



## Progression of Knowledge Year 1/2

Trinity CE Primary School Progression of Knowledge Year 1/2 2021-2022						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maths</b> <b>Year 1</b>	*Place Value within 10 *Addition & Subtraction within 10 *Geometry: Shape *Place Value within 20		*Addition & Subtraction within 20 *Place Value within 50 *Measurement: Length & Height *Measurement: Weight & Volume		*Multiplication & Division *Fractions *Geometry: Position & Direction *Place Value within 100 *Measurement: Money & Time	
<b>Maths</b> <b>Year 2</b>	*Place Value within 20 *Addition & Subtraction within 20 *Measurement: Money *Multiplication & Division		*Multiplication & Division *Statistics *Geometry: Properties of Shape *Fractions		*Measurement: Length & Height *Geometry: Position & Direction *Problem Solving *Measurement: Time, Mass, Capacity & Temperatures	
<b>English</b>						



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<p><b>Science</b></p> <p><b>Year 1</b></p>	<p><b>Ourselves and our senses (the human body)</b>          * Identify, name, draw and label the basic parts of the human body (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) and say which part of the body is associated with each sense.</p> <p><b>Keeping Healthy</b>          * Describe the importance for humans to exercise, eat the right amounts of different types of food, and hygiene.</p>	<p><b>Everyday Materials</b>          * 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><b>Animals (inc. humans) and their offspring</b>          * Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.          * Identify and name a variety of animals that are carnivores, herbivores or omnivores.          * Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>	<p><b>Living things and their habitats</b>          * Explore and compare the differences between things that are living and dead.          * Identify that most living things live in habitats to which they are suited.          * Know how to take care of animals taken from the local environment and the need to return them to safety.</p>	<p><b>Plants</b>          * Identify and name a variety of common wild and garden plants (bluebell, daffodil, daisy, tulip, poppy, rose, stinging nettle, buttercup), including deciduous and evergreen trees (oak, pine, horse chestnut, beech, willow, holly, eucalyptus).          * Identify and describe the basic structure of a variety of common flowering plants, including trees (leaves, flowers, (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).          * Know where food comes from</p>	<p><b>Scientists &amp; Inventors</b>          * Hear and begin to use some of the following key vocabulary; chemist, inventor, waterproof, meteorologist, data, mechanical engineer and scientist.          * Know how each of these scientists/ inventors became famous; Charles Macintosh, George James Symons, Isambard Kingdom Brunel and Alexander G Bell and recall simple key facts about them.</p>
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<p><b>Science</b></p> <p><b>Year 2</b></p>	<p><b>Ourselves and our senses (the human body)</b>          * Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.          * Identify, name, draw and label the more extensive parts of the human body (spine, patella, phalanges) and say which part of the body is associated with breathing, staying alive.  <b>Keeping Healthy</b>          * Describe the importance for humans to exercise, eat the right amounts of different types of food, and hygiene.          * Know that Louis Pasteur was a</p>	<p><b>Uses of everyday Materials</b>          * Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.          * Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.          * Find out about Charles Macintosh, inventor of waterproof fabric.</p>	<p><b>Animals (inc. humans) and their life cycles</b>          * Know that animals reproduce, including humans, and their offspring will grow into adults.          * Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p><b>Living things, their habitats and food chains</b>          * 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</p>	<p><b>Plants &amp; Lifecycles</b>          * Observe and describe how seeds and bulbs grow into mature plants.          * Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.          * Know, in simple terms, the requirements for germination, growth and survival.          * Know where food comes from (bread-wheat, ketchup-tomatoes, eggs-chickens, beef-cows).</p>	<p><b>Scientists &amp; Inventors;</b>          * Understand and use the following key vocabulary; chemist, inventor, waterproof, meteorologist, data, mechanical engineer and scientist.          * Know how each of these scientists/ inventors became famous; Charles Macintosh (<i>refer back to the materials unit</i>), Rachel Carson (<i>refer back to habitats unit</i>), George James Symons, Isambard Kingdom Brunel and Alexander Graham Bell and recall key facts about them.</p>
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	<p>microbiologist and created a vaccine for chicken cholera, anthrax, cholera, tuberculosis, smallpox and later a rabies vaccine <i>(link in discussion to vaccines and the coronavirus).</i></p> <p>* Know the simple process of pasteurisation.</p>			<p>and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>* Learn simple facts about Rachel Carson who studied ocean habitats.</p>		
<p><b>Science</b> <b>Seasonal Changes KS1</b></p>	<p><b>Throughout the year pupils will:</b></p> <p>* Observe changes across the four seasons. <i>How do trees change over the four seasons?</i></p> <p>* Observe and describe weather associated with the seasons and how day length varies. <i>How do I use a rain gauge?</i></p> <p>Children should know that it is not safe to look directly at the sun, even when wearing sunglasses.</p>					
<p><b>History</b></p>	<p><b>Me as a Baby</b></p> <p>* Develop an awareness and consider the changes to ourselves within living memory.</p> <p>* Notice how we have changed from the prehistoric period to present day and be able to</p>			<p><b>Significant people in the past</b></p> <p>* Learn about the lives and achievements of significant people in the past;</p> <p>* Know that Florence Nightingale was named 'The Lady with the Lamp', a</p>		<p><b>The sinking of the Titanic</b></p> <p>* Consider events beyond living memory that are significant nationally and globally (the sinking of The Titanic).</p> <p>* Know that the Titanic set sail from Southampton to</p>



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	<p>state how we have changed over time. * Consider changes in living memory and develop an awareness of the past using common words and phrases. <b>Toys we played with</b> * Develop an awareness of the past using common words and phrases relating to the passing of time when looking at toys (modern and past) and how they have changed. * Consider changes in living memory (from parents and grandparents) and develop an awareness of the past using common words and phrases relating to the passing of time. * Consider toys our parents/grandparents used to play with.</p>			<p>British nurse and founder of modern nursing. * Know that Mary Anning was an English fossil collector and palaeontologist, famous for her findings in the cliffs along The English Channel * Know that Samuel Pepys was famous for keeping a diary during the days of The Great Fire of London. * Know that Rosa Parks helped initiate the civil rights movement in America when she refused to give up her seat on a bus, to a white man in 1955. * Consider events beyond living memory that are significant nationally and</p>		<p>New York City and hit an iceberg on 15th September 1912 in the North Atlantic Ocean (<i>link back to continents &amp; oceans in Geography</i>). * Know that at least 1500 people died.</p>
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	<p><b>The Great Fire of London</b> * Consider events beyond living memory that are significant nationally and globally. * Know The Great Fire of London occurred on Sunday 2nd September 1666 and recall simple facts about this event (why and when it happened, events leading up to it and how it was finally stopped).</p> <p><b>The Gunpowder Plot</b> * Consider events beyond living memory that are significant nationally and globally. * Know that The Gunpowder Plot occurred on November 5th 1605</p>			<p>globally (The Crimean War, The Great Fire of London, The Freedom Movement, The Jurassic Period). * Make comparisons between aspects of life to different periods.</p>		
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**Trinity CE  
Primary School**  
*To excel, to value, to enjoy, together*

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	when a group of catholics (Robert Catesby, Guy Fawkes, Thomas Winter, Robert Winter, Thomas Percy, John and Christopher Wright) plotted to assassinate King James I.					
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<b>Geography</b>		<b>Human &amp; physical geography</b> * Identify seasonal and daily weather patterns in the United Kingdom ( <i>link to science</i> ), and therefore know the UK consists of England (London), Ireland (Dublin), Scotland (Edinburgh) and Wales (Cardiff) and the surrounding seas. * Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. * Know when to use basic geography vocabulary when referring to key physical features; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,	<b>Continents and Oceans</b> <b>Antarctica compared to the UK</b> * Know the seven continents of the world and know how they rank from largest to smallest; Asia, Africa, North America, South America, Antarctica, Europe, Australia. * Know the five oceans which surround each continent (Atlantic, Pacific, Indian, Arctic, Antarctic). * Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <b>Working scientifically;</b> Melting ice in different places.		<b>Around the World, Rainforests</b> * Know geographical similarities and differences, through studying human and physical geography, between the Amazon river basin, the world's largest rainforest in South America, and the UK ( <i>link to animals in science</i> ). <b>Mapping Skills</b> * Know the four compass directions (North, South, East, West) and know some locational and directional language (left/right, near/far) to describe the location of features and routes on maps.	
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		<p>valley, vegetation, season and weather.</p> <p>* Know when to use basic geography vocabulary when referring to key human features; city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>* Use knowledge of human and physical features when studying a map to recognise human and physical features.</p>				
<b>Art and Design</b>	<p><b>The Great Fire of London</b>  <b>NB:</b> This unit is largely skills-based (see Progression of Skills document).</p>	<p><b>Our Skeleton/Christmas Art Shoebox scene</b>  <b>NB:</b> This unit is largely skills-based (see Progression of Skills document).</p>	<p><b>Frida Kahlo</b>  * Know that Frida Kahlo was a mexican painter known for her brilliantly coloured self-portraits that deal with identity and the human body.</p>	<p><b>Sketching/Painting</b>  <b>NB:</b> This unit is largely skills-based (see Progression of Skills document).</p>	<p><b>Van Gogh</b>  * Know that Vincent Van Gogh was a dutch post-impressionist painter  * Know simple facts about Van Gogh and his life as an artist.  * Name some of his paintings</p>	<p><b>Paul Klee</b>  * Know that Paul Klee was a German painter and printmaker, famously known for his abstract art (cubism) and his experimentation with colour and marks to represent objects.</p>



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<b>DT</b>	<b>NB:</b> DT curriculum for KS1 is skills based - see Long Term Plans and Progression of Skills Document.					
<b>Computing</b>	<b>Getting Creative/Staying Safe Online</b> <i>Taught as part of three-way rotation with DT and Music</i> <ul style="list-style-type: none"> <li>* Understand how we stay safe online.</li> <li>* Know how we input into a computer.</li> <li>* Recognise the difference between hardware and software.</li> </ul>			<b>Discovering Programming/Algorithms</b> <i>Taught as part of three-way rotation with DT and Music</i> <ul style="list-style-type: none"> <li>* Name the basic parts of a computer and how they work together.</li> <li>* Understand that an algorithm is a set of precise instructions or rules to carry out a specific task or solve a problem.</li> </ul>		
<b>PE</b>	<b>NB:</b> PE curriculum is skills based - see Long Term Plans and Progression of Skills Document.					
<b>RE</b>	<b>Christianity - is it possible to be kind to everyone?</b> <ul style="list-style-type: none"> <li>* Remember something Jesus said or did to be kind.</li> <li>* Retell a story Jesus told about being kind or give an example of when Jesus showed kindness.</li> <li>* Name ways Christians try to follow Jesus' example of being kind.</li> </ul>	<b>Christianity - why did God give Jesus to the world?</b> <ul style="list-style-type: none"> <li>* Understand some of the ways in which Christians prepare for Christmas.</li> <li>* Recognise the differences between commercial and religious advent calendars.</li> <li>* Begin to know why Christians believe Jesus was born.</li> </ul>	<b>Islam - does praying at regular intervals everyday help a Muslim in his/her everyday life?</b> <ul style="list-style-type: none"> <li>* Remember some things about Muslim prayer.</li> <li>* Use the right words to describe how Muslims pray and begin to explain why they do this.</li> <li>* Describe the Muslim prayer routine and explain how this helps</li> </ul>	<b>Christianity - is it true that Jesus came back to life again?</b> <ul style="list-style-type: none"> <li>* Talk about what I think happened to Jesus.</li> <li>* Start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</li> <li>* Compare what I believe about Easter Sunday with traditional Christian beliefs.</li> </ul>	<b>Islam - does going to the mosque give muslims a sense of belonging?</b> <ul style="list-style-type: none"> <li>* Use the right words to describe what Muslims do and feel when they attend prayer at the mosque.</li> <li>* Explain what happens when Muslims pray alone or at the mosque.</li> <li>* Explain how a Muslim achieves a sense of belonging through praying.</li> </ul>	<b>Islam -does completing Hajj make a person a better muslim?</b> <ul style="list-style-type: none"> <li>* Consolidate learning from the previous term.</li> <li>* Use the right words to describe what Muslims do and feel when they attend prayer at the mosque.</li> <li>* Explain what happens when Muslims pray alone or at the mosque.</li> <li>* Explain how a Muslim achieves a</li> </ul>



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			Muslims in everyday life.			sense of belonging through praying.
<b>Music</b>	<u>Nativity</u>		<u>Singing</u> o to know how to stand when singing. o to understand the importance of listening o to know what singing in unison is o to understand call and response		<u>Musicianship</u> o to know what pulse and rhythm are o to know the symbols for crotchet (ta) and quaver (te-te) o to know what dynamics are o to know what a bar is o to write and demonstrate 4 beat rhythm patterns	
<b>PSHE Year 1</b>	<u>Being Me In My World</u> * Understand the rights and responsibilities of being a member in my class. * Know how to make my class a safe place for everybody to learn.	<u>Celebrating Difference</u> * Tell you ways that I am different from my friends. * Understand these differences make us all special and unique.	<u>Dreams and Goals</u> * Tell you how I felt when I succeeded in a new challenge and celebrated it. * Know how to store the feelings of success in my internal treasure chest.	<u>Healthy Me</u> * Tell you why I think my body is amazing and identify some ways to keep it healthy and safe. * Recognise how being healthy helps me to feel happy.	<u>Relationships</u> * Tell you why I appreciate someone who is special to me. * Express how I feel about them.	<u>Changing Me</u> * Identify the parts of the body that make boys different to girls and use the correct names for these. * Respect my body and understand which parts are private.
<b>PSHE Year 2</b>	<u>Being Me In My World</u> * Understand the rights and responsibilities of being a member in	<u>Celebrating Difference</u> * Identify some ways in which my friend is different from me.	<u>Dreams and Goals</u> * Explain some of the ways I work cooperatively in my group to create the end product.	<u>Healthy Me</u> * Make some healthy snacks and explain why they are good for my body.	<u>Relationships</u> * Identify some of the things that cause me conflict between me and my friends.	<u>Changing Me</u> * Recognise the physical differences between boys and girls, use the correct names for



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	my class and school. * Help to make my class a safe and fair space to learn.	* Tell you why I value this difference about him/her.	* Express how it felt to be working as part of this group.	* Express how it feels to share healthy food with my friends.	* Demonstrate how to use the positive problem solving technique to resolve conflicts with my friends.	the parts of the body and appreciate that some parts of my body are private. * Tell you what I like/don't like about being a boy/girl.
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### Trinity CE Primary School Progression of Knowledge Year 1/2 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maths Year 1</b>	*Place Value within 10 *Addition & Subtraction within 10 *Geometry: Shape *Place Value within 20		*Addition & Subtraction within 20 *Place Value within 50 *Measurement: Length & Height *Measurement: Weight & Volume		*Multiplication & Division *Fractions *Geometry: Position & Direction *Place Value within 100 *Measurement: Money & Time	
<b>Maths Year 2</b>	*Place Value within 20 *Addition & Subtraction within 20 *Measurement: Money *Multiplication & Division		*Multiplication & Division *Statistics *Geometry: Properties of Shape *Fractions		*Measurement: Length & Height *Geometry: Position & Direction *Problem Solving *Measurement: Time, Mass, Capacity & Temperatures	
<b>English</b>						



## Progression of Knowledge Year 1/2

<p><b>Science</b></p> <p><b>Year 1</b></p>	<p><b>Ourselves and our senses (the human body)</b> * Identify, name, draw and label the basic parts of the human body (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) and say which part of the body is associated with each sense.</p> <p><b>Keeping Healthy</b> * Describe the importance for humans to exercise, eat the right amounts of different types of food, and hygiene.</p>	<p><b>Everyday Materials</b> * 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><b>Animals (inc. humans) and their offspring</b> * Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. * Identify and name a variety of animals that are carnivores, herbivores or omnivores. * Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets.</p>	<p><b>Living things and their habitats</b> * Explore and compare the differences between things that are living and dead. * Identify that most living things live in habitats to which they are suited. * Know how to take care of animals taken from the local environment and the need to return them to safety.</p>	<p><b>Plants</b> * Identify and name a variety of common wild and garden plants (bluebell, daffodil, daisy, tulip, poppy, rose, stinging nettle, buttercup), including deciduous and evergreen trees (oak, pine, horse chestnut, beech, willow, holly, eucalyptus). * Identify and describe the basic structure of a variety of common flowering plants, including trees (leaves, flowers, (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). * Know where food comes from</p>	
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<p><b>Science</b></p> <p><b>Year 2</b></p>	<p><b>Ourselves and our senses (the human body)</b>          * Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.          * Identify, name, draw and label the more extensive parts of the human body (spine, patella, phalanges) and say which part of the body is associated with breathing, staying alive.  <b>Keeping Healthy</b>          * Describe the importance for humans to exercise, eat the right amounts of different types of food, and hygiene.          * Know that Louis Pasteur was a</p>	<p><b>Uses of everyday Materials</b>          * Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.          * Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.          * Find out about Charles Macintosh, inventor of waterproof fabric.</p>	<p><b>Animals (inc. humans) and their life cycles</b>          * Know that animals reproduce, including humans, and their offspring will grow into adults.          * Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p><b>Living things, their habitats and food chains</b>          * 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</p>	<p><b>Plants &amp; Lifecycles</b>          * Observe and describe how seeds and bulbs grow into mature plants.          * Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.          * Know, in simple terms, the requirements for germination, growth and survival.          * Know where food comes from (bread-wheat, ketchup-tomatoes, eggs-chickens, beef-cows).</p>	
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	<p>microbiologist and created a vaccine for chicken cholera, anthrax, cholera, tuberculosis, smallpox and later a rabies vaccine <i>(link in discussion to vaccines and the coronavirus).</i> * Know the simple process of pasteurisation.</p>			<p>and other animals, using the idea of a simple food chain, and identify and name different sources of food. * Learn simple facts about Rachel Carson who studied ocean habitats.</p>		
<p><b>Science Seasonal Changes KS1</b></p>	<p><b>Throughout the year pupils will:</b> * Observe changes across the four seasons. <i>How do trees change over the four seasons?</i> * Observe and describe weather associated with the seasons and how day length varies. <i>How do I use a rain gauge?</i></p> <p>Children should know that it is not safe to look directly at the sun, even when wearing sunglasses.</p>					



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<b>History</b>		<b>Kings &amp; Queens, Castles &amp; Knights,</b> * Learn about the lives of significant individuals in the past (William the Conqueror, King Henry VIII, Queen Victoria and Queen Elizabeth II). * Consider changes in living memory and develop an awareness of the past using common words and phrases relating to the passing of time; reign, monarch, heir. * Know the Battle of Hastings happened in 1066, and that William the Conqueror shot Harold Godwinson in the eye. * Know that King Henry VIII had six wives and know simple facts about	<b>Significant people in the past</b> * Learn about the lives and achievements of significant people in the past; * Know Mary Seacole was a British- Jamaican nurse who set up a “British hospital” during the Crimean War * Know that Marie Curie discovered radium and her huge contribution to finding treatments for cancer. * Know that Ruby Bridges was the first African-American child who attended an all-white school in New Orleans, aged six, in 1960. * Know that Sir David Attenborough was knighted in 1985 for his		<b>Comparing seaside holidays from the past</b> * Consider changes in living memory and develop an awareness of the past using common words and phrases when discussing seaside holidays in the past; compare how seashores have changed between then and now (fashion, travel and entertainment).	
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		<p>who he was as a person.</p> <p><b>The Victorians, A Victorian Christmas</b></p> <p>* Make comparisons between the rich and the poor, jobs today and jobs in the past, and fashion.</p> <p>* Know that Queen Victoria became queen on 20th June 1837 and recall simple facts about this event.</p> <p>* Know simple facts about Queen Victoria herself; her personality, her family, her hobbies.</p> <p>* Know about Christmas traditions in The Victorian era, and how Christmas trees indoors became a tradition.</p>	<p>services to television broadcasting and conservation.</p> <p>* Focus on endangered species around the world (Javan rhinoceros, giant panda, tiger, blue whale, sea otter, snow leopard and asian elephant) and changes in time. <i>(link to habitats in science).</i></p>			
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<b>Geography</b>	<b>Our school and the local area</b> <b>Fieldwork Skills</b> * Know the difference between human and physical features; mound, hill, field, building, forest school. * Know how to draw a simple map with a simple key, with human and physical features. * Know the four compass directions (North, South, East, West) and know some locational and directional language (left/right, near/far) to describe the location of features and routes on maps.			<b>Continents and Oceans</b> <b>Australia compared to the UK</b> * Know the seven continents of the world and know how they rank from largest to smallest; Asia, Africa, North America, South America, Antarctica, Europe, Australia. * Know the five oceans which surround each continent (Atlantic, Pacific, Indian, Arctic, Antarctic). * Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. * Understand geographical similarities and differences through		<b>Seaside holidays in the UK</b> * Identify seasonal and daily weather patterns in the United Kingdom ( <i>link to science</i> ), and therefore know the UK consists of England (London), Ireland (Dublin), Scotland (Edinburgh) and Wales (Cardiff) and the surrounding seas. * Identify on a map some of the most popular beaches in England; Blackpool, Brighton, Bournemouth and Newquay. * Know the four compass directions (North, South, East, West) * Use correct location and geographical terminology when discussing the
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				<p>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> <ul style="list-style-type: none"><li>* Know Australia is the smallest continent by size and the second smallest in terms of population. Know Canberra is the capital city.</li><li>* Know that the kangaroo is the national animal emblem.</li><li>* Know the golden wattle is the national flower of Australia.</li><li>* Know about Australia's sights; Great Barrier Reef, Sydney opera house and the Uluru (Ayers Rock).</li></ul>		<p>beaches in the UK;</p> <ul style="list-style-type: none"><li>- Blackpool is on the northwest coast of England on the Irish sea, a large town and seaside resort.</li><li>- Brighton is an urban seaside resort on the southern coast of England on the English Channel.</li><li>- Bournemouth is a coastal resort town on the south coast of England located on the English Channel.</li><li>- Newquay is a town in Cornwall in the south west of England on the north atlantic coast (<i>link to scientists unit in science as Newquay is also a future spaceport</i>).</li></ul>
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## Progression of Knowledge Year 1/2

<b>Art and Design</b>	<b>Picasso</b> * Know that Pablo Picasso was a painter, sculptor and printmaker, most famous for starting cubism. * Know that cubism is a style of art which aims to show all of the possible viewpoints of a person or an object all at once. * Know it is called cubism because the items represented in the artwork looks like they are made out of cubes and other geometrical shapes. * Know that 'Guernica' is one of Pablo's most famous paintings, it's 3.5m tall, 7.8m wide! * Know that Picasso was famous for his simple use of shape and colour to	<b>Our Skeleton/Christmas as Art Shoebox scene</b> <b>NB:</b> This unit is largely skills-based (see Progression of Skills document).	<b>Wassily Kandinsky</b> * Know that Kandinsky was a Russian painter, famous for his abstract art. * Know that Kandinsky was famous for his circles' paintings. * Know that Kandinsky liked to listen to music as he painted. * Know primary colours are red, yellow and blue, and that Kandinsky used these colours.	<b>Sketching/Painting</b> <b>NB:</b> This unit is largely skills-based (see Progression of Skills document).	<b>Andy Warhol</b> * Know that Andy Warhol was a Pop artist, and know what that means. * Know that screen printing is a technique he used to create the same print lots of times. * Know that Warhol used lots of bright colours and repeated images to make patterns. * Know that Warhol made lots of portraits of famous people.	<b>Piet Mondrian</b> * Know that Piet Mondrian was well known for a type of abstract art called cubism. <i>Link to Picasso.</i> * Know that abstract art is when the picture (people, object or landscape) doesn't look exactly like the object being represented, instead the artist uses colour, shape and texture to achieve their effect.
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## Progression of Knowledge Year 1/2

	demonstrate emotion.					
<b>DT</b>	<b>NB:</b> DT curriculum for KS1 is skills based - see Long Term Plans and Progression of Skills Document.					
<b>Computing</b>	<b>Messages and Virtual Worlds/Sending digital and non-digital messages</b> * Know some of the different ways of sending messages (both digital and non-digital). * Understand how to keep personal information private.			<b>Starting Research</b> * Understand the need to check search results. * Begin to understand about copyright and ownership ie, not to copy and paste other people's work.		
<b>PE</b>	<b>NB:</b> PE curriculum is skills based - see Long Term Plans and Progression of Skills Document.					
<b>RE</b>	<b>Christianity - does God want Christians to look after the world?</b> * I can remember the Christian creation story and talk about it. * I can say some things that Christians believe God created on different days. * I can tell you what Christians believe about how the world was created.	<b>Christianity - what gift would I have given to Jesus?</b> * I can remember some of the events of the Christmas story. * I can remember which gifts were given to Jesus. * I can start to explain why Jesus is special to Christians (as a gift from God).	<b>Christianity - was it always easy for Jesus to show friendship?</b> * I can remember an example of Jesus showing friendship and talk about it. * I can tell a story about Jesus and his friends and say how he showed friendship in that story. * I can describe how difficult Jesus might have found it	<b>Christianity - why was Jesus welcome like a king by the crowds on Palm Sunday?</b> * I can recall parts of the Easter story and recognise some symbols in the story. * I can recall what happened on Palm Sunday and explain the meaning of some of the symbols in the Easter story.	<b>Judaism - is Shabbat important to Jewish children?</b> * I can use the right names for things that are special to Jewish people during Shabbat. * I can talk about some of the things that Jewish people do to celebrate Shabbat. * I can start to explain why Shabbat is	<b>Judaism - does celebrating Hannakah make Jewish children feel closer to God?</b> * I can say what some Hannakah symbols mean. * I can start to describe some of the way in which Jewish children feel close to God during Hanukkah. * I can talk about how a Jewish child might feel about



## Progression of Knowledge Year 1/2

			to show friendship in a story and explain why.	* I can link Christians' belief in Jesus to the way he should be welcomed and start to explain my thinking.	important to Jewish children.	taking part in a Hannakah activity.
<b>Music</b>	<u>Nativity</u>		<u>Recorder</u> o to know how to hold a recorder o to know how to produce a note on a recorder o to know the parts of a recorder o to follow 3 note songs o to play as a class/ in a small group.		<u>Soundscape</u> o to write rhythms using symbols (ta) and (te-te) o to produce a graphic score using symbols o to listen with attention to other sound scapes. o to understand how music can reflect feelings/events on screen.	
<b>PSHE Year 1</b>	<u>Being Me In My World</u> * Understand the rights and responsibilities of being a member in my class. * Know how to make my class a safe place for everybody to learn.	<u>Celebrating Difference</u> * Tell you ways that I am different from my friends. * Understand these differences make us all special and unique.	<u>Dreams and Goals</u> * Tell you how I felt when I succeeded in a new challenge and celebrated it. * Know how to store the feelings of success in my internal treasure chest.	<u>Healthy Me</u> * Tell you why I think my body is amazing and identify some ways to keep it healthy and safe. * Recognise how being healthy helps me to feel happy.	<u>Relationships</u> * Tell you why I appreciate someone who is special to me. * Express how I feel about them.	<u>Changing Me</u> * Identify the parts of the body that make boys different to girls and can use the correct names for these. * Respect my body and understand which parts are private.
<b>PSHE Year 2</b>	<u>Being Me In My World</u>	<u>Celebrating Difference</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>



## Progression of Knowledge Year 1/2

	<ul style="list-style-type: none"><li>* Understand the rights and responsibilities of being a member in my class and school.</li><li>* Help to make my class a safe and fair space to learn.</li></ul>	<ul style="list-style-type: none"><li>* Identify some ways in which my friend is different from me.</li><li>* Tell you why I value this difference about him/her.</li></ul>	<ul style="list-style-type: none"><li>* Explain some of the ways I work cooperatively in my group to create the end product.</li><li>* Express how it felt to be working as part of this group.</li></ul>	<ul style="list-style-type: none"><li>* Make some healthy snacks and explain why they are good for my body.</li><li>* Express how it feels to share healthy food with my friends.</li></ul>	<ul style="list-style-type: none"><li>* Identify some of the things that cause me conflict between me and my friends.</li><li>* Demonstrate how to use the positive problem solving technique to resolve conflicts with my friends.</li></ul>	<ul style="list-style-type: none"><li>* Recognise the physical differences between boys and girls, use the correct names for the parts of the body and appreciate that some parts of my body are private.</li><li>* Tell you what I like/don't like about being a boy/girl.</li></ul>
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