

Graffham CE Infant School KS1– Curriculum Progression of Knowledge and Skills 2018 – 2020

Humanities and Computing Curriculum			
Subject		Year 1	Year 2
History	Chronological Understanding	<ul style="list-style-type: none"> Explain how they have changed since they were born Aut 1 Place objects/events in order and explain that some objects belonged to the past Spring 1 	<ul style="list-style-type: none"> Use phrases and words like: before, after, past, present, then and now; with historical meaning Aut 1 Sequence a set of events in chronological order and give reasons for the order Spring 2
	Knowledge Interpretation	<ul style="list-style-type: none"> Explain how some people from the past have helped our lives be better today Summer 1 Describe the difference between the present and the past in their own and other people’s lives Aut 2 	<ul style="list-style-type: none"> Recount interesting facts from historical events or the life of someone from Britain in the past. Spring 2 Think of reasons why things happened the way they did Aut 2 Compare how things in their life are different to when their parents and their grandparents were their age Aut 1
	Historical Enquiry	<ul style="list-style-type: none"> Answer questions about an artifact and give a plausible explanation about what it was used for in the past Summer 2 Find answers to some simple questions about the past from different sources of information Spring 2 	<ul style="list-style-type: none"> Answer questions by using a specific source such as a nonfiction book or asking an older person Summer 2 Research a famous event that happened in Britain Aut 2 or the life of a famous person from the past Summer 1 Think why there might be differences in the way things are retold Spring 2
Geography	Geographical Enquiry	<ul style="list-style-type: none"> Keep a weather chart and answer questions about the weather Spring 2 	<ul style="list-style-type: none"> Say what they like and don’t like about the local area and a different area that they have studied Summer 2
	Physical Geography	<ul style="list-style-type: none"> Explain how the weather changes with each season Summer 1 Explain the main features of a hot and cold place Spring 1 	<ul style="list-style-type: none"> Describe a place outside Europe using geographical words Spring 1 Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, and valley Aut 2
	Human Geography	<ul style="list-style-type: none"> Explain what they might need if they lived in a very hot or a very cold country Spring 1 	<ul style="list-style-type: none"> Explain how people might spoil an area or make it better Spring 2 Explain what facilities a town or village might need Summer 1
	Geographical Knowledge	<ul style="list-style-type: none"> Find where they live on a map of the UK Aut 2 Identify the 4 countries making the United Kingdom and name their capital cities Aut 1 	<ul style="list-style-type: none"> Point out on a globe or an atlas, the equator, the north and south poles, the world’s 7 continents and 5 oceans Aut 1
Computing	Algorithms & Programs	<ul style="list-style-type: none"> Use simple instructions (left/right forwards/backwards, up/down) to control a programmable toy (e.g. a Bee-bot) Aut 1 Predict the outcome of simple instructions Summer 1 	<ul style="list-style-type: none"> Create and debug a simple program Aut 1 Use logical reasoning to predict the behaviour of a simple program and use precise and unambiguous instructions to change it if necessary Summer 1
	Data Retrieving & Organising	<ul style="list-style-type: none"> Capture images with a camera and record a sound and play it back Spring 1 Enter information into a template to make a graph and say what the results on the graph show Spring 2 	<ul style="list-style-type: none"> Use technology to create, organise and store digital content (e.g. find information on a website and save it to a specific file) Spring 1 Retrieve and manipulate digital content stored previously (e.g. make a slide show from text and pictures previously saved) Spring 2
	Communicating	<ul style="list-style-type: none"> Tell someone else what the school e-safety Code of Conduct means Summer 2 Word process ideas using a keyboard, (including using spacebar, back space, enter, shift and arrow keys) Aut 2 	<ul style="list-style-type: none"> Use technology safely and respectful (know that personal information should be kept private; know what to do about something upsetting on the internet) Summer 2 Recognise common uses of information technology beyond school Aut 2

Graffham CE Infant School KS1– Curriculum Progression of Knowledge and Skills 2018 – 2020

Creative Curriculum			
Subject		Year 1	Year 2
Design Technology	Designing	<ul style="list-style-type: none"> Create a design and describe how it works by using pictures, diagrams, models and words Aut 2 	<ul style="list-style-type: none"> Develop their designs by including detail about resources and features Aut 2 Describe why they chose to use a specific resource or tool (e.g. the properties of the ingredient or textile) Aut 2
	Making	<ul style="list-style-type: none"> Join materials or components together in different ways Spring 2 	<ul style="list-style-type: none"> Explain why they joined things together in a certain way (materials/components) Spring 2
	Evaluating	<ul style="list-style-type: none"> Say what went well with their work Spring 1 	<ul style="list-style-type: none"> Explain what went well and what they would want to improve if they did it again Spring 1
	Technical Knowledge	<ul style="list-style-type: none"> Build structures Aut/Spring/Summer Explore mechanisms (e.g. levers, sliders, wheels and axles) Aut 1 Cut food safely and say why it is important to make sure surfaces are clean Summer 1 	<ul style="list-style-type: none"> Explore how structures can be made stronger, stiffer or more stable Aut/Spring/Summer Use mechanisms, such as levers, sliders, wheels and axles, in their products Aut 1 Say where food comes from and prepare different simple healthy dishes Summer 1
Art	Drawing & Painting	<ul style="list-style-type: none"> Draw lines of different shapes and thickness Aut 2 Name the primary colours and mix them to create secondary colours Aut 1 	<ul style="list-style-type: none"> Use charcoal, pastels and different grades of pencil (4B, 8B HB) when drawing Aut 2 Make tints by adding white and tones by adding black Aut 1
	Printing, 3D, Textiles & Collage	<ul style="list-style-type: none"> Print a pattern on to different materials Summer 1 Make different kinds of shapes by cutting, rolling and coiling materials such as clay, dough or plasticine Spring 1 Join fabric together using simple stitches Spring 2 	<ul style="list-style-type: none"> Create a print using different techniques (pressing, rolling, rubbing and stamping) Summer 1 Adding further detail to clay or dough models, understanding about the finish Spring 1 Join fabric by sewing and add further detail using stitches Spring 2
	Use of IT	<ul style="list-style-type: none"> Use a simple painting program to create a picture Summer 2 	<ul style="list-style-type: none"> Use a range of simple IT mark-making tools (e.g. brush and pen tools) Summer 2
	Knowledge	<ul style="list-style-type: none"> Describe what they think and feel about their own work and another artist's work Spring 2 	<ul style="list-style-type: none"> Create a piece of work in response to another artist's work and then suggest how to make it even better Spring 2
Music	Performing	<ul style="list-style-type: none"> Use their voice to speak, sing and chant Aut 1 Copy sounds and repeat short rhythmic patterns Aut 2 	<ul style="list-style-type: none"> Follow the melody (tune) when they sing Aut 1 Play simple rhythmic patterns on an instrument keeping a steady pulse Aut 2
	Composing	<ul style="list-style-type: none"> Make different sounds with their voice and instruments Spring 1 Make a sequence of sounds and represent the sounds by using pictures Spring 2 	<ul style="list-style-type: none"> Choose particular sounds by using their voice or instruments to create an effect Spring 1 Use symbols to represent sounds and make connections between notations and musical sounds Spring 2
	Appraising	<ul style="list-style-type: none"> Say how a piece of music makes them feel Summer 1 Understand some musical words and listen out for these particular things when listening to music Summer 2 	<ul style="list-style-type: none"> Say whether they like or dislike a piece of music with reasons Summer 1 Use musical words to describe what you like and dislike Summer 2

Graffham CE Infant School KS1– Curriculum Progression of Knowledge and Skills 2018 – 2020

Physical Health and Wellbeing Education			
Subject		Year 1	Year 2
PE	Acquiring & Developing Skills	<ul style="list-style-type: none"> Copy actions and skills with some coordination and care Aut 1 	<ul style="list-style-type: none"> Repeat and explore actions with control and co-ordination Aut 1
	Selecting and Applying	<ul style="list-style-type: none"> Choose skills and actions that suit the activity Aut 2 	<ul style="list-style-type: none"> Vary skills, actions and ideas, linking them in ways that suit the activities Aut 2
	Evaluating & Improving	<ul style="list-style-type: none"> Talk about what they have done Spring Describe what other people did Spring 	<ul style="list-style-type: none"> Talk about what is different between what they did and what someone else did Spring Say how they could improve Spring
	Health & Fitness	<ul style="list-style-type: none"> Describe how their body feels before, during and after an activity Summer 1 Explain why you need to stay safe Summer 2 	<ul style="list-style-type: none"> Describe how their body feels during different activities Summer 1 Show someone how to exercise safely Summer 2
PSHE	Self Confidence and awareness	<ul style="list-style-type: none"> Say what they like and dislike, what is fair and unfair, what is right and wrong Aut 1 Begin to understand own feelings Aut 2 Set own goals for the future Summer 2 	<ul style="list-style-type: none"> Deal with their feelings in a positive way; Know and respect that people are different Aut 1 Recognise own emotions and use strategies to deal with different emotions Aut 2 Discuss own goals for the future explain reasons for having these. Summer 2
	Citizenship	<ul style="list-style-type: none"> Share their views and opinions Spring 1 	<ul style="list-style-type: none"> Understand that others have different views and opinions Spring 1 Show care for other people's opinions Spring 1
	Healthy, Safe Lifestyles	<ul style="list-style-type: none"> Make simple choices to improve their health and well-being Spring 2 	<ul style="list-style-type: none"> Explain how to keep themselves safe and make choices to improve their health and well-being Spring 2
	Relationships	<ul style="list-style-type: none"> Listen to other people and play or work co-operatively Summer 1 	<ul style="list-style-type: none"> Understand that bullying is wrong and that we should respect peoples' beliefs, customs and cultures Summer 1
RE	Learning about religion	<ul style="list-style-type: none"> Talk about a religious story Aut 1 Explain why a person, book, object or place is special Aut 2 	<ul style="list-style-type: none"> Retell stories from different religions Aut 1 Know that different people believe in different things Aut 2
	Learning from religion	<ul style="list-style-type: none"> Talk about how they feel during religious events or after a religious story Spring 2 Respond to things that they find interesting or puzzling and give their own views about them Spring 1/Summer 1 Talk about what is important to them Summer 2 	<ul style="list-style-type: none"> Explain the importance of stories and festivals to different religious groups Spring 2 Respond sensitively to other people's experiences and feelings Spring 1/Summer 1 Identify what is important to themselves and other people Summer 2