



## Curriculum Coverage By Subject in Year 1- Based on LPDS National Curriculum Assessment Materials

### Art and Design

#### End of Year Expectations

Year 1	<ul style="list-style-type: none"> <li>▶ Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences.</li> <li>▶ Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials.</li> <li>▶ Beginning to work creatively e.g. with a range of media on different scales.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Describe what they think and feel about the work of a chosen artist, craft maker or designer.</li> <li>▶ Begin to talk about the style of a chosen artist, craft maker or designer.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture.</li> <li>▶ Begin to demonstrate control of given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture.</li> <li>▶ Talk about the features they like in their own work and in the work of others.</li> <li>▶ Talk about what they might change in their own work.</li> </ul>
-----------	--	---	---	---

### Design and Technology

#### End of Year Expectations

Year 1	<ul style="list-style-type: none"> <li>▶ Use pictures and words to convey what they want to design / make.</li> <li>▶ Explore ideas by rearranging materials.</li> <li>▶ Select pictures to help develop ideas.</li> <li>▶ Use mock-ups e.g. recycled material trial models to try out their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Select materials from a limited range.</li> <li>▶ Explain what they are making.</li> <li>▶ Name the tools they are using.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Explore existing products and investigate how they have been made (including teacher-made examples).</li> <li>▶ Talk about their design as they develop and identify good and bad points.</li> <li>▶ Say what they like and do not like about items they have made and attempt to say why.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Start to use technical vocabulary.</li> <li>▶ Cut out shapes which have been created by drawing round a template.</li> <li>▶ Join materials in a variety of ways.</li> <li>▶ Decorate using a variety of techniques.</li> <li>▶ Know some ways of making structures stronger.</li> <li>▶ Show how to stiffen some materials.</li> <li>▶ Know how to make a simple structure more stable.</li> <li>▶ Attach wheels to a chassis using an axle.</li> <li>▶ Know some different ways of making things move in a 2-D plane.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Group familiar food products e.g. fruit and vegetables.</li> <li>▶ Cut and chop a range of ingredients.</li> <li>▶ Work safely and hygienically. Know about the need for a variety of foods in a diet.</li> </ul>
-----------	--	---	--	---	--

### Geography

#### End of Year Expectations

Year 1	<ul style="list-style-type: none"> <li>▶ Name and locate some places in their locality, the UK and wider world.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Describe some places and features using basic geographical vocabulary.</li> <li>▶ Express their views on some features of their environment e.g. what they do or do not like.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Ask and answer simple geographical questions.</li> <li>▶ Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Observe and describe daily weather patterns.</li> <li>▶ Use simple fieldwork and observational skills when studying the geography of their school and its grounds.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use a range of sources such as simple maps, globes, atlases and images.</li> <li>▶ Know that symbols mean something on maps.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.</li> <li>▶ Draw, speak or write about simple geographical concepts such as what they can see where.</li> </ul>
-----------	--	---	--	--	--	---

### History

#### End of Year Expectations

Year 1	<ul style="list-style-type: none"> <li>▶ Recognise the distinction between past and present.</li> <li>▶ Order and sequence some familiar events and objects.</li> <li>▶ Identify some similarities and differences between ways of life at different times.</li> <li>▶ Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Retell some events from beyond their living memory which are significant nationally or globally.</li> <li>▶ Describe some changes within their living memory (including aspects of national life where appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>▶ Make simple observations about different people, events, beliefs and communities.</li> <li>▶ Use sources to answer simple questions about the past.</li> <li>▶ Identify some of the basic ways in which the past can be represented.</li> <li>▶ Choose parts of stories and other sources to show what they know about the past.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Describe special or significant events.</li> <li>▶ Retell simple stories or events from the past.</li> <li>▶ Use simple historical terms.</li> </ul>
-----------	---	--	--	---

### Music

#### End of Year Expectations

Year 1	<ul style="list-style-type: none"> <li>▶ Rehearse and perform with others, using untuned instruments and voices to sing songs, speak chants and rhymes.</li> <li>▶ Perform with confidence cumulative songs (<i>songs with a simple melody that changes each verse</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▶ Understand how sounds can be made in different ways and described using given and invented signs and symbols.</li> <li>▶ Listen to contrasting songs (such as lullabies and dance / up-tempo) with concentration, remembering specific instrumental names and sounds.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Experiment with creating and copying musical patterns.</li> <li>▶ Begin to explore the sounds of their voices and various musical instruments, recognising the differences between singing and speaking and wood, metal, skin (<i>drum</i>) and 'shaker' sounds.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Begin to explore their feelings about music using movement, dance and expressive language.</li> <li>▶ Develop an understanding that music has been composed throughout history.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds.</li> <li>▶ Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds.</li> </ul>
-----------	---	---	--	---	---

## Physical Education

### End of Year Expectations

Year 1	<ul style="list-style-type: none"><li>▶ Perform fundamental movement skills at a developing level in:<ul style="list-style-type: none"><li>○ Travelling skills.</li><li>○ Sending skills.</li><li>○ Receiving skills.</li></ul></li><li>▶ Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance.</li></ul>	<ul style="list-style-type: none"><li>▶ Examples of FMS may include:<ul style="list-style-type: none"><li>○ Travelling skills - running, hopping, skipping.</li><li>○ Sending skills – rolling, kicking, throwing.</li><li>○ Receiving skills - catching.</li></ul></li></ul>	<ul style="list-style-type: none"><li>▶ Apply a simple tactic in a 1V1 or 2V2 net type game.</li><li>▶ Engage in simple competitive and cooperative activities.</li></ul>	<ul style="list-style-type: none"><li>▶ Create and link simple combinations of 2 or 3 actions in ways that suit the physical activity (<i>for example gymnastic activities</i>).</li><li>▶ Choose appropriate movements for different dance ideas and repeat short dance phrases.</li></ul>	<ul style="list-style-type: none"><li>▶ Describe what they have done or seen others doing.</li></ul>
-----------	---	---	---	---	--

## Computing

### End of Year Expectations

Year 1	<ul style="list-style-type: none"><li>▶ Recognise common uses of information technology beyond school.</li><li>▶ Understand the rules and responsibilities outlined by the school's acceptable use policy and begin to understand where to go for help when they have concerns.</li><li>▶ Develop an understanding of how to keep their personal information private and understand they need to use technology safely and respectfully.</li></ul>	<ul style="list-style-type: none"><li>▶ Use technology with support, to create, store and retrieve digital content such as text and images.</li><li>▶ Use a simple search to find information or files.</li><li>▶ Develop understanding of how simulations work through exploring simple examples.</li></ul>	<ul style="list-style-type: none"><li>▶ Understand what algorithms are and develop strategies to help find bugs in them.</li><li>▶ Make very simple programs.</li></ul>
-----------	--	--	---

## Science

### Scientific Knowledge and Conceptual Understanding: Year 1 Expectations

Material Properties – Uses of Materials	Animals – Animal Survival and Growth	Animals - Other Animals
<ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, water, rock, paper and cardboard for particular uses.</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (applying a force).               <ul style="list-style-type: none"> <li>Some materials can be found naturally; others have to be made.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Notice that animals have offspring which grow into adults.</li> <li>Find out about and describe the basic needs of animals for survival (water, food and air).</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name a variety of common animals including some fish, some amphibians, some reptiles, some birds and some mammals.</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores (i.e. according to what they eat).</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, and including pets).               <ul style="list-style-type: none"> <li>Find out and describe how animals look different to one another.</li> <li>Group together animals according to their different features.</li> <li>Recognise similarities between animals: Structure: head, body, way of moving, senses, body covering, tail.</li> </ul> </li> <li>Animals have senses to explore the world around them and to help them to survive.</li> <li>Recognise that animals need to be treated with care and sensitivity to keep them alive and healthy.</li> <li>Animals are alive; they move, feed, grow, use their senses and reproduce.</li> </ul>
Material Properties – Everyday Materials	Light and Astronomy – Seasonal Change	
<ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock, brick, paper and cardboard.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and describe changes across the four seasons.</li> <li>Observe and describe weather associated with the seasons and how day length and temperature varies.</li> </ul>	

## Science

### Year Group Expectations for Working Scientifically Skills (Grid 1)

Year 1	<ul style="list-style-type: none"> <li>Begin to use simple scientific language (from Y1 PoS) to talk about or record what they have noticed.</li> <li>Use observations to make suggestions and / or ask questions.</li> <li>Look / observe closely and communicate changes over time.</li> <li>Look / observe closely and communicate the features or properties of things in the real world.</li> <li>Observe closely using their senses.</li> </ul>	<ul style="list-style-type: none"> <li><b>Name</b> / identify common examples and some common features.</li> <li>With help, decide how to sort and <b>group</b> objects, materials or living things.</li> <li><b>Name</b> basic features of objects, materials and living things.</li> <li>Say how things are similar or different.</li> <li><b>Compare</b> and contrast simple observable features / characteristics of objects, materials and living things.</li> </ul>	<ul style="list-style-type: none"> <li>Ask simple questions about what they notice about the world around them.</li> <li>Demonstrate curiosity by the questions they ask.</li> </ul>	<ul style="list-style-type: none"> <li>Ask people questions (e.g. an expert or hot-seating).</li> <li>Use simple primary and secondary sources (such as objects, books and photographs) to find things out.</li> </ul>	<ul style="list-style-type: none"> <li>With help, follow movements (dance / drama) to act out their science.</li> </ul>	<ul style="list-style-type: none"> <li>Share ideas in a group and listen to the ideas of others.</li> <li>Work with others on a science task.</li> </ul>
--------	---	---	--	--	---	--

## Science

### Year Group Expectations for Working Scientifically Skills (Grid 2)

Year 1	<ul style="list-style-type: none"> <li>With help, carry out a simple test / comparative test.</li> <li>With help, make a simple prediction or suggestion about what might happen.</li> <li>Begin to suggest some ideas e.g. choose which equipment to use, choose which materials to test from a selection.</li> <li>Talk about ways of setting up a test.</li> </ul>	<ul style="list-style-type: none"> <li><b>Measure</b> using non-standard units e.g. how many lolly sticks / cubes / handfuls, etc.</li> <li>Observe closely, using simple equipment (e.g. hand lenses, egg timers).</li> <li>Use senses to <b>compare</b> different textures, sounds and smells.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate their ideas to a range of audiences in a variety of ways.</li> <li>Complete a pre-constructed table / chart using picture records or simple words.</li> <li>Contribute to a class display.</li> <li>Add annotations to drawings or photographs.</li> <li>Begin to use some simple scientific language from Y1 PoS.</li> <li>Record simple visual representations of observations made.</li> </ul>	<ul style="list-style-type: none"> <li>Use recordings to talk about and describe what happened.</li> <li>Sequence photographs of an event / observation.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use simple scientific language (from Y1 PoS) to talk about what they have found out or why something happened.</li> </ul>	<ul style="list-style-type: none"> <li>N/A in Y1.</li> </ul>
--------	---	---	--	---	---	--

## Curriculum Coverage By Subject in Year 2- Based on LPDS National Curriculum Assessment Materials

### Art and Design

#### End of Year Expectations

Year 2	<ul style="list-style-type: none"> <li>Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences.</li> <li>Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials.</li> <li>Show confidence in working creatively e.g. with a range of media on different scales.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>Talk about the similarities and differences between different artists, craft makers or designers.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens.</li> <li>Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'.</li> <li>Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'.</li> <li>Adapt and make changes to their work and the tools they use as it develops.</li> <li>Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.</li> </ul>
-----------	--	--	--	---

### Design and Technology

#### End of Year Expectations

Year 2	<ul style="list-style-type: none"> <li>Propose more than one idea for their product.</li> <li>Use ICT to communicate ideas.</li> <li>Use drawings to record ideas as they are developed.</li> <li>Add notes to drawings to help explanations.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss their work as it progresses.</li> <li>Select and name the tools needed to work the materials.</li> <li>Explain which materials they are using and why.</li> </ul>	<ul style="list-style-type: none"> <li>Decide how existing products do / do not achieve their purpose.</li> <li>Discuss how closely their finished product meets their own design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Start to use technical vocabulary.</li> <li>Cut out shapes which have been created by drawing round a template.</li> <li>Join materials in a variety of ways.</li> <li>Decorate using a variety of techniques.</li> <li>Know some ways of making structures stronger.</li> <li>Show how to stiffen some materials.</li> <li>Know how to make a simple structure more stable.</li> <li>Attach wheels to a chassis using an axle.</li> <li>Know some different ways of making things move in a 2-D plane.</li> </ul>	<ul style="list-style-type: none"> <li>Cut, peel, grate, chop a range of ingredients.</li> <li>Work safely and hygienically.</li> <li>Know about the <i>Eatwell Plate</i>.</li> <li>Understand where food comes from.</li> </ul>
-----------	--	--	--	---	--

### Geography

#### End of Year Expectations

Year 2	<ul style="list-style-type: none"> <li>Name and locate significant places in their locality, the UK and wider world.</li> </ul>	<ul style="list-style-type: none"> <li>Describe places and features using simple geographical vocabulary.</li> <li>Make observations about features that give places their character.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer simple geographical questions when investigating different places and environments.</li> <li>Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.</li> </ul>	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns.</li> <li>Develop simple fieldwork and observational skills when studying the geography of their school and local environment.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.</li> <li>Use simple compass directions as well as locational and directional language when describing features and routes.</li> </ul>	<ul style="list-style-type: none"> <li>Express views about the environment and can recognise how people sometimes affect the environment.</li> <li>Create their own simple maps and symbols.</li> </ul>
-----------	---	--	---	---	--	---

### History

#### End of Year Expectations

Year 2	<ul style="list-style-type: none"> <li>Order and sequence events and objects.</li> <li>Recognise that their own lives are similar and / or different from the lives of people in the past.</li> <li>Use common words and phrases concerned with the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Develop awareness of significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer simple questions about the past through observing and handling a range of sources.</li> <li>Consider why things may change over time.</li> <li>Recognise some basic reasons why people in the past acted as they did.</li> <li>Choose parts of stories and other sources to show what they know about significant people and events.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what / who was significant in simple historical accounts.</li> <li>Demonstrate simple historical concepts and events through role-play, drawing and writing.</li> <li>Use a variety of simple historical terms and concepts.</li> </ul>
-----------	---	--	---	---

### Music

#### End of Year Expectations

Year 2	<ul style="list-style-type: none"> <li>Play tuned and untuned instruments.</li> <li>Use their voices expressively to rehearse and perform with others, recognising a song with an accompaniment (<i>instrumental backing</i>) and one without.</li> <li>Can start and finish together and can keep to a steady pulse.</li> </ul>	<ul style="list-style-type: none"> <li>Listen with concentration to music of a longer duration and recognise simple structures (for example, a beginning, middle and end).</li> <li>Understand that music can be used for particular purposes and occasions.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with creating their own musical patterns and begin to identify one strand (<i>section</i>) of music or more.</li> <li>Begin to improve their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and match sounds with pictures of different instruments.</li> <li>Explore a variety of vocal qualities through singing and speaking.</li> <li>Begin to use onomatopoeia sound words to describe selected sounds and the ways in which they are produced.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between a steady beat and no beat and identify sections within a piece of music which sound the same or different.</li> <li>Understand that tempo means speed, and identify the tempo of music as fast, moderate, slow, getting faster or getting slower.</li> </ul>
-----------	--	---	---	--	--

## Physical Education

### End of Year Expectations

Year 2	<ul style="list-style-type: none"> <li>▶ Perform fundamental movement skills at a developing level and start to master some basic movements in:               <ul style="list-style-type: none"> <li>○ Travelling skills.</li> <li>○ Sending skills.</li> <li>○ Receiving skills.</li> </ul> </li> <li>▶ Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Examples of FMS may include:               <ul style="list-style-type: none"> <li>○ Travelling skills - running, galloping, dodging.</li> <li>○ Sending skills - throwing, kicking, bouncing and striking a ball.</li> <li>○ Receiving skills - trapping and catching an object.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ Apply simple tactics in a 3V1 game.</li> <li>▶ Engage in simple competitive and cooperative activities.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Create and link simple combinations of 3 or 4 actions in ways that suit the physical activity (<i>for example gymnastic activities</i>).</li> <li>▶ Link body actions and remember and repeat dance phrases.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Describe what they have done or seen others doing.</li> <li>▶ Comment on a skill or combination of skills and say how it could be improved.</li> </ul>
-----------	--	--	---	--	---

## Computing

### End of Year Expectations

Year 2	<ul style="list-style-type: none"> <li>▶ Know their responsibilities from their school's acceptable use policy and how to report any concerns they have.</li> <li>▶ Recognise situations using technology and the internet involving content and contact that are not safe and know where to go for help.</li> <li>▶ Begin to develop an understanding of the importance of computers and the internet to communicate.</li> <li>▶ Develop their knowledge of the technology used in everyday life in a range of situations and be able to discuss their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use technology with purpose to create, store, organise, retrieve and manipulate digital content.</li> <li>▶ Learn to make a range of simple digital assets such as presentations, movies, audio files and graphs.</li> <li>▶ Navigate the web and carry out simple searches using suitable search engines and begin to understand that not everything on the internet is true.</li> <li>▶ Use simple simulations and understand how they work.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use algorithms and know that they can be implemented as programs on devices.</li> <li>▶ Know what debugging is and find errors in their programs.</li> <li>▶ Understand that programs execute by following a precise set of instructions.</li> <li>▶ Create simple programs and further develop their strategies and logical thinking to find bugs and predict outcomes in their algorithms and programs.</li> </ul>
-----------	---	--	---

Moorside Primary School