

Key Stage One - Termly Targets Milestone One

Year A Term 1 Topic- Ourselves

Literacy Fiction Non-Fiction	Science	History	Geography	Art	DT
<ul style="list-style-type: none"> • Narrative • Instructions • Poetry 	<p>To work scientifically:</p> <ul style="list-style-type: none"> • Ask simple questions • Observe closely, 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 <p>To understand animals and humans:</p> <ul style="list-style-type: none"> • Identify name, draw and label basic parts of the human body. • To notice that animals, including humans. Have offspring which grow into adults. • To investigate and describe the basic needs of animals, including humans, for survival (water, food and air) <p>To understand the Earth's movement in space:</p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. 	<p>To understand chronology:</p> <ul style="list-style-type: none"> • Recount changes that have occurred in their own lives <p>To communicate historically:</p> <ul style="list-style-type: none"> • 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 	<p>To investigate places:</p> <ul style="list-style-type: none"> • 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?) • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features <p>To investigate patterns:</p> <ul style="list-style-type: none"> • Identify land use around the school <p>To communicate geographically: Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • 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 location of features and routes on a map • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1) 	<p>To develop ideas:</p> <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. <p>Drawing:</p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. 	<p>To master practical skills Food:</p> <ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients.

Key Stage One - Termly Targets Milestone One

Year A Term 2 Topic- Anchors Away

Literacy Fiction Non-Fiction	Science	History	Geography	Art	DT
<ul style="list-style-type: none"> Labels and captions Non-chronological reports Narrative 	<p>To work scientifically:</p> <ul style="list-style-type: none"> Ask simple questions Observe closely, 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 <p>To investigate living things:</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, that are dead and that have never been alive. <p>To investigate materials:</p> <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. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. <p>To understand the Earth's movement in space:</p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. 	<p>To investigate and interpret the past:</p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. <p>To build an overview of world history:</p> <ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. <p>To understand chronology:</p> <ul style="list-style-type: none"> Place events and artefacts in order on a timeline. Label timelines with words or phrases such as: past, present, older and newer. Use dates where appropriate <p>To communicate historically:</p> <ul style="list-style-type: none"> 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. Show an understanding of the concept of nation and a nation's history. 	<p>Not being taught this term.</p>	<p>To develop ideas:</p> <ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. <p>Collage:</p> <ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. 	<p>Not being taught this term.</p>

Key Stage One - Termly Targets Milestone One

Year A Term 3

Topic- Extreme Weather : Cold Places (Norway)

Literacy Fiction Non-Fiction	Science	History	Geography	Art	DT
<ul style="list-style-type: none"> • Narrative • Diaries 	<p>To work scientifically:</p> <ul style="list-style-type: none"> • Ask simple questions • Observe closely, 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 <p>To investigate materials:</p> <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. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. <p>To understand the Earth's movement in space:</p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. 	<p>Not being taught this term.</p>	<p>To investigate places:</p> <ul style="list-style-type: none"> • 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?) • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Name and locate the world's continents and oceans. <p>To investigate patterns:</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 United Kingdom and a non-contrasting European country. • 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. <p>To communicate geographically:</p> <ul style="list-style-type: none"> • 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. 	<p>To develop ideas:</p> <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. <p>Painting:</p> <ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to make tones. • Create colour wheels. <p>To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 	<p>Not being taught this term.</p>

Key Stage One- Termly Targets
Milestone One

Year A Term 4
Topic- Kings and Queens

Literacy Fiction Non-Fiction	Science	History	Geography	Art	DT
<ul style="list-style-type: none"> • Narrative • Explanation texts 	<p>Senses:</p> <p>To work scientifically:</p> <ul style="list-style-type: none"> • Ask simple questions. • Observe closely, 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. <p>To understand the Earth's movement in space:</p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. 	<p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • 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. <p>To build an overview of world history:</p> <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. <p>To understand chronology:</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a timeline. • Label time lines with words or phrases such as: past, present, older and newer. • To use dates where appropriate. <p>To communicate historically:</p> <ul style="list-style-type: none"> • 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 • To show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace 	<p>Not being taught this term.</p>	<p>Not being taught this term.</p>	<p>To master practical skills:</p> <p>Construction</p> <ul style="list-style-type: none"> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. <p>Mechanics</p> <ul style="list-style-type: none"> • Create products using levers, wheels and winding mechanisms. <p>To design, make, evaluate and improve:</p> <ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. <p>Textiles:</p> <ul style="list-style-type: none"> • Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing.)

Key Stage One- Termly Targets 2019-2021
Milestone One

Year A Term 5/6

Topic- Farm to Fork (Local History)

Literacy Fiction Non-Fiction	Science	History	Geography	Art	DT
<ul style="list-style-type: none"> • Letters • Information texts • Poetry • Narrative • Recount 	<p>To work scientifically:</p> <ul style="list-style-type: none"> • 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 <p>To understand plants:</p> <ul style="list-style-type: none"> • 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. <p>Term 6:</p> <p>To investigate living things:</p> <ul style="list-style-type: none"> • Identify that most living things live in habitats to which they are suited and describe 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. <p>To understand the Earth's movement in space:</p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. 	<p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • 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. <p>To build an overview of world history:</p> <ul style="list-style-type: none"> • Describe historical events. <p>To understand chronology:</p> <ul style="list-style-type: none"> • To use dates where appropriate. <p>To communicate historically:</p> <ul style="list-style-type: none"> • 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 • To show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace 	<p>To communicate geographically:</p> <ul style="list-style-type: none"> • 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. 	<p>To develop ideas:</p> <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. <p>Textiles:</p> <ul style="list-style-type: none"> • Use weaving to create a pattern • Join materials using glue and/or stitch. • Use plaiting. • Use dip dye techniques. 	<p>To master practical skills: Food:</p> <ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Measure and weigh using measuring cups or electronic scales. • Assemble or cook ingredients. <p>To design, make, evaluate and improve:</p> <ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses.

