

KS1 Foundation Subject Progression of Skills

Art

	<u>NC Objective/Coverage/ British Values</u>	<u>Year 1</u>	<u>Year 2</u>
Objective	to use a range of materials creatively to design and make products	Children to use a variety of media and materials to make models. Materials, crepe paper, tissue paper, PVA glue.	Children to use different junk modelling materials to design their own products to take to the beach.
Coverage		Dinosaurs	Oh I do like to be beside the seaside
Objective	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Children to use a range of pencils, and pastels to use their imaginations to design their own castle.	Children to use clay to sculpture a planet. Use paint to define it, sharing their ideas and creations with their peers
Coverage		Knights and Castles	Space
Objective	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Children to experiment using different pencils and pastels to shade, showing different ways of line and pattern.	Children to experiment with texture, shape, space and form.
Coverage		Knights and Castles	
Objective	about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Children to explore the work of Andy Warhol- Pop Art. Henri Matissee- Cut-out shapes and bright colours. Children to look at the differences and similarities between their work.	
Coverage		Under the Sea	

<u>Geography</u>			
	<u>NC Objective/Coverage/ British Values</u>	<u>Year 1</u>	<u>Year 2</u>
Objective	Children use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Children can identify Icy Lands, United Kingdom and continents on a map. Children can identify hot and cold places on the globe.	Children can identify and have knowledge of the countries of the United Kingdom. They are also able to place and name additional countries, continents and oceans on a globe. Children can identify seasonal and daily weather patterns in the UK.
Coverage		Icy lands	Great Britain
Objective	Children 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	Children are able to direct each other around a route using compass points and directional language.	Children can look at local maps and guide each other to the sea using directional language. (And compass directions)
Coverage		Great Fire of London	Oh, I do like to be beside the seaside.
Objective	Children 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.	Children are able to point out symbols and features within a map to recognise a building and other human features. They are able to create their own simple map showing a castle as a key element.	Children are able to grasp the concept of aerial view (From Space) They can identify landmarks and physical features of a given area. Children can create a simple map using symbols and a key.
Coverage		Turrets and Tiaras	To infinity and beyond
Objective	Children 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.	School observational walks. Children can identify key geographical features about the school and create a simple leaflet with this information.	Children can create a 'guide to the area' using the information they have found from observational walks around the school and its surrounding area. Children are able to point out key physical and human features in the immediate environment.
Coverage		Ready, Steady, Grow.	Oh, I do like to be beside the seaside.

History			
	NC Objective/Coverage/ British Values	Year 1	Year 2
Objective	<i>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</i>	Children can place events in their life on a timeline. Children will have looked at a timeline about the events they are studying.	With support children can place events/people on a timeline.
Coverage		Great Fire of London.	Superheroes- Great Britons
Objective	<i>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</i>	Children use phrases such as: a long time ago, a few years ago, a few years later, last year, before I was born, hundreds of years ago, yesterday, last week etc	Children use terms such as day, week, fortnight, month, year century.
Coverage		Pirates and mermaids - changes on the beach	I do like to be beside the seaside.
Objective	<i>They should use a wider vocabulary of everyday historical terms.</i>	See separate vocabulary document.	See separate vocabulary document.
Coverage		Great Fire of London Pirates and mermaids - changes on the beach Turrets and Tiaras	Superheroes- Great Britons I do like to be beside the seaside.
Objective	<i>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</i>	Children can they retell (verbally) the story of the event they are studying. Children can answer simple questions about the topic they are studying.	Children can they retell (verbally and through writing) the story of the event they are studying. Children choose questions to research about the time period they are studying.
Coverage		Great Fire of London	Superheroes- Great Britons
Objective	<i>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i>	Children have visited a place of historical interest and understand that some of the buildings we have were built a long time ago.	Children have looked at photos and artefacts from the past.
Coverage		Turrets and Tiaras - Porchester	I do like to be beside the seaside - changes to the seaside.

Music			
	NC Objective/Coverage/ British Values	Year 1	Year 2
Objective	Children use their voices expressively and creatively by singing songs and speaking chants and rhymes	Use voices in different ways such as speaking, singing and chanting	Sing with an awareness of pulse and rhythm
Coverage		Find their singing voice and use their voice confidently	Recognise phrase lengths and know when to breathe
		Recall and remember short songs and sequences and patterns of sounds	Follow pitch movements with their hands and use high, low and middle voices
		Sing songs expressively	
		Respond physically when performing	Sing with an awareness of other performers
		Sing songs in unison	Begin to sing songs in two parts
Objective	Children play tuned and untuned instruments musically	Create and choose sounds	Play instruments in different ways and create sound effects
		Accompany a chant or song by clapping or playing the pulse or rhythm	Identify simple repeated patterns and follow musical instruction
Coverage		Perform simple patterns and accompaniments, keeping to a steady pulse	Handle and play tuned and un-tuned instruments with control and rhythmic accuracy
			Begin to internalise and create rhythmic patterns
		To think about others when performing	To present performances with an awareness of the audience
Objective	Children listen with concentration and understanding to a range of high-quality live and recorded music	Identify different sound sources	Identify long and short sounds in music
Coverage		Identify the pulse in different pieces of music	Identify the pulse and join in getting faster and slower together
Objective	Children experiment with, create, select and combine sounds using the inter-related dimensions of music.		To represent sounds with simple symbols, including shape marks
Coverage			To understand how musical elements can be used to create different moods and effects