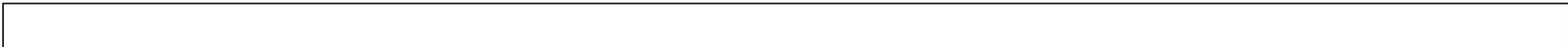


Phase One

Progressive Science Objectives.

<u>Scientific Enquiry</u>		
<u>Investigative Skills</u>		
<u>Planning</u>	<u>Obtaining and presenting evidence</u>	<u>Considering evidence and evaluating</u>
<p>1. Ask questions (for example, 'How? Why? What will happen if...?' and decide how they might find answers to them</p> <p>2. Use first hand experiences and simple information sources to answer questions</p> <p>3. Think about what might happen before deciding what to do</p> <p>4. Recognise when a test comparison is unfair</p> <p>5. Communicates simple planning for investigations.</p>	<p>1. Follow simple instructions to control the risks to themselves and others</p> <p>2. Explore using the senses of sight, hearing, smell, touch and taste as appropriate, and make and record observations and measurements.</p> <p>3. Communicate what happened in a variety of ways including using ICT (for example in speech and writing by drawings, tables, block graphs and pictograms).</p> <p>4. Is able to make simple records.</p>	<p>1. Make simple comparisons (for example hand span or shoe size) and identify simple patterns or associations</p> <p>2. Compare what happened with what they expected would happen, and try to explain it, drawing on their knowledge and understanding.</p> <p>3. Review their work and explain what they did to others.</p> <p>4. Is able to make simple evaluations of their work.</p>
<u>Life Processes and Living Things</u>		<u>Physical Processes</u>
<p><u>Life processes</u></p> <p>1.The difference between things that are living and things that have never been alive</p> <p>2. That animals, including humans, move, feed, grow, use their senses and reproduce.</p> <p>3.To relate life processes to animals and plants found in the local environment.</p> <p>Humans and other animals</p> <p>1.To recognise and compare the main external parts of the bodies of humans and other animals</p> <p>2. That taking the exercise and eating the right types and amounts of food help humans to keep healthy.</p> <p>3. How to treat animals with care and sensitivity.</p> <p>4. About the senses that enable humans and other animals to be aware of the world around them.</p>	<p><u>Green Plants</u></p> <p>1. To recognise that plants need light and water to grow.</p> <p>2. To recognise and name the leaf, flower, stem and root of the flowering plants.</p> <p>3. That seeds grow into flowering plants.</p>	<p><u>Electricity</u></p> <p>1. About everyday appliances that use electricity.</p> <p>2. To learn about simple series circuits involving batteries, wires, bulbs and other components – i.e. buzzers and motors.</p> <p>3. How a switch can be used to break a circuit.</p> <p><u>Forces and Motions</u></p> <p>1. To find out about, and describe the movement of familiar things for example cars going faster, slowing down, changing direction.</p> <p>2. That both pushes and pulls are examples of forces</p> <p>3. To recognise that when things slow down, speed up or change direction there is a cause, for example a push or a pull</p>



Phase One - National Curriculum Skills

Humanities in the Modern World

Knowledge of the local context and the World in which we live

Learning needs to focus more on the impact of changes on society and must include at least one local study, which makes comparisons with the children's own environment. Through their learning children should also have the opportunity to contrast the local environment i.e. school with a locality either overseas or in the UK.

Geographical enquiry and skills

Knowledge and understanding of places

Knowledge and understanding of patterns and processes

Knowledge and understanding of environmental change and sustainable development

1. Ask geographical questions [for example, 'What is this landscape like?', 'What do I think about it?']
2. Observe and record building in a street and complete a chart.
3. To communicate in different ways for example in pictures, speech and writing.
4. To use geographical vocabulary i.e. mountain, hill, river, near, far and south etc.
5. To use appropriate fieldwork skills to record information on a school plan or local area map.
6. To use atlases and globes, and maps and plans at a range of scales [for example, using contents, keys, grids]
7. To use secondary sources of information, including aerial photographs [for example, stories, information texts, the internet, satellite images, photographs, videos].
8. To make maps of places in a story.

1. To identify and describe what places are like [for example, in terms of weather, jobs]
 2. To identify and describe where places are for example by a river / To understand where significant places are located in the UK, Europe and the wider world.
 3. To recognise the way places are like they are and how they are changing for example quality of the environment.
 4. To recognise how local places compare with areas in the UK.
 5. Recognise how places are linked to other places in the world i.e. food from other countries.
- Recognise how places have become the way they are and how they are changing.
- Recognise how places compare with other places for example compare the local area with places elsewhere in the UK.

1. To identify and describe what places are like in terms of landscape, jobs and weather.
2. Identify and describe where places are for example position on a map, whether they are on a river.
3. Make observations about where things are located i.e. a pedestrian crossing near school and about features of the environment i.e. the weather.
4. Recognise changes in physical and human features i.e. heavy rain, flooding fields

1. Recognise changes in the environment i.e. pollution in a street
- Discuss how the environment might be enhanced i.e. by restricting the number of cars.

Phase One - National Curriculum Skills Humanities in the Modern World

Historical Understanding

Children’s must have the opportunity to explore historical events within the UK and how this has impacted on the world in which we live today each academic year. Wider key events are should also be taught from ancient civilisations to the present day.

<u>Chronological Understanding</u>	<u>Historical knowledge and understanding the Past</u>	<u>Historical Enquiry</u>	<u>Understanding how History has shaped our life’s today</u>
<p>1. Place events, people and objects in chronological order</p> <p>2. Use common words and phrases vocabulary relating to the passing of time – for example before, long ago, past etc).</p>	<p>1. To identify differences between ways of life at different times.</p> <p>2. Recognise why people did things and what happened as a result</p>	<p>1. Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.</p> <p>6. Communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT].</p>	<p>1. About the movement and settlement of people in different periods of British history and the impact these have had on the way we live our life’s today</p>

Phase Two - National Curriculum Skills - Religious Education

The children’s learning of this area is developed through R.E days, which encourage pupils to reflect on their understanding and extend their learning. There is the expectation that all year groups will dedicate a day each term to R.E (three days a year). To support teachers in their planning.

Within their learning, children should have opportunity to...

1. To explore a range of sacred writings, religious and moral stories, talking about their meanings.
2. To name and explore a range of celebrations, worship and rituals in religions or beliefs, recognizing the difference they make to individuals, families and local communities.
 - This could include:
Looking at celebrations such as Christmas, Easter or Diwali for example
Worship can look at daily or weekly ceremonies in homes or sacred buildings
Christenings, Communion can be used to discuss rituals
3. To identify and suggest meanings for religious symbols, using a range of religious and moral words and express how they express meaning.
 - This could be responded to through the Arts, by looking at religious art or music, or by thinking about the position of hands/ posture in prayer or meditation.

Year One

Exploring Christian stories and their meaning

Old testament stories such as, Noah and the Ark

Comparing places of worship

Phase One - National Curriculum Skills
Progressive Art Skills

It is expected that each year group will complete 2 large scale projects sometime during the year. Please ensure that the table is completed below, to enable continuity and progression in later year groups.

Progression in Drawing

Drawing should be the starting point for any unit of work

Children should be able to;

- Investigate different kinds of marks made by a range of different media.
- Experiment with a range of materials and surfaces.
- Develop ability to fill the paper (Range of sizes).
- Use drawing to record and build up ways of representing their own world and experiences.

In Phase One opportunities also need to be provided for children to experience the following at least once in the Phase

Please ensure the skills are taken from the objectives below.

- Collage
- Weaving
- Clay/ dough
- 3D sculpture/models –reclaimed materials

<u>Tone and line</u>	<u>Colour and Painting</u>	<u>Pattern</u>	<u>Texture</u>
<ul style="list-style-type: none"> • Create thick /thin/wavy/straight lines. • Be able to find different lines in the environment. • Know horizontal and vertical lines. • Able to take a pencil for a walk to produce crossed lines and simple patterns. • To be able to draw/feel outlines of shapes 	<ul style="list-style-type: none"> • Able to recognise colours. • Make collections of colours, coloured items • Use a variety of tools to spread/ apply paint – straws, brushes, hands, sponges, foam etc. • Explore mixing colours – paint or pastels. • Add colour to a variety of different surfaces; both size and texture. 	<ul style="list-style-type: none"> • Have an awareness of different patterns, surfaces and textures. Eg patterns from leaves and nature. Make collections • Experiment with and use natural and manmade objects/materials. • Be able to take a line for a walk. • Mirrored pattern making – symmetry • Spots and stripes • Rubbings showing a range of textures and patterns. 	<ul style="list-style-type: none"> • Handle, compare, contrast and describe textures of different objects. Shiny, rough etc. • Use different textured materials in collages – pasta etc • Make collections of different textures including rubbings • Add buttons, dried flowers, twigs etc to weaving
<u>Printing</u>	<u>Form (3D)</u>	<u>Artists</u>	
<ul style="list-style-type: none"> • Take print from objects- hand, junk etc • Relief prints – potato, string etc • Begin in 1 colour, progress to more. • Print on to different surfaces 	<ul style="list-style-type: none"> • Construct/ build from simple objects • Make simple joins • Investigate through squashing, kneading, squeezing, rolling pinching etc • Imprint patterns using different objects/ tools 	<ul style="list-style-type: none"> • Look at the work of at least 3 different artists throughout the year including art from different countries and cultures. • Discuss how works of art are produced – form, materials, colours and techniques used. 	

