CROSS CURRICULAR PLANNING ~ KEY KNOWLEDGE / SKILLS / UNDERSTANDING IN FOUNDATION SUBJECTS

Subject		Year 1	Year 2
History	Chronological Understanding	▪ Place objects/events in order and explain that some objects belonged to the past ▪ Explain how they have changed since they were born	▪ Use phrases and words like: before, after, past, present, then and now; with historical meaning ▪ Sequence a set of events in chronological order and give reasons for the order
	Knowledge & Interpretation	▪ Explain how some famous people have helped our lives be better today ▪ Describe the difference between the present and the past in their own and other people's lives	▪ Recount interesting facts from a historical event or the life of someone famous from Britain in the past and think of reasons why things happened that way ▪ Compare how things in their life are different to when their parents and their grandparents were their age
	Historical Enquiry	▪ Answer questions about an artefact and give a plausible explanation about what it was used for in the past ▪ Find answers to some simple questions about the past from different sources of information (e.g. spot old and new things in a picture)	▪ Answer questions by using a specific source such as a non fiction book or asking an older person ▪ Research a famous event that happened in Britain or the life of a famous person from the past; think why there might be differences in the way things are retold
Geography	Geographical Enquiry	▪ Keep a weather chart and answer questions about the weather	▪ Say what they like and don't like about the local area and a different area that they have studied
	Physical Geography	▪ Explain how the weather changes with each season ▪ Explain the main features of a hot and cold place	▪ Describe a place outside Europe using geographical words ▪ Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, and valley
	Human Geography	▪ Explain what they might wear if they lived in a very hot or a very cold country	▪ Explain how people might spoil an area or make it better ▪ Explain what facilities a town or village might need
	Geographical Knowledge	▪ Find where they live on a map of the UK ▪ Identify the 4 countries making the United Kingdom and name their capital cities	▪ Point out on a globe or an atlas, the equator, the north and south poles, the world's 7 continents and 5 oceans
Art	Drawing & Painting	▪ Draw lines of different shapes and thickness ▪ Name the primary colours and mix them to create secondary colours	▪ Use charcoal, pastels and different grades of pencil (4B, 8B HB) when drawing ▪ Make tints by adding white and tones by adding black
	Printing, 3D, Textiles & Collage	▪ Print a repeating pattern (e.g. with sponges or fruit onto paper or textile) ▪ Make different kinds of shapes by cutting, rolling and coiling materials such as clay, dough or plasticine	▪ Create a print using pressing, rolling, rubbing and stamping ▪ Join fabric together using glue or simple stitches
	Use of IT	▪ Use a simple painting program to create a picture	▪ Use simple IT mark-making tools (e.g. brush and pen tools)
	Knowledge	▪ Describe what they think and feel about their own work and another artist's work	▪ Create a piece of work in response to another artist's work and then suggest how to make it even better
Music	Performing	▪ Use their voice to speak, sing and chant ▪ Copy sounds and repeat short rhythmic patterns	▪ Follow the melody (tune) when they sing ▪ Play simple rhythmic patterns on an instrument keeping a steady pulse
	Composing	▪ Make different sounds with their voice and instruments ▪ Make a sequence of sounds and show the sounds by using pictures	▪ Choose sounds that create an effect ▪ Use symbols to represent sounds and make connections between notations and musical sounds
	Appraising	▪ Say how a piece of music makes them feel and whether they like or dislike a piece of music with reasons ▪ Choose sounds to represent different things	▪ Listen out for particular things when listening to music ▪ Use musical words to describe what you like and dislike
DT	Designing	▪ Describe how their design works by using pictures, diagrams, models and words	▪ Describe why they chose to use a specific resource or tool (e.g. the properties of the ingredient or textile)
	Making	▪ Join materials or components together in different ways	▪ Explain why they joined things together in a certain way (materials/components)
	Evaluating	▪ Say what went well with their work	▪ Explain what went well and what they would want to improve if they did it again
	Technical Knowledge	▪ Build structures ▪ Explore mechanisms (e.g. levers, sliders, wheels and axles) ▪ Cut food safely and say why it is important to make sure surfaces are clean	▪ Explore how structures can be made stronger, stiffer or more stable ▪ Use mechanisms, such as levers, sliders, wheels and axles, in your products ▪ Say where food comes from and prepare different simple healthy dishes

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Computing	Algorithms & Programs	▪ Use simple instructions (left/right forwards/backwards, up/down) to control a programmable toy (e.g. a Bee-bot) ▪ Predict the outcome of simple instructions	▪ Create and debug a simple program ▪ Use logical reasoning to predict the behaviour of a simple program and use precise and unambiguous instructions to change it if necessary
	Data Retrieving & Organising	▪ Capture images with a camera and record a sound and play it back ▪ Enter information into a template to make a graph and say what the results on the graph show	▪ Use technology to create, organise and store digital content (e.g. find information on a website and save it to a specific file) ▪ Retrieve and manipulate digital content stored previously (e.g. make a slide show from text and pictures previously saved)
	Communicating	▪ Tell someone else what the school e-safety Code of Conduct means ▪ Word process ideas using a keyboard, (including using spacebar, back space, enter, shift and arrow keys)	▪ Use technology safely and respectfully? (know that personal information should be kept private; know what to do about something upsetting on the internet) ▪ Recognise common uses of information technology beyond school
PE Dance Games Gymnastics	Acquiring & Developing Skills	▪ Copy actions and skills ▪ Move with control and care	▪ Repeat and explore actions with control and co-ordination
	Selecting and Applying	▪ Choose skills and actions that suit the activity	▪ Vary skills, actions and ideas, linking them in ways that suit the activities
	Evaluating & Improving	▪ Talk about what they have done ▪ Describe what other people did	▪ Talk about what is different between what they did and what someone else did ▪ Say how they could improve
	Health & Fitness	▪ Describe how their body feels before, during and after an activity?	▪ Show someone how to exercise safely ▪ Describe how their body feels during different activities
RE	Learning about religion	▪ Explain why a person, book, object or place is special ▪ Talk about a religious story	▪ Retell stories from different religions ▪ Know that different people believe in different things
	Learning from religion	▪ Talk about how they feel during religious events or after a religious story ▪ Respond to things that they find interesting or puzzling and give their own views about them	▪ Respond sensitively to other people's experiences and feelings ▪ Identify what is important to themselves and other people
PSHE	Self Confidence	▪ Say what they like and dislike, what is fair and unfair, what is right and wrong	~ Deal with their feelings in a positive way; Know and respect that people are different
	Citizenship	▪ Share their views and opinions	▪ Set themselves simple goals
	Healthy, Safe Lifestyles	▪ Make simple choices to improve their health and well being	▪ Explain how to keep themselves safe and make choices to improve their health and well being
	Relationships	▪ Listen to other people and play or work co-operatively	▪ Understand that bullying is wrong and that we should respect peoples' beliefs, customs and cultures
Languages	Listening & Responding	▪ Understand short statements and simple questions	▪ Understand a range of familiar statements or questions
	Speaking	▪ Answer with a single word or short phrase	▪ Give short and simple responses to what you see and hear
	Reading & Responding	▪ Read and understand single familiar words	▪ Read aloud and understand single words and phrases
	Writing	▪ Choose the right words to complete a phrase or a short sentence	▪ Write a short familiar phrase