

## Foundation subjects from the National Curriculum

### Art and Design

KEY STAGE ONE LEARNING	KEY STAGE TWO LEARNING
<p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft, design.</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history</p>

### COMPUTING

KEY STAGE ONE LEARNING	KEY STAGE TWO LEARNING
<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p>

<p>help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p><b>Both Key Stages:</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content to accomplish given goals</p>
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## DESIGN TECHNOLOGY

KEY STAGE ONE LEARNING	KEY STAGE TWO LEARNING
<p><i>Design</i></p> <p>Design purposeful, functional, appealing products based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT</p> <p><i>Make</i></p> <p>Select from and use a range of tools and equipment to perform practical tasks</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles, ingredients</p> <p><i>Evaluate</i></p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate ideas / products against design criteria</p>	<p><i>Design</i></p> <p>Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose</p> <p>Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><i>Make</i></p> <p>Select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>Select from and use a wider range of materials and components</p> <p><i>Evaluate</i></p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate ideas and products against own design criteria and consider the views of others</p> <p>Understand how key events and individuals have helped shape the world</p>

KEY STAGE ONE LEARNING	KEY STAGE TWO LEARNING
<p><i>Technical knowledge</i></p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms in their products.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p>	<p><i>Technical knowledge</i></p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Understand and use mechanical systems in their products</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Apply understanding of computing to program, monitor and control products.</p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are <b><i>grown, reared, caught and processed.</i></b></p>

# GEOGRAPHY

KEY STAGE ONE LEARNING	KEY STAGE TWO LEARNING
<p><i>Locational knowledge</i></p> <p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><i>Place knowledge</i></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p><i>Locational knowledge</i></p> <p>Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate counties and cities of the UK, geographical regions and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and</p> <p>Understand how some of these aspects have changed over time</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer / Capricorn, Arctic / Antarctic Circle, the Prime/Greenwich Meridian and time zones</p> <p><i>Place knowledge</i></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>

KEY STAGE ONE LEARNING	KEY STAGE TWO LEARNING
<p><i>Human and physical geography</i></p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>▪ key physical features</li> <li>▪ key human features,</li> </ul> <p><i>Geographical skills and fieldwork</i></p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions and locational and simple directional language to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p><b><i>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</i></b></p>	<p><i>Human and physical geography</i></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• Physical geography: climate zones, biomes and vegetation belts,</li> <li>• rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• Human geography: types of settlement and land use, economic</li> <li>• activity including trade links, and distribution of natural resources</li> <li>• including energy, food, minerals and water</li> </ul> <p><i>Geographical skills and fieldwork</i></p> <p>Use range of mapping to locate countries and describe features studied</p> <p>Use eight points of a compass, 4 and 6-figure grid references, symbols /key</p> <p>Use fieldwork to observe, measure, record and present the human and physical <b><i>features in the local area using a range of methods</i></b></p>

## HISTORY

KEY STAGE ONE LEARNING	KEY STAGE TWO LEARNING
<p>Changes within living memory – family and local life, changes nationally</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Combine overview and in depth studies:</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain’s settlement by Anglo Saxons and Scots</p>

<p>Compare some aspects of life in different periods- e.g. explorers, kings and queens</p> <p>Significant historical events, people and places in their own locality.</p> <p>Simple introduction to some Key Stage Two features</p>	<p>The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>A local history study</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>The achievements of the earliest civilizations</p> <p>Ancient Greece</p> <p>A non-European society that provides contrasts with British history</p>
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## FOREIGN LANGUAGES (FRENCH/SPANISH)

<p style="text-align: center;"><b>LANGUAGES: STATUTORY PROGRAMME OF STUDY FOR KEY STAGE TWO ONLY</b></p>
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>▪ listen attentively to spoken language and show understanding by joining in and responding</li> <li>▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>▪ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>▪ present ideas and information orally to a range of audiences*</li> <li>▪ read carefully and show understanding of words, phrases and simple writing</li> <li>▪ appreciate stories, songs, poems and rhymes in the language</li> <li>▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>▪ describe people, places, things and actions orally* and in writing</li> <li>▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages.</p>

# MUSIC

KEY STAGE ONE LEARNING	KEY STAGE TWO LEARNING
<ul style="list-style-type: none"> <li>▪ use voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>▪ play tuned and untuned instruments musically</li> <li>▪ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>▪ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>▪ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>▪ listen with attention to detail and recall sounds with increasing aural memory</li> <li>▪ use and understand staff and other musical notations</li> <li>▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>▪ develop an understanding of the history of music.</li> </ul>

# PE

KEY STAGE ONE LEARNING	KEY STAGE TWO LEARNING
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ participate in team games, developing simple tactics for attacking and defending</li> <li>▪ perform dances using simple movement patterns.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ use running, jumping, throwing and catching in isolation and in combination</li> <li>▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> </ul>

**Swimming: KS1 or KS2: Children should be taught to:**

- swim competently, confidently and

	<ul style="list-style-type: none"><li>▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li><li>▪ perform dances using a range of movement patterns</li><li>▪ take part in outdoor and adventurous activity challenges both individually and within a team</li><li>▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul>
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