

### **NC Progression of skills at YPS**

National Curriculum objectives
Year 1 Science
Plants
<ul style="list-style-type: none"><li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li><li>• Identify and describe the basic structure of a variety of common flowering plants, including trees</li></ul>
Animals including humans
<ul style="list-style-type: none"><li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li><li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li><li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li><li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each senses.</li></ul>
Materials
<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, and rock</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>
Seasonal changes
<ul style="list-style-type: none"><li>• Observe changes across the four seasons</li><li>• Observe and describe weather associated with the seasons and how day length varies.</li></ul>
Year 2 Science
Living things and their habitats
<ul style="list-style-type: none"><li>• Explore and compare the differences between things that are living, dead, and things that have never been alive</li><li>• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li><li>• Identify and name a variety of plants and animals in their habitats, including microhabitats</li><li>• 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.</li></ul>
Plants
<ul style="list-style-type: none"><li>• Observe and describe how seeds and bulbs grow into mature plants</li><li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li></ul>
Animals, including humans
<ul style="list-style-type: none"><li>• Notice that animals, including humans, have offspring which grow into adults</li><li>• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li></ul>

- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

#### Uses of everyday materials

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

#### Year 1 Computing

- Give simple instructions to everyday devices to make things happen
- Make choices to control simple models or simulations
- Solve a problem using ICT
- Understand what an algorithm is (a sequence of instructions or set of rules for performing a specific task) (out of the context of programming).
- Understand that algorithms need to be precise, simple, clear and limited
- Understand that an algorithm is implemented as program on a digital device.
- Input simple instructions (into programmable device or coding program) to see what happens.
- write/input a simple program/code (no desired outcome)
- Bee-Bots:
  - Give commands including straight forwards/backwards/turn one at a time
  - Explore what happens when a sequence of instructions is given
  - Give a set of simple instructions to follow a task
  - Give a set of instructions to form simple geometric shapes
  - Improve/change their sequence of commands
  - Discuss and share how and when they use ICT in everyday life
  - Complete simple tasks on a computer by following instructions
- Internet Research:
  - Talk about websites they have been on
  - Explore a website by clicking on the arrows, menus and hyperlinks
- Emails:
  - Recognise an email address
  - Find the @ key on the keyboard
  - Contribute to a class email
  - Open and select reply to an email as a class
- Operate a range of hardware including: cameras, video cameras, sound recording devices, tablets, keyboard, mouse etc
- Perform basic operations on a digital device (this includes PC's, tablets, cameras, robots etc.) e.g. switch on/off, log on/off, open/close programmes and apps, enter text etc.
- Perform basic operations in a range of programmes/apps.
- Create digital content, using a range of devices, including: word-processing, presentation software, paint packages, digital images and videos, computer programmes, online content (blog posts, social network updates, forum contributions and wiki entries) etc.
- Edit content in a range of programmes/apps e.g. format text, insert images, add transitions in presentation software, edit photographs, use different tools in paint packages, send and open emails etc
- Combine digital content from multiple sources. Graphics:
  - Use ICT to generate ideas for their work
  - Use various tools such as brushes, pens, rubber, stamps, shapes.
- Save and print work Text/ Word Processing: Use spacebar, back space, delete, and return.
- Start to use two hands when typing.

- Word process a sentence/caption to present.
- Sound Recording:
- Record sound at and away from the computer.
- Use software to record sounds Video:
- Capture video
- Discuss which videos to keep and which to delete
- Know that images give information
- Say what a pictogram is showing them
- Put data into a program
- Sort objects and pictures into simple lists or simple tables
- Be aware of the main risk associated with the internet.
- Recognise that they should not share certain types of personal information online.
- Have a clear understanding of what to do if they have concerns about inappropriate behaviour online.
- Identify devices that can be used to search the internet
- Understand rules around e-safety
- Make decisions about whether or not statements found on the internet are true or not
- Identify what things count as personal information
- Identify when inappropriate content is accessed and know how to act appropriately
- Consider other people's feelings on the internet

#### Year 2 Computing

- Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following a sequence of instructions
- Use logical reasoning to predict the behaviour of simple programs
- follow and predict the outcome of a program
- write/input and test a simple a program/ code to achieve a desired outcome (ensuring it is precise, simple, clear and limited)
- identify a bug in my programme/code (where the algorithm has gone wrong/not achieved the desired outcome)
- debug a program (fix it by changing algorithm)
- Bee-Bots:
- Give commands including straight forwards/backwards/turn one at a time •
- Explore what happens when a sequence of instructions is given
- Give a set of simple instructions to follow a task
- Give a set of instructions to form simple geometric shapes
- Improve/change their sequence of commands
- Explain why digital folders are used
- Organise work into digital folders Internet Research:
- Talk about websites they have been on
- Explore a website by clicking on the arrows, menus and hyperlinks
- Emails:
- Recognise an email address
- Find the @ key on the keyboard
- Contribute to a class email
- Open and select reply to an email as a class
- Edit content in a range of programmes/apps e.g. format text, insert images, add transitions in presentation software, edit photographs, use different tools in paint packages, send and open emails etc.
- Combine digital content from multiple sources.

- Make changes to digital content for an audience and purpose taking into account principles of good design Graphics:
- Use ICT to generate ideas for their work
- Use various tools such as brushes, pens, rubber, stamps, shapes.
- Save, retrieve and print work Text/ Word Processing:
- Use spacebar, back space, delete, arrow keys, return, shift.
- Start to use two hands when typing.
- Word process short texts to present.
- Change text size and font.
- Use word art for effect Sound Recording:
- Record sound at and away from the computer.
- Use software to record sounds
- Change sounds recorded
- Save, retrieve and edit sounds
- Video:
- Capture video
- Discuss which videos to keep and which to delete
- Arrange clips to create a short film
- Add a title and credits
- Presentation (Powerpoint)
- Create a title slide and choose a style
- Insert a picture/text/graph from the internet or personal files
- Add text
- Decide upon and use effective transitions
- Present to the class
- Know that images give information
- Say what a pictogram is showing them
- Put data into a program
- Sort objects and pictures into simple lists or simple tables
- Make a simple Y/N tree diagram to sort information
- Create and search a branching database
- Develop sensitivity to others online, treating them with respect and showing respect for their privacy.
- Know how to report a worry and talk to teachers or parents about any concerns they have.
- Identify devices that can be used to search the internet
- Identify obviously fake information in a variety of contexts.
- Identify personal information that should be kept private
- Understand rules around e-safety
- Identify when inappropriate content is accessed
- Recognise that a variety of devices can be used to connect to a number of people
- Consider other people's feelings on the internet

#### Year 1 Art and Design

- Extend the variety of drawings tools
- Explore different textures
- Observe and draw landscapes
- Observe patterns
- Observe anatomy (faces, limbs)
- Name all the colours

- mixing of colours – Find collections of colour – applying colour with a range of tools
- Weaving – collage – Sort according to specific qualities – how textiles create things
- Construct – Use materials to make known objects for a purpose – Carve – Pinch and roll coils and slabs using a modelling media. – Make simple joins
- Create patterns – Develop impressed images – Relief printing
- Awareness and discussion of patterns – repeating patterns – symmetry
- Find out about a specific artist and be able to recognise their work.
- Making links to their own work

#### Art and Design- Year 2

- Experiment with tools and surfaces – draw as a way of recording experiences and feelings – discuss use of shadows, use of light and dark – Sketch to make quick record
- Begin to describe colours by objects – Make as many tones of one colour as possible (using white) – Darken colours without using black – using colour on a large scale
- overlapping and overlaying to create effects – Use large eyed needles – running stitches – Simple appliqué work – Start to explore other simple stitches
- collage
- Awareness of natural and man-made forms
- Expression of personal experiences and ideas
- To shape and form from direct observation (malleable and rigid materials) – decorative techniques – Replicate patterns and textures in a 3-D form – work and that of other sculptors
- Print with a growing range of objects – Identify the different forms printing takes
- Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning – natural and manmade patterns – Discuss regular and irregular
- Research artists and identify their unique style.
- Describing the differences and similarities between different practices and disciplines
- Describe similarities and differences between the work of the artist and their own.

#### Year 1 Design and Technology

- Designing – Understanding contexts, users and purposes
- work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment
- state what products they are making
- say whether their products are for themselves or other users
- describe what their products are for
- say how their products will work
- say how they will make their products suitable for their intended users
- use simple design criteria to help develop their ideas
- Designing - Generating, developing, modelling and communicating ideas
- generate ideas by drawing on their own experiences
- use knowledge of existing products to help come up with ideas
- develop and communicate ideas by talking and drawing
- model ideas by exploring materials, components and construction kits and by making templates and mockups
- use ICT, where appropriate, to develop and communicate their ideas
- Making - Planning
- plan by suggesting what to do next
- select from a range of tools and equipment, explaining their choices

- select from a range of materials and components according to their characteristics
- Making – Practical skills and techniques
- follow procedures for safety and hygiene
- use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components
- measure, mark out, cut and shape materials and components
- assemble, join and combine materials and components
- use finishing techniques, including those from art and design
- Technical knowledge – Making products work
- know about the simple working characteristics of materials and components
- know about the movement of simple mechanisms such as levers, sliders, wheels and axles
- how freestanding structures can be made stronger, stiffer and more stable
- that a 3-D textiles product can be assembled from two identical fabric shape
- that food ingredients should be combined according to their sensory characteristics
- the correct technical vocabulary for the projects they are undertaking
- Evaluating – Own ideas and products
- talk about their design ideas and what they are making
- make simple judgements about their products and ideas against design criteria
- suggest how their products could be improved
- Evaluating – Existing products
- explore what products are and who or what they are for.
- explore how products work and how or where they might be used.
- explore what materials products are made from
- explore what they like and dislike about products
- Cooking and nutrition – Where food comes from
- that all food comes from plants or animals
- that food has to be farmed, grown elsewhere (e.g. home) or caught
- Cooking and nutrition – Food preparation, cooking and nutrition
- how to name and sort foods into the five groups in The Eatwell Plate
- that everyone should eat at least five portions of fruit and vegetables every day
- how to prepare simple dishes safely and hygienically, without using a heat source
- how to use techniques such as cutting, peeling and grating

#### Year 2 Design and Technology

- Start to generate ideas by drawing on their own and other people's experiences.
- Begin to develop their design ideas through discussion, observation, drawing and modelling.
- Identify a purpose for what they intend to design and make.
- Understand how to identify a target group for what they intend to design and make based on a design criteria.
- Develop their ideas through talk and drawings and label parts.
- Make templates and mock ups of their ideas in card and paper or using ICT (if relevant)
- Begin to explain why they chose a certain material
- Begin to select tools and materials; use correct vocabulary to name and describe them.
- Build structures, exploring how they can be made stronger, stiffer and more stable.
- With help measure, cut and score with some accuracy.
- Learn to use hand tools safely and appropriately.

- Start to assemble, join and combine materials in order to make a product – e.g. a pop up card
- Demonstrate how to cut, shape and join fabric to make a simple product.
- Use basic sewing techniques.
- Start to choose and use appropriate finishing techniques based on own ideas.
- Select the best tools and materials
- Be able to join things (materials/ components) together
- Evaluate their work against their design criteria.
- Look at a range of existing products explain what they like and dislike about Products and why.
- Start to evaluate their products as they are developed, identifying what went well and possible changes they might make next time.
- With confidence talk about their ideas
- Understand that all food comes from plants or animals.
- Develop understanding of where different foods come from (e.g. foods which are farmed, grown elsewhere (e.g. home) or caught) and also food from native to different countries.
- Understand how to name and sort foods into the five groups in (e.g. could use the 'The Eat well plate')
- Know that everyone should eat at least five portions of fruit and vegetables every day
- Recognise the need for a variety of food in a diet
- Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.
- Demonstrate how to use techniques such as cutting, peeling and grating
- Make dishes from other countries (if relevant to learning theme)

#### Year 1 Geography

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country using class bear.
- Identify seasonal and daily weather patterns in the United Kingdom.
- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to:
  - key physical features, including: forest, hill, mountain, soil, valley, vegetation,.
  - key human features, including: city, town, village, factory, farm, house, office.
- Use world maps, atlases and globes to identify the United Kingdom and its countries.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

#### Year 2 Geography

- Name and locate the world's seven continents and five oceans.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country concentrating on islands and sea sides
- Use basic geographical vocabulary to refer to:

- ☒ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- ☒ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

#### Year 1 History

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- Significant historical events, people and places in their own locality.
- Chronological understanding
- Understand the difference between things that happened in the past and the present.
- Describe things that happened to themselves and other people in the past.
- Order a set of events or objects
- Use a timeline to place important events.
- Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.
- Knowledge and understanding of events, people and changes in the past
- Recall some facts about people/events before living memory
- Say why people may have acted the way they did.
- Historical interpretation
- Look at books, videos, photographs, pictures and artefacts to find out about the past.
- Historical enquiry
- Identify different ways in which the past is represented
- Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”
- Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer.
- Organisation and communication
- Sort events or objects into groups (i.e. then and now.)
- Use timelines to order events or objects.
- Tell stories about the past.
- Talk, write and draw about things from the past.

#### Year 2 History

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- Significant historical events, people and places in their own locality.



- Chronological understanding
- Understand and use the words past and present when telling others about an event.
- Recount changes in my own life over time.
- Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.
- Use a timeline to place important events.
- Knowledge and understanding of events, people and changes in the past
- Use information to describe the past.
- Describe the differences between then and now.
- Look at evidence to give and explain reasons why people in the past may have acted in the way they did.
- Recount the main events from a significant event in history.
- Historical interpretation
- Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.
- Historical enquiry
- Identify different ways in which the past is represented.
- Ask questions about the past.
- Use a wide range of information to answer questions.
- Organisation and communication
- Describe objects, people or events in history.
- Use timelines to order events or objects or place significant people.
- Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.

#### Year 1 Music

- Take part in singing showing awareness of melody
- Follow instructions on how and when to sing/play an instrument.
- Take notice of others when performing.
- Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking
- Imitate changes in pitch– high and low.
- Carefully choose sounds to achieve an effect (including use of ICT).
- Order sounds to create an effect (structure- beginnings/endings).
- Create short musical patterns.
- Create sequences of long and short sounds- rhythmic patterns (duration) in different ways – e.g hitting, blowing, shaking, clapping.
- Control playing instruments so they sound as they should.
- Use pitch changes to communicate an idea.
- Start to compose with two or three notes.
- Create a simple rhythm by clapping or using percussion
- Hear the pulse in music.
- Hear different moods in music.
- Identify texture– one sound or several sounds?
- Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).
- Say what they like or dislike about a piece of music

- Listen for different types of sounds.
- Know how sounds are made and changed.
- Make sounds with a slight difference, with help.
- Use voice in different ways to create different effects.
- Begin to represent sounds with drawing
- Listen to a piece of music, describing if it is fast or slow, happy or sad

#### Year 2 Music

- Sing songs in ensemble following the tune (melody) well.
- Use voice to good effect understanding the importance of warming up first.
- Perform in ensemble with instructions from the leader.
- Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).
- Carefully choose instruments to combine layers of sound, showing awareness of the combined effect
- Use own voice in different ways, including using a loud or soft voice and sing simple repeated phrases
- Compose and perform melodies using two or three notes.
- Use sound to create abstract effects (including using ICT).
- Create/ improvise repeated patterns (ostinati) with a range of instruments.
- Effectively choose, order, combine and control sounds (texture/ structure).
- Identify the pulse in music.
- Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).
- Start to recognise different instruments.
- Explain what they like about a piece of music and why
- Listen carefully and recall short rhythmic and melodic patterns.
- Use changes in dynamics, timbre and pitch to organise music.
- Change sounds to suit a situation.
- Make own sounds and symbols to make and record music.
- Start to look at basic formal notation- play by ear first.
- Know music can be played or listened to for a variety of purposes (in history/ different cultures).
- Follow a simple piece of written rhythmic notation
- Describe basic elements of a piece of music (e.g. pace, volume, emotion)
- Describe how an instrument has been used

#### PE- Year 1

- Move in a variety of ways in and out cones and obstacles.
- Jump with both feet leaving the group
- Hop
- Stop on command
- Sprint
- Run
- Skip without a rope

- Jump for height Single balance
- Balancing on one foot
- Be able to balance on a piece of apparatus
- Side roll
- Climb
- Line walk
- Be able to throw and catch a large ball – over arm and under arm
- Roll a ball to an end target
- Kick a ball with increasing accuracy to an end target
- Dribble a ball
- Balance a ball on a racket
- Two handed strike
- Be able to participate in a game with an opposing side
- Be able to control a ball within a game setting
- Use hands to control a ball with increasing accuracy
- Be able to play a game following a set of rules
- Dance to link in with learning theme
- Copy a dance pattern
- Move to a beat
- Link two dance movements together

PE- Year 2

- Move in a variety of ways in and out cones and obstacles.
- Jump with both feet leaving the group
- Hop
- Stop on command
- Sprint
- Run
- Skip without a rope
- Jump for height
- Skip with a rope
- Gallop
- Side gallop
- Jump for distance
- Single balance
- Balancing on one foot
- Be able to balance on a piece of apparatus
- Side roll
- Climb
- Line walk
- Bench walk
- Be able to throw and catch a medium sized ball accurately
- Kick a ball
- Balance a ball on a bat
- Dribble a ball in and out of a set of obstacles.
- Hit a ball with some accuracy using a racket or bat
- Throw a beanbag into a given target
- Be able to participate in a game with an opposing side
- Be able to control a ball within a game setting
- Play a game with a set of rules

- Play as part of a team
- Cooperate with team mates
- Work as a team in order to score goals
- Control a ball accurately
- Use both hands and feet in order to control a ball.
- Dance to link in with learning theme
- Copy a dance pattern
- Move to a beat
- Link a short series of dance sequences together