

## Mellers Curriculum Year 1/2

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		Which skills are the children learning?	What core knowledge will the children acquire? KS1	Year 1 Learning Ladders	Year 2 Learning Ladders
<b>ART</b>	<b>KS1</b>	<p>1. To explore a wide range of media and materials, tools and techniques to create artworks, improvise and depict imagined worlds, and model the real world through the arts</p> <p>2. To experiment with designs, shapes, colours and sounds, explore and record ideas using ICT where appropriate</p>	<p>-to use a range of materials creatively to design and make products</p> <p>- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>- to find out 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.</p>	<p>I can use particular materials for a desired effect e.g. pattern, texture or shape</p> <p>I can experiment making a piece of art using a variety of materials</p> <p>I can use art work to create an idea that I have</p> <p>I can discuss different types of art work and the techniques that might have been used to create them</p> <p>I can describe what I think of other people's work</p>	<p>I can use particular methods and explain why I have used them</p> <p>I can show care and control when using different materials</p> <p>I can use different materials to create a piece of art work and talk about why I used them</p> <p>I can link techniques and methods by artists to my own work, recognising similarities and differences</p> <p>I can recognise different styles of artist, craft makers and designers</p> <p>I can express an opinion regarding art work and explain why</p>
<b>MUSIC</b>	<b>KS1</b>	<p>1. To sing songs and make music with expression and control</p> <p>2. To listen and observe carefully, taking account of simple instructions</p>	<p>-to use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>-to play tuned and untuned instruments musically</p> <p>-to listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>-to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>I can invent symbols to represent sounds</p> <p>I can choose, create and remember higher and lower sound patterns and simple rhythmic patterns</p> <p>I can choose, create and order sounds for different purposes</p> <p>I can talk about music heard with appropriate vocabulary, giving opinions</p> <p>I can respond to changes in character through movement, words or pictures</p> <p>I can keep a steady beat and copy simple rhythm patterns</p> <p>I can use a range of percussion instruments correctly</p>	<p>I can invent symbols to represent sounds</p> <p>I can choose, create and remember higher and lower sound patterns and rhythmic patterns</p> <p>I can choose, create and order sounds to show simple contrasts</p> <p>I can give opinions, justifying musical ideas with appropriate vocabulary</p> <p>I can respond to changes in mood through movement, words or pictures</p> <p>I can choose and play patterns with increasing confidence</p> <p>I can use the correct technique for a range of percussion instruments</p> <p>I can sing songs, rounds and chants and use simple vocal patterns as accompaniments</p> <p>I can sing songs, rounds and chants building rhythm and melody</p>
<b>DANCE / DRAMA</b>	<b>KS1</b>	<p>1. To use role play and imaginative play to engage and empathise with characters, situations and events from known stories and stories they create together</p> <p>2. To explore movement skills and create movement patterns in response to stimuli</p>	-to perform dances using simple movement patterns.		

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GEOGRAPHY	KS1	<p>1. to find out about the key human and physical features of their own locality, its location in the UK, and how it has changed over time</p> <p>2. to explore how people's ways of life, including their own, change with location and time</p> <p>3. about the links between their locality and other places in the UK and beyond</p> <p>4. to find out about the lives of significant people and events from the past and the present</p> <p>5. to investigate issues, express views and take part in decision-making activities to improve their immediate environment or community</p>	<p><b>Location knowledge</b></p> <ul style="list-style-type: none"> <li>-to name and locate the world's seven continents and five oceans</li> <li>-to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>-to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>-to 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</li> <li>-to use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>-to 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</li> <li>-to use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map</li> <li>-to 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</li> <li>-to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key</li> </ul>	<p>I can use world maps</p> <p>I can use simple locational and directional language (near and far; left and right)</p> <p>I can use simple fieldwork and observational skills to study the geography of my school</p> <p>I can identify seasonal and daily weather patterns in the United Kingdom</p> <p>I can use basic geographical vocabulary to refer to key physical features and human features</p> <p>I can name and locate the four countries and capital cities of the United Kingdom</p> <p>I can name and locate the world's seven continents and five oceans</p> <p>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p>	<p>I can use world maps, atlases and globes to identify the UK, its countries and counties</p> <p>I can use simple compass directions</p> <p>I can use aerial photographs and plans to recognise landmarks to devise a simple map</p> <p>I can use simple fieldwork and observational skills to study the geography of the key human and physical features of the school's surrounding environment</p> <p>I can locate hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>I can use more basic geographical vocabulary to refer to key physical features and human features</p> <p>I can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>

			human and physical features of its surrounding environment.		
<b>HISTORY</b>	<b>KS1</b>	1. to use the internet and other digital sources and simulations to find out about significant issues, events and people, and to explore distant and contrasting places	<p>-to recognise changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>- to understand events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</p> <p>-to know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell)</p> <p>-to investigate significant historical events, people and places in their own locality.</p>	<p>I can sequence simple pictures within my own experiences</p> <p>I can begin to use appropriately terminology such as past, then and now</p> <p>I can compare historical periods using the terms 'then' and 'now' and identify the changes within these different time periods</p> <p>I can write simple sentences to describe an event or period of time</p> <p>I can obtain ideas about the past from pictures</p> <p>I can give a simple explanation of a consequence to an action specifically a result of an event or action of an individual</p>	<p>I can recognise that dates are used to identify when events happened in the past</p> <p>I can identify similarities and differences between my life and events studied</p> <p>I can draw simple conclusions and deduce information on the past from pictures and information</p> <p>I can begin to give simple reasons why changes occurred in the past.</p> <p>I can describe an event using time markers to show structure</p> <p>I can connect ideas and give simple phrases as to why an event occurred</p> <p>I can begin to understand that information on the past may differ</p> <p>I can give more than one effect of an event and give simple explanations</p>

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<b>P.E.</b>	<b>KS1</b>	<p>1. to develop control and coordination of their physical movements</p> <p>2. to recognise, observe and apply rules in competitive and cooperative games and other physical activities and why they are important</p> <p>3. to devise and use repeat compositions and sequences in physical activities</p> <p>4. to use and apply simple tactics and strategies</p> <p>5. to improve performance by observation and use criteria for evaluation</p> <p>6. about the benefits of regular exercise and how their bodies feel when they exercise</p>	<p>-to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>-to participate in team games, developing simple tactics for attacking and defending</p> <p>-to perform dances using simple movement patterns.</p>	<p>I can develop balance, agility and co-ordination</p> <p>I can copy simple dances</p> <p>I can participate in team games respecting the people on my team and other teams</p> <p>I can run, jump, throw and catch</p>	<p>I can continue to develop balance, agility and co-ordination</p> <p>I can perform a dance that I have learned or created</p> <p>I can communicate with my team mates</p> <p>I can develop simple tactics for attacking and defending</p>

P.S.H.E. (non-statutory)	KS1	<p>1. to understand why healthy eating and physical activity are beneficial</p> <p>2. to make healthy eating choices and prepare simple healthy foods</p> <p>3. to know that some substances can help or harm the body</p> <p>4. to recognise the simple physical changes to their bodies they have experienced since birth and the similarities and differences between people</p> <p>5. to manage personal hygiene</p> <p>6. to identify different relationships that they have and why these are important</p> <p>7. to know how to recognise, manage and control strong feelings and emotions</p>	<p><b>Developing confidence and responsibility and making the most of their abilities</b></p> <ul style="list-style-type: none"> <li>- to talk and write about their opinions, and explain their views, on issues that affect themselves and society</li> <li>- to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</li> <li>-to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</li> <li>- to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way</li> <li>-to know about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future</li> <li>- to look after their money and realise that future wants and needs may be met through saving.</li> </ul> <p><b>Developing a healthy, safer lifestyle</b></p> <ul style="list-style-type: none"> <li>-to know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices</li> <li>-to recognise that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread</li> <li>-to understand about how the body changes as they approach puberty</li> <li>-to know which commonly available substances and drugs are legal and illegal, their effects and risks</li> <li>- to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable</li> <li>-to recognise that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</li> <li>-to know school rules about health and safety, basic emergency aid procedures and where to get help.</li> </ul> <p><b>Developing good relationships and respecting the differences between people</b></p> <ul style="list-style-type: none"> <li>-to know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</li> <li>- to think about the lives of people living in other places and times, and people with different values and customs</li> <li>- to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships</li> <li>- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help</li> <li>-to recognise and challenge stereotypes</li> <li>-to know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</li> <li>- to know where individuals, families and groups can get help and support.</li> </ul>
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D.T.	KS1	<p>1. to explore changes in the way things move by using push and pull forces</p> <p>2. to explore simple mechanisms and structures to investigate how they work</p> <p>3. to give instructions to make things happen using programmable devices</p> <p>4. to explore simple electrical circuits and find out how electricity is used in the home, at school and in some products</p>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>-to design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>-to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>-to select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing</li> <li>-to select from and use a wide range of materials and components, including construction</li> </ul>	<p>I know which foods are bad for me</p> <p>I can recognise foods that are good for me</p> <p>I can generate and develop my ideas by talking and drawing</p> <p>I can describe what my product will be used for</p> <p>I can describe the features of the product I am designing and making</p> <p>I can talk about what I am making and why</p> <p>I can look at current products and recognise what they are for, how they work and why</p> <p>I can measure, mark, cut and shape my materials appropriately</p> <p>I can use my tools safely</p>	<p>I can prepare dishes that are balanced and healthy</p> <p>I know where different food types comes from</p> <p>I can use, develop and communicate my ideas using information and communication technology where appropriate</p> <p>I can use a design plan to help create my product</p> <p>I can discuss why the features of my product are suitable for my users</p> <p>I can model my ideas by exploring with a variety of materials and other products</p> <p>I can talk about my ideas and evaluate if they will be effective</p> <p>I can discuss the materials used for existing products and recognise why</p> <p>I can use finishing techniques</p>

		<p>5. to explore sources of light and sound and how we sense them</p> <p>6. to explore ways of looking after living things and keeping them alive and healthy</p> <p>7. to investigate their local environment and use their findings to inform actions to care for and improve it.</p>	<p>materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b></p> <p>-to explore and evaluate a range of existing products</p> <p>-to evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b></p> <p>-to build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>-to explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p> <p><b>Food</b></p> <p>-to use the basic principles of a healthy and varied diet to prepare dishes</p> <p>-to understand where food comes from</p>	<p>I can select from, and use, a range of materials and components e.g. construction material, textiles and ingredients</p> <p>I can select from a range of tools and equipment to perform practical tasks</p> <p>I can investigate what different mechanisms could do to my product</p> <p>I can build a structure and explain why I have used certain materials</p>	<p>I can discuss the benefits to using certain materials</p> <p>I can discuss why I use tools for certain purposes</p> <p>I can add in mechanisms to my product and explain the effect they have</p> <p>I can make my structure stronger by adding or changing materials</p> <p>I can discuss how to make my structures stronger</p>
COMPUTING	KS1	<p>1. to recognise the use of computing skills in and out of school</p> <p>2.to apply ICT skills across the wider curriculum</p> <p>3. to provide opportunities to use ICT to support communication and collaboration, enquiry, creative and critical thinking.</p> <p>4. to become proficient, independent and discerning users of technology</p> <p>5. to recognise when and where ICT can enhance their learning and employ appropriate strategies to stay safe.</p>	<p><b>Computing</b></p> <p>-to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>-to create and debug simple programs</p> <p>-to use logical reasoning to predict the behaviour of simple programs</p> <p>-to use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>-to use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet</p> <p>-to recognise common uses of information technology beyond school.</p>	<p>I understand what an algorithm is</p> <p>I can follow simple instructions for a program to follow</p> <p>I can create a simple program</p> <p>I can understand the correct vocabulary when talking about equipment eg. screen, keyboard, mouse, microphone, headphones, iPad</p> <p>I can follow age-appropriate links from my teacher to research information</p> <p>I can use technology to create, organise and store digital content</p> <p>I can be nice to people via the internet</p> <p>I can keep personal information private</p> <p>I know that people I don't know are strangers</p> <p>I can recognise common uses of information technology beyond school</p>	<p>I can understand how algorithms are implemented</p> <p>In order for a program to run, I can create precise instructions</p> <p>I can debug a simple program</p> <p>I can use a search engine</p> <p>I can save and retrieve pictures and text</p> <p>I can navigate to the correct part of the website</p> <p>I can recognise that people might not be who they say they are</p> <p>I know where to go for help and support if I have concerns about people contacting me on the internet</p>
R.E.	KS1	<p>1.to reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness</p> <p>2.to ask and respond imaginatively to puzzling questions, communicating their ideas</p> <p>3.to identify what matters to them and others, including those with religious commitments, and communicate their responses</p>	<p>-to explore a range of religious stories and sacred writings and talk about their meanings</p> <p>-to name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate</p> <p>-to identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives</p> <p>-to explore how religious beliefs and ideas can be expressed through the arts and communicate their responses</p> <p>-to identify and suggest meanings for religious</p>	<p>I can think of some interesting and puzzling questions I'd like to know about to do with God and creation.</p> <p>I can talk about a favourite person in the story of Christmas, Eid, Diwali or Hannukah.</p> <p>I can say what I think is good about sharing things fairly.</p> <p>I can say why unfair shares are a bad idea.</p> <p>I can talk about thanking and being thanked, praising and being praised.</p> <p>I can talk about things that matter most in my bedroom, and things that matter most in a, Synagogue or a Church.</p>	<p>I can respond sensitively to stories about people from the key religions, noticing what matters to them.</p> <p>I can talk about the value of saying sorry and forgiving people.</p> <p>I can respond to stories of kindness, self sacrifice or bravery from sacred texts with my own ideas.</p> <p>I can show a realisation that questions about creation are mysterious and puzzling, but significant: e.g. give two answers to: 'does a beautiful world mean there's a wonderful God?'</p> <p>I can make up some good questions to ask 'the person who knows everything' / God.</p>

	<p>4. to reflect on how spiritual and moral values relate to their own behaviour</p> <p>5. to recognise that religious teachings and ideas make a difference to individuals, families and the local community.</p>	<p>symbols and begin to use a range of religious terms and ideas.</p>	<p>I can talk about how it feels to create something myself, and how it would feel to have your creation spoiled.</p> <p>I can respond to symbols of light for myself.</p> <p>I can speak sensitively about my own celebrations and other people's celebrations.</p>	<p>I can suggest what makes some questions about God interesting and hard to answer.</p> <p>I can discuss or write a reaction to a story with an angel in it: talk about what the angel stands for.</p> <p>I can talk about how a piece of music can express a feeling like joy or excitement, and how singing together (in worship) can make people feel.</p>
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