# ASHDENE PRIMARY SCHOOL

## MILESTONE ONE – YEAR ONE AND TWO

| ART | HISTORY | GEOGRAPHY | SCIENCE | COMPUTING |
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| **To develop ideas**<br>• Respond to ideas and starting points.<br>• Explore ideas and collect visual information.<br>• Explore different methods and materials as ideas develop.<br>**To master techniques**<br>• Use thick and thin brushes.<br>• Mix primary colours to make secondary.<br>• Add white to colours to make tints and black<br>to colours to make tones.<br>• Create colour wheels.<br>• Use a combination of materials that are cut,torn and glued.<br>• Sort and arrange materials.<br>• Mix materials to create texture.<br>• Use a combination of shapes.<br>• Include lines and texture.<br>• Use rolled up paper, straws, paper, card and<br>clay as materials.<br>• Use techniques such as rolling, cutting,<br>moulding and carving.<br>• Draw lines of different sizes and thickness.<br>• Colour (own work) neatly following the lines.<br>• Show pattern and texture by adding dots and lines.<br>• Show different tones by using coloured pencils.<br>• Use repeating or overlapping shapes.<br>• Mimic print from the environment | **To investigate a interpret the past**<br>• Observe or handle evidence to ask questions and find answers to questions about the past.<br>• Ask questions such as: What was it like for people? What happened? How long ago?<br>• Use artefacts, pictures, stories, online sources and databases to find out about the past.<br>• Identify some of the different ways the past has been represented.<br>**To build an overview of world history**<br>• Describe historical events.<br>• Describe significant people from the past.<br>• Recognise that there are reasons why people in the past acted as they did<br>**To understand chronology**<br> Place events and artefacts in order on a time line.<br>• Label time lines with words or phrases such as: past, present, older and newer.<br>• Recount changes that have occurred in their own lives.<br>• Use dates where appropriate.<br>**To communicate historically**<br>• 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.<br>• Show an understanding of the concept of nation and a nation's history.<br>• Show an understanding of concepts | **To investigate places**<br>• 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?).<br>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.<br>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.<br>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.<br>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.<br>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.<br>• Name and locate the world's continents and oceans.<br>**To investigate patterns**<br>• 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.<br>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the | **To work Scientifically**<br>• Ask simple questions.<br>• Observe closely, using simple equipment.<br>• Perform simple tests.<br>• Identify and classify.<br>• Use observations and ideas to suggest answers to questions.<br>• Gather and record data to help in answering questions.<br>**To understand plants**<br>• Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.<br>• Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.<br>• Observe and describe how seeds and bulbs grow into mature plants.<br>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.<br>**To understand animals and humans**<br>• Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.<br>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.<br>• Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). | **To Code**<br>•Control motion by specifying the number of steps to travel, direction and turn.<br>•Add text strings, show and hide objects and change the features of an object.<br>•Select sounds and control when they are heard, their duration and volume.<br>•Control when drawings appear and set the pen colour, size and shape.<br>•Specify user inputs (such as clicks) to control events.<br>•Specify the nature of events (such as a single event or a loop).<br>•Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).<br>**To Connect**<br>• Participate in class social media accounts.<br>• Understand online risks and the age rules for sites.<br>**To communicate**<br>Use a range of applications and devices in order to communicate ideas, work and messages.<br>**To collect**<br>• Use simple databases to record information in areas across the curriculum. |

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| (e.g. wallpapers).<br>• Use objects to create prints (e.g. fruit, vegetables or sponges).<br>• Press, roll, rub and stamp to make prints.<br>• Use weaving to create a pattern.<br>• Join materials using glue and/or a stitch.<br>• Use plaiting.<br>• Use dip dye techniques.<br>• Use a wide range of tools to create different textures, lines, tones, colours and shapes.<br>**To take inspiration from the greats (classic and modern)**<br>• Describe the work of notable artists, artisans and designers.<br>• Use some of the ideas of artists studied to create pieces. | such as civilisation, monarchy, parliament, democracy, and war and peace. | world in relation to the Equator and the North and South Poles.<br>• Identify land use around the school.<br>**To communicate geographically**<br>• Use basic geographical vocabulary to refer to:<br>• **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.<br>• **key human features**, including: city, town, village, factory, farm, house, office and shop.<br>• 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.<br>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). | • Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.<br>• Notice that animals, including humans, have offspring which grow into adults.<br>• Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).<br>• Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.<br>**To investigate living things**<br>• Explore and compare the differences between things that are living, that are dead and that have never been alive.<br>• 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.<br>• Identify and name a variety of plants and animals in their habitats, including micro-habitats.<br>• 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.<br>**To understand evolution and inheritance**<br>• Identify how humans resemble their parents in many features.<br>**To investigate materials**<br>• Distinguish between an object and the material from which it is made.<br>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.<br>• Describe the simple physical properties of a variety of everyday materials.<br>• Compare and group together a variety of everyday materials on the basis of | |

| | | | their simple physical properties. | |
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| | | | • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | |
| | | | • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. | |
| | | | **To understand movement, forces and magnets** | |
| | | | • Notice and describe how things move, using simple comparisons such as faster and slower. | |
| | | | • Compare how different things move. | |
| | | | **To understand light and seeing** | |
| | | | • Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes. | |
| | | | **To investigate sound and hearing** | |
| | | | • Observe and name a variety of sources of sound, noticing that we hear with our ears. | |
| | | | **To understand electrical circuits** | |
| | | | • Identify common appliances that run on electricity. | |
| | | | • Construct a simple series electrical circuit. | |
| | | | **To understand the Earth's movement in space** | |
| | | | • Observe the apparent movement of the Sun during the day. | |
| | | | • Observe changes across the four seasons. | |
| | | | • Observe and describe weather associated with the seasons and how day length varies. | |
| **PERSONAL DEVELOPMENT** | **MUSIC** | **PE** | **RE** | **DT** |
| **To try new things**<br>• Try new things with the help of others.<br>• Talk about some things of personal | **To perform**<br>• Take part in singing, accurately following the melody.<br>• Follow instructions on how and when | **To develop practical skills in order to participate, compete and lead a healthy lifestyle**<br>**GAMES** | **To understand beliefs and teaching**<br>Describe some of the teachings of a religion.<br>• Describe some of the main festivals or | **To master practical skills**<br>**Food**<br>• Cut, peel or grate ingredients safely and hygienically. |

interest.
• Join in with familiar activities.
• Concentrate on things of interest.
**To work hard**
• Work hard with the help of others.
• Enjoy the results of effort in areas of interest.
• Take encouragement from others in areas of interest.
**To concentrate**
• Give attention to areas of interest.
• Begin to 'tune out' distractions.
• Begin to show signs of concentration.
• Begin to seek help when needed.
**To push themselves**
• Express doubts and fears.
• Explain feelings in uncomfortable situations.
• Begin to push past fears (with encouragement).
• Listen to people who try to help.
• Begin to try to do something more than once.
**To imagine**
• With help, develop ideas.
• Respond to the ideas of others'.
• Respond to questions about ideas.
• Act on some ideas.
**To improve**
• Share with others likes about own efforts.
• Choose one thing to improve (with help).
• Make a small improvement (with help).
**To understand others**
• Show an awareness of someone who is talking.
• Show an understanding that ones own behaviour affects other people.
• Listen to other people's point of view.
**To not give up**
• Try again with the help of others.
• Try to carry on even if a failure causes upset.
• Keep going in activities of interest.

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to sing or play an instrument.

• Make and control long and short sounds, using voice and instruments.
• Imitate changes in pitch.
**To compose**
• Create a sequence of long and short sounds.
• Clap rhythms.
• Create a mixture of different sounds (long and short, loud and quiet, high and low).
• Choose sounds to create an effect.
• Sequence sounds to create an overall effect.
• Create short, musical patterns.
• Create short, rhythmic phrases.
**To transcribe**
• Use symbols to represent a composition and use them to help with a performance.
**To describe music**
• Identify the beat of a tune.
• Recognise changes in timbre, dynamics and pitch.

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Use the terms 'opponent' and 'team-mate'.
• Use rolling, hitting, running, jumping, catching and kicking skills in combination.
• Develop tactics.
• Lead others when appropriate.
**DANCE**
• Copy and remember moves and positions.
• Move with careful control and coordination.
• Link two or more actions to perform a sequence.
• Choose movements to communicate a mood, feeling or idea.
**GYMNASTICS**
• Copy and remember actions.
• Move with some control and awareness of space.
• Link two or more actions to make a sequence.
• Show contrasts (such as small/tall, straight/curved and wide/narrow).
• Travel by rolling forwards, backwards and sideways.
• Hold a position whilst balancing on different points of the body.
• Climb safely on equipment.
• Stretch and curl to develop flexibility.
• Jump in a variety of ways and land with increasing control and balance.
**SWIMMING**
• Swim unaided up to 25 metres.
• Use one basic stroke, breathing correctly.
• Control leg movements.

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celebrations of a religion.
**To understand practices and lifestyles**
• Recognise, name and describe some religious artefacts, places and practices.
**To understand how beliefs are conveyed**
• Name some religious symbols.
• Explain the meaning of some religious symbols.
**To reflect**
• Identify the things that are important in their own lives and compare these to religious beliefs.
• Relate emotions to some of the experiences of religious figures studied.
• Ask questions about puzzling aspects of life.
**To understand values**
• Identify how they have to make their own choices in life.
• Explain how actions affect others.
• Show an understanding of the term 'morals'.

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• Measure or weigh using measuring cups or electronic scales.
• Assemble or cook ingredients.
**Materials**
• 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).
**Textiles**
• Shape textiles using templates.
• Join textiles using running stitch.
• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).
**Electricals and electronics**
• Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).
**Computing**
• Model designs using software.
**Construction**
• Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.
**Mechanics**
• Create products using levers, wheels and winding mechanisms.
**To design, make, evaluate and improve**
• Design products that have a clear purpose and an intended user.
• Make products, refining the design as work progresses.
• Use software to design.
**To take inspiration from design throughout history**
• Explore objects and designs to identify likes and dislikes of the designs.
• Suggest improvements to existing designs.
• Explore how products have been

| • Try to think of oneself as lucky | | | | created. |