

St Bartholomew's CE (VC) Primary Curriculum

Uniquely Me <i>In the footsteps of Jesus</i>	The Good Citizen <i>In the footsteps of the Good Samaritan</i>	Problem Solver <i>In the footsteps of Nehemiah</i>	Creator <i>In the footsteps of Noah</i>	World Explorer <i>In the footsteps of St Paul</i>
JOYFUL	KIND	COURAGEOUS	CREATIVE	RESPECTFUL
Learn to be healthy	Learn about different faiths	Learn about the world of work	Learn about Art	Learn how to explore
Learn to be happy	Learn how to be a good friend	Learn to be inventive	Learn about Music	Learn about the past
Learn to be safe	Learn about our local community	Learn to use equipment	Learn about Drama	Learn about the environment
Learn to be active	Learn about the global community	Learn to think creatively	Learn about Dance	Learn how to survive
Develop independence		Learn how the world works		

Uniquely Me			
EYFS	Key Stage 1	Key Stage 2 Year 3/4	Key Stage 2 Year 5/6
Learn to be Healthy	Learn to be Healthy	Learn to be Healthy	Learn to be Healthy
<p>I know that it is important to eat healthily and have tried lots of different healthy foods.</p> <p>I know that I need to exercise to keep healthy.</p> <p>I can go to the toilet by myself.</p> <p>I wash my hands after the toilet and before eating.</p>	<p>I know why washing my hands before touching food and after going to the toilet is important.</p> <p>I know that brushing my teeth helps to keep them healthy.</p> <p>I know which foods are fruit and vegetables and that it is important to eat them every day.</p> <p>I have tasted a wide range of fruits and vegetables.</p> <p>I know which foods should only be eaten in moderation.</p> <p>I know that drinking water is important for keeping healthy.</p> <p>I understand that it is important to sleep and rest.</p> <p>I know that exercise is good for my health.</p> <p>I can explain the basic stages of the life cycle including humans.</p> <p>I can name parts of the human body that I can see.</p> <p>I can link the correct part of the human body to each sense.</p>	<p>I can identify the different types of teeth and know what they are for.</p> <p>I can say how to keep my teeth healthy.</p> <p>I have learned about the food groups and sort foods according to their food groups.</p> <p>I understand the importance of eating a balance of foods from all of the food groups.</p> <p>I can describe the simple functions of the basic parts of the digestive system in humans.</p> <p>I understand how exercise helps keep my mind and body healthy.</p> <p>I understand that my skeleton gives my body support and can name some of the bones in my body.</p> <p>I am learning about the differences between boys and men and girls and women.</p>	<p>I can describe the changes as humans develop to old age.</p> <p>I can describe the life process of reproduction in some animals including humans</p> <p>I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>I can describe the ways in which nutrients and water are transported within animals, including humans.</p>
Learn to be Happy	Learn to be Happy	Learn to be Happy	Learn to be Happy
<p>I know that sometimes I feel happy and sometimes I feel sad.</p> <p>I can say when I like or dislike something,</p> <p>I can talk about how I show I am happy or sad, angry or scared.</p>	<p>I know some of the things that make me happy or unhappy.</p> <p>I know that other people like and dislike different things from me.</p> <p>I can use words such as happy, caring, excited, thankful to express positive</p>	<p>I can recognise a range of emotions in myself and other people and can words such as angry, disappointed, upset, anxious, worried, offended, frustrated, irritated, aggressive to describe negative feelings and words such as amused, brave, confident, relaxed,</p>	<p>I can identify unhelpful and helpful thoughts;</p> <p>I can suggest outcomes linked to certain thoughts, feelings and actions;</p> <p>I can discuss ways in which positive thinking can be beneficial;</p>

<p>I understand that the actions of others can affect the way I feel. I know that I am good at some things and can say what they are. I can say what I like to do. I can tell people about my wants, interests, needs and opinions.</p>	<p>emotions and scared, guilty, jealous and lonely to express negative feelings. I know that my own actions and behaviour can affect how I feel. I can tell people how I am feeling and why I am feeling that way. I can name things I am grateful for and think of reasons to be happy. I can recognise positive things about myself. I can talk about the feelings associated with losing things that are important to me. I have taken part in or observed worship and prayers and understand that this can give comfort to many.</p>	<p>sympathetic and calm to describe positive feelings. I am learning to cope with disappointment. I am beginning to identify factors which contribute to the way I am feeling. I understand that separation and loss can affect my emotions in a negative way. I recognise that thinking about things I am grateful for and reasons I have to be happy can create positive feelings. I have considered that people's self-image can be affected by what is seen in the media. I understand that by experiencing a range of activities I will learn what makes me happy. I have led parts of a worship, prayers or a non-religious assembly (focussing on respect/relationships/community) and understand that this can give some people comfort whereas others chose not to believe in God.</p>	<p>I can identify and discuss uncomfortable emotions; I can identify common choices we have to make in life; I can use basic mindfulness techniques, when guided; I can describe what makes a good learner. I can describe how their thoughts, feelings and behaviours influence each other; I can explain the range and intensity of their feelings to other; I can name some strategies to deal with unhelpful thoughts; I know how to make an informed choice; I appreciate how making good choices can make me happy; I understand how mindfulness techniques can be used in my everyday life I can describe the difference between a growth mindset and a fixed mindset; I can identify strategies for facing a challenge.</p>
<p>Learn to be Safe</p>	<p>Learn to be Safe</p>	<p>Learn to be Safe</p>	<p>Learn to be Safe</p>
<p>I can choose to play in a safe way. I obey the rules at school which will keep me safe. I know that I must not eat any of the plants found growing in the school grounds. I know I must stay where an adult has told me to be.</p>	<p>I can recognise some risks and make sensible decisions to keep myself safe. I know how to keep myself safe in the sun. I know that to keep safe near roads and can cross the road safely using the green cross code. I understand how the school rules keep me safe.</p>	<p>I can recognise a range of risks in different contexts and settings and can make sensible decisions to keep myself safe. I can recognise signs of danger. I can recognise when to seek first aid or medical help for myself or others.</p>	<p>I can describe what a dare is and identify situations involving peer pressure; I know when to seek help in risky or dangerous situations; I can identify and discuss some school rules for staying safe and healthy;</p>

<p>I am learning to use equipment safely. I know which parts of my body are private I know which adults are safe to help me. I know to get an adult if I see something that upsets me on-line. I know to get an adult when someone is hurt. I know that I should call 999 in an emergency.</p>	<p>I understand the difference between secrets it is ok to keep and information that I should pass on to an adult. I know about people in society whose job it is to keep us safe. I know some substances can be harmful if touched or eaten. I know how to phone 999 and get help in an emergency. I know to get an adult if I see something that makes me feel uncomfortable on-line. I know when and where it is ok for someone to touch me. I know of someone I can tell if someone touches my body in a way that makes me feel uncomfortable.</p>	<p>I know that bacteria can be harmful if ingested and know ways of keeping safe including keeping foods in the fridge, preparing food in a clean environment and washing hands. I know which information about myself should not be shared with other people including online. I use the internet safely. I know that sometimes people pretend to be someone else when on-line. I know that social media can be good and bad and can say how. I know some organisations that help keep children safe including Child Line and NSPCC. I know I should tell a safe adult if I see, hear or experience something that concerns me. I know when it is good or bad to keep secrets.</p>	<p>I can recall the number to dial in an emergency; I know how to look after mobile devices; I can identify which information I should never share online; I can identify who they should tell if I see something online that worries, upsets or confuses me; I can explain what it means to be kind and respectful online. I can appreciate what being responsible means; I can assess a situation for the level of risk; I appreciate that doing something risky may lead to danger; I can identify people who can help me in an emergency; I know how to use mobile devices and the Internet responsibly; I understand why certain information should never be shared online; I can explain what the right to privacy means; I can explain what CEOP is and how to use it to report online abuse or concerns about the way someone has communicated with them online; I can identify behaviour that constitutes cyberbullying.</p>
<p>Learn to be Active</p>	<p>Learn to be Active</p>	<p>Learn to be Active</p>	<p>Learn to be Active</p>
<p>I know that I need to be active to keep healthy.</p>	<p>I know that regular exercise helps to keep me healthy.</p>	<p>I have taken part in athletic activities and competitions such as sports day. I take part in the daily mile.</p>	<p>I have participated in team games and individual sports</p>

<p>I have tried lots of different ways to be active– jumping, running, hopping, climbing, skipping etc. I am learning to throw, catch and kick a ball.</p> <p>I can jump off an object safely.</p> <p>I have played chasing games.</p> <p>I can crawl through, climb over, balance on top of equipment.</p> <p>I can move around the room aware of my own space and the space of others.</p> <p>I have used the bikes and scooters.</p> <p>I have played in a variety of outdoor areas (such as the woodland and the garden).</p>	<p>I know that when I exercise my heart rate goes faster and my breathing gets quicker. I know I use my muscles when exercising. I have taken part in races.</p> <p>I can jump and hop with increasing control.</p> <p>I have practiced throwing and catching a ball and other objects.</p> <p>I can kick a ball with increasing control.</p> <p>I can balance on different parts of my body and in different positions.</p> <p>I can travel in different ways on the floor and equipment.</p> <p>I have played some team games.</p> <p>I have taken part in a variety of outdoor activities such as the golden mile and working in the allotment.</p>	<p>I have developed my skills for passing and receiving ball including using a range of sports equipment such as hockey sticks and tennis rackets.</p> <p>I can perform a range of gymnastic movements on the floor and apparatus.</p> <p>I understand the importance of warming up and cooling down.</p> <p>I have taken part in team sports.</p> <p>I have taken part in a variety of outdoor adventure activities.</p>	<p>I can play competitive games, modified where appropriate through team and individual games</p> <p>I can use a range of tactics and strategies to overcome opponents in direct competition</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities.</p> <p>I can compete in a range of increasingly challenging situations</p> <p>I have developed an understanding of how to improve in different physical activities and sports.</p> <p>I can swim 10 metres front crawl and back stroke</p> <p>I can swim 25 metres any style unsupported</p>
<p>Learn to be independent</p>	<p>Learn to be independent</p>	<p>Learn to be independent</p>	<p>Learn to be independent</p>
<p>I can get myself dressed for PE and outdoor learning</p> <p>I can come into school ready to learn</p> <p>I can put my bag and coat in its special place at school</p> <p>I can choose a range of different options for play</p> <p>I have been on a school trip without my parents.</p>	<p>I know some ways of looking after myself</p> <p>I can look after my possessions</p> <p>I can come into school independently</p> <p>I can get the things I need in order to help my learning.</p> <p>I am beginning to choose activities to do in my spare time.</p> <p>I know some strategies I can use to help me with my work when I get stuck.</p>	<p>I take responsibility for making sure I have the things I need in school each day.</p> <p>I am developing strategies to help me become an independent learner.</p> <p>I recognise what good learning looks like and can describe the qualities of an effective learner.</p> <p>I can ask questions to help me with my learning.</p> <p>I can make choices about how to spend my free time and understand that it is beneficial to have a range of interests.</p> <p>I have slept away from home for two nights.</p>	<p>I take responsibility for making sure I have the things I need in school each day.</p> <p>I have a range of strategies to help me be an independent learner.</p> <p>I know what good learning looks like and can describe the qualities of an effective learner.</p> <p>I can use a variety of different sources to help me with my learning and know which is the best option</p> <p>I can make sensible choices about how to spend my free time and understand that it is beneficial to have a range of interests.</p>

The Good Citizen			
EYFS	Key Stage 1	Key Stage 2 3/4	Key Stage 2 5/6
Learn about different faiths	Learn about different faiths	Learn about different faiths	Learn about different faiths
<p>Christianity Creation I know that the word God is a name. I know that Christians believe that God created the universe and that we should look after it.</p> <p>Incarnation I know that Christians believe God came to earth as Jesus. I understand that Christians believe that Jesus showed us we are precious to God.</p> <p>Salvation I know that Christians remember Jesus' last week at Easter. Jesus' name means 'He saves' Christians believe Jesus came to show God's love. Christians try to show love to others.</p> <p>Other Faiths I have heard stories from other faiths (such as Divali). I know that some people have different celebration and festivals.</p>	<p>Christianity Creation I know that Christians believe:</p> <ul style="list-style-type: none"> • God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God. <p>Incarnation I know that :</p> <ul style="list-style-type: none"> • Christians believe the Jesus is God and that he was born a baby in Bethlehem. • The Bible points out that his birth showed he was extraordinary and that he came to bring good news. • Christians celebrate Jesus' birth and Advent for Christians is a time for getting ready for Jesus' coming. <p>Gospel I know that Christians believe that:</p> <ul style="list-style-type: none"> • Jesus brings good news. • Jesus is a friend to the poor and friendless. • Jesus's teachings make people think about how to live and show them the right way. 	<p>Christianity Creation and Fall I know that Christians believe that:</p> <ul style="list-style-type: none"> • God the Creator cares for the creation including human beings. • We are all part of God's creation and people do best when they listen to God. • The Bible tells the story about how humans spoiled their relationship with God in Genesis. <p>This means that humans can't get close to God without His help. The bible shows that God wants to help people get close to him – he keeps his relationship with them and gives them guidelines on how to live and forgives us when we fall short. Christians want to be close to God through obedience, worship and saying sorry.</p> <p>People of God I know that:</p> <ul style="list-style-type: none"> • The Old Testament tells the story of the children of Israel and their relationship with God. • The People of God try to live in the way God wants, following his commandments and worshipping him. 	<p>Christianity Creation and Fall Outline the importance of Creation on the timeline of the 'big story' of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p>

	<ul style="list-style-type: none"> The good news is we are loved by God who forgives us when we do bad things. <p>Salvation I know that:</p> <ul style="list-style-type: none"> Easter is very important in the 'big story of the Bible. Jesus showed that he was willing to forgive all people even for putting him on the cross. Christians believe that Jesus builds a bridge between God and humans. Christians believe Jesus rose from the dead, giving people hope of a new life. <p>Other Faiths I can tell stories from other faiths I have learned about the festivals of a different faith. I have explored some of the artefacts relating to another faith and can say how they are used as part of the worship.</p>	<ul style="list-style-type: none"> The OT explains that the People of God are meant to attract other people to follow God. Christians believe that, through Jesus, all people can become the People of God <p>Incarnation I know that:</p> <ul style="list-style-type: none"> Christians believe Jesus is one of the three persons of the Trinity. Christians believe that the Father creates, he sent his Son who saves his people and the Son sends the Holy Spirit to his followers. Christians believe the Holy Spirit is God's power at work in the world and in their lives, enabling them to follow Jesus. <p>Gospel I know that Christians believe that:</p> <ul style="list-style-type: none"> Jesus challenges everyone about how to live. Jesus challenges people who pretend to be good. Jesus shows what it means to love God and love your neighbour. Christians try to be like Jesus – they want to know him better. Christians try to put his teaching and example into practice in lots of ways. <p>Salvation I know that:</p> <ul style="list-style-type: none"> Christians see Holy Week as the culmination of Jesus' earthly life, 	<p>People of God Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>God Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches</p>
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		<p>leading to his death and resurrection.</p> <ul style="list-style-type: none"> • The events of Holy Week were important in showing the disciples what Jesus came to earth to do. • Christians trust that Jesus really did rise from the dead and is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection. <p>Kingdom of God I know that Christians believe:</p> <ul style="list-style-type: none"> • Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now. • Jesus is still alive and works in their lives through the Holy Spirit if they let him. • Jesus returned to be with God and he sent his Holy Spirit at Pentecost to help the Church reflect the love of God. • They celebrate Pentecost as the beginning of the Church. • Staying connected to Jesus helps the Fruit of the Spirit to grow in their lives. <p>Other Faiths I know that other faiths have special books and that the special book for Muslims is the Qur'an. I know that the Qur'an is a book of guidance for Muslims.</p>	<p>are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> <p>Incarnation Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.</p> <p>Gospel</p>
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			<p>texts as showing the idea of Jesus as a sacrifice. Make clear connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation, and how Christians follow Jesus' example in giving themselves for others. Weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking.</p> <p>Kingdom of God Explain connections between biblical texts and the concept of the Kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about</p>
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			<p>whether or not the world could or should learn</p> <p>Other faiths</p> <p>I can consider different challenges facing people around the world who have a commitment to their religious beliefs.</p> <p>I can give reasons why belonging to a faith community is important to those with religious beliefs.</p> <p>When considering ethical issues, I can investigate different opinions and evidence before deciding upon their own position.</p> <p>I can discuss my own opinions, and those of others, based on challenging questions of meaning, belonging, purpose and truth.</p> <p>I can investigate and describe the beliefs, actions and symbols of a number of world religions.</p> <p>I can use a range of vocabulary to describe celebrations and rituals carried out across a range of different religions, understanding their significance.</p>
Learn to be a good friend	Learn to be a good friend	Learn to be a good friend	Learn to be a good friend
<p>I can talk about how I and others show feelings.</p> <p>I know some behaviour is unacceptable.</p> <p>I can follow our school rules.</p> <p>I can work as part of a group or class.</p>	<p>I can name people who are important to me</p> <p>I know that my actions can have an impact on someone else's feelings.</p> <p>I know that special people care for each other and can name the special people in my life.</p>	<p>I can work as part of a team, sharing my ideas and listening to others.</p> <p>I have taken part in team-building activities.</p> <p>I understand that it is important to listen to others and to express my point of view clearly.</p>	<p>I can look out for other children's needs.</p> <p>I can solve conflicts between other children</p> <p>I know that there are different types of love and when people love each other they want to spend time together.</p>

	<p>I can name the rules in our school and say why they are important.</p> <p>I can work with a partner or team and share ideas.</p> <p>I can begin to listen to other people and reflect back their ideas.</p>	<p>I am learning to solve conflicts by talking and listening.</p> <p>I understand that others may have different opinions to me.</p> <p>I know when people love each other they want to spend their lives together.</p>	<p>I can listen to various differing opinions on a subject and realise there may be different views.</p>
Learn about our local community	Learn about our local community	Learn about our local community	Learn about our local community
<p>I have taken part in school events.</p> <p>I have met members of our local community.</p> <p>I have been to St Bartholomew's Church and participated in a service.</p> <p>I can name the place that I live and talk about its features.</p>	<p>I know some key facts about the UK, including the countries it is made of.</p> <p>I can identify the UK on a world map.</p> <p>I have taken part in school celebrations such as Harvest Festival and Christmas and Easter services</p> <p>I have visited places in my local area and can name some of our local features such as, St Bartholomew's Church, The Roaches etc.</p> <p>I have looked at maps of the local area.</p> <p>I have taken part in activities in a local location other than school.</p> <p>I have welcomed members of the local community into school.</p> <p>I have visited other schools and participated in activities with the children.</p>	<p>I have helped to organise school celebrations.</p> <p>I have helped to look after my local area.</p> <p>I have organised an event to help welcome members of the local community into our school.</p> <p>I have sent cards or letters to members of our local community.</p> <p>I have reported on school events to our school community.</p> <p>I have carried out fieldwork to explore my local area (including human and physical geographical features.)</p> <p>I know the history of St Bartholomew's Church and Longnor</p>	<p>I can explain the structure of Parliament (including the Houses of Commons, the House of Lords, and the Monarch), the roles of Parliament and how it differs from that of the Government</p> <p>I can understand the civil and criminal law of England</p> <p>I have been to local government events</p> <p>I understand the role of the media in presenting information to the public and appreciate that information can be interpreted in different ways.</p> <p>I can demonstrate understanding of key citizenship concepts, for example rights and responsibilities, democracy, government, fairness, justice, rules, laws, diversity, identities and communities, power and authority, sustainable development and so on, and values, for example honesty, tolerance, respect and concern for others</p>
Learn about our global community	Learn about our global community	Learn about our global community	Learn about our global community

<p>I can ask questions about aspects of my familiar world.</p> <p>I am beginning to show concern for living things and other people.</p> <p>I can talk about some differences between where I live and other places.</p>	<p>I have taken part in an event which helps people in a different community to my own.</p> <p>I have visited a contrasting location in the UK.</p> <p>I can locate places that are significant on a map of the world or the UK.</p> <p>I can name all of the continents and place them on a world map.</p> <p>I can name some countries other than my own.</p> <p>I understand that some places are different to my community and can name some similarities and differences.</p> <p>I have explored the differences between common objects such as houses, clothes, food and can relate the differences to the environment and climate they were designed for.</p> <p>I can identify similarities and differences between my life and the lives of children living in different countries.</p> <p>I can talk about significant events in the national and international news and locate the places on a map.</p>	<p>I have helped to organise an event which helps people in a different community to my own.</p> <p>I have learned about a community in a contrasting country.</p> <p>I am aware that people's lives are affected by the environment in which they live and that sometimes this means people can struggle to have their basic needs met.</p> <p>I have studied some of the issues affecting the environment such as climate change, the overuse of plastic, deforestation.</p> <p>I have responded to a major event or issue in the form of direct action such as fundraising or letter writing.</p>	<p>I can explain what a charity is and can plan a fundraising Event</p> <p>I can recognise difference and diversity (for example in culture, lifestyles, or relationships), and can demonstrate understanding and empathy towards others who live their lives in different ways.</p> <p>I can assertively challenge prejudice and discrimination (for example that related to gender, race, disability, etc).</p> <p>I can explain how to be a responsible global citizen</p> <p>I can describe what can be done to help prevent global warming from getting worse</p>
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Problem Solver			
EYFS	KS1	KS2 3/4	KS2 5/6
Learn about the world of work	Learn about the world of work	Learn about the world of work	Learn about the world of work
<p>I have role played buying and selling I have visited a shop I have used money in my play and can use the terms pounds and pence. I can name people who work to help us. I know different people have different jobs and can name some jobs such as farmers, vets, pilots and teachers.</p>	<p>I understand that money affects the lives people live. I know the value of British notes and coins. I am developing an understanding of everyday items. I have taken part in fundraising events and help to make suggestions. I have explored how products are packaged and advertised. I have created packaging and adverts for products. I have made items to sell and helped decide how much they are worth. I have met people who have different jobs – such as a dentist, police officer, farmer, accountant etc.</p>	<p>I understand the role money plays in my life and have learned about managing money and being a critical consumer. I know that the same product can be sold for different prices and am beginning to understand the concept of best value. I have helped run a class business, working collaboratively within the team to suggest ideas and make decisions. I have learned the companies use marketing and advertising to promote products and I used some of these techniques. I have taken on the role of someone from the world of work such as accountant or publisher or journalist, museum curator or designer.</p>	<p>I can discuss reasons people take financial risks I can discuss why advertisers try to influence us I can talk about how to be a 'critical consumer' I can identify how we can compare the value for money of different products I can discuss how we can make a budget; I can consider why people borrow money and get into debt I can explain what tax is and the ways we pay it</p>
Learn to be inventive	Learn to be inventive	Learn to be inventive	Learn to be inventive
<p>I can make new things out of old ones. I can talk about my inventions. I can draw my inventions and explain how they work.</p>	<p>I can suggest uses for products other than their intended use. I can develop ideas through talking and drawing. I can make new products by adapting or combining old ones. I can design and build structures and explore how to make them stronger and more stable.</p>	<p>I have learned about some famous inventors and their inventions. I have tracked how products have changed over time and produced ideas about how they may look in the future. I can suggest and make improvements or adaptations to a product. I have designed, made and evaluated products.</p>	<p>I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups I can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,</p>

	<p>I can explore and use mechanisms such as levers, sliders, wheels and axles.</p> <p>I evaluate my own and other people's creations.</p>		<p>prototypes, pattern pieces and computer-aided design</p> <p>I can investigate and analyse a range of existing products</p> <p>I can evaluate my ideas and products against my own design criteria and consider the views of others to improve my work</p> <p>I understand how key events and individuals in design and technology have helped shape the world</p>
Learn to use equipment	Learn to use equipment	Learn to use equipment	Learn to use equipment
<p>I can choose the equipment I need.</p> <p>I can carry equipment and return it to its correct place.</p> <p>I have used equipment to write, cut, attach, make holes, print and fasten.</p> <p>I have played with playdough – cutting, rolling, printing.</p> <p>I have played with a selection of construction toys and have extended them using string, card, netting etc.</p> <p>I have prepared food using instructions – such as biscuits or pancakes,</p> <p>I have hammered, cut and attached wood.</p> <p>I have cut paper using scissors and a hole punch and attached using tape and glue.</p> <p>I have drawn diagrams of the models that I have made.</p> <p>I have made things out of textiles including cutting and sewing.</p> <p>I have played with construction toys which involve attaching wheels.</p> <p>Computing</p>	<p>I have learned to work safely.</p> <p>I have strengthened paper and card by rolling and folding.</p> <p>I have opened boxes and explored the nets they are made from.</p> <p>I have used mouldable materials to make models and pictures.</p> <p>I have used a variety of construction toys to make models including moving toys using wheels.</p> <p>I have followed a recipe.</p> <p>I have used a junior hacksaw and table vice.</p> <p>I have made cards, jointed figures and boxes out of card or paper.</p> <p>I have followed simple diagrams to construct a model.</p> <p>I have printed on different materials.</p> <p>I have made a vehicle powered by wind, pneumatics (using balloons) or elastic bands.</p> <p>I can wire an electrical circuit to make a bulb light up or a buzzer sound.</p>	<p>I can join materials together to make simple frame structures including using card triangle joint.</p> <p>I can cut, roll and manipulate mouldable materials.</p> <p>I have worked with recipes and moderated them to create different dishes – which may include bread, drinks, cakes etc.</p> <p>I have made pop-ups, structures, boxes etc out of card.</p> <p>I have used textiles to create a range of products from clothing, pictures and weaving.</p> <p>I can make a model that uses wheels and axles.</p> <p>I can wire electrical circuits using switches and can illustrate this using diagrams.</p> <p>I can use gears, pulleys, levers, pneumatics to move models.</p> <p>I have designed, made and assessed a range of products.</p>	<p>I can select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>I can select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>I understand and use mechanical systems in my products [for example, gears, pulleys, cams, levers and linkages]</p> <p>I understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>

<p>I have printed pictures using the computer. I have written my name using the computer. I have played a variety of games on different technologies. I can make the beebots move in different directions</p>	<p>I have used scissors, glue, hacksaws, hole punchers. Computing I have used a computer to play games. I can log on and log off the computer. I can type some text using word. I can change the look of texts. I can save my work. I have used algorithms to programme a variety of technology.</p>	<p>I have used saws, mitre blocks, knives, scissors, staplers. Computing I have used a computer to further my learning by playing spelling and maths games. I have used the internet for research. I can present my work in a variety of different ways using the computer. I am improving my touch typing skills. I can insert images and shapes into text. I have programmed a computer to follow my instructions and can spot mistakes.</p>	<p>I can apply my understanding of computing to program, monitor and control their products.</p>
<p>Learn to think creatively</p>	<p>Learn to think creatively</p>	<p>Learn to think creatively</p>	<p>Learn to think creatively</p>
<p>I experiment with patterns and sequences. I can ask questions if I don't understand. I try different ways to get something to work. I express my ideas through different ways such as talking, drawing and role playing and using small world figures.</p>	<p>I can try out different ways to solve a problem. I can ask questions to help me understand a problem. I can recognise and continue patterns. When my plan doesn't work I can try something different. I am beginning to understand that the first answer is not always the best. I can express my ideas in different ways such as diagrams, models, written and verbal communication. I can investigate scientifically: I can ask simple scientific questions. I can use simple equipment to make observations. I can carry out simple tests. I can identify and classify things. I can suggest what I have found out.</p>	<p>I understand that creative thinking is a skill that can be learned and developed through practice. I can solve non-verbal puzzles by identifying patterns and sequences. I know that there is not always just one answer to a problem and can evaluate different answers. I can envisage the possible outcomes of different actions. I can use mind-mapping and other techniques (such as De Bono's hats) for generating and organising ideas. I am learning to express my ideas in a number of different ways and chose the most effective I can investigate scientifically: I have set up simple practical enquiries, comparative and fair tests</p>	<p>I can ask open ended questions I can make decisions when I think about a problem I can solve verbal puzzles by identifying patterns and sequences. I know that there is not always just one answer to a problem and can evaluate different answers. I can envisage the possible outcomes of different actions. I can use mind-mapping and other techniques (such as De Bono's hats) for generating and organising ideas. I can investigate scientifically: I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements,</p>

	I can use simple data to answer questions.	I have made systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers I have gathered, recorded, classified and presented data in a variety of ways to help in answering questions I have recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables I have reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions I have used results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	I can use a range of scientific equipment, I can, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs I can use test results to make predictions to set up further comparative and fair tests I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
Learn how the World Works	Learn how the World Works	Learn how the World Works	Learn how the World Works
Sound and Light I have used torches to shine light. I have noticed shadows outside I have experimented in making different sounds Everyday Materials I understand that objects can be made from different materials. I can identify wood, metal, glass and rock. Earth and Space I know that earth is a planet and that there are other planets and stars in the sky.	Everyday Materials I can distinguish between an object and the material it is made from. I can explain the materials that an object is made from. I can name wood, plastic, glass, metal, water and rock. I can describe the properties of everyday materials. I can group objects based on the materials they are made from. I can suggest why a material might or might not be used for a specific job.	Sound and Light I can recognise that we need light in order to see things and that dark is the absence of light I know that light is reflected from surfaces I recognise that light from the sun can be dangerous and that there are ways to protect their eyes I recognise that shadows are formed when the light from a light source is blocked by an opaque object I can find patterns in the way that the size of shadows change	Sound and Light I can recognise that light appears to travel in straight lines I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes I can use the idea that light travels in straight lines to explain why shadows

<p>I know that the sun gives light to the earth. I know that at night we see the moon, stars and planets and during the day we can see the sun.</p>	<p>I can explore how shapes can be changed by squashing, bending, twisting and stretching. Sound and Light I can explain that we hear sounds through our ears I can experiment with different types of materials and the sounds they make I can name light sources that are natural and man-made I can experiment to make my shadow longer and shorter Earth and Space I can explain that planets orbit the sun and moons orbit the planets. I know that our source of light comes from the sun. I can name the planets and describe some of their attributes. I know that the moon reflects the light of the sun</p>	<p>I can identify how sounds are made, associating some of them with something vibrating I recognise that vibrations from sounds travel through a medium to the ear I can find patterns between the pitch of a sound and features of the object that produced it I can find patterns between the volume of a sound and the strength of the vibrations that produced it I recognise that sounds get fainter as the distance from the sound source increases Forces and Magnets I can compare how things move on different surfaces I have noticed that some forces need contact between 2 objects, but magnetic forces can act at a distance I have observed how magnets attract or repel each other and attract some materials and not others I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials I can describe magnets as having 2 poles Predict whether 2 magnets will attract or repel each other, depending on which poles are facing States of Matter</p>	<p>have the same shape as the objects that cast them Forces I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect States of Matter I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Electricity</p>
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Creator			
EYFS	Key Stage 1	Key Stage 2 3/4	Key Stage 2 5/6
Learn about Art	Learn about Art	Learn about Art	Learn about Art
<p>Drawing I have drawn lines on a page and am beginning to create drawings of people, animals and objects.</p> <p>Painting I have explored what happens when I mix paint colours I have painted pictures of different subjects such as people and animals.</p> <p>Collage I have made pictures by cutting and attaching paper, card and materials.</p> <p>Sculpture I have made models from different materials such as cardboard and paper.</p> <p>Photography and Computer Graphics I have used technology to take photos.</p> <p>Outdoor Art I have experimented in making pictures using resources from the natural environment.</p>	<p>I have learned about the work of different artists. I can say what I like and don't like about a piece of art and explain my opinions.</p> <p>Drawing Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils.</p> <p>Painting I have learned to mix colours together and know how to make green, purple, orange and brown.</p> <p>Collage I have learned to create collage through sorting materials, cutting, tearing, arranging and gluing materials.</p> <p>Sculpture Use a combination of shapes. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving.</p> <p>Photography and Computer Graphics I have learned to take a photo. I can draw and fill shapes using a mouse or mousepad or i-pad.</p> <p>Outdoor Art I have used resources from the outdoors to create pieces of art.</p>	<p>I have learned about the work of artists from a range of cultures and can name some famous artists. I can make comments about an artist's work. I can use their work as inspiration for my own.</p> <p>Drawing Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Draw familiar things from different viewpoints.</p> <p>Painting Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.</p> <p>Collage Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage.</p>	<p>I can select appropriate media and techniques to achieve a specific outcome I can explore the effect of light, colour, texture and tone on natural and man-made objects I have looked at 3D work from a variety of genres and cultures to develop my own response and opinions I can develop and apply knowledge of embellishing techniques e.g. stitching and printing as a form of expression I can recreate images/scenes through relief printing using card/polystyrene I can use colour, tone and effects to create a specific mood I can experiment with soft sculpture, cuts, joins and patterns I can explain why I have chosen a specific media, style or technique and the impact this has on the final outcome. I can make connections between my work and patterns in the local environment I can superimpose using a combination of techniques and photographs I can use a range of plaiting, pinning, stitching and sewing techniques I can explain why I like specific features of an artists' work/techniques</p>

	<p>I have used different settings to create outdoor artwork.</p>	<p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail.</p> <p>Photography and Computer Graphics I have taken photos using zooming in and out techniques. I have taken photos of the natural world. I have taken portrait photos. I have created recognisable pictures using the computer. I have used computer programs to create graphics. I have used images downloaded from the internet to create artwork.</p> <p>Outdoor Art I have looked at the work of a variety of outdoor artists and used this as my inspiration. I have considered the setting for my work before beginning. I have photographed my work as evidence.</p>	
Learn about Music	Learn about Music	Learn about Music	Learn about Music
<p>I have listened to songs and some instrumental music. I have sung a variety of different songs. I have experimented with percussion instruments.</p>	<p>I have learned some songs and rhymes and can sing them from memory. I can follow a melody when singing on my own and in a group.</p>	<p>I have learned about the work of different composers and musicians from my own and other cultures and from a range of historical periods.</p>	<p>I can sing a round two parts and identify the melodic phrases and how they fit together I can listen to longer pieces of music and identify features</p>

<p>I am beginning to tap a rhythm and a beat.</p> <p>I know sounds can vary in volume and pitch and have tried to play loudly and softly with instruments and my voice.</p>	<p>I can create musical patterns and phrases including tapping out repeated rhythms.</p> <p>I have experimented with different percussion instruments to create different sounds and effects.</p> <p>I can use symbols to record my composition ideas.</p> <p>I have listened to lots of different types of music from my own and other cultures and can say whether I like or don't like a piece of music.</p>	<p>I can comment on a piece of music using musical terminology such as pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p>I am beginning to recognise the notes on a stave and musical symbols.</p> <p>I can sing from memory and have performed in front of an audience.</p> <p>I have completed a course of lessons on a tuned instrument.</p> <p>I know the names of a range of musical instruments and have explored making sounds with some of them.</p> <p>I have composed tunes using my voice and other instruments.</p> <p>I have taken part in Young Voices.</p>	<p>I can perform an independent part keeping to a steady beat</p> <p>I can select different melodic patterns.</p> <p>I can create different effects using combinations of pitched sounds</p> <p>I can explore, select and combine a variety of different sounds to compose a soundscape</p> <p>I can sing songs using staff notation.</p> <p>I can show an awareness of audiences, venue and occasion.</p>
<p>Learn about Drama</p>	<p>Learn about Drama</p>	<p>Learn about Drama</p>	<p>Learn about Drama</p>
<p>I can tell a story.</p> <p>I can create a character and act in role.</p> <p>I can act out parts of a story.</p> <p>I have explored movement.</p>	<p>I can use my imagination to act out different scenarios.</p> <p>I can use gestures, facial expression and movement in response to everyday activities such as opening a present or playing in a park.</p> <p>I have used drama techniques such as freeze frame and mime.</p> <p>I can create a character and use drama techniques to bring the character to life. I can talk to others about my character.</p> <p>I can act out a story and play a part in the story.</p>	<p>I have explored how my voice, gestures, facial expressions and movements can create a character and how these can illustrate different emotions.</p> <p>I can use different dramatic techniques such as freeze-frames, mime, narration and physical theatre to create different effects.</p> <p>I have taken part in a production and performed to an audience.</p> <p>I have used drama techniques such as thought tracking, role play, role on the wall to improve my writing through characterisation.</p>	<p>I can create performances for different audiences and purposes using various genres, styles and traditions</p> <p>I can make considered use of strategies and forms to experiment with dramatic outcome</p> <p>I can explore how different dramatic approaches change meaning</p> <p>I can adopt a range of roles taking account of purpose and audience</p> <p>I can create scripts based on more complex situations reflecting a range of feelings and points of view</p> <p>I can analyse the effectiveness of drama in exploring complex issues</p>

			<p>I can analyse their own and others' work making connections with a range of genres</p> <p>I can analyse how their own and others' interpretation of character changes meaning</p> <p>I can evaluate the effect of the use of voice, movement, gesture and facial expression in a range of roles taking account of purpose and audience</p> <p>I can analyse the effectiveness of the use of script for a chosen audience</p>
Learn about Dance	Learn about Dance	Learn about Dance	Learn about Dance
<p>I have moved my body to music.</p> <p>I can step, jump, hop and balance.</p> <p>I can vary the speed of my movement.</p> <p>I can join in with dances and create my own in response to music.</p>	<p>I can step, balance, jump and hop with increasing competence.</p> <p>I can link movements together in a sequence.</p> <p>I can put movements to music.</p> <p>I can create a dance and remember the moves.</p> <p>I have experienced performing a dance to other people.</p> <p>I have watched a dance and can say what I thought about it.</p>	<p>I can create a dance which evokes different emotions and responds to music in different ways.</p> <p>I have taken part in dances from a range of cultures – such as Bhangra, Chinese Dragon, African and English country dancing,</p> <p>I have watched a dance and can be critical – talking about its effect on the audience, use of movement and interpretation of music.</p> <p>I have performed to an audience as part of a group.</p>	<p>I can create and perform a short sequence linking basic actions, with a clear beginning, middle and end.</p> <p>I can choose and link actions to create an expressive dance which shows some sensitivity to accompaniment.</p> <p>I can plan and perform a movement sequence showing contrasts in speed, level and direction.</p> <p>I can apply basic compositional ideas to create dance phrases with a partner and in a small group.</p> <p>I can describe and comment on my own performance and that of others and make simple suggestions to improve quality and performance.</p> <p>I can develop a longer and more varied movement sequence demonstrating smooth transitions between actions.</p> <p>I can compare, develop and adapt movement motifs to create longer dances.</p>

			From observations of others I can describe constructively how to refine, improve and modify performance I can refine own performance in response to others and self-analysis.
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World Explorer			
EYFS	Key Stage 1	Key Stage 2 3/4	Keystage 2 5/6
Learn how to Explore	Learn how to Explore	Learn how to Explore	Learn how to Explore
<p>I enjoy being outside and look with interest at the things around me.</p> <p>I notice changes that happen (e.g that it gets warmer in summer and we can see flowers, leaves on the trees and insects)</p> <p>I have been on a school trip with my class.</p> <p>I know the directions forwards and backwards</p> <p>I have looked at maps in story books and drawn my own.</p> <p>I have explored the woods and outdoor area at school</p>	<p>I can observe and comment on the changes in the seasons.</p> <p>I can name the seasons and suggest the type of weather in each season</p> <p>I have been on a school trip to a different environment with my class.</p> <p>I know the points of a compass</p> <p>I have looked at lots of different maps and have found places in the UK on the map</p> <p>I have studied a country other than my own and can find it on the world map and a globe.</p> <p>I have explored outdoor areas close to school and further afield.</p>	<p>I understand that changes in seasons happen because of the orbit of the earth around the sun.</p> <p>I understand that day and night happen because the earth spins.</p> <p>I have visited a city and explored different environments with my class.</p> <p>I can draw a map using symbols and keys</p> <p>I can read a map and use an eight point compass</p> <p>I can give grid references from an OS map to 6 places.</p> <p>I can find places that I have studied on a world map and a globe</p> <p>I have visited an area far from school.</p>	<p>I can observe, measure and record human and physical features by selecting from a range of methods including accurate sketch maps and plans, surveys, questionnaires and a range of data collection techniques</p>
Learn about the past	Learn about the past	Learn about the past	Learn about the past
<p>I can talk about events that have happened to me.</p> <p>I can talk about special times and events that have happened in the past.</p>	<p>I can use text, pictures and artefacts to learn about the past.</p> <p>I recognise that the way people live has changed over time and can identify ways in which life was different.</p> <p>I have learned about important people in the past.</p> <p>I have used a timeline to sequence events in the past.</p> <p>I have learned about the history of in my local area.</p> <p>I have explored how common objects have changed over time (such as houses, food, clothes, toys).</p>	<p>I understand how artefacts can help people learn about the past.</p> <p>I have studied historical artefacts and considered what they might tell me about the past.</p> <p>I have learned about a period of British history and have an understanding of how people lived during this time.</p> <p>I have learned about a period of world history and have developed an understanding of how people lived during this time.</p>	<p>I know and sequence key events of time studied</p> <p>I can use relevant terms and period labels</p> <p>I can make comparisons between different times in the past</p> <p>I can study different aspects of different people - differences between men and women</p> <p>I can examine causes and results of great events and the impact on people</p> <p>I can compare life in early and late 'times' studied</p>

		I have considered how people and events from the past have shaped and influenced modern life in Britain.	I can compare an aspect of life with the same aspect in another period I can offer some reasons for different versions of events I can recognise primary and secondary sources I am aware that different evidence will lead to different conclusions
Learn about the Environment	Learn about the Environment	Learn about the Environment	Learn about the Environment
<p>Plants I have watched plants grow. I have explored the plants in our outdoor areas.</p> <p>Animals I have watched frogspawn change into frogs and caterpillars change into butterflies. I can talk about different animals and know that they need different things to eat.</p> <p>Living Things and Habitats I know that animals live in different places such as woodlands, farms, jungles etc. I know that some animals eat meat and others eat plants.</p> <p>Geography I am beginning to take an interest in the world around me and can talk about the things I see (such as rivers and lakes, hills and woodlands). I can name the place that I live and describe certain features.</p>	<p>Plants I can name a variety of common wild and garden plants. I can name the petals, stem, leaf and root of a plant. I can name the root, trunk, branches and leaves of a tree. I can describe how and what plants need in order to grow and stay healthy (water, light, and suitable temperature). I have helped to grow plants in our allotment.</p> <p>Animals I can name a variety of animals including fish, amphibians, reptiles, birds and mammals. I can classify and name animals by what they eat (carnivore, herbivore and omnivore). I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals).</p> <p>Living things and Habitats</p>	<p>Plants I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers I have explored the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant I have investigated the way in which water is transported within plants I have explored the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Living Things and Habitats I recognise that living things can be grouped in a variety of ways I have explored and used classification keys to help group, identify and name a variety of living things in their local and wider environment I recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>Plants I can describe the life process of reproduction in some plants</p> <p>Habitats I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals I can give reasons for classifying plants and animals based on specific characteristics</p> <p>Evolution & Inheritance I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago I can recognise that living things produce offspring of the same kind, but</p>

	<p>I can identify things that are living, dead and never lived.</p> <p>I can describe how a specific habitat provides for the basic needs of living things there (plants and animals).</p> <p>I can identify and name plants and animals in a range of habitats.</p> <p>I can describe how animals find their food and explain a simple food chain.</p> <p>Geography</p> <p>I know that the world is made of different elements such as rocks and soils, water (lakes, rivers, seas and oceans)</p> <p>I can name physical features and can recognise them on maps, pictures and aerial photographs (such as town, village, mountain, lake, coast)</p>	<p>I have constructed and interpreted a variety of food chains, identifying producers, predators and prey.</p> <p>Geography and Geology</p> <p>I understand that the world is made of different components such as oceans and continents, crust, mantle and core. I know why volcanoes and earthquakes occur.</p> <p>I understand rocks are made in different ways and can name igneous, sedimentary and metamorphic rocks.</p> <p>I understand that rocks can show how the world used to be different (e.g. that sedimentary rocks are made where seas used to exist).</p> <p>I understand how fossils are formed.</p> <p>I know that soil is made from rocks and organic matter.</p> <p>I can name a wide range of natural geographical features and can recognise them on maps, aerial photographs and pictures.</p> <p>I know about how climate affects the environment around the world and can name the major climatic zones.</p> <p>I have learned about different geographical processes and know why they occur.</p> <p>I have learned about the water cycle and can describe the processes within it.</p> <p>I understand and can name the key features of some physical geographical features (such as rivers, mountains, volcanoes).</p>	<p>normally offspring vary and are not identical to their parents</p> <p>I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Geography</p> <p>I can use 4 and 6-figure grid references, a range of OS symbols.</p> <p>I can select maps for a purpose (inc. OS maps and comp. mapping), compare large scale maps and aerial photographs to locate countries and describe features studied.</p> <p>I can use the index/ contents page of an atlas.</p> <p>I can draw maps with an accurate plan view, use symbols (inc. a range of OS symbols) and a key.</p> <p>I can communicate using line graphs, pie charts and scatter graphs.</p> <p>I can select appropriate digital technologies.</p> <p>I can select the appropriate form for presenting written communication inc. reports, explanation and discussion.</p>
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Learn how to Survive	Learn how to Survive	Learn how to Survive	Learn how to Survive
<p>I know that I need to wear different clothes in different weathers.</p> <p>I know that I must not eat any of the plants growing in the wild as they may be harmful.</p> <p>I move around the forest and outdoor areas safely.</p>	<p>I ensure that I am dressed in the correct clothing for outdoor learning</p> <p>I know that some plants growing wild are harmful but some can be eaten.</p> <p>I have safely used a variety of tools.</p> <p>I have helped to make a fire.</p> <p>I have built a shelter.</p> <p>I can contribute to discussions on ways to keep safe when in the outdoors.</p>	<p>I can ensure that I am dressed and have the correct equipment for the activity I will be preparing.</p> <p>I can choose a suitable place to build a shelter. I can build a shelter that it reasonably waterproof and a device to collect water.</p> <p>I can choose the correct tools and safely use them.</p> <p>I can collect suitable wood and build a fire from scratch using different methods of igniting.</p> <p>I have cooked food on a fire that I have built.</p> <p>I can risk assess activities that I am going to take part in to ensure my safety.</p>	<p>I understand fire safety and cooking over a camp fire.</p> <p>I know about the wildlife within our school grounds and how to look after them.</p> <p>I can light a fire independently knowing the safety needed</p> <p>I can tie suitable knots for different purposes (shelter hitches and knots).</p> <p>I can take part in adventurous outdoor activities; challenging myself and behaving safely.</p>