Subject	NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Science (Animals including Humans)	**Working Scientifically** To ask simple questions and recognising that they can be answered in different ways To observe closely, using simple equipment identifying and classifying To use their observations and ideas to suggest answers to questions **Animals Including Humans** To notice that animals, including humans, have offspring which grow into adults To find out about and describe the basic needs of animals, including humans, for survival (water, food and air) To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Read and spell scientific vocabulary at a level consistent with their increasing word and spelling knowledge at Key Stage 1. Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.	To understand what happens to our bodies are we grow. To understand that other animals grow in the same way as us. To understand what we need to live and be healthy. To know it is important to exercise. To know it is important to keep clean. **Assessment** What changes do our bodies go through as we grow? Do animals grow in the same ways as humans? Explain. What do we need to liv and be healthy? Why is it important to exercise? Why is it important to keep clean?	Growth Reproduction Offspring life-cycle stages for examples, e.g. human, frog, butterfly baby offspring toddler child teenager adult water food nutrition	breathing respiration diet balanced obesity starvation exercise fitness heart rate/pulse hygiene microbes bacteria fungi viruses air

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History (Captain James Cook)	To understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life To know events beyond living memory that are significant nationally To understand the lives of significant individuals in the past who have contributed to national and international achievements. To know significant historical events, people and places in their own locality.	**Chronological understanding** Puts 3 people, events or objects in order using a given scale. Uses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event. **Knowledge and understanding** Uses information to describe the past. Uses information to describe differences between then and now. Recounts main events from a significant in history. Uses evidence to explain reasons why people in past acted as they did. **Historical interpretation** Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things. **Historical enquiry** Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a ….?', 'what happened in the past?', 'how long ago did …. happen?' **Organisation and communication** Describes objects, people and events. Writes own date of birth. Writes simple stories and recounts about the past.	To know who Captain James Cook was. To know he was born in Marton and moved to Staithes where his interest in ships began. To know that he was a famous navigator. To know the places that Captain Cook discovered. To know the dates of his famous voyages. To be able to name the ships which he sailed in. To know the countries that he visited and their cultures. To know when Captain Cook died and how he was killed. **Assessment** Who was Captain Cook? Where was Captain Cook born? Where did Captain Cook work when he was younger? What was Captain Cook famous for? What countries did Captain Cook discover? When were his 3 famous voyages? What were the names of the ships used on the voyages? Where did Captain Cook visit during his time at sea? What did he discover? When and how did Captain Cook die? What impact has he had on today's society?	Captain Cook Marton Ship Staithes Voyage Travel Discovery Discover Killed Navigator Achievement Great Ayton Whitby Endeavour Resolution Tahiti

Subject	NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Art (Collage)	To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Work with a wide range of materials Use imagination to form simple images from a given starting point or a description Begin to form own 3D pieces Collect natural materials to create a temporary collage Develop tearing, cutting and layering paper to create different effects Create and experiment with shades of colour and name some of these Develop an understanding of 2D and 3D in terms of artwork – painting and sculpture Look at sculptures and try to recreate them using everyday objects/materials	To know how to use different materials to make collages. To know how to overlap different textures and materials. To combine different shades of a colour for effect. To know how materials can be re used for a given purpose. To describe what they think or feel about their own and others' work. To explore ideas about collage and use natural and made materials to communicate ideas and meanings in their own images. **Assessment** Can you use a range of materials to create an image/scene linked to Captain James Cook? Can you choose appropriate colours within your work? Can you layer the materials to create different textures?	Environment Overlapping Sticking Arranging Sculpture Collage Sculpture Circle Hot Cold Sort Select	Stripes Texture Rough Spiky Like Dislike Shiny Dull Rough Smooth Font Capital Develop

Subject	NC Objective - Coverage	Skills	Knowledge	Vocabulary
DT (Paper Mache)	**Design** To design purposeful, functional, appealing products for themselves and other users based on design criteria To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** To evaluate their ideas and products against design criteria **Technical knowledge** To build structures, exploring how they can be made stronger, stiffer and more stable	**Plan and communicate ideas** Generate ideas by drawing on their own and other people's experiences. Develop their design ideas through discussion, Observation, drawing and modelling. Identify a purpose for what they intend to design and make. Identify simple design criteria. Making simple drawings and label parts. **Make (technical knowledge)** Begin to select tools and materials use appropriate vocabulary to describe and name them. Measure, cut and score with some accuracy. Use hand tools safely and appropriately. Assemble, join and combine materials in order to make a product. Cut, shape and join fabric to make a simple product. Choose and use appropriate finishing techniques to improve the look of a product. **Evaluate** Evaluate against their design criteria. Evaluate their products as they are developed identifying strengths and modifications. Talk about their ideas saying what they like and dislike about them.	To be able to create the mixture using glue and water. To be able to apply the mixture onto the paper to create the desired effect. To know how to shape and mould onto the balloon. To know how to layer the paper to improve the strength. To know how to remove the balloon to create a shell for the boat. To be able to attach materials to the shell for the sails. To use paint to decorate the boat effectively. **Assessment** Can you mix the glue and water together to create the solution? Can you tear the paper into strips of the correct size? Can you paint the solution onto the covered balloon? Can you remove the paper mache from the balloon? Can you paint the boat using appropriate colours? Can you evaluate your boat against your design? What went well? What would you change?	Lump Mix Glue Mixture Coat Balloon Shape Smooth Stick Texture

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Computing	To recognise common uses of information technology beyond school To 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	**Digital Literacy** Use technology safely and respectfully. Identify where to go for help and support when they have concerns about content or contact on the internet. Understand that information left online leaves a digital footprint.	To think about the technology they use every day To present the technology as a timeline, showing when they would use it To talk about the benefits of using technology To look at a map of a town and talk about the different technologies that are used in different places To talk about the technologies that are used most often To think about 'What is the internet and what is the World Wide Web?' To look at the validity of information that we find on the Internet – Tomato Spider website To consider where the information for the school website comes from To make their own creature and information on a website **Assessment** Can you explain why you used technology in the home and community? Can you identify benefits of using technology including finding information and communicating with others? Can you explain why you use technology in the classroom? Can you explain that other people have created the information I use and know that not all information on the Internet is true? Can you explain why other sites help you to check a website?	Web page Bug Technology World wide web Tomato Spider Website Information and communications Safety Digital Retrieve data Data

Subject	NC Objective - Coverage	Skills	Knowledge	Vocabulary
Music	To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play tuned and untuned instruments musically. To listen with concentration and understanding to a range of high-quality live and recorded music. To experiment with, create, select and combine sounds using the inter-related dimensions of music.	**Performing (singing/playing):** Follow a simple piece of written-rhythmic notation. Use their own voice in different ways, including a loud or soft voice (dynamics). Begin to recall sounds.	**Storytime (Exploring Sounds)** To combine sounds to create a musical effect To understand how music, dance, and drama can combine in storytelling To explore using their voice to create descriptive musical effects To create and match descriptive sounds made with the voice To perform to an audience. **Assessment** Can you combine different sounds for effect? Can you use music, dance and drama to tell a story? Can you use your voice to create effects? Can you perform in front of an audience? **Seasons (Pitch)** To sing with expression, paying attention to the pitch shape of the melody. To use sign language in a song. To accompany a song with vocal and instrumental ostinato. To identify rising and falling pitch. To perform a rising pitch sequence in a song. To listen and respond to pitch changes with movements. **Assessment** Can you sing with expression? Can you use sign language? Can you accompany a song with vocal or instrumental ostinato? Can you identify rising and falling pitch? Can you perform a song with a rising pitch sequence? Can you listen and respond to pitch changes using movements?	Effect Combine Tuned Untuned Instrument Communicate Compose Dance Drama Voice Percussion Perform Audience Orchestra Expression Pitch Melody Ostinato Sign language Vocal Instrumental Movement

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French	Listen and repeat what they have heard. Learn to sing numbers 1-10. Listen to stories in French. Greet others and introduce themselves.		To count to ten in French. To join in with a range of French songs and rhymes. To repeat back simple statements. **Assessment** Can they count confidently to 10 with no support? Can they join in a range of songs? Can they remember and repeat back a simple phrase?	**un** - one **deux** - two **trois** - three **quatre** - four **cinq** - five **six** - six **sept** - seven **huit** - eight **neuf** - nine **dix** - ten	
PE	To 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. To participate in team games, developing simple tactics for attacking and defending. To perform dances using simple movement patterns.	Perform some dance moves, showing rhythm and choosing the best movements to show my ideas. Travel with control and co-ordination, copying and repeating sequences which include rolling, travelling, balancing, climbing, stretching and curling. Take part in activities and work with others to complete a task.	• Talk about different stimuli as the starting point for creating dance phrases and short dances. • Explore actions in response to stimuli • Explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range • Choose movements to make into their own phrases with beginnings, middles and ends • Practice and repeat their movement phrases and perform them in a controlled way • Know where their heart is and understand why it beats faster when exercising • Use simple dance vocabulary to describe movement • Talk about dance, linking movement to moods ideas and feelings • To identify and show their understanding. • To perform as an individual and as part of a team.	Dance Phrase Rhythm Movement Sequence Coordination Roll Travel Balance Stretch Climb Curl	Improvise Range Dynamic Perform Heart Mirror Team Control Direction Timing

Subject	NC Objective - Coverage	Skills	Knowledge	Vocabulary	
PSHE	**Dreams and Goals** To choose a realistic goal and think about how to achieve it. To persevere even when I find a task difficult. To recognise who is easy for me to work with and who is more difficult for me to work with. To work cooperatively in a group to create an end product. To explain some of the ways I worked cooperatively in my group to create an end product. To know how to share success with other people. **Healthy Me** To know what I need to keep my body healthy. To show or tell you what relaxed means and know some things that make me feel relaxed and that some things make me feel stressed. To understand how medicines work in my body and how important it is to use them safely. To sort foods into the correct food groups and know which food my body needs every day to keep me healthy. To decide which foods to eat to give my body energy. To make some healthy snacks and explain why they are good for my body.		To identify my successes and achievements and know how they make me feel. To tell you some of my strengths as a learner. To understand how working with other people can help me learn. To work with others to solve problems. To express how it felt to be working as part of a group. To know how contributing to the success of a group feels and to store those feelings in my internal treasure chest. To be motivated to make healthy lifestyle choices. To tell you when a feeling is weak and when a feeling is strong. To feel positive about caring for my body and keeping it healthy. To have a healthy relationship with food and know which foods I enjoy the most. To have a healthy relationship with food and know which foods are most nutritious for my body. To express how it feels to share healthy food with my friends.	Treasure chest Goal Task Success Strength Weakness Feelings Cooperative Achievement Problems Group work Collaborative Internal feelings Contribute Healthy Fit Choices Lifestyle Weak Strong Feelings Positive Body	Relationships Nutritious Balanced diet Food groups Energy Relaxed Proteins Carbohydrates Dairy Fat Sugar Fruit Vegetables Recipes Ingredients Fuel Medicine Safely Dose

Subject	NC Objective - Coverage	Skills	Knowledge	Vocabulary	
RE	**Does praying at regular intervals help a Muslim in his or her everyday life?** • Who do I believe I am? • Does it feel special to belong? (believing/belonging) **How important is it to Christians that Jesus came back to life after His crucifixion?** • Is God important to everyone? • Are symbols better than words at expressing religious beliefs?		To explain how it felt to stop doing something to reach the target we had set. To use the right words to describe how Muslims pray and begin to explain why they do this. To start to think how praying five times a day might help in some ways more than others. To say what I believe happens when you die and tell you how I remember people close to me. To recall what Christians believe happens on Easter Sunday. To start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion. **Assessment** I can describe how Muslims pray and how this could help to promote belonging. I can talk about how I remember people close to me and how Christians remember Jesus on Easter Sunday.	Muslim Allah Qur'an Islam Crescent moon Special Praying Mecca Prayer mat Prayer Routine Faith Imam Hijab Burka Mosque Wudu Salat Mohammed Five Pillars of Islam worship	God Christians Important Crucifixion Belief Story Easter Bible Symbol Palm Sunday Disciples Jerusalem Followers Palm leaves Priest Heal Temple Cross Betrayal The Last Supper New life Birth