




ART AND DESIGN

EXPERTISE	LEVEL 1 MILESTONES EYFS	LEVEL 2 MILESTONES KS1 (Year 1) or (Year 2)	LEVEL 3 MILESTONES GOING DEEPER
Develop ideas This concept involves understanding how ideas develop through an artistic process.	Begin to use representation to communicate	Respond to ideas and starting points.	Evaluate ideas from starting points throughout the curriculum.
	Create simple representations of people, events and objects	Explore ideas and collect visual information.	Examine information, sketches and resources.
	Think about use and purpose of different pictures	Explore different methods and materials as ideas develop.	Explain and refine ideas as they progress.
			Compare a variety of ways.
			Evaluate artworks using visual language.
Master techniques This concept involves developing a skill set so that ideas may be communicated.	Painting <ul style="list-style-type: none"> Use hands and fingers in ready mix paints to make marks. Use rollers and stampers Use palm grip /short handled thick paint brushes Explore colours and how they can be changed when mixed (introducing vocabulary of primary colours). Use block paints and water? 	Painting Year 1 <ul style="list-style-type: none"> Correctly use thick and thin brushes/tools to create planned patterns. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels (primary and secondary). 	Painting <ul style="list-style-type: none"> Use and evaluate a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Compare use of colour considering colours beyond secondary.

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<p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p>	<p>EYFS Focus Tools:</p> <p>Autumn – hands/fingers, palm grip <u>short</u> handled thick paintbrushes.</p> <p>Spring – Correct grip on <u>long</u> thick paintbrushes – <i>hog hair size 18-</i> and rollers/stampers (<i>exposure to these tools but not a focus tool for BIS</i>).</p> <p>Summer- Correct grip on <u>thinner</u> – <i>major paintbrushes</i> - size 8 paintbrushes.</p>	<p>Year 1 Focus Tools:</p> <p>Correct grip on <u>long</u> thick paintbrushes – <i>hog hair size 18</i>.</p> <p>Correct grip on <u>thinner</u> – <i>major paintbrushes</i> - size 8 paintbrushes and correct grip and paint load on cotton buds.</p> <p>Correct grip on <u>thinner</u> – <i>major paintbrushes</i> - size 6 paintbrushes.</p> <p>Painting Year 2</p> <ul style="list-style-type: none"> • Correctly use thin brushes to create different brush stroke adding texture pattern and line. • Recognise how a hue of colour can be manipulated depending on what colour it is mixed with. • Create colour wheels showing how the hue of colours change depending on the amount of the next colour it is mixed with.  <ul style="list-style-type: none"> • Understand the links between complimentary colours and use this effectively. 	

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<p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Collage</p> <ul style="list-style-type: none"> ● Be exposed to an abundance of textures and begin to take interest and describe the texture of things. ● Experiment to create different textures using cutting, ripping, scrunching and printing. ● Experiment with loose parts /reusable collage. 	<p>Year 2 Focus Tools: Correct grip on thinner – major paintbrushes - size 8 paintbrushes and correct grip.</p> <p>Correct grip on thinner – major paintbrushes - size 6 paintbrushes.</p> <p>Correct grip on thinner – major paintbrushes - size 4 paintbrushes.</p> <p>Collage Year 1</p> <ul style="list-style-type: none"> ● Use a combination of materials that are cut, scrunched and glued. ● Sort and arrange materials into an effective final piece showing thought and planning. ● Mix materials to create a variety of textures taking inspiration from nature (sea creatures). 	<p>Collage</p> <ul style="list-style-type: none"> ● Explain the selection of materials for a striking effect. ● Evaluate work giving reason for positives and negatives.

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<p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p>	<p>EYFS Focus Tools:</p> <p>Autumn – using fingers to rip randomly to create new shape materials to add to a creation and scrunching to create a rough texture. Glue shapes down with intent (able to verbalise outcome).</p> <p>Spring – rip specifically with intention, scrunch to create specific addition to collage, cut using KS1 scissors following an outline. Begin layering up shapes to produce a collage.</p> <p>Summer- Accurately use all key skills to create a variety of textures to produce an effective simple paper based collage. Introduce printing on top e.g. using bubble wrap and paint to add new dimension.</p>	<p>Year 1 Focus Tools: Cut specifically with intention; scrunch to create specific addition to collage. Begin layering up shapes to produce a collage.</p> <p>Accurately use all key skills to create a variety of textures to produce an effective recycled material collage. Introduce printing on top e.g. using bubble wrap and paint to add new dimension.</p> <p>Use skills (ripping, scrunching, cutting or printing) specific to the texture recognised in nature/sea creature e.g. scales = printing, eyes = scrunched etc.</p> <hr/> <p>Collage Year 2</p> <ul style="list-style-type: none"> • Use a combination of specifically identified materials that are cut, scrunched, glued and printed. • Sort and assemble materials into an effective final piece showing thought and planning. • Take inspiration from Sir Peter Blake Album cover, recognising the impact of layers within a collage. 	

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<p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p>		<p>Year 2 Focus Tools: Accurately use all key skills to create a variety of textures to produce an effective photographic material collage. Introduce printing on top e.g. Using bubble wrap and paint to add new dimension.</p> <p>Use accurate cutting skills to give photographs high quality edging ahead of assemblage.</p> <p>Build further layers using printing to add detail and enhance texture within final collage.</p>	
<p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Drawing</p> <ul style="list-style-type: none"> ● Experiment with making random marks ● Make controlled marks ● Imitate drawing simple shapes such as circles and lines ● Use lines to enclose a space and begin to use these shapes to represent objects ● Draw Simple unanchored, unproportional drawings with a few features ● Draw pictures with exteriors and interiors shown at the same time looking closely. (X-Ray drawings) 	<p>Drawing Year 1</p> <ul style="list-style-type: none"> ● Begin to sketch thinking about a loose pencil grip. ● Colour (own work) neatly following the lines. ● Show different tones by using coloured pencils or pastels etc. ● Explore a variety of mediums to add colour and tone. <p>Correct grip on thin standard HB pencil to draw simple pictures with interiors and exteriors.</p>	<p>Drawing</p> <ul style="list-style-type: none"> ● Analyse and explain the use of different sized lines. ● Examine use of shading and line techniques to show tone and texture e.g. Hatching and crosshatching etc.

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<p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p>		<p>Correct grip on <u>thin standard HB</u> pencil to sketch detailed picture with interiors and exteriors. Selecting own choice of media to add colour e.g. pencil, pen, chalk, pastels or watercolour.</p> <p>Correct grip on <u>thin standard HB & 2H</u> pencil to sketch detailed picture with tone. Pastels, pencils and chalk can also be used to add tone to darker/lighter sections.</p> <hr/> <p><u>Drawing Year 2</u></p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Add tone and texture by using a variety of line techniques. • Show pattern and texture by adding dots and lines. • Show different tones by using a variety of graded pencils. 	

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<p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Spring – Correct grip on <u>thin standard HB</u> pencil to draw simple enclosed shapes and unproportioned drawings.</p> <p>Summer- Correct grip on <u>thin standard HB</u> pencil to draw detailed picture with interiors and exteriors.</p>	<p>Correct grip on <u>thin standard HB & 2H</u> pencil to sketch a wide variety of lines of different sizes and thickness.</p> <p>Correct grip on <u>thin variety of graded pencils</u> to add tone and texture.</p> <p>Use <u>graphite and graded pencils</u> to display different line techniques to add tone and texture.</p>	
<p>Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>	<ul style="list-style-type: none"> ● Notice art in the environment ● Talk about the pictures or models they like 	<p>Describe the work of notable artists, artisans and designers.</p> <p>Recognise they are an artist, where they are from, when they were born and what materials/colours they used.</p> <p>Recognise what type of artist they are/were, where they are from, when they were born, what they are most famous for, examples of notable work, skills needed in their style of art.</p>	<p>Compare techniques used by notable artists, artisans and designers.</p>
	<ul style="list-style-type: none"> ● Copy simple loose collage pictures 	<p>Use some of the ideas of artists studied to create pieces.</p>	<p>Create original pieces that are influenced by studies of others.</p>

COMPUTING

DIGITAL LITERACY

<p align="center">LEVEL 1 MILESTONS EYFS</p>	<p align="center">LEVEL 2 MILESTONS YEAR 1</p>	<p align="center">LEVEL 2 MILESTONS YEAR 2</p>	<p align="center">LEVEL 3 MILESTONS GOING DEEPER</p>
<ul style="list-style-type: none"> ● Be able to use a shortcut such as an icon on the desktop to navigate to a specific website, or an icon on a tablet to open a specific app. ● With support, be able to access and view pictures they have taken on a tablet. ● Be able to demonstrate knowledge of different uses of the internet. ● Can explore simple digital simulations and games and find out 'what happens if'. ● Be able to tell an adult if they feel something they see online is inappropriate or hurtful. 	<ul style="list-style-type: none"> ● Be able to access information on the internet and navigate a website using a QR code or links. ● With support, be able to access and view pictures or work via an online platform. ● Be able to use a search engine or in-app search to search for and save images, using keywords provided by the teacher. ● Be able to change options in simulations that represent real or fantasy situations and scenarios to create different outcomes and effects. ● Be aware of some of the dangers of online activity and know to tell an adult if they feel something they see online is inappropriate or hurtful. 	<ul style="list-style-type: none"> ● Be able to independently navigate to the right information on a website using links or buttons. ● With support, be able to share pictures or work and complete activities, logging on to an online platform. ● Be able to use a search engine to search for given information, if necessary using keywords provided by the teacher. ● Be able to make changes in a model/simulation and use them to make and test predictions. ● Be able to explain online danger and begin to be responsible for their actions online including saying what personal information should be kept private and explain why it is important to discuss their use of technology with an adult. 	<ul style="list-style-type: none"> ● Resolve problems or answer questions after accessing information using website links or buttons. ● Can independently share suitable pictures and work and complete activities, by logging on an online platform. ● Can independently use a search engine to search for specific information. ● Be able to enter data into a computer simulation, change data and observe and explain changes in results. ● Be aware of some of the consequences of their online actions and be able to explain the importance of balancing game and screen time with other parts of their lives.

COMPUTING**INFORMATION TECHNOLOGY**

LEVEL 1 MILESTONS EYFS	LEVEL 2 MILESTONES YEAR 1	LEVEL 2 MILESTONES YEAR 2	LEVEL 3 MILESTONES GOING DEEPER
<ul style="list-style-type: none">● Begin to use a computer keyboard using single fingers, developing a familiarity with letters, numbers, backspace, arrow keys and spacebar.● Be able to use an interactive whiteboard or tablet for mark-making and to communicate their ideas.● Use a digital camera or tablet to capture still and moving images.● Be able to record and playback pre-recorded sounds and speech using age-appropriate software or other recording devices.● Be able to sort, sequence or group various objects on a screen or interactive whiteboard.	<ul style="list-style-type: none">● Can produce text, adding and making basic edits to text in appropriate software or app.● Be able to explore a range of simple tools within a digital art package, to create and alter the appearance of an image.● Be able to use simple video or animation software.● Can use a sound recorder to store information as sound, and create sounds or music by arranging sound markers.	<ul style="list-style-type: none">● When producing text, can add and edit text, considering style, colour, layout and font.● Be able to use simple tools within age-appropriate software to create digital art or alter an image, using tools such as crop, resize, and flip, and exploring effects such as symmetry.● Be able to sequence and arrange images and text for a purpose.● Be able to select and record musical phrases, sound-effects or voice-overs to enhance multimedia work.	<ul style="list-style-type: none">● Be able to format the text to indicate relative importance, including bold, italic, underline and strikethrough.● Be able to select and use appropriate editing tools in an image-editing package for a specific purpose.● Be able to sequence still images, video, audio clips and text to create a video presentation.● Can locate, record, save and retrieve sounds in multimedia software.

	<ul style="list-style-type: none">● Be able to use suitable on-screen graphing software to represent information using pictographs.	<ul style="list-style-type: none">● Can make use of different types of graphs (pictographs and bar charts) to represent data collected.	<ul style="list-style-type: none">● Can examine and compare different types of graphs when representing data to determine the best option.
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COMPUTING

COMPUTER SCIENCE

LEVEL 1 MILESTONS EYFS	LEVEL 2 MILESTONES YEAR 1	LEVEL 2 MILESTONES YEAR 2	LEVEL 3 MILESTONES GOING DEEPER
<ul style="list-style-type: none"> ● Be able to control a range of 'toys' using remote controls. ● Be able to explore the language needed to direct a floor robot, to achieve a specific outcome. ● Be able to use step by step commands to program a floor or virtual robot to move. ● Begin to use basic symbols to represent and record directional instruction. 	<ul style="list-style-type: none"> ● Be able to say what an 'algorithm' is. ● Be able to use the appropriate keys or commands to make a virtual or floor robot go forward, backward, left and right. ● Be able to program a bot or sprite by giving simple sequences of commands with an immediate outcome. ● Can use basic symbols to record directional instruction and attempt to identify a bug in their code. ● Be able to use a developing range of language and styles of control e.g. tilt and turn/instructional to direct a robot. 	<ul style="list-style-type: none"> ● Be able to give control devices instructions that contain numerical data (e.g. move 2 steps etc). ● Can use the repeat command (loops) to program more efficiently. ● Can use logical reasoning to predict the outcome of a sequence of instructions. ● Is able to make use of simple events e.g. mouse clicks/tap on screen. ● Be able to find a bug in simple code and attempt to debug errors. 	<ul style="list-style-type: none"> ● To sequence a list of commands/blocks to create an output e.g. a light comes on or a robot follows a defined route. ● Is able to use 'repeat' and 'repeat until' loops when appropriate. ● To predict the outcome of a sequence of instructions and amend them if necessary. ● Can make use of an input 'event' within a simple program e.g. when the start button is clicked. ● To be able to predict and debug errors in code sequences.

DESIGN AND TECHNOLOGY

EXPERTISE	LEVEL 1 MILESTONES EYFS	LEVEL 2 MILESTONES KS1	LEVEL 3 MILESTONES GOING DEEPER
<p>Master practical skills This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed).</p>	<p><u>Food</u></p> <ul style="list-style-type: none"> ● Wash hands and boards before preparing food ● Peel , split and break food into separate parts. ● Count out pieces into portions for plates and bowls ● Add water to dried ingredients to soak, change and mix. 	<p><u>Food</u></p> <ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using electronic scales. • Assemble or cook ingredients. 	<p><u>Food</u></p> <ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils and justify your choice of utensils. • Measure ingredients to the nearest gram accurately (analogue). • Follow and evaluate a recipe. • Assemble or cook ingredients justifying choices.
	<p><u>Materials</u></p> <ul style="list-style-type: none"> ● Tear and rip different types of paper, card or simple fabrics. ● Use scissors to make snips or fringes. ● Use scissors to cut along a marked straight line ● Experiment with joining using glue, selotape, masking tape or fasteners ● Realise tools can be used for a purpose. 	<p><u>Materials</u></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 and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). 	<p><u>Materials</u></p> <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting and justifying appropriate tools. • Measure and mark out to the nearest millimetre. • Apply and explain appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Debate and select appropriate joining techniques.
	<p><u>Textiles</u></p>	<p><u>Textiles</u></p> <ul style="list-style-type: none"> • Shape textiles using templates. 	<p><u>Textiles</u></p> <ul style="list-style-type: none"> • Explain the need for a seam allowance.

	<ul style="list-style-type: none"> ●Threading different objects onto strings and wool. ●Use fingers to thread and wind string, cord, ribbons or wool through holes on shape templates. ●Make collages sticking different fabrics and types of paper. 	<ul style="list-style-type: none"> • Join textiles using an appropriate method. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). • Join materials using glue and/or a stitch. 	<ul style="list-style-type: none"> • Design and join textiles with appropriate methods. • Compare and select the most appropriate techniques to decorate textiles. • Shape and attach materials. • Colour fabric.
EXPERTISE	LEVEL 1 MILESTONES EYFS	LEVEL 2 MILESTONES KS1	LEVEL 3 MILESTONES GOING DEEPER
Design, make, evaluate and improve This concept involves developing the process of design thinking and seeing design as a process.	<ul style="list-style-type: none"> ●Think about the use and purpose of different objects ●Construct with a purpose in mind using a variety of resources 	Design products that have a clear purpose and an intended user.	Accurately design products that have a clear purpose and an intended user.
	<ul style="list-style-type: none"> ●Create simple representations of objects ●Select appropriate resources and adapt work where necessary 	Make products using appropriate knowledge.	Make products whilst analysing and refining the design as work in progress.
	Draw own simple outline design on paper or interactive whiteboard	Evaluate finished products.	Refine work and techniques as work progresses, continually evaluating the product design.
Take inspiration from design throughout history This concept involves appreciating the design process that has influenced the products we use in everyday life.	Look at the purpose and uses of everyday objects in our homes and school	Explore objects and designs to identify likes and dislikes of the designs as well as the designers behind the products.	Compare and evaluate some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.
	Select appropriate objects for purpose. Discuss why different objects would not be suitable to use.	Suggest improvements to existing designs.	Improve upon existing designs, justifying reasons for choices.

	Disassemble products to examine, identify and sort different parts.	Explore how products have been created.	Analyse products to understand how they work.

GEOGRAPHY			
EXPERTISE	LEVEL 1 MILESTONES EYFS	LEVEL 2 MILESTONES KS1	LEVEL 3 MILESTONES GOING DEEPER
Investigate places This concept involves understanding the geographical location of places and their physical and human features.	<ul style="list-style-type: none"> ● Comment and ask questions about aspects of their familiar world such as the place they live or the natural world 	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?).	Compare the physical and human characteristics of a location and explain the differences.
	<ul style="list-style-type: none"> ● Enjoy playing with small world models such as farm, garage, train track 	Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.	Explain own views about locations, justifying the reasons for these views.
	<ul style="list-style-type: none"> ● Understand atlases, maps and globes can show where different places are in the world 	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.	Use maps, atlases, globes and digital/computer mapping to locate countries and examine features.
	<ul style="list-style-type: none"> ● Notice detailed features of objects in their environment 	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 fieldwork to analyse the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Explain your findings.

	<ul style="list-style-type: none"> ●Talk about some of the things they observed such as natural and found objects 		
	<ul style="list-style-type: none"> ●Use role play mats denoting layouts of farms, roads, train tracks etc 	Use aerial images and plan perspectives to recognise landmarks and basic physical features.	Use a range of resources to explain the key physical and human features of a location.
	<ul style="list-style-type: none"> ●Talk about the names of the streets and areas we live in and our school 	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Compare the counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and analyse how some of these aspects have changed over time.
EXPERTISE	LEVEL 1 MILESTONES EYFS	LEVEL 2 MILESTONES KS1	LEVEL 3 MILESTONES GOING DEEPER
Investigate places This concept involves understanding the geographical location of places and their physical and human features.		Name and locate the world's continents and oceans.	Compare the countries of Europe and identify their main physical and human characteristics.
Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how to	<ul style="list-style-type: none"> ●Talk about features of their own environment and how environments might vary from one another. 	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.	Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Examine and explain some of the characteristics of these geographical areas.
	<ul style="list-style-type: none"> ●Talk about weather in our environment compared to weather in arctic regions. 	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.	Explain geographical similarities and differences between countries.

		Identify land use around the school.	Analyse and explain how the locality of the school has changed over time.
<p>Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.</p>	<ul style="list-style-type: none"> ●Extend vocabulary by grouping and naming landmarks and some natural features. Explore the meaning and sound of unknown words 	<p>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. 	<p>Explain key aspects of:</p> <ul style="list-style-type: none"> ● physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. ● human geography, including: settlements and land use.
	<ul style="list-style-type: none"> ●Use everyday language to talk about position and distance 	<p>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>	<p>Use and explain the eight points of a compass and explain and compare the location of features and routes on a map.</p>
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<p>Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.</p>	<ul style="list-style-type: none"> ●Draw simple representational pictures of familiar places or natural features eg mountains, lakes, houses ●Make simple small world scenarios with different features using construction sets, blocks and combine different media and materials. 	<p>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>	<p>Design a map and create a key using a set of symbols.</p>

HISTORY

EXPERTISE	LEVEL 1 MILESTONES EYFS	LEVEL 2 MILESTONES KS1	LEVEL 3 MILESTONES GOING DEEPER
<p>Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<ul style="list-style-type: none"> ● Observe pictures and examine items they had themselves as babies and preschoolers 	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p>	<p>Use evidence to ask questions, justify, and explain answers to questions about the past.</p>
	<ul style="list-style-type: none"> ● Show interest in the lives of people who are familiar to them 	<p>Ask questions such as: What was it like for people? What happened? How long ago?</p>	<p>Evaluate suitable sources of evidence for historical enquiries and debate these.</p>
	<ul style="list-style-type: none"> ● Show, share and talk about items bought in from home. 	<p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p>	<p>Examine sources of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>

	<ul style="list-style-type: none"> ●share nursery rhymes and traditional stories examining the different language, costumes and lifestyles of the characters 	Identify some of the different ways the past has been represented.	Compare different accounts of a historical event, explaining some of the reasons why the accounts may differ.
			Debate causes and consequences of some of the main events and changes in history.
Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society	<ul style="list-style-type: none"> ●Remember and talk about significant events in own experiences 	Describe historical events.	Examine and explain changes that have happened in the locality of the school throughout history.
	<ul style="list-style-type: none"> ●Share stories and information books in connection with significant times still commemorated eg Guy Fawkes, St Valentine 	Describe significant people from the past.	Evaluate how significant people from the past have influenced and impacted modern life.
EXPERTISE	LEVEL 1 MILESTONES EYFS	LEVEL 2 MILESTONES KS1	LEVEL 3 MILESTONES GOING DEEPER
Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society	<ul style="list-style-type: none"> ●Share stories, recall and correctly sequence events. 	Recognise and describe the reasons why people in the past acted as they did.	Analyse and explain the reasons why people in the past acted as they did.
			Explain and debate the social, ethnic, cultural or religious diversity of past society.
			Explain the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Imagine how life would have been like for men, women and children in the past.

Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society	Order own life time line with key events and birthdays	Place events and artefacts in order on a time line.	Place events, artefacts and historical figures on a time line using dates. Justify the choices.
	Use everyday language related to time Use past, present and future forms accurately when talking about events that have happened to them or are to happen in the future	Label time lines with words or phrases such as: past, present, older and newer.	Design and create a timeline showing change over time.
	Use talk to organize, sequence, and clarify thinking and events when retelling their own experiences	Recount changes that have occurred in their own lives.	Evaluate the changes that have occurred in their own lives and imagine the changes to come.
	Use visual timetables and birthday charts.	Use dates where appropriate.	
EXPERTISE	LEVEL 1 MILESTONES EYFS	LEVEL 2 MILESTONES KS1	LEVEL 3 MILESTONES GOING DEEPER
Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.	Develop and extend vocabulary by grouping and naming words to describe past events. Explore the meaning and sound of new words.	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.	Use appropriate historical vocabulary to communicate and debate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology.
		Show an understanding of the concept of nation and a nation's history.	Explain the concept of a nation and a nation's history.
	Understand school rules, school organisation and leadership of head teacher, other adults, and groups such as school council.	Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	Explain and debate the concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

MUSIC			
LISTENING			
LEVEL 1 MILESTONS EYFS	LEVEL 2 MILESTONES YEAR 1	LEVEL 2 MILESTONES YEAR 2	LEVEL 3 MILESTONES GOING DEEPER
<ul style="list-style-type: none"> • Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. • Exploring lyrics by suggesting appropriate actions. • Exploring the story behind the lyrics or music. Listening to and following a beat using body percussion and instruments. 	<ul style="list-style-type: none"> • Recognising and understanding the difference between pulse and rhythm. • Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). 	<ul style="list-style-type: none"> • Recognising timbre changes in music they listen to. • Recognising structural features in music they listen to. • Listening to and recognising instrumentation. • Beginning to use musical vocabulary to describe music. 	<ul style="list-style-type: none"> • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing and analyse the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to apply musical vocabulary (related to the inter-

<ul style="list-style-type: none"> ● Considering whether a piece of music has a fast, moderate or slow tempo. ● Listening to sounds and matching them to the object or instrument. Listening to sounds and identifying high and low pitch. ● Listening to and repeating a simple rhythm. ● Listening to and repeating simple lyrics. ● Understanding that different instruments make different sounds and grouping them accordingly. 	<ul style="list-style-type: none"> ● Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. ● Describing the differences between two pieces of music. ● Expressing a basic opinion about music (like/dislike). ● Listening to and repeating short, simple rhythmic patterns. ● Listening and responding to other performers by playing as part of a group 	<ul style="list-style-type: none"> ● Identifying melodies that move in steps. ● Listening to and repeating a short, simple melody by ear. ● Suggesting improvements to their own and others' work. 	<p>related dimensions of music) when explaining improvements to their own and others' work.</p>
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MUSIC			
COMPOSING			
LEVEL 1 MILESTONS EYFS	LEVEL 2 MILESTONES YEAR 1	LEVEL 2 MILESTONES YEAR 2	LEVEL 3 MILESTONES GOING DEEPER
<ul style="list-style-type: none"> ● Playing untuned percussion 'in time' with a piece of music. ● Selecting classroom objects to use as instruments. ● Experimenting with body percussion and vocal sounds to respond to music. 	<ul style="list-style-type: none"> ● Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. ● Combining instrumental and vocal sounds within a given structure. 	<ul style="list-style-type: none"> ● Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. ● Successfully combining and layering several instrumental and 	<ul style="list-style-type: none"> ● Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). ● Combining and applying melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).

<ul style="list-style-type: none"> ● Selecting appropriate instruments to represent action and mood. ● Experimenting with playing instruments in different ways. 	<ul style="list-style-type: none"> ● Creating simple melodies using a few notes. ● Choosing dynamics, tempo and timbre for a piece of music. ● Creating a simple graphic score to represent a composition. ● Beginning to make improvements to their work as suggested by the teacher 	<p>vocal patterns within a given structure.</p> <ul style="list-style-type: none"> ● Creating simple melodies from five or more notes. ● Choosing appropriate dynamics, tempo and timbre for a piece of music. ● Using letter name and graphic notation to represent the details of their composition. ● Beginning to suggest improvements to their own work. 	<ul style="list-style-type: none"> ● Applying and explaining letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. ● Explaining and implementing improvements to their own work, using musical vocabulary.
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MUSIC			
PERFORMING			
LEVEL 1 MILESTONS EYFS	LEVEL 2 MILESTONS YEAR 1	LEVEL 2 MILESTONS YEAR 2	LEVEL 3 MILESTONS GOING DEEPER
<ul style="list-style-type: none"> ● Using their voices to join in with well-known songs from memory. ● Remembering and maintaining their role within a group performance. 	<ul style="list-style-type: none"> ● Using their voices expressively to speak and chant. ● Singing short songs from memory, maintaining the 	<ul style="list-style-type: none"> ● Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). 	<ul style="list-style-type: none"> ● Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.

<ul style="list-style-type: none"> ● Moving to music with instruction to perform actions. ● Participating in performances to a small audience. ● Stopping and starting playing at the right time. 	<p>overall shape of the melody and keeping in time.</p> <ul style="list-style-type: none"> ● Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. ● Copying back short rhythmic and melodic phrases on percussion instruments. ● Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. ● Performing from graphic notation. 	<ul style="list-style-type: none"> ● Singing short songs from memory, with melodic and rhythmic accuracy. ● Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. ● Performing expressively using dynamics and timbre to alter sounds as appropriate. ● Singing back short melodic patterns by ear and playing short melodic patterns from letter notation. 	<ul style="list-style-type: none"> ● Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. ● Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.
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MUSIC				
INTER RELATED DIMESIONS OF MUSIC				
	<p>LEVEL 1 MILESTONS EYFS</p>	<p>LEVEL 2 MILESTONES YEAR 1</p>	<p>LEVEL 2 MILESTONES YEAR 2</p>	<p>LEVEL 3 MILESTONES GOING DEEPER</p>

PITCH	To understand that what 'high' and 'low' notes are.	To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes.	To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.	To explain why some tuned instruments have a lower range of pitches and some have a higher range of pitches. To describe that a melody is made up from high and low pitched notes played one after the other, making a tune.
DURATION	To recognise that different sounds can be long or short.	To know that rhythm means a pattern of long and short notes.	To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	To explain that 'duration' means how long a note, phrase or whole piece of music lasts. To describe the impact of long and short sounds of a spoken phrase can have on a rhythm
DYNAMICS	To understand that instruments can be played loudly or softly.	To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics.	To know that dynamics can change the effect a sound has on the audience.	To describe how the dynamics can change the effect a sound has on the audience.

MUSIC				
INTER RELATED DIMENSIONS OF MUSIC				
	LEVEL 1 MILESTONS EYFS	LEVEL 2 MILESTONES YEAR 1	LEVEL 2 MILESTONES YEAR 2	LEVEL 3 MILESTONES GOING DEEPER

TEMPO	<p>To recognise music that is 'fast' or 'slow'.</p> <p>To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p>	<p>To know that the 'pulse' is the steady beat that goes through music.</p> <p>To know that tempo is the speed of the music.</p>	<p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p>	<p>To explain that the tempo of a musical phrase can be changed to achieve a different effect and describe this effect.</p>
TIMBRE	<p>To know that different instruments can sound like a particular character.</p>	<p>To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.</p> <p>To know that my voice can create different timbres to help tell a story.</p>	<p>To know that musical instruments can be used to create 'real life' sound effects.</p> <p>To understand an instrument can be matched to an animal noise based on its timbre.</p>	<p>To describe how musical instruments can be used to create 'real life' sound effects.</p> <p>To explain that an instrument can be matched to an animal noise based on its timbre and provide examples and justification.</p>
TEXTURE	<p>To know that music often has more than one instrument being played at a time.</p>	<p>To know that music has layers called 'texture'.</p>	<p>To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p>	<p>To describe that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p>

MUSIC				
INTER RELATED DIMESIONS OF MUSIC				
	LEVEL 1 MILESTONS EYFS	LEVEL 2 MILESTONES YEAR 1	LEVEL 2 MILESTONES YEAR 2	LEVEL 3 MILESTONES GOING DEEPER

STRUCTURE	To recognise the chorus in a familiar song.	To know that a piece of music can have more than one section, eg a versed and a chorus.	To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.	To explain that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.
NOTATION	To know that signals can tell us when to start or stop playing.	To understand that music can be represented by pictures or symbols.	To know that 'notation' means writing music down so that someone else can play it. I know that a graphic score can show a picture of the structure and / or texture of music.	To describe that 'notation' means writing music down so that someone else can play it. I can explain that a graphic score can show a picture of the structure and / or texture of music.

PHYSICAL EDUCATION		
FOUNDATION STAGE 2		
Developing	Embedding	Going Deeper
BALL SKILLS (Hands)	BALL SKILLS (Hands)	BALL SKILLS (Hands)

<ul style="list-style-type: none"> ● Students can move into space, keeping away from the defenders. ● Students can pass and dribble a ball with increasing control. ● Students can dribble with their dominant hand. <p>BALL SKILLS (Feet)</p> <ul style="list-style-type: none"> ● Students can move into space, keeping away from the defenders. ● Students can kick a ball with increasing control. ● Students can dribble with their dominant foot. <p>BALL SKILLS (Racket and ball)</p> <ul style="list-style-type: none"> ● Students can push/hit a ball with developing control. ● Students can push/hit using their dominant hand. ● Students understand that we have to be safe with equipment. 	<ul style="list-style-type: none"> ● Students can dribble the ball with control using the correct technique. ● Students can roll and throw/pass the ball to a target. ● Students understand why we need to dribble and pass the ball into space away from defenders. <p>BALL SKILLS (Feet)</p> <ul style="list-style-type: none"> ● Students can dribble the ball with control and using the correct technique. ● Students can pass the ball to a target. ● Students understand why we need to move the ball into space away from the defenders. <p>BALL SKILLS (Racket and ball)</p> <ul style="list-style-type: none"> ● Students can push/hit the ball towards a target using a racket. ● Students can vary the power they use to push/hit the ball depending on the position of the target. ● Students understand the importance of aiming and being accurate as well as the importance of using the correct power. 	<ul style="list-style-type: none"> ● Students can dribble into space, keeping the ball under control and understand why this is important. ● Students can pass to their partners target and be ready to receive the ball when not in possession. <p>BALL SKILLS (Feet)</p> <ul style="list-style-type: none"> ● Students can dribble the ball using both feet keeping the ball under control. ● Students can pass the ball to a target, keeping the ball away from defenders. ● Students understand why we need to move the ball into space away from defenders. <p>BALL SKILLS (Racket and ball)</p> <ul style="list-style-type: none"> ● Students can accurately hit the ball towards a target using a racket. ● Students can consistently vary the power they use to hit the ball depending on the position of the target and knows why this is so important. ● Students understand the importance of aiming and being accurate and can help others to improve when they find the activity challenging.
Developing	Embedding	Going Deeper
DANCE (Animals)	DANCE (Animals)	DANCE (Animals)

<ul style="list-style-type: none"> ● Students can apply a developing understanding of 'excellent dance'. ● Students can perform in character, showing expression and execute movements in relation to music. ● Students are able to create movements that link to their character. 	<ul style="list-style-type: none"> ● Students can apply a good understand of 'excellent dance'. ● Students can perform in character, showing expression and execute movements with good timing and musicality. ● Students are able to create movements with creativity. 	<ul style="list-style-type: none"> ● Students can apply a consistent understanding of 'excellent dance'. ● Students can perform in character, showing expression and execute movements with precise timings and musicality. ● Students are able to choreograph sequences of movement with creativity and flow.
<p>GYMNASTICS (wide, narrow, curled and Body Parts)</p> <ul style="list-style-type: none"> ● Students are developing their ability to create 'champion' movements and balances using a variety of body parts in wide, narrow and curled ways. ● Students can move on a variety of apparatus safely, using a range of body parts. ● Students are developing their ability to create 'champion' movements and balances using a variety of body parts. 	<p>GYMNASTICS (wide, narrow, curled and Body Parts)</p> <ul style="list-style-type: none"> ● Students can create 'champion' movements and balances using a variety of body parts in wide, narrow and curled ways. ● Students can create a mini sequence adding two ways of moving together and execute this on a variety of apparatus. ● Students can create 'champion' movements and balances using a variety of body parts. ● Students can create a mini sequence adding two ways of moving together and execute this on a variety of apparatus. 	<p>GYMNASTICS (wide, narrow, curled and Body Parts)</p> <ul style="list-style-type: none"> ● Students can create simple and advanced 'champion' movements and balances using a variety of body parts in wide, narrow and curled ways. ● Students can create a mini sequence adding two ways of moving together and execute this on a variety of apparatus. ● Students can apply a developing ability to incorporate the concept of flow between movements. ● Students can create simple and advanced 'champion' movements and balances using a variety of body parts. ● Students can create a mini sequence adding two ways of moving together and execute this on a variety of apparatus.

Developing	Embedding	Going Deeper
<p>LOCOMOTION</p> <ul style="list-style-type: none"> • Students can run with confidence, moving into a space and changing direction. • Students are developing their ability to apply the correct technique for running, on the balls of their feet, pumping their arms, keeping their head up. • Students can jump with confidence, landing safely. • Students are developing their ability to jump, hop and skip bending their knees and swinging their arms. • Students can jump and move into space. 	<p>LOCOMOTION</p> <ul style="list-style-type: none"> • Students can apply the correct technique for running, on the balls of their feet, pumping their arms, keeping their head up and looking for space. • Students understand that in the context of a game, we run into space and why. • Students can run for speed, individually and as part of a team. • Students can jump, hop and skip bending their knees and swinging their arms. • In the context of jumping for distance, students can use the correct technique to jump as far as possible and understand why this is important. • Students understand in the context of games, why we may need to jump quickly. 	<p>LOCOMOTION</p> <ul style="list-style-type: none"> • Students can consistently apply the correct technique for running, on the balls of their feet, pumping their arms, looking up for space. • Students understand physically and cognitively that in the context of a game, how to run into space and why. • Students can run for speed, individually and as part of a team. • Students can consistently jump, hop and skip bending their knees and swinging their arms. • In the context of jumping, students can consistently execute the correct technique to jump as far as possible and understand why this is important. • Students understand in the context of games, why we may need to jump quickly.
<p>ATTACK VS DEFENCE (Games for Understanding)</p> <ul style="list-style-type: none"> • Students can travel with confidence, move into space a space keeping away from defenders and do this by changing speed and direction. 	<p>ATTACK VS DEFENCE (Games for Understanding)</p> <ul style="list-style-type: none"> • Students can attack by staying in a space and understand what this means. • Students can apply basic defensive principles and 'tag' the opposition. 	<p>ATTACK VS DEFENCE (Games for Understanding)</p> <ul style="list-style-type: none"> • Students can attack by consistently staying in a space and understand why this is important. • Students can apply basic defensive principles and 'tag; the opposition.

	<ul style="list-style-type: none"> ● students can play by the rules and collaborate with others. 	<ul style="list-style-type: none"> ● Students can play by the rules and collaborate with others. ● Students understand the consequences in a game of breaking the rules.
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PHYSICAL EDUCATION		
YEAR 1		
Developing	Embedding	Going Deeper
<p>BALL SKILLS (Hands)</p> <ul style="list-style-type: none"> ● Students can move into space, keeping away from the defenders. ● Students can pass and dribble a ball with increasing control. ● Students can dribble with their dominant hand. <p>BALL SKILLS (Feet)</p> <ul style="list-style-type: none"> ● Students can move into space, keeping away from the defenders. ● Students can kick a ball with increasing control. ● Students can dribble with their dominant foot. <p>BALL SKILLS (Racket and ball)</p> <ul style="list-style-type: none"> ● Students can push/hit a ball with developing control. 	<p>BALL SKILLS (Hands)</p> <ul style="list-style-type: none"> ● Students can dribble the ball with control using the correct technique. ● Students can roll and throw/pass the ball to a target. ● Students understand why we need to dribble and pass the ball into space away from defenders. <p>BALL SKILLS (Feet)</p> <ul style="list-style-type: none"> ● Students can dribble the ball with control and using the correct technique. ● Students can pass the ball to a target. ● Students understand why we need to move the ball into space away from the defenders. <p>BALL SKILLS (Racket and ball)</p> <ul style="list-style-type: none"> ● Students can push/hit the ball towards a target using a racket. 	<p>BALL SKILLS (Hands)</p> <ul style="list-style-type: none"> ● Students can dribble into space, keeping the ball under control and understand why this is important. ● Students can pass to their partners target and be ready to receive the ball when not in possession. <p>BALL SKILLS (Feet)</p> <ul style="list-style-type: none"> ● Students can dribble the ball using both feet keeping the ball under control. ● Students can pass the ball to a target, keeping the ball away from defenders. ● Students understand why we need to move the ball into space away from defenders. <p>BALL SKILLS (Racket and ball)</p> <ul style="list-style-type: none"> ● Students can accurately hit the ball towards a target using a racket.

<ul style="list-style-type: none"> ● Students can push/hit using their dominant hand. ● Students understand that we have to be safe with equipment. 	<ul style="list-style-type: none"> ● Students can vary the power they use to push/hit the ball depending on the position of the target. ● Students understand the importance of aiming and being accurate as well as the importance of using the correct power. 	<ul style="list-style-type: none"> ● Students can consistently vary the power they use to hit the ball depending on the position of the target and knows why this is so important. ● Students understand the importance of aiming and being accurate and can help others to improve when they find the activity challenging.
Developing	Embedding	Going Deeper
<p>DANCE (Animals)</p> <ul style="list-style-type: none"> ● Students can apply a developing understanding of ‘excellent dance’. ● Students can perform in character, showing expression and execute movements in relation to music. ● Students are able to create movements that link to their character. 	<p>DANCE (Animals)</p> <ul style="list-style-type: none"> ● Students can apply a good understand of ‘excellent dance’. ● Students can perform in character, showing expression and execute movements with good timing and musicality. ● Students are able to create movements with creativity. 	<p>DANCE (Animals)</p> <ul style="list-style-type: none"> ● Students can apply a consistent understanding of ‘excellent dance’. ● Students can perform in character, showing expression and execute movements with precise timings and musicality. ● Students are able to choreograph sequences of movement with creativity and flow.
<p>GYMNASTICS (wide, narrow, curled and Body Parts)</p> <ul style="list-style-type: none"> ● Students are developing their ability to create ‘champion’ movements and balances using a variety of body parts in wide, narrow and curled ways. ● Students can move on a variety of apparatus safely, using a range of body parts. 	<p>GYMNASTICS (wide, narrow, curled and Body Parts)</p> <ul style="list-style-type: none"> ● Students can create ‘champion’ movements and balances using a variety of body parts in wide, narrow and curled ways. ● Students can create a mini sequence adding two ways of moving together and execute this on a variety of apparatus. 	<p>GYMNASTICS (wide, narrow, curled and Body Parts)</p> <ul style="list-style-type: none"> ● Students can create simple and advanced ‘champion’ movements and balances using a variety of body parts in wide, narrow and curled ways. ● Students can create a mini sequence adding two ways of moving together and execute this on a variety of apparatus.

<ul style="list-style-type: none"> ● Students are developing their ability to create 'champion' movements and balances using a variety of body parts. 	<ul style="list-style-type: none"> ● Students can create 'champion' movements and balances using a variety of body parts. ● Students can create a mini sequence adding two ways of moving together and execute this on a variety of apparatus. 	<ul style="list-style-type: none"> ● Students can apply a developing ability to incorporate the concept of flow between movements. ● Students can create simple and advanced 'champion' movements and balances using a variety of body parts. ● Students can create a mini sequence adding two ways of moving together and execute this on a variety of apparatus.
Developing	Embedding	Going Deeper
<p>LOCOMOTION</p> <ul style="list-style-type: none"> ● Students can run with confidence, moving into a space and changing direction. ● Students are developing their ability to apply the correct technique for running, on the balls of their feet, pumping their arms, keeping their head up. ● Students can jump with confidence, landing safely. ● Students are developing their ability to jump, hop and skip bending their knees and swinging their arms. ● Students can jump and move into space. 	<p>LOCOMOTION</p> <ul style="list-style-type: none"> ● Students can apply the correct technique for running, on the balls of their feet, pumping their arms, keeping their head up and looking for space. ● Students understand that in the context of a game, we run into space and why. ● Students can run for speed, individually and as part of a team. ● Students can jump, hop and skip bending their knees and swinging their arms. ● In the context of jumping for distance, students can use the correct technique to jump as far as possible and understand why this is important. 	<p>LOCOMOTION</p> <ul style="list-style-type: none"> ● Students can consistently apply the correct technique for running, on the balls of their feet, pumping their arms, looking up for space. ● Students understand physically and cognitively that in the context of a game, how to run into space and why. ● Students can run for speed, individually and as part of a team. ● Students can consistently jump, hop and skip bending their knees and swinging their arms. ● In the context of jumping, students can consistently execute the correct

	<ul style="list-style-type: none"> Students understand in the context of games, why we may need to jump quickly. 	<p>technique to jump as far as possible and understand why this is important.</p> <ul style="list-style-type: none"> Students understand in the context of games, why we may need to jump quickly.
<p>ATTACK VS DEFENCE (Games for Understanding)</p> <ul style="list-style-type: none"> Students can travel with confidence, move into space a space keeping away from defenders and do this by changing speed and direction. 	<p>ATTACK VS DEFENCE (Games for Understanding)</p> <ul style="list-style-type: none"> Students can attack by staying in a space and understand what this means. Students can apply basic defensive principles and ‘tag’ the opposition. students can play by the rules and collaborate with others. 	<p>ATTACK VS DEFENCE (Games for Understanding)</p> <ul style="list-style-type: none"> Students can attack by consistently staying in a space and understand why this is important. Students can apply basic defensive principles and ‘tag; the opposition. Students can play by the rules and collaborate with others. Students understand the consequences in a game of breaking the rules.
PHYSICAL EDUCATION		
YEAR 2		
Developing	Embedding	Going Deeper
<p>BALL SKILLS (Hands)</p> <ul style="list-style-type: none"> Students can move into space, keeping the ball away from the defenders. Students can pass and dribble a ball with increasing control. Students can dribble with their dominant hand. 	<p>BALL SKILLS (Hands)</p> <ul style="list-style-type: none"> Students can dribble, pass and move the ball with control and keep the ball away from the defenders. Students understand the consequence of moving the ball too close to the defenders. Students can collaborate with others and keep track of the score. 	<p>BALL SKILLS (Hands)</p> <ul style="list-style-type: none"> Students can dribble, pass and move accurately and consistently to keep possession. Students can change speed, direction and apply the correct technique. Students can apply a good understanding of where, when and why we pass and dribble.

<p>BALL SKILLS (Feet)</p> <ul style="list-style-type: none"> ● Students can move into space, keeping away from defenders. ● Students can kick a ball with increasing control. ● Students can dribble the ball with their dominant foot. <p>BALL SKILLS (Racket and ball)</p> <ul style="list-style-type: none"> ● Students can strike a ball with control. ● Students can strike a ball using their dominant hand. ● Students understand that we have to aim into space. 	<p>BALL SKILLS (Feet)</p> <ul style="list-style-type: none"> ● Students can dribble the ball with control using the correct technique, keeping the ball away from defenders. ● Students can pass the ball to a target and under control. ● Students understand why we need to move the ball into space away from defenders. <p>BALL SKILLS (Racket and ball)</p> <ul style="list-style-type: none"> ● Students can strike a ball into space accurately and understand why this is important. ● Students can apply the rules of the game and challenge and knows why playing by the rules is so important. ● Students continue to try their hardest to improve, even if the challenge is difficult. 	<p>BALL SKILLS (Feet)</p> <ul style="list-style-type: none"> ● Students can dribble the ball using both feet keeping the ball under control away from the defenders. ● Students can pass the ball to a target, keeping the ball away from defenders. ● Students understand why we need to move the ball into space away from the defenders. <p>BALL SKILLS (Racket and ball)</p> <ul style="list-style-type: none"> ● Students can identify spaces and strike the ball towards the space, understanding why this is important. ● Students can strike the ball away from the opposition and apply simple tactics to outwit them and win the game. ● students can collaborate with others, ensuring everyone understands and is involved.
Developing	Embedding	Going Deeper
<p>DANCE (Explorers)</p> <ul style="list-style-type: none"> ● Students are developing their ability to move like a ‘champion’ dancer and understand what this means. ● Students can move in relation to the music and work in a pair. 	<p>DANCE (Explorers)</p> <ul style="list-style-type: none"> ● Students can move like a ‘champion’ dancer and understand what this means. ● Students can make big, clear actions and move in relation to the music. ● Students can execute the movement sequence in a pair staying in character as a sea creature. 	<p>DANCE (Explorers)</p> <ul style="list-style-type: none"> ● Students can create a movement sequence in a pair staying in character. ● Students can apply flow to the sequence with clear actions and timings. ● Students can make suggestions to improve their own and other performances.

<p>GYMNASTICS (Linking)</p> <ul style="list-style-type: none"> • Students are developing their ability to create 'champion' movements and balances on the floor and on apparatus. • Students can move on a variety of apparatus and try linking different movements together. 	<p>GYMNASTICS (Linking)</p> <ul style="list-style-type: none"> • Students can create 'champion' movements and balances on the floor and on apparatus. • Students can create a sequence of movements that link together applying flow and execute this on a variety of apparatus. • The sequence is performed incorporating rolls, and a balance. 	<p>GYMNASTICS (Linking)</p> <ul style="list-style-type: none"> • Students can create 'champion' movements and balances on the floor and on apparatus. • Students can create a sequence of movements that link together applying flow and execute this on a variety of apparatus. • The sequence is performed incorporating 3 linked movements and a balance. • Students can suggest ways to improve others performances.
Developing	Embedding	Going Deeper
<p>LOCOMOTION (Dodging and Jumping)</p> <ul style="list-style-type: none"> • Students can run with confidence, moving into space and changing direction. 	<p>LOCOMOTION (Dodging and Jumping)</p> <ul style="list-style-type: none"> • Students can apply the correct technique for running and dodging and execute the technique effectively to keep away from defenders. 	<p>LOCOMOTION (Dodging and Jumping)</p> <ul style="list-style-type: none"> • Students can adhere to a standard of rules within a game and keep the score.

<ul style="list-style-type: none"> ● Students are developing their ability to apply correct technique for dodging. ● Students can collaborate with others. ● Students can jump with confidence, landing safely. ● Students are developing their ability to jump, hop and skip bending their knees and swinging their arms. ● Students can jump and move into space. 	<ul style="list-style-type: none"> ● Students can play by the rules and collaborate with others. ● Students can jump, hop and skip bending their knees and swinging their arms. ● Students can explore jumping in combination and add different jumps together. ● Students can take part in jumping competitions and understand how to jump as far as possible. 	<ul style="list-style-type: none"> ● Students can demonstrate physically and cognitively that they understand when, where and why they dodge. ● Students understand the difference between attack and defence. ● Students can consistently apply the correct jumping technique both in game and in a jumping competition. ● Students can link the combination of 'hop, step and jump' together successfully and apply this to a competition.
<p>ATTACK VS DEFENCE (Games for Understanding)</p> <ul style="list-style-type: none"> ● Students can travel with confidence, move into space keeping away from defenders and do this by changing speed and direction. ● Students can begin to understand what the terms 'attacking' and 'defending' mean within the context of sport. 	<p>ATTACK VS DEFENCE (Games for Understanding)</p> <ul style="list-style-type: none"> ● Students understand what it means to attack and what it means to defend. ● Students can create and apply simple tactics for attack and defence. ● Students can begin to understand the importance of adhering to a set standard of rules within a game. 	<p>ATTACK VS DEFENCE (Games for Understanding)</p> <ul style="list-style-type: none"> ● Students understand the difference between attack and defence and can confidently adhere to a set standard of rules within a game. ● Students can collaborate with others in their own team and the opposition. ● Students can create and apply effective tactics for attack and defence.

RELIGIOUS EDUCATION			
EXPERTISE	LEVEL 1	LEVEL 2	LEVEL 3

(Big Ideas)	MILESTONES EYFS	MILESTONES KS1	MILESTONES GOING DEEPER	
Big Idea 1 Recognising continuity, change and diversity	Name some familiar religious festivals eg Christmas, Divali, Easter.	Recognise that we are surrounded by distinctive things often called “religious” or “holy”	Discuss how within the same religion or non-religious world view people may believe different things and practice in different ways	
	Name religious symbols for familiar festivals eg Christmas – Star . Divali – lamp , Easter – Cross,	Name some buildings, festivals and celebrations, rituals, books, acts of worship and symbols.		
		Talk about how these are usually different for each religion and non-religious world views.		
Big Idea 2 Exploring Words and beyond	Sing songs, make music and dance and experiment with ways of changing them.	Explore some symbols, art, music, drama and dance that people have developed to express their beliefs and tell their favourite stories.	Recognise that people often cannot find the words to express their feelings and beliefs	
	Experiment with colour, design, texture, form and function.	Recognise that some people believe that it is wrong to use certain forms of non-verbal expression.		Look at imagery used eg symbols, metaphors, simile analogy and allusion to interpret their religious or spiritual experiences and beliefs.
	Represent their own ideas, thoughts and feelings through design and technology, art music, dance, role play and stories.	Recognise that people learn different things from these stories and symbols and might not agree about their meaning	Discuss how stories that religions and non-religious worldwide views use provide guidance or their followers on how to live a good life	
Big Idea 3 Living A Good Life	Follow a behaviour code with agreed rules and consequences	Recall stories that religions and non-religious worldwide views use to introduce children to lives of their exemplary people.		
	Talk about the behaviour choices they are making	Give examples of the qualities and characteristics the people in the stories try to achieve.		
	talk about their own and others behaviour and its consequences	Discuss what these stories teach about right and wrong and about good and bad attitudes.		
Know that some behaviour is unacceptable				
EXPERTISE (Big Ideas)	LEVEL 1 MILESTONES EYFS	LEVEL 2 MILESTONES KS1		

<p>Big Idea 4 Making sense of life's experiences</p>	<p>Recognise and describe special times or events for family or friends Know some of the things that make them unique .</p> <p>Talk about some of the similarities and difference in relation to friends or family</p> <p>Learn that they have similarities and differences that connect them to and distinguish them from others</p>	<p>Discuss stories about how peoples experiences and encounters have made them ask big questions about life and made them change their lives.</p> <p>Discuss how some people find that belonging to a religious or non-religious group with the same beliefs, values and traditions gives them a sense of identity and belonging</p>	<p>Discuss how many people are influenced by more than just stories. Ie the wonders of nature, other people, arts or with a power above and beyond the material world</p>
<p>Big Idea 5 Recognising Influence, Community, Culture and Power</p>	<p>Join in with family customs and routines Show interest in the lives of people who are familiar to them</p> <p>Show interest in different occupations and ways of life</p> <p>Know that other children don't always enjoy the same things and be sensitive to this</p> <p>Know about similarities and differences between themselves and others, and among families, communities.</p>	<p>Sort local and national holidays that are held at the time of religious or other festivals.</p> <p>Identify how religious leaders are often important people locally.</p> <p>Explore how traditional stories and songs reflect the ideas of religious traditions present in the community</p> <p>Discuss how some places or families are more religious than others.</p>	<p>Identify how many communities around the world are influenced at several levels by their traditional religions and non-religious world-wide views</p>
<p>EXPERTISE (Big Ideas)</p>	<p>LEVEL 1 MILESTONES EYFS</p>	<p>LEVEL 2 MILESTONES KS1</p>	<p>LEVEL 3 MILESTONES GOING DEEPER</p>

<p>Big Idea 6 Seeing The big picture</p>	<p>Listen to stories with increasing attention and recall</p>	<p>Recognise that stories are very important in religions and in non-religious worldwide views</p>	<p>Recognise and discuss how religions and non-religious world wide views are used to communicate important teachings and are often parts of much longer narratives.</p>
	<p>Listen to stories and respond to what they hear with relevant comments, questions or actions.</p>	<p>Discuss stories that are used to explain ideas about life and which may include God, gods, spirits, humans and animals and the rest of the natural world</p>	
	<p>Develop own narratives and explanations by connecting ideas or events.</p>	<p>Discuss how stories help people grapple with some of the big questions of life eg “What happens when people die?” “Where did the world come from?”</p>	
		<p>Recognise that these stories are often handed down or are found in Holy Books</p>	

EXPERTISE	LEVEL 1 MILESTONES EYFS	LEVEL 2 MILESTONES KS1 (Same across Y1 and Y2)	LEVEL 3 MILESTONES GOING DEEPER
<p>Work scientifically This concept involves learning the methodologies of the discipline of science.</p>	Begin to ask simple questions about why things happen.	Ask simple questions.	Ask relevant questions using own evaluation and new learning.
	Explore and look closely at objects.	Observe closely, using simple equipment.	Construct and design simple, practical enquiries and comparative and fair tests.
	Investigate and explore through play.	Perform simple tests.	Compare accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.
	Sort objects and materials in a way that is meaningful to them.	Identify and classify.	Gather, record, classify and present data in a variety of ways to help in answering questions using analysis and examination skills.
	Talk about some of the things they have observed.	Use observations and ideas to suggest answers to questions.	Record and explain findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
	Talk about why things happen and how things work.	Gather and record data to help in answering questions.	Explain on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
EXPERTISE	LEVEL 1 MILESTONES EYFS	LEVEL 2 MILESTONES KS1 (Same across Y1 and Y2)	LEVEL 3 MILESTONES GOING DEEPER

<p>Work scientifically This concept involves learning the methodologies of the discipline of science.</p>			<p>Evaluate and justify results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</p> <p>Identify and compare differences, similarities or changes related to simple, scientific ideas and processes.</p> <p>Identify and describe straightforward, scientific evidence to answer questions or to support their findings.</p>
<p>EXPERTISE</p>	<p>Early Years Framework Statements</p>	<p>National Curriculum Statement Year 1 and Year 2</p>	<p>LEVEL 3 MILESTONES GOING DEEPER</p>

<p>Understand plants This concept involves becoming familiar with different types of plants, their structure and reproduction.</p>	<p>EYFS</p> <p>Find and explore plants and trees in the school environment.</p>	<p>Year 1</p> <p>Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.</p>	<p>Year 1</p> <p>Explain in detail the differences and similarities between different types of plants. For example, how they look, grow and where they can be found. <i>Example task: Show real or picture of a flowering plant, a tree and a non-flowering plant. Children to compare and contrast.</i></p>
	<p>Explore the different parts of a plant.</p>	<p>Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</p>	<p>Understand that parts of plants have differing functions and be able to explain these. <i>Example question: Why are roots so important to a plant? Do you think the roots of a house plant will look the same as roots of plants in the garden?</i></p>
<p>EXPERTISE</p>	<p>Early Years Framework Statements</p>	<p>National Curriculum Statement Year 1 and Year 2</p>	<p>LEVEL 3 MILESTONES GOING DEEPER</p>
<p>Understand plants This concept involves becoming familiar with different types of plants, their structure and reproduction.</p>	<p>EYFS</p> <p>Observe plants growing and talk about the changes they see.</p>	<p>Year 2</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p>	<p>Year 2</p> <p>Observe a variety of seeds and bulbs and make comparisons about how they look. Understand the huge range of plants that seeds and bulbs grow into. <i>Example task: Show real or pictures of various seeds and bulbs. Children to compare and contrast in detail. Draw detailed sketches and label.</i></p>
	<p>Explore how plants grow through planting different seeds. Talk about the changes and differences they observe.</p>	<p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Explain and justify why plants can become unhealthy, but can be restored with appropriate correction to their environment or conditions. <i>Example question: Do you think it is easier to look after house plants or plants in the garden? Why?</i></p>
	<p>Early Years Framework Statements</p>	<p>National Curriculum Statement Year 1 and Year 2</p>	<p>LEVEL 3 MILESTONES GOING DEEPER</p>

EXPERTISE	EYFS	Year 1	Year 1
<p>Understand animals and humans</p> <p>This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p>	Name some common animals.	Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.	Describe in detail the features and characteristics that determine the group to which an animal belongs. <i>Example task: be able to discuss the main characteristics e.g. lays eggs, has fur, lives in and out of water.</i>
	Talk about what different animals eat.	Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	Debate the complexities of the human diet and describe what it means to be a vegetarian or vegan. <i>Example question: Why might someone might choose to be a vegetarian or vegan?</i>
EXPERTISE	Early Years Framework Statements	National Curriculum Statement Year 1 and Year 2	LEVEL 3 MILESTONES GOING DEEPER
<p>Understand animals and humans</p> <p>This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p>	EYFS	Year 1	Year 1
	Talk about similarities and differences between some animals.	Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).	Describe and compare the abilities of these common animals that are possible because of their structure and body parts. <i>Example task: Think of own classifications for groups of animals, for instance animals that can fly, swim, climb etc. Could extend with Venn diagrams.</i>
	Identify and name basic parts of own body through rhymes and songs.	Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Explain and justify how body parts have differing functions and be able to describe these. <i>Example question: Why are elbows so important to a human? If someone uses a wheelchair, does that mean they cannot join in with activities?</i>
EXPERTISE	Early Years Framework Statements	National Curriculum Statement Year 1 and Year 2	LEVEL 3 MILESTONES GOING DEEPER

<p>Understand animals and humans This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p>	<p>EYFS</p> <p>Talk about how they have changed from a baby to now. Recognise that they will grow into an adult.</p>	<p>Year 2</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p>	<p>Year 2</p> <p>By describing and classifying offspring and understand that some do not look like their parents and that patterns occur. For example, the fur of mammals often changes colour for early camouflage. Example statement: <i>baby animals always look like their parents. True or false?</i></p>
	<p>Can identify when they are hungry, thirsty and tired.</p>	<p>Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p>Compare and contrast how different animals (including humans) get the things they need to survive. Example task: <i>describe the difference between how a pet cat and a lion gets what it needs to survive. Does a pet cat have any similarities to a lion when getting food?</i></p>
	<p>Understand that they need to eat healthy food, sleep and exercise to stay healthy. Manage their own basic hygiene and personal needs successfully.</p>	<p>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>	<p>Be able to describe and analyse the healthy eating plate. Identify and explain that each type of food provides different nutrients for the body. Example activity: <i>Sort and classify various foods into the correct sections.</i></p>
<p>EXPERTISE</p>	<p>Early Years Framework Statements</p>	<p>National Curriculum Statement Year 1 and Year 2</p>	<p>LEVEL 3 MILESTONES GOING DEEPER</p>
	<p>EYFS</p>	<p>Year 1</p>	<p>Year 1</p>

<p>Investigate living things This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.</p>	<p>Identify the features that mean they are living e.g. breathing, eating, moving.</p>	<p>Explore and compare the differences between things that are living, that are dead and that have never been alive.</p>	<p>Define and describe the MRS GREN concept and the various elements. Example true or false statement: <i>a fire can move, grow and it needs oxygen so it must be alive. True or false?</i></p>
	<p>Talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>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.</p>	<p>Describe in details how animals have adapted to be able to survive in a harsh climate and talk about how they compare to each other. Example question: <i>how do a polar bears body parts help it to survive in extreme cold? How does a whale stay warm without fur?</i></p>
	<p>Identify and name some plants and animals that are found in the school environment.</p>	<p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p>	<p>Examine and evaluate how environments can change and that this can sometimes pose dangers to specific habitats. Example task: <i>research a changing habitat and describe how it can affect creatures who live there. Would it matter if we removed the trees from the school field?</i></p>
	<p>Talk about what some animals eat.</p>	<p>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>	<p>Construct and interpret a variety of food chains, identifying producers, predators and prey. Example question: <i>what do you think would happen if XX was removed from XX food chain?</i></p>
<p>EXPERTISE</p>	<p>Early Years Framework Statements</p>	<p>National Curriculum Statement Year 1 and Year 2</p>	<p>LEVEL 3 MILESTONES GOING DEEPER</p>
<p>Investigate materials</p>	<p>EYFS</p>	<p>Year 1</p>	<p>Year 1</p>

This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.	Explore and investigate objects made from the same material and objects made from different materials.	Distinguish between an object and the material from which it is made.	Identify objects that are the same but can be made from different materials, for example a chair. Compare and debate these and discuss more suitable materials. <i>Example question: which is better, a plastic watering can or a metal one? Why?</i>
	Talk about and describe the similarities and differences between different materials.	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.	Be able to describe and compare the common characteristics of these materials that help us to identify what they are. <i>Example task: guess the material based on its description – “this material is shiny and feels cold when you touch it. What could it be?”</i>
	Talk about and describe how different materials feel, look, smell, sound etc.	Describe the simple physical properties of a variety of everyday materials.	Explain and interpret with advanced vocabulary the properties of materials, for example transparent, metallic, flammable. <i>Example question: Why do builders need to think carefully about the properties of materials?</i>
EXPERTISE	Early Years Framework Statements	National Curriculum Statement Year 1 and Year 2	LEVEL 3 MILESTONES GOING DEEPER
	EYFS	Year 2	Year 2

<p>Investigate materials This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.</p>	<p>Explore and sort different materials.</p>	<p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Classify materials and describe how objects are made from different things not only due to their properties. For example, a ruler can be wooden or plastic because they both have the required properties, however plastic is cheaper to produce. Example true or false statement: <i>all objects should be made with plastic if it is cheaper.</i></p>
	<p>Explore different materials by squashing, bending, twisting and stretching.</p>	<p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Begin to explain that moisture, heat and cold can also change certain materials and describe when they might have seen this in real life. Example question: <i>Would it matter if we left a piece of chalk out in the rain?</i></p>
	<p>Choose appropriate materials to build and construct with based on their suitability.</p>	<p>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>	<p>Debate how and why some materials can be reused or recycled and this makes them more suitable and is often the most important property of a material. Example task: <i>make a list of plastic items and think about what other materials could be used instead, describing the properties that are similar.</i></p>