

Key Stage One- Termly Targets
Milestone One

Year B Term 1

Topic- Healthy Me and My World

Literacy Fiction Non-Fiction	Science	History	Geography	Art	DT
<ul style="list-style-type: none"> • Narrative • Instructions • Letter writing 	<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"> • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. <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. • Use simple fieldwork and observational skills to study the geography of the school and key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas. • To 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 the 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>Print:</p> <ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers) • Use objects to create prints (e.g. fruit, vegetables, or sponges) • Press, roll, rub and stamp to make prints. 	<p>To master practical skills</p> <p>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 B Term 2

Topic- London and the Great Fire

Literacy Fiction Non-Fiction	Science	History	Geography	Art	DT
<ul style="list-style-type: none"> • Poetry • Narrative • Non-chronological reports • Descriptive writing • 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 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 B term 3

Topic- Extreme Weather : Hot Places (Australia)

Literacy Fiction Non-Fiction	Science	History	Geography	Art	DT
<ul style="list-style-type: none"> • Narrative • Non-chronological report 	<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 B Term 4

Topic – Medicine through time

Literacy Fiction Non-Fiction	Science	History	Geography	Art	DT
<ul style="list-style-type: none"> Narrative Biography Letter writing Instructions 	<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 animals and humans:</p> <ul style="list-style-type: none"> Say which part of the body is associated with each sense. <p>To investigate sound and hearing:</p> <ul style="list-style-type: none"> Observe and name a variety of sources of sound, noticing that we hear with our ears. <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 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"> To place events and artefacts in order on a timeline. 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. 	<p>Not being taught this term.</p>	<p>Not being taught this term.</p>	<p>To master practical skills:</p> <p>Materials:</p> <ul style="list-style-type: none"> Cut materials safely using tools provided. Measure and mark out to the nearest centimetre. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding, curling) Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). <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.) <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. Use software to design.

Key Stage One- Termly Targets Milestone One

Year B Term 5/6

Topic- Amazing Places : The Amazon Rainforest and the Rocky Mountains (Term 5) The Great Wall of China and the Pyramids (Term 6)

Literacy Fiction Non- Fiction	Science	History	Geography	Art	DT
	<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>Term 5: To understand animals and humans:</p> <ul style="list-style-type: none"> Identify and name a variety of common animals that are birds, fish, mammals and invertebrates. 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 (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). <p>Term 6: 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 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 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>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 world maps, atlases and globes to identify countries, continents and oceans. Name and locate the world's continents and oceans. <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, 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>Sculpture:</p> <ul style="list-style-type: none"> Using a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. 	<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>Computing:</p> <ul style="list-style-type: none"> Model designs using software. <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. Use software to design. <p>To take inspiration from design throughout history:</p> <ul style="list-style-type: none"> Explore objects and designs to identify likes and dislikes of designs. Suggest improvements to existing designs. Explore how products have been created.

