



Matching Green CE Primary School Year 1/2 Curriculum Coverage

Year 1 objectives

Year 2 objectives

Year A&B Autumn			Year A&B Spring			Year A&B Summer		
MATHS								
Number, addition and subtraction, money, multiplication			Division, measurement, geometry, statistics, fractions			geometry, measurement, problem solving, investigations		
Place Value: <ul style="list-style-type: none"> Sort, count and represent objects Count forwards/backwards to/from 10 and 20 Count forwards/backwards to/from 100 Numbers from 11-20 Tens and ones Count one more and one less Represent numbers to 100 Tens and ones – part-whole model Tens and ones using addition Use a place value chart One to one correspondence Compare groups using language Compare groups of objects Introduce <, > and = symbols Compare numbers (10 and 20) Compare objects and numbers Order objects and numbers (10 & 20) Ordinal numbers The number line Order objects and numbers Recognising coins and notes Count money; notes and coins Select money 	Addition and Subtraction: <ul style="list-style-type: none"> Part whole method Addition symbol Addition – adding together Finding a part Subtraction – breaking apart Add and subtract 1s and 10s 10 more and 10 less Fact families – addition facts Find number bonds within 10 Systematic methods within 10 Number bonds to 10 Compare number bonds Fact families – the 8 facts Find and make number bonds Related facts Fact families – addition and subtraction bonds to 20 Check calculations Bonds to 100 (tens) Bonds to 100 (tens and ones) Make the same amount – money Addition 0 adding more Add by counting on Add by making 10 Add a 2 digit and 1 digit – crossing 10 Add two 2 digit numbers – not crossing/crossing 10 Add three 1 digit numbers Find the total – money How many left? Counting back Subtraction not crossing/crossing 10 Subtract 1 digit from 2 digits Subtract with 2 digits Find change – money Subtraction – finding the difference Find the difference – money 	Place Value and Multiplication: <ul style="list-style-type: none"> Numbers to 50 Tens and ones Represent numbers to 50 One more one less Compare objects/numbers within 50 Order numbers within 50 Count in 2s Count in 5s Count on 10s Counting in coins Count in 2s, 3s 5s and 10s Count money in pence/pounds Make equal groups Add equal groups Recognise/make equal groups The multiplication symbol Multiplication from pictures Make arrays/doubles Use arrays 2, 5 and 10 times tables 	Division <ul style="list-style-type: none"> Make equal groups – sharing and grouping Divide by 2, 5 and 10 Odd and even numbers Place Value (Yr 1) <ul style="list-style-type: none"> Counting to 100 Partitioning numbers Comparing numbers Ordering numbers One more, one less 	Statistics (Yr2) <ul style="list-style-type: none"> Make tally charts Draw/interpret pictograms (1, 2, 5, 10) Block digrams Length and Height <ul style="list-style-type: none"> Measure length Measure length (cm/M) Compare length and height Compare lengths, order lengths Four operations with lengths Geometry <ul style="list-style-type: none"> Recognise and name 2D/3D shapes Recognise 2D and 3D shapes Count sides on 2D shapes Count vertices on 2D shapes Draw 2D shapes Lines of symmetry Count faces/edges/vertices on 3D shapes Sort 2D and 3D shapes Make patterns with 2D and 3D shapes Fractions <ul style="list-style-type: none"> Make equal parts Recognise a half and a quarter and a third Find a third Find a half and a quarter Unit fractions, non-unit fractions, equivalence of 1/2 and 2/4 Find three quarters Count in fractions 	Position and Direction: <ul style="list-style-type: none"> Describe turns Describe movement Describe position Making patterns with shapes 	Time <ul style="list-style-type: none"> before and after dates time to the hour time to the half hour hours and days o'clock and half past quarter past and quarter to telling time to 5 minutes writing time comparing time find durations of time compare durations of time 	Mass, Capacity & Temperature <ul style="list-style-type: none"> introduce weight and mass compare mass measure mass introduce capacity and volume compare capacity measure capacity millilitres litres temperature 	



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<ul style="list-style-type: none"> Compare statements/compare number sentences Compare number sentences Compare money 							
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Year A Autumn London with Paddington Bear	Year A Spring Roald Dahl's Amazing Animals	Year A Summer Twisted Tales
SCIENCE		
Everyday Materials	Animals Inc Humans	Plants
<ul style="list-style-type: none"> 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. To find out about people who have developed new materials e.g Charles Macintosh <p>Working scientifically:</p> <ul style="list-style-type: none"> Asking simple questions and recognising 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 	<ul style="list-style-type: none"> 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, mammals and invertebrates - 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. To learn about the life and contribution of Steve Irwin Notice that animals, including humans, have offspring which grows into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Working scientifically:</p> <ul style="list-style-type: none"> Asking simple questions and recognising 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 	<ul style="list-style-type: none"> 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 (roots, stem / trunk, leaves and flowers). 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. <p>Working scientifically:</p> <ul style="list-style-type: none"> Asking simple questions and recognising 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



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Year B Autumn Castles and Dragons	Year B Spring Let's go on an Adventure!	Year B Summer The Seaside
Science		
<i>Uses of Everyday Materials</i>	<i>Living Things and their Habitats</i>	<i>Seasons</i>
<ul style="list-style-type: none"> • 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. • To find out about people who change natural materials e.g or recyclable materials. trees into paper, oil into paint, sand into glass • To understand the impact of John Dunlop and John McAdam's discoveries <p>Working scientifically:</p> <ul style="list-style-type: none"> • Asking simple questions and recognising 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 	<ul style="list-style-type: none"> • 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 micro-habitats. • 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. • To understand the life and contribution of David Attenborough <p>Working scientifically:</p> <ul style="list-style-type: none"> • Asking simple questions and recognising 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 	<ul style="list-style-type: none"> • Observe and describe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies. <p>Working scientifically:</p> <ul style="list-style-type: none"> • Asking simple questions and recognising 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

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Year A Year 1/2	Year A Autumn London with Paddington Bear	Year A Spring Roald Dahl's Amazing Animals	Year A Summer Twisted Tales
	HISTORY		
	<i>How did a loaf of bread change London?</i>	<i>How did Florence and Seacole change the world?</i>	<i>How has the impact of technology changed toys in the past 100 years?</i>
	Great Fire of London	Nurturing Nurses	Toys
Substantive Concepts	Building, city, commemoration, ruler (king), technology.	Commemoration, discrimination (including racism and sexism), travel, war.	Technology, commemoration
Key vocabulary	Bakery, diary, fire engine, firefighter, rebuilt, river Thames, St Paul's Cathedral, 17th century.	Battlefield, Crimean War, First World War, hospital, nurse, patients, soldier.	Old, new, past, present, different, similar, artefact, Victorian era
Substantive Knowledge	<ul style="list-style-type: none"> - The Great Fire of London happened in 1666. - The fire started in a bakery on Pudding Lane. - Buildings were close together and often made of wood, meaning that the fire spread quickly. - For many years after the fire, buildings were rebuilt further apart and made with stone. - Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt. 	<ul style="list-style-type: none"> - Florence Nightingale was a nurse who improved conditions in hospitals and looked after wounded soldiers in the Crimean War (1853-1856). - The Nightingale Training School for Nurses was opened in 1860. - Mary Seacole was a nurse who travelled from Jamaica to look after wounded soldiers on the battlefield in the Crimean War. - Edith Cavell was a nurse who looked after soldiers in the First World War (1914-1918). She even helped some Allied soldiers hide from the German army. 	<ul style="list-style-type: none"> - The toys we enjoy playing with have changed over time. - How can we tell toys are old or new? - There are some toys which we have always enjoyed playing with. - Younger and older children do not always play with the same toys. - What sorts of toys did our grandparents play with and how do we know? - Setting up our own toy museum.
Disciplinary Knowledge	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that a cause makes something happen and that historical events have causes. - Explain that historical events are caused by things that occurred before them. - Understand that a consequence is something that happens as a result of something else. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Start to understand that during the same period of time life was different for people in the past such as rich and poor, male and female. - Recognise some similarities and differences between the past and the present. <p>Historical Significance</p> <ul style="list-style-type: none"> - Talk about why the event was important and what happened. 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to understand that some things change and some things stay nearly the same. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that a consequence is something that happens as a direct result of something else. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. <p>Historical Significance</p> <ul style="list-style-type: none"> - Explain reasons why someone might be significant. - Talk about why the event or person was important and what changed/happened. 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to understand that some things change and some things stay nearly the same. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Start to understand that during the same period of time life was different for people in the past such as rich and poor, male and female. - Recognise some similarities and differences between the past and the present.

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<p>Historical Enquiry</p>	<p>Historical Interpretations</p> <ul style="list-style-type: none">- start to understand that there can be different versions of the same event from the past;- observe and use pictures, photographs and artefacts to find out about the past;- start to use stories or accounts to distinguish between fact and fiction;- explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. <p>Historical Investigations</p> <ul style="list-style-type: none">- observe or handle evidence to ask simple questions about the past;- observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;- use evidence to explain the key features of events;- sort some objects/artefacts into new and old and then and now. <p>Chronological Understanding</p> <ul style="list-style-type: none">- sequence artefacts and events that are close together in time;- order dates from earliest to latest on simple timelines;- use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none">- know and recount episodes from stories and significant events in history;- understand that there are reasons why people in the past acted as they did;- describe significant individuals from the past. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none">- talk, write and draw about things from the past;- use historical vocabulary to retell simple stories about the past.	<p>Historical Investigations</p> <ul style="list-style-type: none">- observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; <p>Chronological Understanding</p> <ul style="list-style-type: none">- use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none">- know and recount episodes from stories and significant events in history;- understand that there are reasons why people in the past acted as they did;- describe significant individuals from the past. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none">- talk, write and draw about things from the past;- use historical vocabulary to retell simple stories about the past. <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none">- start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society;- talk and write about things from the past using some historical vocabulary.	<p>Historical Interpretations</p> <ul style="list-style-type: none">- observe and use pictures, photographs and artefacts to find out about the past;- start to use stories or accounts to distinguish between fact and fiction; <p>Chronological Understanding</p> <ul style="list-style-type: none">- use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none">- talk, write and draw about things from the past;- use historical vocabulary to retell simple stories about the past. <p>Historical Interpretations</p> <ul style="list-style-type: none">- observe and use pictures, photographs and artefacts to find out about the past;
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Year B Year 1/2	Year B Autumn Castles and Dragons	Year B Spring Let's go on an Adventure!	Year B Summer A Pirate's Life for Me!
History			
	<i>How did monarchs change the lives of ordinary people?</i>	<i>Why journey into the unknown?</i>	<i>How has exploration changed over time?</i>
	Kings and Queens	Significant Explorers	Significant Sailors
Substantive Concepts	Civilisation, power, empire, religion and belief, ruler (Kings and Queens)	Commemoration, discrimination (including racism and sexism), exploration, technology, travel.	Exploration, technology, trade, transport, travel.
Key vocabulary	Monarch, parliament, succession crown, power, reign, royal, rule	Achievement, astronaut, equipment, expedition, explorer, polar, significant.	Travel, transport, slave, expedition, indigenous
Substantive Knowledge	<ul style="list-style-type: none"> - Understand the role of monarchs in British history and the qualities of these monarchs - Understand the connection with present-day society. - Understand the qualities needed to be a good monarch. - Place some significant monarchs onto a timeline. - To find out what Kings and Queen ate during medieval banquets compared to present day habits. - Compare Queen Victoria to Queen Elizabeth II. - To understand the King's coronation, his mother's death and to find out who will be next on the throne. - Explore family trees. 	<ul style="list-style-type: none"> - Ibn Battuta was an explorer who travelled to learn about different places. He explored for nearly 30 years. - Matthew Henson was one of the first explorers to reach the North Pole. - Felicity Aston is the first woman to ski across Antarctica on her own. - In 1969, the NASA team helped Neil Armstrong and Buzz Aldrin become the first people to land on the moon. - Significant people are people who society believes have achieved something important. They are often remembered with monuments and plaques. 	<ul style="list-style-type: none"> - Ellen MacArthur is a British sailor. In 2004, Ellen sailed around the world on her own. After 71 days, Ellen has sailed around 26,000 miles and became the fastest person to sail around the world on their own. - Christopher Columbus was a famous person who wanted to leave Spain to trade with China and India. - Christopher Columbus began to enslave the indigenous people.
Disciplinary Knowledge	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that a cause makes something happen and that historical events have causes. - Explain that historical events are caused by things that occurred before them. - Understand that a consequence is something that happens as a result of something else. <p>Similarities and Differences</p>	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. - Identify that some things within living memory are similar and some things are different. - Recognise some similarities and differences 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Identify that some things within living memory are similar and some things are different. - Recognise some similarities and differences between the past and the present. <p>Historical Significance</p> <ul style="list-style-type: none"> - Explain reasons why someone might be significant.

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	<ul style="list-style-type: none"> - Start to understand that during the same period of time life was different for people in the past such as rich and poor, male and female. - Recognise some similarities and differences between the past and the present. <p>Historical Significance</p> <ul style="list-style-type: none"> - Talk about why the event was important and what happened. 	<p>between the past and the present.</p> <ul style="list-style-type: none"> - Identify some similarities and differences between ways of life in different periods. <p>Historical Significance</p> <ul style="list-style-type: none"> - Explain reasons why someone might be significant. - Talk about why the event or person was important and what changed/happened. 	<ul style="list-style-type: none"> - Talk about why the event or person was important and what changed/happened.
<p align="center">Historical Enquiry</p>	<p>Chronological Understanding</p> <ul style="list-style-type: none"> - place events and objects in chronological order - use common words relating to the passing of time and everyday historical terms - match objects to people of different ages <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - recognise why people did things, why events happened and what happened as a results - identify different ways in which the past is represented <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - Work collaboratively with a partner or group to discuss learning - Use role play/drama for empathy and understanding - Record work in a variety of ways (pictures, ICT, models and timelines) 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - start to compare two versions of past events; - observe and use pictures, photographs and artefacts to find out about the past; - explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> - observe or handle evidence to ask simple questions about the past; - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; - use evidence to explain the key features of events; - sort some objects/artefacts into new and old and then and now. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - sequence artefacts and events that are close together in time; - use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - know and recount episodes from stories and significant events in history; - understand that there are reasons why people in the past acted as they did; - describe significant individuals from the past. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - talk, write and draw about things from the past; - use historical vocabulary to retell simple stories about the past. 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - observe and use pictures, photographs and artefacts to find out about the past; - explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; - sort some objects/artefacts into new and old and then and now. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - sequence artefacts and events that are close together in time; - sequence pictures from different periods; - use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - describe significant individuals from the past. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - talk, write and draw about things from the past; - use historical vocabulary to retell simple stories about the past.

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		<p>Substantive Concepts and Historical</p> <ul style="list-style-type: none">- start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society;- talk and write about things from the past using some historical vocabulary.	
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Year A Autumn London with Paddington Bear	Year A Spring Roald Dahl's Amazing Animals	Year A Summer Twisted Tales
GEOGRAPHY		
The UK and landmarks Where in the UK would you most like to live?	Comparing England to Kenya Does England or Kenya have more human features?	Maps, features of our environment How far will a map take you?
<p>Locational Knowledge</p> <ul style="list-style-type: none"> Name, locate and identify the four countries and capital cities of the United Kingdom. To understand how some places are linked to other places e.g. roads, trains To name, place and identify the four countries and capital cities of the UK <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use different maps and understand the key features of maps. Use aerial images and plan perspectives to recognise landmarks and basic human and physical features. To use a simple map To make a simple map and plan To 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>Place Knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country - Kenya. To name, describe and compare places that is known to the children To link home to other places To understand about changes that are happening in the local environment To make suggestions about how the school environment could be improved To compare and understand geographical similarities and differences <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to human features: city, town, village, farm, house and physical features: forest, hill, mountain, valley. To use basic geographical vocabulary to refer to human features, e.g. city, town, village, factory, farm, house, office, port, harbour and shop To use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. 	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Create a basic map and use and construct basic symbols in a key. Use simple compass directions (North, South, East, West) and locational and directional language (for example near and far, left and right) to describe the location of features and routes on a 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. To use words such as near and far, left and right to talk about where things are To use simple observational skills to study the geography of the school and its grounds To ask simple geographical questions To use simple directions (north, south, east and west) and locational and direction language (near, far, left and right) to describe the location of features and routes on a map I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environments.

Year B Autumn Castles and Dragons	Year B Spring Let's go on an Adventure!	Year B Summer A Pirate's Life for Me!
GEOGRAPHY		
Four countries and the surrounding areas of the UK What is the national animal of England?	Compare MG to an area in a non-European country What changes would you make to Matching Green?	Continents and oceans, hot and cold areas Can oceans change the world?
<p>Locational Knowledge</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries of the United Kingdom. Name and locate the surrounding seas of the United Kingdom. To understand how some places are linked to other places e.g. roads, trains To name, place and identify characteristics of the four countries and capital cities of the UK To name, locate and identify the seas surrounding the UK 	<p>Place Knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country - To name, describe and compare places that is known to the children To link home to other places To understand about changes that are happening in the local environment 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans. To understand how some places are linked to other places e.g. roads, trains To name, locate and identify characteristics of the seas surrounding the UK To name and place the world's seven continents and five oceans <p>Geographical Skills and Fieldwork</p>



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	<ul style="list-style-type: none"> To make suggestions about how the school environment could be improved To compare and understand geographical similarities and differences <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to human features: city, town, village, farm, house and physical features: forest, hill, mountain, valley. To use basic geographical vocabulary to refer to human features, e.g. city, town, village, factory, farm, house, office, port, harbour and shop <p>To use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans. To use a simple map I can use words such as near and far, left and right to talk about where things are To use world maps, atlases and globes to identify the UK and its countries, continents and oceans studied <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. I can describe seasonal weather changes To 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
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<p>Year A Autumn London with Paddington Bear</p>	<p>Year A Spring Roald Dahl's Amazing Animals</p>	<p>Year A Summer Twisted Tales</p>
<p>Art and Design</p>		
<p>Drawing – Make your mark</p>	<p>Drawing – Tell a story</p>	<p>Craft and design – Map it out</p>
<p>Show knowledge of the language and literacy to describe lines. Show control when using string and chalk to draw lines. Experiment with a range of mark-making techniques, responding appropriately to music. Colour neatly and carefully, featuring a range of different media and colours. Apply a range of marks successfully to a drawing. Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</p> <ul style="list-style-type: none"> To know how to create different types of lines. To explore line and mark making to draw water To draw with different media. To apply features of abstract art. To develop an understanding of mark making. To apply an understanding of drawing materials and mark making to draw from observation. 	<p>Suggest ways to draw a word through marks. Use relevant language to describe how an object feels. Suggest ways to create different textures through drawn marks. Freely experiment with different tools, receiving encouragement when needed. Describe and then draw shapes that make up an object. Use good observational skills to add details to their drawing. Use an interesting range of marks that show an understanding of how to draw different textures. Make sketches, which may be of basic stick-like figures or may imply more shapes. Develop sketches into a character, with some support, adding details to enhance their character. Demonstrate an understanding of how drawing facial features in different ways conveys expressions. Recount a story and select key events to draw. Create scenes from their own imagination, with some support.</p> <ul style="list-style-type: none"> To develop a range of mark making techniques. To explore and experiment with markmaking to create textures. To develop observational drawing. To understand how to apply expressions to illustrate a character. To develop illustrations to tell a story. 	<p>Sort map images into groups, explaining their choices. Draw a map of their journey to school, including key landmarks and different types of mark-making. Follow instructions to make a piece of felt that holds together and resembles their map. Decide how to place 'jigsaw' pieces to create an abstract composition. Make choices about which details from their map to include in a stained glass. Cut cellophane shapes with care and arrange them into a pleasing composition. Design a print with simple lines and shapes, making improvements as they work. Follow a process to make and print from a polystyrene tile. Choose a favourite artwork, justifying their choice. Annotate their favourite artwork with relevant evaluation points. Take an active part in decisions around how to display their artworks in the class gallery.</p> <ul style="list-style-type: none"> To investigate maps as a stimulus for drawing. To learn and apply the steps of the felt making process. To develop a drawing into 3D artwork. To experiment with a craft technique to develop an idea. To develop ideas and apply craft skills when printmaking. To present artwork and evaluate it against a design brief.



Matching Green CE Primary School Year 1/2 Curriculum Coverage

Year 1 objectives

Year 2 objectives

Year B Autumn Castles and Dragons	Year B Spring Let's go on an Adventure!	Year B Summer The Seaside
Art and Design		
Sculpture and 3-D – Paper play Sculpture and 3-D – Clay houses Rachel Whiteread	Painting and Mixed media – Colour Splash Clarice Cliff and Jasper Johns Painting and mixed media – Life in colour	Craft and Design – Woven wonders
<p>Roll paper tubes and attach them to a base securely. Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. Shape paper strips in a variety of ways to make 3D drawings. Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. Create a tree of life sculpture that includes several different techniques for shaping paper. Work successfully with others, sustaining effort over a time. Paint with good technique, ensuring good coverage.</p> <ul style="list-style-type: none"> - To roll paper to make 3D structures - To shape paper to make a 3D drawing. - To apply paper-shaping skills to make an imaginative sculpture. - To work collaboratively to plan and create a sculpture. - To apply painting skills when working in 3D. <p>Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. Roll a smooth tile surface. Join clay shapes and make marks in the tile surface to create a pattern. Draw a house design and plan how to create the key features in clay. Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.</p> <ul style="list-style-type: none"> - To use my hands as a tool to shape clay. - To shape a pinch pot and join clay shapes as decoration. - To use impressing and joining techniques to decorate a clay tile. - To use drawing to plan the features of a 3D model. - To make a 3D clay tile from a drawn design. 	<p>Name the primary colours. Explore coloured materials to mix secondary colours. Mix primary colours to make secondary colours. Apply paint consistently to their printing materials to achieve a print. Use a range of colours when printing. Mix five different shades of a secondary colour. Decorate their hands using a variety of patterns. Mix secondary colours with confidence to paint a plate. Describe their finished plates.</p> <ul style="list-style-type: none"> - To investigate how to mix secondary colours. - To apply knowledge of colour mixing when painting. - To explore colour when printing. - To experiment with paint mixing to make a range of secondary colours. - To apply their painting skills when working in the style of an artist. – Clarice Cliff plates <p>Name the primary and secondary colours. Talk about the colour changes they notice and make predictions about what will happen when two colours mix. Describe the colours and textures they see. Try different tools to recreate a texture and decide which tool works best. Show they can identify different textures in a collaged artwork. Apply their knowledge of colour mixing to match colours effectively. Choose collage materials based on colour and texture. Talk about their ideas for an overall collage. Try different arrangements of materials, including overlapping shapes. Give likes and dislikes about their work and others'. Describe ideas for developing their collages. Choose materials and tools after trying them out.</p> <ul style="list-style-type: none"> - To develop knowledge of colour mixing. - To know how texture can be created with paint. - To use paint to explore texture and pattern. - To compose a collage, choosing and arranging materials for effect. - To evaluate and improve artwork. 	<p>Sort map images into groups, explaining their choices. Draw a map of their journey to school, including key landmarks and different types of mark-making. Follow instructions to make a piece of felt that holds together and resembles their map. Decide how to place 'jigsaw' pieces to create an abstract composition. Make choices about which details from their map to include in a stained glass. Cut cellophane shapes with care and arrange them into a pleasing composition. Design a print with simple lines and shapes, making improvements as they work. Follow a process to make and print from a polystyrene tile. Choose a favourite artwork, justifying their choice. Annotate their favourite artwork with relevant evaluation points. Take an active part in decisions around how to display their artworks in the class gallery.</p> <ul style="list-style-type: none"> - To investigate maps as a stimulus for drawing. - To learn and apply the steps of the feltmaking process - To develop a drawing into 3D artwork. - To experiment with a craft technique to develop an idea. - To develop ideas and apply craft skills when printmaking. - To present artwork and evaluate it against a design brief.

Matching Green CE Primary School Year 1/2 Curriculum Coverage



Year 1 objectives

<p align="center">Year A Autumn London with Paddington Bear</p>	<p align="center">Year A Spring Roald Dahl's Amazing Animals</p>	<p align="center">Year A Summer Twisted Tales</p>
<p>Design and Technology inc Cooking and Nutrition</p>		
<p align="center">Mechanisms: Design a Ferris wheel (or London Eye)</p>	<p align="center">Textiles: Puppets</p>	<p align="center">Mechanisms: Making a moving story book Cooking and Nutrition: A balanced diet</p>
<p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products (moving story books) and how they have been created evaluate their ideas and products against design criteria <p>Technical Knowledge</p> <ul style="list-style-type: none"> Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products build structures, exploring how they can be made stronger, stiffer and more stable <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a wide range of materials and components, including construction materials, according to their characteristics <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) <ul style="list-style-type: none"> to explore wheel mechanisms and design a wheel to select appropriate materials to build and test a moving wheel to make and evaluate a structure with a rotating wheel 	<p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products (moving story books) and how they have been created evaluate their ideas and products against design criteria <p>Technical Knowledge</p> <ul style="list-style-type: none"> Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a wide range of materials and components, including construction materials, according to their characteristics <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) <ul style="list-style-type: none"> to explore making mechanisms to design a moving story book to construct a moving picture to evaluate my finished product <p>Textiles: Puppets</p> <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products (puppets) and how they have been created evaluate their ideas and products against design criteria <p>Design</p> <ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials, according to their characteristics design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) <ul style="list-style-type: none"> to join fabrics together using different methods 	<p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products (moving story books) and how they have been created evaluate their ideas and products against design criteria <p>Technical Knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a wide range of materials and components, including construction materials, according to their characteristics <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) <ul style="list-style-type: none"> to include individual preferences and requirements in my design to make a stable structure to assemble the components of my structure to evaluate my project and adapt my design <p>Cooking and Nutrition: Hidden Sugars</p> <ul style="list-style-type: none"> understand where food comes from use the basic principles of a healthy and varied diet to prepare dishes explore and evaluate a range of existing products <ul style="list-style-type: none"> to know what makes a balanced diet to taste test food combinations to make a healthy wrap



Matching Green CE Primary School Year 1/2 Curriculum Coverage

Year 1 objectives

Year 2 objectives

	<ul style="list-style-type: none"> to use a template to create my design to join two fabrics together accurately to embellish my design using joining methods 	
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Year B Autumn Castles and Dragons	Year B Spring Let's Go on an Adventure!	Year B Summer The Seaside
Design and Technology inc Cooking and Nutrition		
Mechanisms: Making a moving monster (dragon) (Year 2)	Mechanisms: Wheels and axles (Moon buggies) Cooking and Nutrition: Fruits and Vegetables	Textiles: Pouches Structures: Baby Bear's Deckchair
<p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products (vehicles) and how they have been created evaluate their ideas and products against design criteria <p>Technical Knowledge</p> <ul style="list-style-type: none"> explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products <p>Design</p> <ul style="list-style-type: none"> generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology design purposeful, functional, appealing products for themselves and other users based on design criteria <p>Make</p> <ul style="list-style-type: none"> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. To look at objects and understand how they move To explore different design options To make a moving monster 	<p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products (vehicles) and how they have been created evaluate their ideas and products against design criteria <p>Technical Knowledge</p> <ul style="list-style-type: none"> Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) <ul style="list-style-type: none"> To understand how wheels move To identify what stops wheels from turning I can design a moving vehicle To build a moving vehicle <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> To understand where food comes from Explore and evaluate a range of existing products Use the basic principles of a healthy and varied diet To identify if a food is a fruit or a vegetable To identify where plants grow and which parts we eat To taste and compare fruit and vegetables 	<p>Textiles: Pouches</p> <p>Make</p> <ul style="list-style-type: none"> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria <p>Evaluate</p> <ul style="list-style-type: none"> evaluate their ideas and products against design criteria <ul style="list-style-type: none"> To sew a running stitch To join fabrics using a running stitch To decorate a pouch using fabric glue or stitching <p>Structures: Baby Bear's Chair</p> <p>Make</p> <ul style="list-style-type: none"> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Evaluate</p> <ul style="list-style-type: none"> evaluate their ideas and products against design criteria explore and evaluate a range of existing products <p>Technical Knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable

Matching Green CE Primary School Year 1/2 Curriculum Coverage

Year 1 objectives

Year 2 objectives



	<ul style="list-style-type: none">• To make a fruit and vegetable smoothie	<ul style="list-style-type: none">• To explore the concept and features of structures and the stability of different shapes• To explore strength in different structures• To understand that the shape of the structure affects its strength• To make a structure according to design criteria• To produce a finished structure• To evaluate the strength, stiffness and stability of their structure
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Matching Green CE Primary School Year 1/2 Curriculum Coverage

Year 1 objectives

Year 2 objectives

<p align="center">Year A Autumn London with Paddington Bear</p>	<p align="center">Year A Spring Roald Dahl's Amazing Animals</p>	<p align="center">Year A Summer Twisted Tales</p>
<p>Music</p>		
<p align="center">Pulse and rhythm <i>(Theme: All about me), On this island: British songs and sounds & Christmas Performance</i></p>	<p align="center">Classical music, dynamics and tempo <i>(Theme: Snail and Mouse) African call and response song</i> <i>(Theme: Animals)</i></p>	<p align="center">Sound patterns <i>(Theme: Fairy tales) and Structure (Theme: Myths and legends)</i></p>
<p><i>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> <i>To play tuned and untuned instruments musically</i> <i>To listen with concentration and understanding to a range of high-quality live and recorded music</i> <i>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p> <p>Listen and Appraise</p> <p>To learn how to enjoy moving to music by dancing, marching being animals or pop stars</p> <p>To learn how songs can tell a story or describe an idea</p> <p>To know that music has a steady pulse, like a heartbeat</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals</p> <p>To know that rhythms are different from the steady pulse</p> <p>To add high and low sounds, (pitch) when we sing and play our instruments</p> <p>Singing</p> <p>To learn about voices singing notes of different pitches</p> <p>To learn to make different types of sound with their voices</p> <p>To find a comfortable singing position</p> <p>To start and stop winging when following a leader</p> <p>Playing</p> <p>To treat instruments with respect</p> <p>To learn to play a tuned instrumental part that matches the music</p> <p>To play the part in time with a steady pulse</p> <p>To listen to and follow musical instructions from a leader</p> <p>Improvisation</p> <p>To know that improvisation is making up a tune on the spot</p>	<p><i>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> <i>To play tuned and untuned instruments musically</i> <i>To listen with concentration and understanding to a range of high-quality live and recorded music</i> <i>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p> <p>Listen and Appraise</p> <p>To learn how to enjoy moving to music by dancing, marching being animals or pop stars</p> <p>To learn how songs can tell a story or describe an idea</p> <p>To know that music has a steady pulse, like a heartbeat</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals</p> <p>To know that rhythms are different from the steady pulse</p> <p>To add high and low sounds, (pitch) when we sing and play our instruments</p> <p>Singing</p> <p>To learn about voices singing notes of different pitches</p> <p>To learn to make different types of sound with their voices</p> <p>To find a comfortable singing position</p> <p>To start and stop winging when following a leader</p> <p>Playing</p> <p>To treat instruments with respect</p> <p>To learn to play a tuned instrumental part that matches the music</p> <p>To play the part in time with a steady pulse</p> <p>To listen to and follow musical instructions from a leader</p> <p>Improvisation</p> <p>To know that improvisation is making up a tune on the spot</p>	<p><i>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> <i>To play tuned and untuned instruments musically</i> <i>To listen with concentration and understanding to a range of high-quality live and recorded music</i> <i>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p> <p>Listen and Appraise</p> <p>To learn how to enjoy moving to music by dancing, marching being animals or pop stars</p> <p>To learn how songs can tell a story or describe an idea</p> <p>To know that music has a steady pulse, like a heartbeat</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals</p> <p>To know that rhythms are different from the steady pulse</p> <p>To add high and low sounds, (pitch) when we sing and play our instruments</p> <p>Singing</p> <p>To learn about voices singing notes of different pitches</p> <p>To learn to make different types of sound with their voices</p> <p>To find a comfortable singing position</p> <p>To start and stop winging when following a leader</p> <p>Playing</p> <p>To treat instruments with respect</p> <p>To learn to play a tuned instrumental part that matches the music</p> <p>To play the part in time with a steady pulse</p> <p>To listen to and follow musical instructions from a leader</p> <p>Improvisation</p>



Matching Green CE Primary School Year 1/2 Curriculum Coverage

Year 1 objectives

Year 2 objectives

<p>To know that everyone can improvise and you can use one or two notes</p> <p>Composition</p> <p>To create three simple melodies with the units using one, three or five different notes</p> <p>To learn how the notes of the composition can be written down and changed if necessary</p> <p>Performance</p> <p>To choose a song they have learnt from the scheme and perform it</p> <p>To add their ideas to the performance</p> <p>To record the performance and say how they were feeling about it</p>	<p>To know that everyone can improvise and you can use one or two notes</p> <p>Composition</p> <p>To create three simple melodies with the units using one, three or five different notes</p> <p>To learn how the notes of the composition can be written down and changed if necessary</p> <p>Performance</p> <p>To choose a song they have learnt from the scheme and perform it</p> <p>To add their ideas to the performance</p> <p>To record the performance and say how they were feeling about it</p>	<p>To know that improvisation is making up a tune on the spot</p> <p>To know that everyone can improvise and you can use one or two notes</p> <p>Composition</p> <p>To create three simple melodies with the units using one, three or five different notes</p> <p>To learn how the notes of the composition can be written down and changed if necessary</p> <p>Performance</p> <p>To choose a song they have learnt from the scheme and perform it</p> <p>To add their ideas to the performance</p> <p>To record the performance and say how they were feeling about it</p>
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Matching Green CE Primary School Year 1/2 Curriculum Coverage

Year 1 objectives

Year 2 objectives

Year B Autumn Castles and Dragons	Year B Spring Let's Go On an Adventure!	Year B Summer A Pirates Life for Me!
Music		
Pitch (Theme: Musical Me) & Christmas Performance	Dynamics, timbre, tempo and motifs (Theme: Space) and Pitch and tempo (Theme: Superheroes)	Musical Symbols (Theme: Under the sea) and Vocal and body sounds (Theme: Seaside)
<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>To play tuned and untuned instruments musically</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Listen and Appraise</p> <p>To learn how to enjoy moving to music by dancing, marching being animals or pop stars</p> <p>To learn how songs can tell a story or describe an idea</p> <p>To know that music has a steady pulse, like a heartbeat</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals</p> <p>To know that rhythms are different from the steady pulse</p> <p>To add high and low sounds, (pitch) when we sing and play our instruments</p> <p>Singing</p> <p>To learn about voices singing notes of different pitches</p> <p>To learn to make different types of sound with their voices</p> <p>To find a comfortable singing position</p> <p>To start and stop winging when following a leader</p> <p>Playing</p> <p>To treat instruments with respect</p> <p>To learn to play a tuned instrumental part that matches the music</p> <p>To play the part in time with a steady pulse</p> <p>To listen to and follow musical instructions from a leader</p> <p>Improvisation</p> <p>To know that improvisation is making up a tune on the spot</p> <p>To know that everyone can improvise and you can use one or two notes</p> <p>Composition</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>To play tuned and untuned instruments musically</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Listen and Appraise</p> <p>To learn how to enjoy moving to music by dancing, marching being animals or pop stars</p> <p>To learn how songs can tell a story or describe an idea</p> <p>To know that music has a steady pulse, like a heartbeat</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals</p> <p>To know that rhythms are different from the steady pulse</p> <p>To add high and low sounds, (pitch) when we sing and play our instruments</p> <p>Singing</p> <p>To learn about voices singing notes of different pitches</p> <p>To learn to make different types of sound with their voices</p> <p>To find a comfortable singing position</p> <p>To start and stop winging when following a leader</p> <p>Playing</p> <p>To treat instruments with respect</p> <p>To learn to play a tuned instrumental part that matches the music</p> <p>To play the part in time with a steady pulse</p> <p>To listen to and follow musical instructions from a leader</p> <p>Improvisation</p> <p>To know that improvisation is making up a tune on the spot</p> <p>To know that everyone can improvise and you can use one or two notes</p> <p>Composition</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>To play tuned and untuned instruments musically</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Listen and Appraise</p> <p>To learn how to enjoy moving to music by dancing, marching being animals or pop stars</p> <p>To learn how songs can tell a story or describe an idea</p> <p>To know that music has a steady pulse, like a heartbeat</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals</p> <p>To know that rhythms are different from the steady pulse</p> <p>To add high and low sounds, (pitch) when we sing and play our instruments</p> <p>Singing</p> <p>To learn about voices singing notes of different pitches</p> <p>To learn to make different types of sound with their voices</p> <p>To find a comfortable singing position</p> <p>To start and stop winging when following a leader</p> <p>Playing</p> <p>To treat instruments with respect</p> <p>To learn to play a tuned instrumental part that matches the music</p> <p>To play the part in time with a steady pulse</p> <p>To listen to and follow musical instructions from a leader</p> <p>Improvisation</p> <p>To know that improvisation is making up a tune on the spot</p> <p>To know that everyone can improvise and you can use one or two notes</p> <p>Composition</p>



Matching Green CE Primary School Year 1/2 Curriculum Coverage

Year 1 objectives

Year 2 objectives

<p>To create three simple melodies with the units using one, three or five different notes</p> <p>To learn how the notes of the composition can be written down and changed if necessary</p> <p>Performance</p> <p>To choose a song they have learnt from the scheme and perform it</p> <p>To add their ideas to the performance</p> <p>To record the performance and say how they were feeling about it</p>	<p>To create three simple melodies with the units using one, three or five different notes</p> <p>To learn how the notes of the composition can be written down and changed if necessary</p> <p>Performance</p> <p>To choose a song they have learnt from the scheme and perform it</p> <p>To add their ideas to the performance</p> <p>To record the performance and say how they were feeling about it</p>	<p>To create three simple melodies with the units using one, three or five different notes</p> <p>To learn how the notes of the composition can be written down and changed if necessary</p> <p>Performance</p> <p>To choose a song they have learnt from the scheme and perform it</p> <p>To add their ideas to the performance</p> <p>To record the performance and say how they were feeling about it</p>
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Matching Green CE Primary School Year 1/2 Curriculum Coverage

Year 1 objectives

Year 2 objectives

Year A Autumn London with Paddington Bear	Year A Spring Roald Dahl's Amazing Animals	Year A Summer Twisted Tales
COMPUTING		
What is a computer? Getting Started	Introduction to Data Stop Motion Online Safety	Programming Scratch Jr Word Processing
<p>Getting Started</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private <ul style="list-style-type: none"> to log into a computer and access a website to develop mouse skills to use mouse skills to draw and manipulate shapes to use a range of tools to create desired effects to understand how to layer shapes to create an image <p>What is a computer?</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content use logical reasoning to predict the behaviour of simple programs recognise common uses of information technology beyond school <ul style="list-style-type: none"> to recognise the parts of a computer to recognise how technology is controlled to recognise technology to create a design for an invention to understand the role of computers 	<p>Introduction to Data</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school <ul style="list-style-type: none"> to represent data in different ways to use technology to represent data in different ways to collect and record data to sort data to design an invention to gather data <p>Stop Motion with iPads</p> <ul style="list-style-type: none"> use technology purposefully to create, organise store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private <ul style="list-style-type: none"> to understand what animation is to understand what stop motion animation is to create a stop motion animation to plan my stop motion animation to create my stop motion animation <p>Online Safety</p> <ul style="list-style-type: none"> recognise common uses of information technology beyond school 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 <ul style="list-style-type: none"> to know what the internet is and how to use it safely to understand different feelings when using the internet to understand how to treat others, both online and in person to understand the importance of being careful about what we post and share online 	<p>Programming Scratch Jr</p> <ul style="list-style-type: none"> use logical reasoning to predict behaviour of simple programs create and debug simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions <ul style="list-style-type: none"> to explore a new application to create an animation to use characters as buttons to follow an algorithm to plan and use code to create an algorithm <p>Word Processing</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content use technology safely and respectfully, keeping personal information private recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact recognise common uses of information technology beyond school <ul style="list-style-type: none"> to begin to touch type to understand how to use a word processor to understand how to add images to a text document to create a poetry book using sources from the internet to learn what happens to information posted online

Matching Green CE Primary School Year 1/2 Curriculum Coverage

Year 1 objectives

Year 2 objectives



Year B Autumn Castles and Dragons	Year B Spring Let's go on an Adventure!	Year B Summer The Seaside
COMPUTING		
<i>Algorithms unplugged Digital Imagery</i>	<i>Rocket to the moon International Space Station</i>	<i>Algorithms and debugging Programming Bee Bots Online Safety</i>
<p>Algorithms Unplugged</p> <ul style="list-style-type: none"> 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 to understand what an algorithm is to follow instructions precisely to carry out an action to understand that computers and devices around us use inputs and outputs to understand and be able to explain what decomposition is to know how to debug an algorithm <p>Digital Imagery</p> <ul style="list-style-type: none"> 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 identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies to understand and create a sequence of pictures to take clear photos to edit photos to search for and import images <p>to create a photo collage</p>	<p>Rocket to the Moon</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions to recognise that digital content can be represented in many forms to design a rocket to sequence a set of instructions to build a rocket to add data to a table or spreadsheet <p>International Space Station</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content to understand how computers can help humans survive in space to create a digital drawing of essential items for life in space to understand the role of sensors on the ISS (International Space Station) to create an algorithm for growing a plant in space to interpret data 	<p>Algorithms and Debugging</p> <ul style="list-style-type: none"> 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 to decompose a game to predict the algorithms that are used to understand that computers can use algorithms to make predictions (machine learning) to plan algorithms that will solve problems to understand what abstraction is to understand what debugging is <p>Programming Bee Bots</p> <ul style="list-style-type: none"> use logical reasoning to predict the behaviour of simple programs create and debug simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions to explore a new device to create a demonstration video to plan and follow a set of instructions precisely to program a device to create a program <p>Online Safety</p> <ul style="list-style-type: none"> recognise common uses of information technology beyond school 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 I know what happens to information posted online To know how to keep things safe and private online To explain what should be done before sharing information online To explain why I have the right to say no and deny permission To understand strategies that will help me decide if something seen online is true or not



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Year 1 objectives

Year 2 objectives

Year A Autumn London with Paddington Bear	Year A Spring Roald Dahl's Amazing Animals	Year A Summer Twisted Tales
PSHE		
Families and Relationships & Health and Wellbeing.	Citizenship & Economic Wellbeing	Safety and the Changing Body & Transition.
<p>Families and Friendships.</p> <ul style="list-style-type: none"> - Family* - Friendships* - Families are all different - Other people's feelings - Getting along with others* - Friendships problems* - Gender Stereotypes* <p>Health and Wellbeing</p> <ul style="list-style-type: none"> - Understanding my feelings* - Relation - What am I like? Ready for bed? - Hand washing and personal hygiene - Sun safety - Allergies - People who help us stay healthy 	<p>Economic Wellbeing</p> <ul style="list-style-type: none"> • Money* • Needs and wants* • Looking after money • Banks and building societies* • Jobs* <p>Citizenship</p> <ul style="list-style-type: none"> • Rules* • Similar, yet different* • Belonging • Job roles in the community • Our school environment • Our local environment 	<p>Safety and the Changing Body</p> <ul style="list-style-type: none"> • Communication with adults* • People who help to keep us safe in our local community • Road safety* • Safety with medicines* • Making a call to the emergency services • The differences between secrets and surprises • Appropriate contact* • My private parks are private* <p>Transition</p>
Year B Autumn Castles and Dragons	Year B Spring Let's go on an adventure	Year B Summer The Seaside
PSHE		
Families and Relationships & Health and Wellbeing.	Citizenship & Economic Wellbeing	Safety and the Changing Body & Transition.
<p>Families and Relationships</p> <ul style="list-style-type: none"> • Family* • Friendships* • Other people's feelings • Getting along with others* • Friendships problems* • Gender Stereotypes* • Change and Loss <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Understanding my feelings* • Steps to success • Developing a growth mind-set • Being active • Relaxation • Healthy Diet • Looking after our teeth 	<p>Citizenship</p> <ul style="list-style-type: none"> • Rules* • Similar, yet different* • Belonging • Caring for others: Animals • The needs of others • Democratic decisions • School council • Giving my opinion <p>Economic Wellbeing</p> <ul style="list-style-type: none"> • Money* • Needs and wants* • Saving and Spending • Banks and building societies* • Jobs* 	<p>Safety and the Changing Body</p> <ul style="list-style-type: none"> • Communication with adults* • Road safety* • Safety at home • Safety with medicines* • What to do if I get lost • The internet • Appropriate contact* • My private parks are private* <p>Transition</p>



Matching Green CE Primary School Year 1/2 Curriculum Coverage

Year 1 objectives

Year 2 objectives

Year A Autumn London with Paddington Bear	Year A Spring Roald Dahl's Amazing Animals	Year A Summer Twisted Tales
Religious Education		
<p align="center">(Theology) What do Christians believe God is like?</p> <p align="center">(Human and Social Sciences) How does a celebration bring a community together in the Christian and Jewish faiths?</p> <p align="center">Christmas Focus (Theology): What does the nativity story teach Christians about Jesus?</p>	<p align="center">(Philosophy) What do my senses tell me about the world of religion and belief?</p> <p align="center">(Human Social Science) How do Christians and non-religious people deal with difficult times?</p> <p align="center">Easter Focus (Theology): What does the cross mean to Christians?</p>	<p align="center">(Philosophy) What is good and what is bad? What are your big questions?</p> <p align="center">(Theology) Who made the world? How did the world come to be?</p>
<p>Theology</p> <ul style="list-style-type: none"> • Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview • Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief • Recognise different types of writing from within one text • Recognise that narratives, stories and text used by at least one religion or worldview contain beliefs • Recognise that some beliefs connect together and begin to talk about these connections • Give an example of how Christians use beliefs to guide their daily lives • Give different examples of how Christians beliefs influence daily life <p>Identify what a parable is</p> <p>Tell the story of the Lost Son from the Bible simply and recognise a link with the concept of God as a forgiving father</p> <p>Give clear, simple accounts of what the story means to Christians</p> <p>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others</p> <p>Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example</p> <p>Think, talk and ask questions about whether they can learn anything from the sorry for themselves, exploring different ideas</p> <p>Retell the Christmas story</p> <p>Recognise that Christians believe Jesus was sent by God to be him in the flesh</p> <p>Give example of way sin which Christians use the story of the nativity to</p>	<p>Philosophy</p> <ul style="list-style-type: none"> • Ask questions about the world around them and talk about these questions • Begin to make connections between using their senses and what they know about the world around them • Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them • Talk about what people mean when they say they 'know' something • Give a simple reason using the word 'because' when talking about religion and belief • Give a reason to say why someone might hold a particular belief using the word 'because' • Using religious and belief stories to talk about how beliefs impact on how people behave • Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions <p>Ask "I wonder.." questions about the world around us</p> <p>Use our senses to investigate worship in different religious traditions</p> <p>Use our senses to justify a belief that they hold</p> <p>Human and Social Science</p> <ul style="list-style-type: none"> • Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews • Recognise the names of different religions, religious beliefs and worldviews and use them correctly • Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area • Identify evidence of religion and belief especially in the local 	<p>Philosophy</p> <ul style="list-style-type: none"> • Ask questions about the world around them and talk about these questions • Begin to make connections between using their senses and what they know about the world around them • Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them • Talk about what people mean when they say they 'know' something • Give a simple reason using the word 'because' when talking about religion and belief • Give a reason to say why someone might hold a particular belief using the word 'because' • Using religious and belief stories to talk about how beliefs impact on how people behave • Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions <p>Make links between what they find out and what different people believe about God</p> <p>Compare their own and other people's ideas about big questions, and possible answers</p> <p>Theology</p> <ul style="list-style-type: none"> • Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview • Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief • Recognise different types of writing from within one text • Recognise that narratives, stories and text used by at least one



Matching Green CE Primary School Year 1/2 Curriculum Coverage

Year 1 objectives

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<p>guide their beliefs and actions at Christmas</p> <p>Recognise the connection between Christmas and Easter</p> <p>Human and Social Science</p> <ul style="list-style-type: none"> Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews Recognise the names of different religions, religious beliefs and worldviews and use them correctly Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area Identify evidence of religion and belief especially in the local area Recognise that beliefs can have an impact on a believer's daily life, their family or local community Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community <p>Recognise the meanings of the term Christian, Jewish</p> <p>Recognise practices associated with the festivals of Christmas, Hanukkah and other Jewish festivals</p> <p>Recognise ways in what a celebration can encourage a sense of belonging with in a faith community</p>	<p>area</p> <ul style="list-style-type: none"> Recognise that beliefs can have an impact on a believer's daily life, their family or local community Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community <p>Make links between Shabbat and the creation story and the importance of rest for Jews</p> <p>Compare Shabbat with special days celebrated by people from other faiths</p> <p>Consider what might be important to Jewish families and why</p> <p>Understand different Hindu beliefs and recognise why they have these</p> <p>Understand how Hindus worship</p> <p>Consider what is important for Hindu families and why</p> <p>Theology</p> <ul style="list-style-type: none"> Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief Recognise different types of writing from within one text Recognise that narratives, stories and text used by at least one religion or worldview contain beliefs Recognise that some beliefs connect together and begin to talk about these connections Give an example of how Christians use beliefs to guide their daily lives Give different examples of how Christians beliefs influence daily life <p>Give a clear, simple account of the Easter story</p> <p>Recognise that the Easter story contains beliefs about salvation</p> <p>Recognise that the Easter story is a source of hope for Christians</p>	<p>religion or worldview contain beliefs</p> <ul style="list-style-type: none"> Recognise that some beliefs connect together and begin to talk about these connections Give an example of how Christians use beliefs to guide their daily lives Give different examples of how Christians beliefs influence daily life <p>Retell the story of creation from Genesis simply</p> <p>Recognise that creation is the beginning of the big story of the bible</p> <p>Say what the story tells Christians about God, creation and the world</p> <p>Give at least one example of what Christians do to say thank you to God for the creation</p> <p>Think, talk and ask questions about living in an amazing world</p>
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Matching Green CE Primary School Year 1/2 Curriculum Coverage

Year 1 objectives

Year 2 objectives

Year B Autumn Castles and Dragons	Year B Spring Let's go on an adventure!	Year B Summer The Seaside
Religious Education		
<p>(Human and Social Science) Thinking through living. Investigating religion and the environment Christianity: Why do people think we should care for the earth?</p> <p>(Theology) Why is light an important symbol for many religious believers?</p> <p>Christmas focus (Theology): Why does Christmas matter to Christians?</p>	<p>(Philosophy) Why do people have different views about God?</p> <p>(Theology) What do Jews remember at Passover?</p> <p>Easter focus (Theology): Why does Easter matter to Christians?</p>	<p>(Philosophy) How did the universe come to be?</p> <p>(Theology) What do Jews remember on Shabbat?</p>
<p>Human and Social Science</p> <ul style="list-style-type: none"> Identify and explain what some Jews/Christians/Muslims believe about the Earth as part of God's creation, and God's role in keeping it going. Give examples of how people respond to the idea that the Earth is amazing (e.g. religious people may praise God; religious and non-religious people may marvel at the Earth and try to treat it with care). Think, talk and ask questions about what they have learnt about the Earth, and ways some people think about God as Creator and about how all of us should treat the Earth. <p>Theology</p> <ul style="list-style-type: none"> Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief Recognise different types of writing from within one text Recognise that narratives, stories and text used by at least one religion or worldview contain beliefs Recognise that some beliefs connect together and begin to talk about these connections Give an example of how Christians use beliefs to guide their daily lives Give different examples of how Christians beliefs influence daily life <p>Retell at least on narrative where light is an important symbol</p> <p>Recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs</p>	<p>Philosophy</p> <ul style="list-style-type: none"> Ask questions about the world around them and talk about these questions Begin to make connections between using their senses and what they know about the world around them Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them Talk about what people mean when they say they 'know' something Give a simple reason using the word 'because' when talking about religion and belief Give a reason to say why someone might hold a particular belief using the word 'because' Using religious and belief stories to talk about how beliefs impact on how people behave Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions <p>Give a reason why a member of at least one religious community might believe in God</p> <p>To give a reason why a person might not believe in God</p> <p>To give an example of what a member of a religious community might believe about God</p> <p>Make connections between people's beliefs of right and wrong and their belief about God</p> <p>Theology</p> <ul style="list-style-type: none"> Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview Retell a narrative, story or important text from at least one 	<p>Philosophy</p> <ul style="list-style-type: none"> Ask questions about the world around them and talk about these questions Begin to make connections between using their senses and what they know about the world around them Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them Talk about what people mean when they say they 'know' something Give a simple reason using the word 'because' when talking about religion and belief Give a reason to say why someone might hold a particular belief using the word 'because' Using religious and belief stories to talk about how beliefs impact on how people behave Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions <p>Ask at least one question about the origin of the universe</p> <p>Give a simple reason, using the word 'because' for the origin of the universe</p> <p>Know that, for some people, religions provide an answer to the question of the origin of the universe (creation stories)</p> <p>Know that beliefs about the origin of the universe influence how individuals treat the world around them</p>



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<p>Give an example of how Christians, Hindus and Jews use beliefs (and the symbolism of light) to guide their daily lives</p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</p> <p>Recognise that stories of Jesus' life come from the Gospels</p> <p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas</p> <p>Decide what they personally have to be thankful for at Christmas time</p> <p>Human and Social Science</p>	<p>religion or worldview and recognise a link with a belief</p> <ul style="list-style-type: none">• Recognise different types of writing from within one text• Recognise that narratives, stories and text used by at least one religion or worldview contain beliefs• Recognise that some beliefs connect together and begin to talk about these connections• Give an example of how Christians use beliefs to guide their daily lives• Give different examples of how Christians beliefs influence daily life <p>Recognise that Passover (Pesach) is a Jewish festival</p> <p>Identify ways in which Passover can have an impact on Jewish daily life and family</p> <p>Identify evidence of religion and belief especially in the local area (through visit to synagogue/visiting Jew)</p>	
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