## Key Stage One - Termly Targets
### Milestone One

### Year A Term 1
#### Topic: Ourselves

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Science</th>
<th>History</th>
<th>Geography</th>
<th>Art</th>
<th>DT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fiction Non-Fiction</strong></td>
<td><strong>To work scientifically:</strong></td>
<td><strong>To understand chronology:</strong></td>
<td><strong>To investigate places:</strong></td>
<td><strong>To develop ideas:</strong></td>
<td><strong>To master practical skills:</strong></td>
</tr>
<tr>
<td>- Narrative</td>
<td>- Ask simple questions</td>
<td>- Recount changes that have occurred in their own lives</td>
<td>- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</td>
<td>- Respond to ideas and starting points.</td>
<td>- Food:</td>
</tr>
<tr>
<td>- Instructions</td>
<td>- Observe closely, using simple equipment</td>
<td>- Identify and classify</td>
<td>- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</td>
<td>- Explore ideas and collect visual information.</td>
<td>- Cut, peel or grate ingredients safely and hygienically.</td>
</tr>
<tr>
<td>- Poetry</td>
<td>- Perform simple tests</td>
<td>- Use observations and ideas to suggest answers to questions</td>
<td>- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</td>
<td>- Explore different methods and materials as ideas develop.</td>
<td>- Measure or weigh using measuring cups or electronic scales.</td>
</tr>
<tr>
<td></td>
<td>- Identify and classify</td>
<td>- Gather and record data to help in answering questions</td>
<td>- Use aerial images and plan perspectives to recognise landmarks and basic physical features</td>
<td>- Drawing:</td>
<td>- Assemble or cook ingredients.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time</td>
<td>- Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- To investigate patterns:</td>
<td>- Key human features, including: city, town, village, factory, farm, house, office and shop.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Identify land use around the school</td>
<td>- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe location of features and routes on a map</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>To communicate geographically:</strong></td>
<td>- Devise a simple map, and use and construct basic symbols in a key. Use simple grid references (A1, B1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Use basic geographical vocabulary to refer to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- <strong>Key physical features</strong>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</td>
<td>- Colour (own work) neatly following the lines.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- <strong>Key human features</strong>, including: city, town, village, factory, farm, house, office and shop.</td>
<td>- Show pattern and texture by adding dots and lines.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe location of features and routes on a map</td>
<td>- Show different tones by using coloured pencils.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Devise a simple map, and use and construct basic symbols in a key. Use simple grid references (A1, B1)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Year A Term 2
### Milestone One

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Science</th>
<th>History</th>
<th>Geography</th>
<th>Art</th>
<th>DT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction</td>
<td>To work scientifically:</td>
<td>To investigate and interpret the past:</td>
<td>Not being taught this term.</td>
<td>To develop ideas:</td>
<td>Not being taught this term.</td>
</tr>
<tr>
<td>Non-Fiction</td>
<td>- Ask simple questions</td>
<td>- Observe or handle evidence to ask questions and find answers to questions about the past.</td>
<td></td>
<td>- Respond to ideas and starting points.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Observe closely, using simple equipment</td>
<td>- Ask questions such as: What was it like for people? What happened? How long ago?</td>
<td></td>
<td>- Explore ideas and collect visual information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Perform simple tests</td>
<td>- Use artefacts, pictures, stories, online sources and databases to find out about the past.</td>
<td></td>
<td>- Explore different methods and materials as ideas develop.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Identify and classify</td>
<td>- Identify some of the different ways the past has been represented.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Use observations and ideas to suggest answers to questions</td>
<td>To build an overview of world history:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Gather and record data to help in answering questions</td>
<td>- Describe historical events.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>To investigate living things:</strong></td>
<td>- Describe significant people from the past.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Explore and compare the differences between things that are living, that are dead and that have never been alive.</td>
<td>- Recognise that there are reasons why people in the past acted as they did.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>To investigate materials:</strong></td>
<td>To understand chronology:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Distinguish between an object and the material from which it is made.</td>
<td>- Place events and artefacts in order on a timeline.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</td>
<td>- Label timelines with words or phrases such as: past, present, older and newer.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Describe the simple physical properties of a variety of everyday materials.</td>
<td>- Use dates where appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Compare and group together a variety of everyday materials on the basis of their simple physical properties.</td>
<td>To communicate historically:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</td>
<td>- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.</td>
<td>- Show an understanding of the concept of nation and a nation’s history.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>To understand the Earth’s movement in space:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Observe changes across the four seasons.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Observe and describe weather associated with the seasons and how day length varies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Key Stage One - Termly Targets

## Year A Term 3

### Topic: Extreme Weather: Cold Places (Norway)

<table>
<thead>
<tr>
<th>Literacy (Fiction)</th>
<th>Science</th>
<th>History</th>
<th>Geography</th>
<th>Art</th>
<th>DT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative</strong></td>
<td>To work scientifically:</td>
<td>Not being taught this term.</td>
<td>To investigate places:</td>
<td>To develop ideas:</td>
<td>Not being taught this term.</td>
</tr>
<tr>
<td><strong>Diaries</strong></td>
<td>- Ask simple questions</td>
<td></td>
<td>- Ask and answer geographical questions (such as: What is a place like? What or who will I see in this place? What do people do in this place?)</td>
<td>- Respond to ideas and starting points.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Observe closely, using simple equipment</td>
<td></td>
<td>- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</td>
<td>- Explore ideas and collect visual information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Perform simple tests</td>
<td></td>
<td>- Name and locate the world’s continents and oceans.</td>
<td>- Explore different methods and materials as ideas develop.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Identify and classify</td>
<td></td>
<td><strong>To investigate patterns:</strong></td>
<td><strong>Painting:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Use observations and ideas to suggest answers to questions</td>
<td></td>
<td>- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a non-contrasting European country.</td>
<td>- Use thick and thin brushes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Gather and record data to help in answering questions</td>
<td></td>
<td>- 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.</td>
<td>- Mix primary colours to make secondary.</td>
<td></td>
</tr>
<tr>
<td><strong>To investigate materials:</strong></td>
<td>Distinguish between an object and the material from which it is made.</td>
<td></td>
<td><strong>To communicate geographically:</strong></td>
<td>- Add white to colours to make tints and black to make tones.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</td>
<td></td>
<td>- Use basic geographical vocabulary to refer to:</td>
<td>- Create colour wheels.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describe the simple physical properties of a variety of everyday materials.</td>
<td></td>
<td><strong>Key physical features,</strong> <strong>including:</strong></td>
<td><strong>To take inspiration from the greats (classic and modern):</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</td>
<td></td>
<td>- beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather</td>
<td>- Describe the work of notable artists, artisans and designers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</td>
<td></td>
<td><strong>Key human features,</strong> <strong>including</strong></td>
<td>- Use some of the ideas of artists studied to create pieces.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.</td>
<td></td>
<td>city, town, village, factory, farm, house, office and shop.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Key Stage One - Termly Targets
## Milestone One
### Year A Term 4
#### Topic: Kings and Queens

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Science</th>
<th>History</th>
<th>Geography</th>
<th>Art</th>
<th>DT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fiction</strong></td>
<td>Senses: To work scientifically:</td>
<td>To investigate and interpret the past</td>
<td>Not being taught this term.</td>
<td>Not being taught this term.</td>
<td><strong>To master practical skills:</strong></td>
</tr>
<tr>
<td><strong>Non-Fiction</strong></td>
<td>- Ask simple questions.</td>
<td>- Observe and handle evidence to ask questions and find answers about the past.</td>
<td></td>
<td></td>
<td><strong>Construction</strong></td>
</tr>
<tr>
<td>Narrative Explanation texts</td>
<td>- Observe closely, using simple equipment.</td>
<td>- Ask questions such as: What was it like for people? What happened? How long ago?</td>
<td></td>
<td></td>
<td>- Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</td>
</tr>
<tr>
<td></td>
<td>- Perform simple tests.</td>
<td>- Use artefacts, pictures, stories and databases to find out about the past.</td>
<td></td>
<td></td>
<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td></td>
<td>- Identify and classify.</td>
<td>- Identify some of the different ways the past has been represented.</td>
<td></td>
<td></td>
<td>- Create products using levers, wheels and winding mechanisms.</td>
</tr>
<tr>
<td></td>
<td>- Use observations and ideas to suggest answers to questions.</td>
<td><strong>To build an overview of world history:</strong></td>
<td></td>
<td></td>
<td><strong>To design, make, evaluate and improve:</strong></td>
</tr>
<tr>
<td></td>
<td>- Gather and record data to help in answering questions.</td>
<td>- Describe historical events.</td>
<td></td>
<td></td>
<td>- Design products that have a clear purpose and an intended user.</td>
</tr>
<tr>
<td><strong>To understand the Earth’s movement in space:</strong></td>
<td></td>
<td>- Describe significant people from the past.</td>
<td></td>
<td></td>
<td>- Make products, refining the design as work progresses.</td>
</tr>
<tr>
<td></td>
<td>- Observe changes across the four seasons.</td>
<td>- Recognise that there are reasons why people in the past acted as they did.</td>
<td></td>
<td></td>
<td><strong>Textiles:</strong></td>
</tr>
<tr>
<td></td>
<td>- Observe and describe weather associated with the seasons and how day length varies.</td>
<td><strong>To understand chronology:</strong></td>
<td></td>
<td></td>
<td>- Shape textiles using templates.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Place events and artefacts in order on a timeline.</td>
<td></td>
<td></td>
<td>- Join textiles using running stitch.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Label time lines with words or phrases such as: past, present, older and newer.</td>
<td></td>
<td></td>
<td>- Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- To use dates where appropriate.</td>
<td></td>
<td></td>
<td><strong>To communicate historically:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>To communicate historically:</strong></td>
<td></td>
<td></td>
<td>- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- To show an understanding of the concept of nation and a nation’s history.</td>
<td></td>
<td></td>
<td>- To show an understanding of the concept of nation and a nation’s history.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace</td>
<td></td>
<td></td>
<td>- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace</td>
</tr>
</tbody>
</table>
**Key Stage One Termly Targets 2019-2021**

**Milestone One**

**Year A Term 5/6**
**Topic: Farm to Fork (Local History)**

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Fiction</th>
<th>Non-Fiction</th>
<th>Science</th>
<th>History</th>
<th>Geography</th>
<th>Art</th>
<th>DT</th>
</tr>
</thead>
</table>
| **Letters** | • Ask simple questions  
  • Observe simple questions, using simple equipment  
  • Perform simple tests  
  • Identify and classify  
  • Use observations and ideas to suggest answers to questions  
  • Gather and record data to help in answering questions | | **To work scientifically:** | **To investigate and interpret the past:**  
  • Observe and handle evidence to ask questions and find answers about the past.  
  • Ask questions such as: What was it like for people? What happened? How long ago?  
  • Use artefacts, pictures, stories and databases to find out about the past.  
  • Identify some of the different ways the past has been represented. | **To communicate geographically:**  
  • Use basic geographical vocabulary to refer to:  
  • Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.  
  • Key human features, including: city, town, village, factory, farm, house, office and shop.  
  • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. | **To develop ideas:**  
  • Respond to ideas and starting points.  
  • Explore ideas and collect visual information.  
  • Explore different methods and materials as ideas develop.  
  • Textiles:  
    • Use weaving to create a pattern.  
    • Join materials using glue and/or stitch.  
    • Use plaiting.  
    • Use dip dye techniques. | **To master practical skills:**  
  • Food:  
    • Cut, peel or grate ingredients safely and hygienically.  
    • Measure and weigh using measuring cups or electronic scales.  
    • Assemble or cook ingredients. | **To design, make, evaluate and improve:**  
  • Design products that have a clear purpose and an intended user.  
  • Make products, refining the design as work progresses. |
| **Information texts**  
  • Poetry  
  • Narrative  
  • Recount | | **To understand plants:**  
  • Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.  
  • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.  
  • Observe and describe how seeds and bulbs grow into mature plants.  
  • Find out and describe how plants and bulbs grow into mature plants.  
  • Find out and describe how plants, need water, light and a suitable temperature to grow and stay healthy. | | | | |
| **To understand the Earth’s movement in space:**  
  • Observe changes across the four seasons.  
  • Observe and describe weather associated with the seasons and how day length varies. | | | | | | |