> • Names of two note values and the number of beats they represent. • How note values are represented on paper. 	<ul style="list-style-type: none"> • Able to produce long and short sounds. • Reproduce sequences of two note values. • Create sequences of two note values.
Pulse and rhythm	<ul style="list-style-type: none"> • Meaning of pulse and rhythm. • Signs and symbols used to record pulse or rhythm. 	<ul style="list-style-type: none"> • Clap a pulse and rhythm separately. • Reproduce a pulse with different instruments. • Record a simple sound pattern with signs and symbols.
Pitch	<ul style="list-style-type: none"> • Meaning of pitch, stave and treble clef. • Where on a stave high and low notes are shown. • The relationship between pitch and size of instrument. 	<ul style="list-style-type: none"> • Create musical patterns with high and low notes. • Use voice to imitate changes in pitch. • Play patterns written in musical notation using combinations of FACE.
Instruments, symbols and sounds	<ul style="list-style-type: none"> • Italian terms for dynamics. 	<ul style="list-style-type: none"> • Use instruments to represent simple feelings and ideas. • Recognise and describe contrasting changes in dynamics. • Play patterns with widely contrasting dynamics.
Timbre, tempo and dynamics	<ul style="list-style-type: none"> • Understand timbre (the quality of a sound) and tempo (speed) within a widely contrasting context. 	<ul style="list-style-type: none"> • Play a tune at contrasting speeds. • Play a tune in contrasting ways (smoothly, spikily etc.) • Talk about the mood of a piece of music.
Singing and exploring music	<ul style="list-style-type: none"> • How to stand to project voice. • How to count in so that everyone starts at the same time. 	<ul style="list-style-type: none"> • Sing in tune with others. • Stop and start singing at the appropriate time in a piece of music. • Control delivery of songs and music played.

RE

Block	Key knowledge	Key skills
What might Jews learn from their religious stories?	<ul style="list-style-type: none"> • The belief in one God. • The Torah is the special religious text for Jews • The story of Moses in the bulrushes • The story of Noah and the Flood • The Story of Moses and his flight from Egypt • Festival of Sukkot is the Jews' harvest festival 	<ul style="list-style-type: none"> • Be able to discuss why religions have special books and stories. • Identify that religions have special books. • Compare religious stories to events in our own lives (special books/ heavy rain/flood) • Retell some religious stories.
How does a celebration bring a community together?	<ul style="list-style-type: none"> • Facts about the festival of Diwali • Facts about the festival of Hanukkah • The story of the First Christmas 	<ul style="list-style-type: none"> • Compare differences and similarities in the festivals of world religions • Retell key events in religious festivals • Reflect on why festivals are important to the community
Why are symbols and artefacts important to some people?	<ul style="list-style-type: none"> • Some of the special symbols and artefacts for Christians: cross, fish candle etc. • Some of the symbols and artefacts for Judaism: star of David, menorah, kippah, prayer shawl etc. • Some of the symbols and artefacts for Hinduism: lotus flower, Aum, puja tray etc. 	<ul style="list-style-type: none"> • Understand what a symbol and artefact is. • Understand and explain why religions have artefacts and symbols. • Name religious symbols and artefacts. • Compare differences and similarities of symbols and artefacts in world religions.
Why do Christians believe Jesus is special?	<ul style="list-style-type: none"> • Facts and stories relating to Jesus • Know parts of the Lord's prayer and begin to recite it • Understand key elements of the story of Easter 	<ul style="list-style-type: none"> • Retell key facts relating to the life of Jesus • Know about some of the miracles or stories Jesus told • Reflect on why people are special to certain communities
What does it mean to belong to a community?	<ul style="list-style-type: none"> • Places of worship for Christians, Jews and Hindus • Some of the main beliefs of Christians, Jews and Hindus 	<ul style="list-style-type: none"> • Retell key facts relating to some world religions • Understand that different communities have different beliefs and customs and what some of them are
How did the universe come to be?	<ul style="list-style-type: none"> • Biblical creation story • Hindu creation story • Big bang creation story 	<ul style="list-style-type: none"> • Understand that different people have different views and opinions • Compare beliefs of different world religions about creation

PSHE

Block	Key knowledge	Key skills
Relationships	<ul style="list-style-type: none"> • Democracy – abiding by majority decision. • Why we have rules and what happens if we don't follow them. • What is meant by kind and fair. 	<ul style="list-style-type: none"> • Make positive comments about other people. • Explain rules and consequences. • Say whether people have acted fairly or unfairly.
Health and well-being	<ul style="list-style-type: none"> • Understand how to keep healthy – food, exercise, sleep, hygiene. • People who can help us stay safe. • Understand zones of regulation. 	<ul style="list-style-type: none"> • Talk about how to stay safe in different situations – when to seek help, what to keep private. • Able to manage different feelings.
Living in the wider world	<ul style="list-style-type: none"> • Examples of communities. • Some negative effects of humans on the environment. • Where money comes from and why it is needed. 	<ul style="list-style-type: none"> • Identify communities they belong to. • Talk about how they can help look after the environment. • Make choices about how to spend money.

RSE

Lesson	Key knowledge (know)	Key skills (able to)
My special people	<ul style="list-style-type: none"> • That they can have happy relationships with family, friends and different significant people. 	<ul style="list-style-type: none"> • Talk about how special people in their lives make them feel.
Human life cycle	<ul style="list-style-type: none"> • How people change as they age (but not puberty) 	<ul style="list-style-type: none"> • Identify stages of a human life cycle and traits of people at those stages.
Everybody's body	<ul style="list-style-type: none"> • That some parts of the body are private. 	<ul style="list-style-type: none"> • Label some parts of the human body with correct labels.

Year 2

Science – working scientifically is covered in all blocks. Where it is an assessment focus it is indicated in blue.

Block	Key knowledge (know)	Key skills (able to)
What plants need to grow	<ul style="list-style-type: none"> Plants need warmth, water and light to grow well. Seeds need warmth and moisture to germinate but most do not need light. That flowers are pollinated in different ways. 	<ul style="list-style-type: none"> Observe and describe changes over time. Use observations to suggest answers to questions. Explain what plants need to begin to grow and to stay healthy.
Human body and teeth	<ul style="list-style-type: none"> Humans need a balanced diet, enough sleep and exercise to stay healthy. The importance of hygiene to our bodies and teeth. 	<ul style="list-style-type: none"> Describe the reasons for and importance of exercise. Identify elements in a balanced diet. Carry out simple tests and describe what is seen.
Living things and their habitats	<ul style="list-style-type: none"> Indicators of living things. Basic needs of animals for survival. Meaning of habitat and examples of different habitats. 	<ul style="list-style-type: none"> Compare things that are living, dead or never lived. Describe basic needs of animals to survive. Construct life cycles for different creatures. Identify which creatures are found in which habitats and begin to explain how they are suited to it.
Materials and changes	<ul style="list-style-type: none"> Identify the ways the shape of some materials can be changed. Identify suitability of different materials for particular purposes. Understand freezing and melting as becoming solid and becoming liquid. 	<ul style="list-style-type: none"> Describe the ways in which the shape of objects made from different materials can be changed. Gather and record data to help answer questions. Identify, group and classify different materials.
Light and dark	<ul style="list-style-type: none"> Identify sources of light. How light travels. What happens if a solid object blocks light 	<ul style="list-style-type: none"> Identify, group and classify sources of light. Use scientific language – source, emit, shadow, reflection - correctly. Use simple equipment to observe closely, including changes over time.

		<ul style="list-style-type: none"> Perform simple tests to help answer questions and record findings with diagrams, words or data.
Electricity	<ul style="list-style-type: none"> Identify appliances that use electricity. The sort of energy electricity can be converted into. Elements needed in an electrical circuit. 	<ul style="list-style-type: none"> Identify, group and classify appliances (what energy is produced, whether electricity is mains or battery). Carry out simple tests (to create a circuit, what happens if extra elements are added).

Computing – e-safety is covered in all blocks but is only an assessment focus in 2 blocks, indicated in red.

Block	Key knowledge (know)	Key skills (able to)
Word + e-safety	<ul style="list-style-type: none"> A range of features of Word. What to do if something upsets them. 	<ul style="list-style-type: none"> Open and save a document. Change the style and size of writing. Insert and resize a picture.
PowerPoint +e-safety	<ul style="list-style-type: none"> A range of features of PowerPoint. What to do if something upsets them. 	<ul style="list-style-type: none"> Add new slide. Change background. Add animation.
Coding and Debugging + e-safety	<ul style="list-style-type: none"> Meaning of algorithm is a set of clear instructions. Key vocabulary: sprite, algorithm, debug Not to click pop up links 	<ul style="list-style-type: none"> Create a program to perform a task using numbers, directions and time. Add click events. Debug simple programs.
Email and blogging + e-safety	<ul style="list-style-type: none"> How to stay safe online – not to share password. How to read and send an email. 	<ul style="list-style-type: none"> Compose and send email. Open and read email. Contribute to class blog. Write own blog.
Using the internet + e-safety	<ul style="list-style-type: none"> How to stay safe online. How to use a search engine for facts. How to use a search engine for pictures. 	<ul style="list-style-type: none"> Navigate familiar websites. Add and refine searches. Explain how to keep personal information safe. Explain what is meant by personal information.
Databases + e-safety	<ul style="list-style-type: none"> Writing yes/ no answers to separate data. Uses of technology in the world of work. 	<ul style="list-style-type: none"> Identify differences for items on a list. Ask yes/ no questions to separate items. Create branching database.

History

Block	Key knowledge	Key skills
Changes within living memory	<ul style="list-style-type: none"> • More complex vocabulary about the passage of time. • How to read and write dates and tell which is earlier. 	<ul style="list-style-type: none"> • Describe similarities/ differences and changes locally and nationally in ways of life at different times. • Use common words and phrases relating to the passage of time. • Place events or articles on a timeline, using dates.
Events in a period beyond living memory	<ul style="list-style-type: none"> • Key events of the period studied. • Key dates of the period studied. 	<ul style="list-style-type: none"> • Use historical vocabulary relating to the period in question. • Describe historical events studied. • Identify different ways in which the past can be learned about.
A significant individual from history	<ul style="list-style-type: none"> • Facts about the time in which the individual lived. • Why the individual was significant. 	<ul style="list-style-type: none"> • Compare different people from the past. • Explain why a person from the past was significant. • Recount key events from the person's life, using dates.

Geography

Block	Key knowledge	Key skills
Comparison of UK and non-EU country	<ul style="list-style-type: none"> • Distinction between continents and countries. • Some key facts about the country/ area studied. • Understanding that cities and countryside areas do not face the same issues. 	<ul style="list-style-type: none"> • Use geographical vocabulary correctly to refer to human features. • Use photographs to identify similarities and differences. • Ask geographical questions about places, based on knowledge and learning.
UK countries, capitals and weather	<ul style="list-style-type: none"> • Usual weather patterns in different parts of the UK. • Physical and human characteristics of different parts of the UK (population, mountains etc). • Location of capital cities of the UK. 	<ul style="list-style-type: none"> • Use compass points to describe relative locations. • Use appropriate vocabulary to describe weather. • Use maps and atlases to mark places on a map.

Local area study and comparison	<ul style="list-style-type: none"> • Wider range of vocabulary relating to human and physical features of places. • Key features and landmarks of the local area. • How to interpret an aerial photograph. 	<ul style="list-style-type: none"> • Use appropriate vocabulary to describe features of places. • Compare different places. • Label features and landmarks on an aerial photograph.
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Art

Block	Key knowledge	Key skills
Drawing and painting	<ul style="list-style-type: none"> • Tints and tones are created by adding black or white to a colour. 	<ul style="list-style-type: none"> • Use black and white to create tints and tones. • Use black and white to show shade and texture. • Use dots and lines to show shade and texture.
Collage	<ul style="list-style-type: none"> • How to cut and shape different materials. • How to affix different materials effectively. • The difference between collage and sculpture. 	<ul style="list-style-type: none"> • Techniques of cutting, tearing, curling, folding, crumpling. • Choose different materials to represent different textures.
Taking inspiration from the greats	<ul style="list-style-type: none"> • Name and style used by chosen artist. 	<ul style="list-style-type: none"> • Replicate techniques of an artist – materials and their application, colours. • Replicate work of an artist – subject matter. • Use colour and techniques of an artist as inspiration for own work.

Design and technology

Block	Key knowledge	Key skills
Food technology – peeling, chopping, grating + packaging	<ul style="list-style-type: none"> • How to cut and prepare food safely. • Hygiene requirements. • Major ingredient and approximate times needed to cook adequately. • Appropriate vocabulary for techniques and utensils. 	<ul style="list-style-type: none"> • Peel, chop and grate vegetables/ fruit. • Identify features of packaging. • Adapt existing recipes, changing quantities.
Levers and wheels	<ul style="list-style-type: none"> • Vocabulary: lever, axle, hinge, winder, pivot, dowel. 	<ul style="list-style-type: none"> • Use techniques to create product with moving parts.

	<ul style="list-style-type: none"> • How to label a design with enough information but without it being confusing. • Evaluating against the design brief – what to comment on. 	<ul style="list-style-type: none"> • Label a design with materials, measurements and techniques. • Able to identify how a product could be improved.
Resistant materials (eg. woodwork)	<ul style="list-style-type: none"> • Techniques for shaping and joining resistant materials safely. • Features required in a product eg. rigid, flexible, water resistant etc. • Names of tools used for particular purpose. 	<ul style="list-style-type: none"> • Mark out accurately. • Exert correct amount of pressure safely to cut and join materials. • Describe features and materials of existing products.

PE

Block	Key knowledge	Key skills
Gymnastics	<ul style="list-style-type: none"> • The role of arms, knees and ankles in jumping. • Different types of balances, stretches and rolls. • How to stay safe on different apparatus. 	<ul style="list-style-type: none"> • Select the most appropriate skills and actions for a sequence. • Perform a sequence of actions which have a clear start, middle and end • Identify ways to improve own or others' performance.
Dance	<ul style="list-style-type: none"> • How the speed of movement can convey mood. • Moves associated with particular dances. 	<ul style="list-style-type: none"> • Use space safely. • Move with rhythm. • Perform dance actions with control. • Remember and repeat a series of actions in a dance.
Athletics	<ul style="list-style-type: none"> • How bending legs and body can help change direction. • How to throw over arm. • How using arms can help when jumping higher or further. • The need to pace one's self when running longer distances. 	<ul style="list-style-type: none"> • Zig zag through a series of tightly spaced markers. • Throw over arm with control. • Jumping higher and further. • Choose a consistent pace for the length of a race.
Games/ ball skills x2	<ul style="list-style-type: none"> • Different throwing and hitting actions. • Action for catching/ stopping a ball. • Rules of game being taught (tag rugby/ 3Ts cricket). 	<ul style="list-style-type: none"> • Able to throw a small ball over arm. • Able to hit and direct a ball with a bat. • Able to catch or stop a small ball by placing body in line to meet the flight.

		<ul style="list-style-type: none"> • Able to use space and maintain position during team games.
Swimming	<ul style="list-style-type: none"> • How to enter and leave the pool safely. • Names and actions for different strokes (revision from Y1). • Names and actions for different jumps into the water. 	<ul style="list-style-type: none"> • Blow bubbles under water when swimming. • Regain upright position from back or front float. • Push and glide from the side of the pool. • Use correct arm and leg actions for given strokes.

Music

Block	Key knowledge	Key skills
Duration	<ul style="list-style-type: none"> • Names of four note values and the number of beats they represent. • How these note values are represented on paper. 	<ul style="list-style-type: none"> • Able to produce long and short sounds. • Reproduce sequences of three different note values. • Create sequences of three different note values.
Pulse and rhythm	<ul style="list-style-type: none"> • Meaning of pulse and rhythm. • Signs and symbols used to record a pattern of pulse and rhythm simultaneously. 	<ul style="list-style-type: none"> • Clap a rhythm • Reproduce a rhythm with different instruments. • Record a sound pattern with signs and symbols.
Pitch	<ul style="list-style-type: none"> • Meaning of pitch, stave and treble clef. • Where on a stave FACE and BAG are shown. • The relationship between pitch and size of instrument and ways to alter pitch slightly. 	<ul style="list-style-type: none"> • Create musical patterns with high and low notes. • Use voice to imitate close changes in pitch. • Play patterns written in musical notation.
Instruments, symbols and sounds	<ul style="list-style-type: none"> • Italian terms for different dynamics. 	<ul style="list-style-type: none"> • Use instruments to represent more complex feelings and ideas. • Recognise and describe subtle changes in simple dynamics. • Play patterns with subtle dynamics.
Timbre, tempo and dynamics	<ul style="list-style-type: none"> • Understand timbre (the quality of a sound) and tempo (speed) 	<ul style="list-style-type: none"> • Play a tune at different speeds. • Play a tune in several different ways (smoothly, spikily etc.) • Talk about the mood of a piece of music.

Singing and exploring music	<ul style="list-style-type: none"> • How to stand to project voice. • How to count in so that everyone starts at the same time. • Understand which musical elements will be used to begin and how these may change. 	<ul style="list-style-type: none"> • Sing in tune with others. • Stop and start singing at the appropriate time in a piece of music. • Control delivery of songs and music played. • Control the use of various musical elements within the piece.
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RE

Block	Key knowledge	Key skills
How do festivals bring people together?	<ul style="list-style-type: none"> • Facts about the festival of Ganesh Chaturthi • Festival of Ramadan • Harvest festival 	<ul style="list-style-type: none"> • Understand why festivals are important to world religions • Compare differences and similarities of world religions' festivals • Give informed opinions during discussions
Why is light an important symbol for Christians, Hindus and Muslims?	<ul style="list-style-type: none"> • Facts about the festival of Diwali • Facts about the festival of Hanukkah • Facts about the story of Christmas 	<ul style="list-style-type: none"> • Compare differences and similarities of world religions • Retell key events in religious festivals • Reflect on why festivals are important to the community
How do Christians belong to their faith family?	<ul style="list-style-type: none"> • Key Christian beliefs – one God, Jesus is the Son of God, God created the world, Jesus died to save us, you can talk to God through prayer, the Bible is a book of rules. • Main elements of Christian Baptism • Main elements of Christian Wedding 	<ul style="list-style-type: none"> • Understand different religions celebrate in different ways • Understand what it means to belong to a group • Retell key events in Christian ceremonies
Why is Easter important to Christians?	<ul style="list-style-type: none"> • What happened on Palm Sunday • Good Friday • Easter Day 	<ul style="list-style-type: none"> • Retell key facts relating to Easter/ Holy week • Reflect on why it is important
What might Muslims learn from the Five Pillars of Islam?	<ul style="list-style-type: none"> • Know what the five pillars are: belief in Allah, praying, fasting, charity, hajj (pilgrimage). 	<ul style="list-style-type: none"> • Understand that different religions have different beliefs and traditions • Begin to understand why religion is important to people • Be able to name and talk about aspects of the Islam faith

Why do people have different views about their idea of God?	<ul style="list-style-type: none"> • Beliefs about Christian God – he is forgiving • Beliefs about Hindu Gods – he takes different forms for different purposes • Beliefs about Muslim God, Allah – one true god, most loving, does not eat or sleep 	<ul style="list-style-type: none"> • Understand that different people have different views and opinions • Compare beliefs of different world religions
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PSHE

Block	Key knowledge	Key skills
Relationships (See also RSE)	<ul style="list-style-type: none"> • Begin to understand what is meant by respect. • Begin to show understanding of right and wrong. • Begin to understand impact of actions on others' feelings. 	<ul style="list-style-type: none"> • Show respect for the views of others. • Show understanding that wrong choices have consequences. • Show empathy with others' feelings.
Health and well-being (See also RSE)	<ul style="list-style-type: none"> • Identify elements in a balanced diet. • Why teeth and bodies need to be kept clean. • Begin to understand the emotion loss and anxiety about change. 	<ul style="list-style-type: none"> • Sort foods to create a balanced diet. • Identify situations that may cause feelings of loss or anxiety. • Set themselves achievable goals.
Living in the wider world	<ul style="list-style-type: none"> • Understand needs and the responsibility of a community to help meet them. • Begin to understand carbon footprint. • Understand saving is a choice for the use of money. 	<ul style="list-style-type: none"> • Identify ways to reduce their carbon footprint. • Identify which products are essentials/ necessities.

RSE

Lesson	Key knowledge (know)	Key skills (able to)
My special people	<ul style="list-style-type: none"> • That not all families are the same but they should all be loving. 	<ul style="list-style-type: none"> • Identify key characteristics of a family (two or more people living as a unit) and different types of family.
Human life cycle	<ul style="list-style-type: none"> • How people's needs change as they grow and age (hygiene, food, sleep, emotions). 	<ul style="list-style-type: none"> • Identify some changes in physical needs throughout life.

Everybody's body	<ul style="list-style-type: none">• Correct terminology for private parts of the body.	<ul style="list-style-type: none">• Use terms penis and vagina correctly.
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