

Key Stage 1 Progression Curriculum Map: Identifying Key Skills and NC Coverage and progression across Year 1 and Year 2.

	Year 1	Year 2
Science	<p><u>Working scientifically</u> Ask simple questions and recognise that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions.</p> <p><u>Plants</u> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><u>Animals including humans</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><u>Everyday materials</u> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><u>Seasonal changes</u> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p>	<p><u>Working scientifically</u> Ask simple questions and recognise that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions.</p> <p><u>Living things and their habitats</u> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p><u>Plants</u> Observe and describe <i>how seeds and bulbs grow into mature plants.</i> Find out and describe <i>how plants need water, light and a suitable temperature to grow and stay healthy.</i></p> <p><u>Animals including humans</u> Notice that <i>animals, including humans, have offspring which grow into adults</i> Find out about and <i>describe the basic needs of animals, including humans, for survival (water, food and air).</i> Describe the <i>importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</i></p> <p><u>Use of everyday materials</u> Identify and compare the <i>suitability of a variety of everyday materials</i>, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the <i>shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</i></p>
History	<p><u>Historical Skills</u> Develop an awareness of the past, using common words and phrases relating to the passing of time Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods Understand some of the ways in which we find out about the past and identify different ways in which it is represented Ask and answer questions, choosing and using parts of stories and other sources to show that they know ways in which it is represented Use a wide range of vocabulary of everyday historical terms</p> <p><u>Significant people</u> Study changes within living memory, where appropriate, these should be used to reveal aspects of change in national life. Study the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><u>Significant Events</u> Study events beyond living memory that are significant nationally or globally.</p> <p><u>Local History</u> Study significant historical events, people and places in their own locality.</p>	<p><u>Historical Skills</u> Develop an awareness of the past, using common words and phrases relating to the passing of time Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods Understand some of the ways in which we find out about the past and identify different ways in which it is represented Ask and answer questions, choosing and using parts of stories and other sources to show that they know ways in which it is represented Use a wide range of vocabulary of everyday historical terms</p> <p><u>Significant People</u> Study the lives of significant individuals in the past who have contributed to national and international achievements, <i>some of which should be used to compare aspects of life in different periods.</i></p> <p><u>Significant Events</u> Study events beyond living memory that are significant nationally or globally.</p>

Geography	<p><u>Locational knowledge</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><u>Place knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Use basic geographical vocabulary to refer to physical and human features</p> <p><u>Human and Physical Geography</u> Identify seasonal and daily weather patterns in the United Kingdom.</p> <p><u>Geographical Skills and Fieldwork</u> Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map Use aerial photographs and begin to recognise landmarks and basic human and physical features; devise a simple map. 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</p>	<p><u>Locational knowledge</u> Name and locate <i>the world's seven continents and five oceans</i></p> <p><u>Place knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a <i>small area in a contrasting non-European country</i> Use basic geographical vocabulary to refer to physical and human features.</p> <p><u>Human and Physical Geography</u> Identify the <i>location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</i> Use basic geographical vocabulary to refer to physical and human features</p> <p><u>Geographical Skills and Fieldwork</u> Use world maps, atlases and globes to identify the <i>countries, continents and oceans studied.</i> Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map Use aerial photographs and <i>plan perspectives</i> to recognise landmarks and basic human and physical features; devise a simple map; and <i>use and construct basic symbols in a key</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</p>
Art and Design	<p>Be able to experiment, invent and create their own works of art, craft and design Evaluate and analyse creative works using the language of art, craft and design</p> <p><u>Design</u> Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p><u>Artists</u> Study the work of a range of artists, craft makers and designers, making links to their own work.</p> <p><u>Techniques</u> To develop a wide range of art and design techniques in using colour, pattern, texture, line, and shape.</p>	<p>Be able to experiment, invent and create their own works of art, craft and design Evaluate and analyse creative works using the language of art, craft and design</p> <p><u>Design</u> Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p><u>Artists</u> Study the work of a range of artists, craft makers and designers, <i>describing the differences and similarities between different practices and disciplines</i>, and making links to their own work.</p> <p><u>Techniques</u> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, <i>form and space</i>.</p>
Music	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music, including <i>music from different historical period or culture</i>. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
DT	<p><u>Cooking and nutrition</u> Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p> <p><u>Design</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes, pattern pieces and computer-aided design.</p> <p><u>Make</u> Select from and use a range of tools and equipment to perform practical tasks accurately. Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their aesthetic qualities.</p> <p><u>Technical knowledge</u> Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms e.g. levers, sliders in their products.</p> <p><u>Evaluate</u> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p>	<p><u>Cooking and nutrition</u> Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p> <p><u>Design</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, <i>aimed at particular individuals or groups</i>. Generate, develop, model and communicate their ideas through discussion, annotated sketches, <i>cross-sectional and exploded diagrams</i>, prototypes, pattern pieces and computer-aided design.</p> <p><u>Make</u> Select from and use a <i>wider range</i> of tools and equipment to perform practical tasks accurately. Select from and use a <i>wider range</i> of materials and components, including construction materials, textiles and ingredients, according to their <i>functional properties</i> and aesthetic qualities.</p> <p><u>Technical knowledge</u> Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms <i>e.g wheels and axles in their products</i>.</p> <p><u>Evaluate</u> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p>

COMPUTING	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.</p> <p><u>Safety</u> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs <i>Use LearnPads and Computers</i> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <i>Create presentations, graphs, word documents</i> Recognise common uses of information technology beyond school.</p> <p><u>Safety</u> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>
P.E	<p>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. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.</p> <p><u>Swimming and Water Safety</u> Swim competently, confidently and proficiently Use a range of strokes effectively [e.g. front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations</p>	<p>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. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.</p> <p><u>Swimming and Water Safety</u> Swim competently, confidently and proficiently Use a range of strokes effectively [e.g. front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations</p>
PSHE & Citizenship	<p><u>Suggested Programme of Study for Health and Wellbeing</u> What is meant by healthy lifestyle How to maintain physical, mental and emotional health and wellbeing How to manage risks to physical and emotional health and wellbeing Ways of keeping physically and emotionally safe About managing change including transition and loss How to make informed choices about health and wellbeing and to recognise sources of help with this To identify different influences on health and wellbeing</p> <p><u>Suggested Programme of Study for Relationships</u> How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts How to recognise and manage emotions within a range of relationships How to recognise risky or negative relationships including all forms of bullying and abuse How to respond to risky or negative relationships and ask for help How to respect equality and diversity in relationships</p> <p><u>Suggested Programme of Study for living in the wider world – Economic wellbeing and being a responsible citizen</u> About respect for self and others and the importance of responsible behaviours and actions About rights and responsibilities as members of families, other groups and ultimately as citizens About different groups and communities To respect equality and to be a productive member of a diverse community About the importance of respecting and protecting the environment About where money comes from, keeping it safe and the importance of managing it effectively How money plays an important part in people's lives A basic understanding of enterprise</p>	<p><u>Suggested Programme of Study for Health and Wellbeing</u> What is meant by healthy lifestyle How to maintain physical, mental and emotional health and wellbeing How to manage risks to physical and emotional health and wellbeing Ways of keeping physically and emotionally safe About managing change including transition and loss How to make informed choices about health and wellbeing and to recognise sources of help with this <i>How to respond in an emergency</i> To identify different influences on health and wellbeing</p> <p><u>Suggested Programme of Study for Relationships</u> How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts How to recognise and manage emotions within a range of relationships How to recognise risky or negative relationships including all forms of bullying and abuse How to respond to risky or negative relationships and ask for help How to respect equality and diversity in relationships</p> <p><u>Suggested Programme of Study for living in the wider world – Economic wellbeing and being a responsible citizen</u> About respect for self and others and the importance of responsible behaviours and actions About rights and responsibilities as members of families, other groups and ultimately as citizens About different groups and communities To respect equality and to be a productive member of a diverse community About the importance of respecting and protecting the environment About where money comes from, keeping it safe and the importance of managing it effectively How money plays an important part in people's lives A basic understanding of enterprise</p>
R.E	<p>Name, recall and talk about features of religious life and practice Retell stories Identify Religious material Recognise symbols and suggest meanings for religious actions and symbols Begin to show awareness of similarities in religions Ask questions Make links with their own experience</p> <p><u>Themes</u> <u>What does it mean to belong?</u> Identify some ways in which they belong and reflect on why belonging is important</p>	<p>Name, recall and talk about features of religious life and practice Retell stories Identify Religious material Recognise symbols and suggest meanings for religious actions and symbols Begin to show awareness of similarities in religions Ask questions Make links with their own experience</p> <p><u>Themes</u> <u>Who am I? Where do I fit in? What is my place in the world?</u> Ask questions they find interesting or puzzling and explore possible answers</p>

	<p>Learn about why belonging to a religion is important for some people and the difference it makes to their lives</p> <p><u>Sharing special times together</u></p> <p>How and why people celebrate</p> <p>To reflect on and share their own experiences of celebrations</p> <p>The meaning of the special clothes used in some religious celebrations</p> <p>About the story of the birth of Jesus</p> <p>Why many Christians give and receive gifts at Christmas</p> <p><u>What makes a book special?</u></p> <p>Identify the significance of special texts both to themselves and others</p> <p>Identify the importance of the Bible for Christians and other sacred texts in the religions studied</p> <p>Reflect on what is of value in their own lives</p> <p><u>Why do we care for others?</u></p> <p>Understand that religious people believe they have a responsibility to care and help others</p> <p>Explore ways in which these beliefs are put into practice</p> <p>Reflect on their own values and experiences</p> <p><u>Why, how and where do people worship?</u></p> <p>Learn about some of the features of worship in Christianity and another religion</p> <p>Explore why and how places of worship are special</p> <p>Make links with their own experiences of worship in school</p> <p>Reflect on and talk about places that are special for them</p> <p><u>Who is special?</u></p> <p>Identify people who are special and explain why</p> <p>Learn about people who lead religious communities and what they do</p> <p>Learn that such people often wear special clothes and that these may have special meanings</p>	<p>Identify and explore questions about their own and others’ experiences and feelings about their identity and place in the world</p> <p>Learn that some questions cause people to wonder and are difficult to answer</p> <p>Learn that religions may have different answers to questions about the meaning and purpose of life</p> <p><u>Celebrations: Light and Darkness</u></p> <p>Respond to images and stories featuring light and darkness</p> <p>Reflect on their own feelings and experiences of light and darkness</p> <p>Learn that light is an important symbol in religious celebrations</p> <p>Explore the stories and celebrations of some religious festivals</p> <p><u>Special Places</u></p> <p>Learn about the key features of religious buildings in the local area</p> <p>Talk about how and why such buildings are special for the communities who use them</p> <p>Reflect on their own special places</p> <p><u>Religious teachers: What do we know about Jesus?</u></p> <p>Learn that Jesus is special for Christians</p> <p>Listen to some stories about Jesus and compare them with stories about other key religious leaders</p> <p>Reflect on stories about themselves</p> <p><u>Why do stories matter? Stories in Christianity and other faiths</u></p> <p>Identify the characteristics of stories</p> <p>Reflect on their experiences of stories and storytelling</p> <p>Suggest possible meanings of a story</p> <p>Understand that some stories, including stories told by Jesus are used as a way of teaching people about God and how people should behave</p> <p><u>Who cares for the world? Environmental responsibilities</u></p> <p>Explore stories and ideas from Christianity, other faiths studied and secular views about how the world began</p> <p>Discuss why many people think that humans have a responsibility to care for the world</p> <p>Explore ways they can work together to protect and preserve the environment</p>
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