Art Year 1		
Van Gogh		
Painting Artwork: Flowers *Comparative Artist: Frida Kahlo*	**Collage and Mixed Media** Artwork: Scenes *Comparative Artist: Jeanne Baker*	**Digital Art** Artwork: The Sky *Comparative Artist: Eric Carle*

ART milestones								
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Painting	**Early exploration of painting** (exploring colours and marks) Can hold a brush and make marks on paper Make different marks: dots, lines, swirls with fingers or brushes They repeat an activity to make the same or similar effect. Explore mixing colours using fingers or brushes (primary colours focus) Can make a choice of colours and enjoy the sensory	**Developing control and colour awareness** (basic brush skills and colour mixing) Develop brush strokes: straight, curved, dots, dabbing Can choose tools and materials which are appropriate to the activity, for example, picking brushes or rollers for painting. Can use brushes to paint within simple shapes	**Building confidence in painting** (Experimenting with colour and shape) Experiment with layering paint and using different brush sizes Can mix paints and applying them to paper with control Start creating simple compositions combining shapes and colours	**Developing techniques and composition** (using paint to express ideas) Can blend colours and create texture with brushes and sponges Can mix range of colours Can experiment and see the effect of different brush pressure. Start planning paintings that tell a story or show feelings	**Exploring different painting styles** (experimenting with styles and materials) Use loose brushstrokes and layer paint. Use varied tools (brushes, sponges, fingers) to create effects Start planning and practicing a painting with	**Developing skill and creativity** (Painting with intention and detail) Can create defined shapes and colour blocks using brush control Can mix/create subtle colour shades and use layering techniques Create a final piece with initial planning	**Refining techniques and artistic voice** (using paint to communicate meaning) Can blend colours smoothly and add fine details Can practise complex layering, textures, and use mixed media painting. Can create a detailed final piece showing a	**Personal style and exploration** (developing an artistic portfolio) Experiment with advanced techniques: glazing, dry brush, palette knife. Can plan a series of paintings developing themes or narratives Start and complete final pieces

	experience of painting	Start mixing two primary colours to create secondary colours Can choose colours and shapes for their paintings	Make choices about colour and brushstroke style with visual support They practice new skills with less support, developing their knowledge of the process of making, for example, selecting and gathering suitable resources and tools for a piece of work.	Make basic choices about colour, texture, and composition for final piece They show confidence in using a variety of processes and make appropriate use of tools and materials.	texture and depth Have personal expression and use some decision-making in colour and style	sketches and colour tests Can make independent choices about composition, colour palette, and style	story or message Are confident in making personal choices about materials, colours, and presentation	showing individual style and expression Reflect on choices and self-evaluation to refine artwork
Core vocabulary	Colour, red, blue, yellow, paint,	Big, small, green, orange, purple, black, white, pink, dot, dab, brush	Blend, shape, stroke, style, light, dark, bright,	Pattern, texture, style	Depth, emotion, detail, sketch, plan	Palette, subtle, bold, effect, layer	Dynamic,	Technique, theme, reflect, portfolio.

Collage and mixed media	**Exploring textures and materials** (cut and stick) They explore materials systematically, for example, tearing and scrunching Stick with chunky glue spreaders or glue sticks. Explore the feeling of different materials (fabric, foil, etc.) Stick materials onto a large collage. Work collaboratively to complete a textured collage Choose 2–3 materials or colours to stick independently	**Making simple choices** (big shapes bright choices) Begin to cut with support or using adapted scissors Select and arrange shapes on backgrounds Create a simple collaged image (e.g., sun, flower) Can apply glue to a surface. Can choose from a variety of pre-cut shapes, paper types, and colours	**Arranging and layering** (layer and build) Layer materials (e.g., tissue over card) using different gluing techniques. Can arrange materials by shape or colour before sticking Can create a landscape collage using layered materials Can choose their own theme to create a collage, choosing materials and colours.	**Shape and Story** (Collage to tell a story) Cut more complex shapes, combining materials such as magazine cut outs with fabric. Create a simple narrative scene Create a collage picture that tells a simple story or sets a scene. Can choose characters, materials, and setting for their personal scene or story collage. Show confidence in using a variety of processes and make appropriate use of tools and materials.	**Pattern and print** (collage with pattern and texture) Use a range of printing tools (sponges, stamps) with collage; and including other materials such as foil, string, buttons Design patterned sections for collaging Create collage with repeated prints and layered textures Create unique designs using selected patterns	**Themes and techniques** (mixed media landscapes) Combine paint with collage – using paint for background. Create painted background, layering collage on top. Create a mixed media landscape using paper, fabric, natural objects, digital prints. Choose own theme and select appropriate media	**Emotion and expression** (Expressing feelings with materials) Demonstrate creating expressive collages using colour and line Sketch idea, choose textures and materials based on mood Can create an abstract/emotional self-portrait collage Justify material/colour choices and themes	**Concept and creativity** (personal projects with purpose) Advanced composition – layering, combining media meaningfully Plan personal theme and layout before creating a final piece. Independently use mixed media to create a piece with written or verbal explanation Take ownership of materials, layout, and concept
Core vocabulary	Cut, stick, on, off,	Hard, soft, big, small, spread, join	Rough, smooth, feel, tear, scrunch, piece	Design, plan, detail, combine,	Select, layer,	Theme, media, build,	Express, mood,	Layout, concept

Digital Art	**Exploring digital marks** Exploring digital tools and simple mark-making Begin interacting with touchscreens on IPads and interactive boards. Make random marks using digital drawing tools Respond to colours and shapes on screen Use fingers or stylus to make marks on screen Tap or swipe to change colour or tool Engage with cause-and-effect art apps	**Making shapes and lines** Creating basic shapes and lines digitally Use digital drawing tools with more control Copy straight vs wavy lines Begin recognising and naming shapes – circle, triangle, square. Choose colours or tools with support Draw basic shapes and lines digitally – circle, straight and wavy line. Talk about what they're drawing such as 'this is a X'	**Drawing with Purpose** Representing ideas digitally Begin purposeful drawing - people, houses Use fill, undo, and simple shape tools Choose colours intentionally Create a simple picture with a beginning, middle, end Use basic tools like fill and undo with growing independence Talk about their drawing and why they chose certain colours or tools Explore effects with support – blur, glow and shadow.	**Layering and Composition** Arranging elements digitally Learn about layering elements such as objects in front/behind Begin using multiple shapes and colours in one scene Understand where they place things on the screen matters e.g. putting the sun in the sky and the grass at the bottom. Use effects like blur, glow and shadow confidently Create a simple digital scene or a beach or a park. Arrange and layer objects intentionally Save and	**Colour and Texture** Using digital colour, patterns, and texture tools Explore different brush textures and fill patterns Match digital tools to real-world materials Blend or overlay colours Use a variety of brush styles to add texture Fill areas with appropriate colours and patterns Make choices to create mood or feeling – can choose bright colours for happy.	**Combining Images and Drawing** Creating digital collage and mixed media Import, resize, and combine digital images Mix photos with drawings Use layers to organise artwork Combine photos and digital drawings into one piece Use layers with support to organise elements Add text or effects to enhance meaning	**Planning and Refining Digital Work** Developing an idea into a final digital piece Plan compositions using sketches or digital drafts Select tools, colours, and textures based on intent Refine and edit work as it progresses Create a digital artwork from a planned idea Use layers, colour palettes, and tools independently Refine work using feedback or self-reflection	**Creating and Evaluating Personal Artwork** Personal expression and digital art mastery Make artistic choices to express identity, story, or emotion Present and talk about their artwork Evaluate what works well and what could improve Produce a digital artwork that shows personal style or message Explain creative choices clearly Evaluate own and

				reopen their artwork				others' work with confidence
Core vocabulary	Touch, tap, on, off,	Swipe, straight, wavy, line, shape, big, small	Fill, undo, tool, select, icon, blur, glow, shadow,	Layer, front, behind, top, bottom, position, resize, rotate	Blend, overlay, area, effect, happy, sad, layout, background, focal point	Import, resize, mood,	Palette, texture, express, emotion	Message,

Design and Technology Year 1		
Recyclable Materials and Sheet Materials	**Mouldable Materials**	**Construction**

Design Technology milestones								
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Recyclable Materials & Sheet Materials Example project ideas: Tower Car Building Jewellery box	**Sensory exploration and basic cause-effect awareness.** **Design**: Begin to explore different textures of materials (e.g. cardboard, foil) using hands. **Make**: Join simple materials using large glue sticks or tape with support. Place objects together	**Independent exploration and basic constructing.** **Design:** Choose from a selection of materials with adult prompting. **Make:** Stick and stack objects to create a form (e.g. box tower or simple collage). Attempt to cut or tear paper/card with some success. **Evaluate:**	**Purposeful creating and beginning to plan.** **Design:** Describe what they want to make using simple language. **Make:** Select materials based on preference (e.g. colour, shape). Join materials in different ways (stick, fold, tape).	**Planning and refining ideas with purpose.** **Design:** Draw a simple plan or picture of what they intend to make. **Make:** Use tools like child-safe scissors and glue spreaders accurately. Cut shapes with more control and fit materials together with intent. **Evaluate:**	**Simple design and making with clear purpose.** **Design:** Generate ideas based on a design brief (e.g. a toy car from recycled boxes). **Make:** Use simple templates for cutting sheet materials. Select tools and materials for specific tasks with	**Purposeful designing and refining techniques.** **Design:** Use annotated sketches to plan and communicate ideas. **Make:** Measure and cut sheet materials with increasing accuracy. Assemble using a wider range of joining methods (e.g. tabs, hinges).	**More complex construction and evaluation.** **Design:** Research and generate ideas for structures using recyclable materials. **Make:** Score, cut and fold materials accurately to create 3D forms. Combine sheet and recycled materials for	**Problem-solving, innovation, and environmental consideration.** **Design:** Plan detailed models with measurements and step-by-step annotations. **Make:** Create more precise and functional products using a variety of tools and techniques. Modify and adapt during the making process to improve results.

	purposefully (e.g. stack, stick on). **Evaluate**: Show preference for certain materials (e.g. enjoy crinkly vs. smooth). **Technical Knowledge**: Notice differences in material properties when exploring (e.g. hard vs bendy). Safely handle recyclable materials with support (e.g. cardboard tubes).	Respond to questions like "Do you like it?" or "What does it do?" **Technical Knowledge:** Identify common materials (paper, cardboard, plastic). Understand that some materials can change shape (e.g. folding paper).	**Evaluate:** Begin to say what worked well or what could change. **Technical Knowledge:** Notice strong or weak parts of a model. Explore how materials can be made stronger (e.g. layering cardboard).	Talk about what they like or would do differently next time. **Technical Knowledge:** Understand how parts join or hold together (e.g. tabs, flaps). Identify when a material is suitable or not for a purpose (e.g. paper too floppy).	increasing independence. **Evaluate:** Say what worked well and what could be improved with reasoning. **Technical Knowledge:** Understand different ways to join sheet and recycled materials. Know that some materials are more durable or waterproof than others.	**Evaluate:** Test their product and suggest practical improvements. **Technical Knowledge:** Explain why certain materials are used (e.g. strong base, flexible lid). Recognise and use mechanisms (e.g. flaps, sliders from card).	stronger structures. **Evaluate:** Use design criteria to evaluate the success of the product. **Technical Knowledge:** Understand how to reinforce or stiffen sheet materials. Explore sustainable choices and why materials are recycled.	**Evaluate:** Evaluate their product against original intentions and user feedback. **Technical Knowledge:** Understand and explain material properties and how they affect use. Investigate and compare the sustainability and environmental impact of materials.
Recyclable Materials and Sheet Materials **Core Vocab**	**Soft** **Sticky** **Big** **Box**	**Cut** **Glue** **Fold** **Shape**	**Join** **Build** **Paper** **Strong**	**Plan** **Tape** **Flat** **Bend**	**Design** **Material** **Model** **Fit**	**Measure** **Template** **Join** **Recycle**	**Structure** **Support** **Reinforce** **Sustainable**	**Durable** **Prototype** **Adapt** **Environmental**

Mouldable Materials Example project ideas: Bowl Pot Face Masks Animals Face	**Sensory exploration and basic manipulation.** **Design** Explore and select from different materials (e.g. soft dough, clay) through touch. **Make** Pat, squash, and poke mouldable materials with hands. Begin to press objects into dough to make simple impressions. **Evaluate** React to the feel or shape of material (e.g. smile, look curious). **Technical Knowledge** Notice soft vs. hard textures Use tools like rollers and	**Simple shaping and increasing independence.** **Design** Choose tools or colours they want to use when working with dough. **Make** Roll, squeeze, and flatten materials with control. Use basic tools (plastic knife, roller) to create lines or shapes. **Evaluate** Show or tell what they made (e.g. "ball" or "cake"). **Technical Knowledge** Understand that materials can change shape. Start to differentiate between sticky, dry, or	**Purposeful shaping and combining.** **Design –** Begin to explain what they want to make before working. **Make** Shape mouldable materials into familiar forms (e.g. snake, pancake). Join pieces by pressing or smoothing together. **Evaluate** Comment on their model: "It's bumpy," "I like the shape." **Technical Knowledge** Explore how to make materials stronger (e.g. layering clay).	**Simple planning and experimentation.** **Design** Draw or describe their model before they begin. **Make** Use pinch, roll, and coil techniques for shaping. Begin to decorate models (e.g. paint, texture with tools). **Evaluate** Say what they like or would change about their model. **Technical Knowledge** Understand air-drying or baking makes materials harden. Use tools safely and appropriately for cutting,	**Simple construction and creative thinking.** **Design** Develop ideas through drawings or simple mock-ups. **Make** Shape and join materials with improved accuracy (e.g. clay pot or dough figure). Use a variety of tools and textures (e.g. straws, stamps). **Evaluate** Say how their model fits its purpose (e.g. "It's a plate for food"). **Technical Knowledge** Identify properties of	**Developing techniques and finishing skills.** **Design** Plan models for a specific function (e.g. plant pot, mask). **Make** Combine shaping and joining techniques to create 3D forms. Refine details using tools (e.g. shaping facial features). **Evaluate** Use criteria to judge success and suggest changes. **Technical Knowledge** Understand drying and hardening	**Structural integrity and creativity.** **Design** Develop annotated sketches or step-by-step plans. **Make** Build 3D forms using slab or coil methods with more precision. Strengthen and support structures internally (e.g. armature or wire). **Evaluate** Compare finished model with plan and assess function/form. **Technical Knowledge** Understand structural differences in	**Refinement, problem-solving, and understanding materials.** **Design** Research and plan detailed designs using models, diagrams, or digital tools. **Make** Create accurate and refined models that serve a purpose or theme. Solve problems in construction (e.g. cracks, breaks) by adjusting techniques. **Evaluate** Gather feedback and use it to improve future work. **Technical Knowledge** Explain the advantages and limitations of different mouldable materials.

	cutters with support.	smooth textures.	Recognise that tools help make different effects.	shaping, and patterning.	different mouldable materials. Know that different techniques create different shapes (pinch, coil, slab).	times for materials. Use different finishing techniques (painting, glazing).	mouldable materials (e.g. clay vs. papier-mâché). Choose appropriate tools/materials for strength and finish.	Understand how environmental factors (e.g. drying time, temperature) affect materials.
Mouldable Materials **Core Vocab**	**Soft** **Touch** **Squash** **Poke**	**Roll** **Flat** **Shape** **Tool**	**Press** **Join** **Smooth** **Form**	**Pinch** **Coil** **Decorate** **Plan**	**Sketch** **Texture** **Purpose** **Build**	**Refine** **Layer** **Harden** **Detail**	**Structure** **Strengthen** **Support** **Precision**	**Evaluate** **Improve** **Environment** **Material**
Construction Example project ideas: House Bridge Car Windmill	**Early exploration** **Design** Engage with materials through free play. Choose between two materials (e.g. blocks vs. cups). **Make** Stack, knock down, and join large blocks or soft construction toys.	**Simple Assembly** **Design** Choose materials based on colour or shape. Begin to group similar items together before building. **Make** Join simple parts using pegs, poppers, or slot-together pieces.	**Constructing with purpose** **Design** Say or draw what they want to build (e.g. "a house"). Choose materials with a specific goal. **Make** Use construction kits, stick materials, or	**Early structure building** **Design** Plan a simple model through drawing or verbal explanation. Consider purpose in their design (e.g. "It's a bridge for cars"). **Make** Cut, shape, and join paper, card, and other light materials.	**Functional models** **Design** Create a labelled plan for a product with a function (e.g. chair for a toy). Consider materials and their purpose before building. **Make**	**Strengthening and improving** **Design** Create a design with a clear purpose and audience (e.g. desk organiser). Include different materials and joining methods in the plan. **Make**	**Mechanisms and Moving parts** **Design** Plan a construction project that includes moving parts (e.g. windmill, drawbridge). Annotate design to show how parts move. **Make**	**Independent construction with function** **Design** Write or draw detailed plans with measurements and material choices. Consider audience, function, and mechanism in the design. **Make** Measure, cut, and join materials

	Use hands to press or slot pieces together with support. **Evaluate** Show preference for certain materials (e.g. smile, repeat action). React to success (e.g. clapping when tower stays up). **Technical Knowledge** Explore how objects fit together and balance. Recognise that different shapes behave differently when stacked.	Attempt to make towers, bridges, or shapes with support. **Evaluate** Talk about what they made using simple words or gestures. Show a preference (e.g. "like this one better"). **Technical Knowledge** Understand that stable structures need wide bases. Explore how some materials are easier to join than others.	card shapes to build. Try using glue, tape, or folding to join parts. **Evaluate** Describe what worked well or what didn't (e.g. "It fell down"). Point out a part they like. **Technical Knowledge** Begin to understand basic joining methods (tape, glue). Recognise different materials have different strengths.	Use tools (scissors, glue sticks) with some control. **Evaluate** Explain how well their model matched their plan. Say what they would do differently next time. **Technical Knowledge** Understand how folding, layering, or tabs can make joins stronger. Recognise the function of simple tools.	Use a variety of joining techniques (flaps, tabs, glue, tape). Begin to measure and mark materials before cutting. **Evaluate** Describe how their model works and how to improve it. Compare with another model (e.g. "Mine is taller"). **Technical Knowledge** Understand that stability comes from strong joins and balanced weight. Recognise and use reinforcing techniques (e.g. cross braces).	Cut and assemble with accuracy. Combine materials to strengthen structure (e.g. layering, folding). **Evaluate** Test their product against its intended purpose. Use peer feedback to suggest improvements. **Technical Knowledge** Understand how structure and material affect strength and function. Identify how shapes (e.g. triangles in frames) strengthen builds.	Use tools (e.g. hole punch, split pins) to create movement. Combine fixed and moving parts (e.g. wheels on a frame). **Evaluate** Explain how movement works and suggest refinements. Use technical terms in self and peer evaluation. **Technical Knowledge** Understand how levers, pivots, and axles allow movement. Recognise the need for accurate alignment in moving models.	accurately and independently. Use appropriate tools and techniques for different tasks. **Evaluate** Evaluate against success criteria (function, stability, appearance). Suggest realistic changes based on testing and peer feedback. **Technical Knowledge** Explain how structure, material, and design affect performance. Understand how to select tools and materials based on function.

Construction **Core Vocab**	**Tower** **Up** **Down**	**Join** **Shape** **Tall** **Wide**	**Stick** **Glue** **House** **Break**	**Plan** **Cut** **Bridge** **Join**	**Measure** **Flap** **Stable** **Strong**	**Design** **Structure** **Reinforce** **Shape**	**Wheel** **Pivot** **Axle** **Move**	**Frame** **Measure** **Tool** **Function**

Geography Year 1
Where People Live **&** **My Local Area and the UK**

Geography milestones								
Steps	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Where People Live	**Noticing people and places in the environment** To recognise a picture of their house from a choice of two. To identify what I live in from a choice – tree, house, boat. (swap house for flat/bungalow if needed) To identify images from their own home. Build homes with blocks or playdough. Can match pictures of different homes – flat to flat, caravan to caravan,	**Exploring familiar people and places** To know their house number To know school is not a home and adults who work there live in a different place Can match pictures of different homes when on a local walk- will point to the picture of flats from a choice of two when looking at the flats. Can find all the pictures of homes from a mix of homes and other contrasting	**Recognising and naming where people live and learn** To know their street name and house number. Know if they live in the town or countryside. Can say what kind of home they live in. Can name the main rooms of a home – bedroom, kitchen, living room. Can identify the following types of home in real	**Local communities and settlement features** Identify features of different types of settlements - village, town Compare types of homes or buildings in different areas -flat vs. house using Venn diagrams or charts. Can find where they live on a digital map. Can draw a picture of their	**Comparing and describing where people live in the UK** Compare features of urban and rural places using photos or experiences. Can explain why homes might be different in cities compared to the countryside. Identify human features in a place where people live (e.g. roads, houses, schools).	**Introducing global variation in where people live** Describe how people live differently in contrasting place – Tokyo, Japan to where they live. Use images, videos, or simple data to compare daily life in Japan and the UK. Understand basic factors that affect	**Analysing why settlements develop and how communities' function** Explain how features (e.g. rivers, roads) influence where people settle. Compare their local community with Tokyo, Japan, focusing on urban development, housing styles, population density, and cultural aspects using	**Understanding settlement patterns, planning, and global variation** Explain how human and physical geography influence where people live. Identify advantages and disadvantages of different places to live. Analyse how the presence of natural features like

	bungalow to bungalow, house to house. Recognise people who they live with in photographs. Can sort pictures of what belongs in a house and what does not belong in a house. – bed or slide, table or tree, TV or boat.	places – parks, playgrounds, beaches. Can name people they live with. Will point to the bedroom and kitchen on a picture or diagram of a home.	life and pictures – house, flat, farmhouse, bungalow, cottage, caravan. Can talk about what is near their home- park shop or river etc. Know that not all homes look the same. Know that people need homes for sleep, shelter, to prepare food and to clean themselves.	home and nearby places. Can describe the inside of their house naming all of the different rooms. To know that homes can be in towns, villages, or the countryside. Can identify different kinds of houses – detached, semi-detached and terrace. Can find their home on a map.	Identify similarities and differences between where they live and a contrasting place in the world - Tokyo, Japan (high rise apartments and small urban homes) Can name shared spaces in their community – community centres, parks, schools, hospitals, churches, supermarkets.	where people live - near water, near transport. Explain in detail why homes differ between cities and countryside, considering factors such as space, population density, and lifestyle. Explain how community spaces serve the people living there.	pie charts and tables. Understand how community spaces meet the needs of people living there. Explain how rivers and roads help people choose where to live and how these features affect the size and shape of towns and cities	rivers and human-made features such as roads influence settlement patterns, economic activities, and urban growth
Core Vocab	Home, house, bed, table, TV, kitchen, bedroom,	People, Mum, Dad, brother, sister, pet, Grandma, Grandad, live, inside, outside,	farmhouse, bungalow, cottage, caravan, near, sleep, shelter, different, same	detached, semi-detached and terrace, living room, dining room, bathroom, garage, drive,	Urban, rural, city, countryside, Compare, location, Population	Lifestyle, purpose, factors, environment, population density,	Urban development, culture, community	Development, access, industry
My Local Area and the UK	**Places around me** To recognise a picture of their home from a choice of two.	**Local features** Recognise and name familiar places -Tesco, Kemball school, Mcdonalds	**Places in our local area.** Know their house number and street name.	**Exploring the local area through fieldwork** To name features seen	**The six towns of Stoke on Trent** Know the UK is made up of four countries	**Comparing the six towns in Stoke on Trent** To know the capital cities	**Collecting data and interpreting maps and photographs**	**Own research project into two areas of the UK** Label major rivers-

	Knows and follows familiar routes to places in school -the way to the library, the way to the classroom, the dining hall, PE hall, the office and the big playground. To recognise places using words, symbols or signs for classroom, library, dining hall, playground, school. To associate objects with familiar locations – book in the library, plate in the dining hall, ball in the PE hall and numicon shape for classroom. To sort different pictures of the school and Blurton shops taken from different angles. To know that their school is called Kemball School.	When shown a symbol knows the way to the following locations - library, the way to the classroom, the dining hall, PE hall, the office and the big playground. Uses symbols to identify areas of the school on a simple map by matching symbol to symbol. To know their house number. To recognise their home in a picture of their street. To recognise the Kemball School in pictures of other local schools. To match pictures to features seen on a local walk – post box, shop, bus stop, house, flats, cafe.	To know that Kemball School is in Stoke on Trent. Can find Kemball school on google maps with support. Sort pictures of different types of buildings – houses, shops and schools. To know the type of building they live in. Answer simple questions about their home – what they can see when they stand at their front door, who lives there.	on a local walk - post box, shop, bus stop, house, flats, cafe, gardens, pharmacy, carparks. To know that Stoke on Trent is made up of 6 towns – Burslem, Hanley, Fenton, Longton, Stoke and Tunstall. To locate Stoke on Trent on a map of the UK and on google maps. Identify two additional features to the above on a local walk. Use basic directional and locational language left/right, near/far when exploring the school grounds.	and name them Use a globe or map to show where the UK is in the world. To give a good estimate of where Stoke on Trent is on a blank map of the UK. To use maps to research what common features are found in the 6 towns of Stoke on Trent – high streets, housing estates, common shops, fast food restaurants and record findings in a table. Use simple geographical language North, South, East and West to locate the 6 towns in Stoke on a map.	of the four countries in the UK and locate them on a map. Compare the 6 towns of Stoke on Trent using maps, photographs, and personal experience using Venn diagrams, charts or annotated photographs and maps. Identify and label rivers, roads, and buildings on a map of Stoke on Trent. To describe simple routes from one town to another using directional language	To label the four countries and capital cities on a blank map of the UK. Use fieldwork to gather and present data in charts and graphs -traffic counting and building observations when looking at the following locations – Blurton and Biddulph. Interpret aerial photos, plans, and digital maps of places in the UK. Conduct a simple survey and present it in a table or graph Follow a route on a basic map using compass directions.	Thames, Severn; mountain ranges- Pennines, Grampians and landmarks. Hadrian's Wall and Stonehenge alongside countries and capitals in the UK. Compare fieldwork data from their own choice of two UK locations and present findings using bar charts, line graphs, or digital tools like Google Sheets. Plan and describe a route from Stoke on Trent to London using compass directions, map symbols, and

			To follow a simple map to Blurton shop with support. Use a tick sheet to find features on a local walk - post box, shop, bus stop, house, flats, cafe	Identify types of buildings and their uses in the local area – pharmacy, health centre, shops, cafe, schools, hairdressers and doctors.			Identify features on a map using a key or symbols	distance estimation.
Core Vocab	Home, classroom, library, dining hall, playground, school.	Tesco, Kemball school, Mcdonalds, Office, house, post box, shop, bus stop, house, flats, cafe.	Burton, Stoke-on-Trent, map	Burslem, Hanley, Fenton, Longton, Stoke and Tunstall, city, town, left/right, near/far,	UK, England, Scotland, Wales, Northern Ireland, north, South, East, West, high street, housing estate	London, Edinburgh, Cardiff, Belfast, North East, North West, South East, South West.	Compare, observe, type.	Pennines, Grampians, Hadrian's Wall, Stonehenge, conclusion,

History Year 1

Our local area

History milestones								
Steps	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
General Historical skills	To understand now and next To know when something is finished Responds to questions about what comes next using familiar routines (in school) To recognise themselves in photo from now and the recent past To know and recognise people that are important to them in real life and photos Listens to and engages with stories about the past To recognise own belongings even when they are somewhere different Matches symbols/pictures to historical artefacts	Sequence two pictures of daily events Responds to questions about daily routine Recognise and respond to pictures of themselves at different ages Knows and has an awareness of past activities they were involved in by looking at photos/videos To sort familiar and unfamiliar people	Recalls information from past events with visual support Sequence three symbols/pictures of familiar events/routines Talks about family routines e.g. bedtime Knows how old they are. Recognise that some lessons are taught on the same days such as PE is always on a Monday.	Uses words like 'before' 'now' and 'then' 'today' 'yesterday' Communicate about significant events or recent experiences that have previously happened, including details (in their past) Identify similarities and differences in objects from the past and present Looks at pictures and books for information Knows the year that they were born.	Uses historical sources to answer simple questions Use a variety of sources – pictures, text and artifacts to find out about the past. Ask questions about the past - *Who? What? When?* Know that a century is 100 years and a decade is 10 years.	Links change to personal life - knowing life was different for their grandparents. Use secondary sources to research facts Describes consequences of change – making life easier, saving time etc. Explains how and why change happened/inventions. Know that we are currently in the 21st century.	Use research to gather information and answer historical questions. Know that Centuries are named one number ahead of the years they include: The years 1801–1900 are the 19th century. The years 2001–2100 are the 21st century.	Interprets different sources and perspectives Explain the impact of important inventions or discoveries on society. Present historical information clearly in writing, speaking, or through creative projects.

Our Local History	To match photos of the following landmarks in Stoke on Trent – Potteries Museum, Intu shopping centre, Gladstone pottery museum, Hanley clock tower, Trentham gardens, Josiah Wedgwood statue To group photos, pictures and symbols of canal boats old and new (from contrasting boats) To match two jasperware plates and two spotty Bridgewater mugs (object/photo)	To sort pictures of Jasperware pottery (Wedgwood) and Bridgewater To point out photos of J Wedgwood and E Bridgewater from a choice of photos of 2/3 other contrasting people To group pictures of kilns from other buildings (house, shop, school) Sort photos of canals and rivers To connect our class names with Josiah Wedgewood and Emma Bridgewater To describe jasperware as blue and white and Emma Bridgewater as spotty	Can name the Kemball school logo as kilns Point to similarities and differences on a photograph of Hanley town centre from the 1980s to modern day To know that Josiah Wedgwood was born in Stoke on Trent Know that Josiah Wedgwood helped to invent canal that runs through Stoke on Trent To know that Emma Bridgewater pottery is made in Stoke To recognise Emma Bridgewater's famous 'spotty' pattern. And Wedgewood's jasperware when	To know that Stoke on Trent is famous for its pottery industry Know that canals were used in the past to transport materials such as clay and produced goods Compare how the pottery industry transports goods today – lorries, planes To know Etruria Wedgwood factory stopped production in 1950 and Barlaston Wedgwood factory opened in 1940 Know that Emma Bridgewater was born in 1960 in Cambridge England. Know that Emma Bridgewater set up her pottery business in Stoke on Trent in the 1980s To understand that canal boats were pulled by horses in the past and use diesel today	To know that in 1759 Josiah Wedgwood age 29 started his own pottery firm in Burslem. Compare past location of Wedgwood factory in Etruria with Barlaston including canal routes – where they are located, what they looked like, what remains there and name of canal. To know that industry is where raw materials are turned into other products. Know that people began to use clay in the Stone Age to make pots. Compare old and modern canal barges - how they are powered and	Look at past canal routes to Wedgwood Etruria and research why Wedgwood decided to move production to Barlaston. (pollution and subsidence) To know that children used to work in factories and had to fetch and carry the raw materials working long hours. Plot key events of Wedgwood pottery on a timeline. Understand the effect of the pottery industry on people in terms of pollution caused by smoke from the bottle kilns – how they effected	Fill in a timeline of key events for Josiah Wedgwood, Clarice Cliff and Emma Bridgewater. To know which decades Josiah Wedgwood, Clarice Cliff and Emma Bridgewater were in production. Research how many pot banks have closed and how many are still open. Research the effect closing of pot banks had on people of Stoke on Trent in terms of jobs and economy.	Research in detail the impact that Josiah Wedgwood, Clarice Cliff and Emma Bridgewater has had on the pottery industry Present research findings using timelines, fact files and presentations.

			shown a collection of pottery. To know that clay and coal come from under the ground To know that potters use clay to produce their products To know that bottle kilns are a bottle shaped oven and use coal fires To recognise which Stoke skyline is from the past and why (smoke)	To know that pottery factories are located near canals to help with transportation To know that once the object is made it needs to be fired to make it hard and to know that bottle kilns were used to fire the pots in the past	their uses in Stoke on Trent Know that in the past the kilns caused lots of smoke pollution in Stoke on Trent.	working conditions and people's lives in the local area.		
Core Vocab	Kemball School, Stoke on Trent, boat, mug, plate	Emma Bridgewater, Josiah Wedgwood, kiln, house, shop, river, canal, spotty, blue, white, pot	Pottery, clay, Hanley, change, oven, make, past, then, now, bottle kiln, smoke, coal, old, new	Transport, business, factory, firing, Barlaston, Etruria, produce, Cambridge, modern	Industry, compare, pollution, product, route, Burslem,	Subsidence, raw materials, conditions	Economy, decade	Impact

Science year 1
Animals including humans, Evolution and inheritance **&** **Light and sound, and electricity**

Science milestones								
Topic	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Working Scientifically Skills	Selects objects by their function, property or part Uses a single word, sign, or symbol to name an object Shows some basic awareness of cause-and-effect Helps to carry out simple test Anticipates the end result of an activity, e.g. that some objects will float or sink Notices obvious changes, e.g. leaves changing colour Observes an experiment	Answers a question based on their observations Records their activity and results, e.g. selects the correct picture in a sequence Uses simple measuring equipment with assistance, e.g. thermometer Communicates simple related ideas and observations using simple phrases Indicates that changes have occurred due to their actions Sorts objects by a given criteria	Discusses what they are going to do, including how and why in simple terms Gives a simple explanation why something will and then has happened Labels a simple diagram Contributes to the planning and evaluation of simple comparative tests Considers their own safety during experiments Identifies similarities and differences and can sort objects into groups.	Includes a range of scientific words related to topic Identifies some of the equipment they will need to complete task Observes and makes simple comments about obvious changes over time Communicates about what they think may happen Records ideas using drawing or information and communication technology Can fill in a chart showing results.	Takes simple measurements and records data using simple measurements Extracts basic information from appropriate secondary sources Explains their findings in relation to their experiment or research Records their observations, e.g. drawings, photographs or notes States a simple prediction Carries out simple directed comparative tests with some support	Reaches a simple conclusion Selects and uses equipment they will need to research or investigate, Tests their scientific hypothesis Uses different types of scientific enquiry to gather and record data, using simple equipment where appropriate to answer questions Asks their own questions about what they notice using appropriate scientific language	Suggests a variable that could be tested Collates and organises scientific information Draws simple conclusions based on their findings Interprets and presents discrete and continuous data using appropriate graphical methods, including bar charts and time graphs Classifies using a range of simple methods, e.g. Venn diagram, lists	Describes and evaluates their own and other people's scientific ideas related to topics (including ideas that have changed over time) using evidence from a range of sources Raises further questions that could be investigated, based on their data and observations using appropriate scientific language Creates a simple classification key,

		when contrasts are obvious						
Core Vocab	Look, see, hear,	Sort, what, where, when, group, test	Diagram, why, same, different, safety	Why, how, results, chart, guess, changes, experiment,	Predict, record, observe, measure, compare, similarities and differences	Equipment, research, hypothesis, enquiry, investigate, graph	Classify, venn-diagram, present, data, variable, conclusion, collate	Hypothesis, evaluation, interpret, key, classification

Topic	1	2	3	4	5	6	7	8
Animals including Humans & _____ **Evolution & Inheritance** (Biology)	Can recognise and name common animals Recognises common animal noises Recognising and naming body parts – can point to parts of their body and face features Knows they are a human and their own sex _____ Recognises pictures of themselves at younger age. Recognises a family member in a photograph Reognises dinosaurs in pictures and	Sort animal pictures or toys by one feature Can identify pets, farm animals and the some wild animals and insects Names the main parts of the human body and face _____ Identify their hair and eye colour in a mirror and that of others. States that dinosaurs are no longer alive Knows the following adaptations - that Monkeys have tails to swing through the trees, Giraffes have a	Name animals that live in water. Name common birds Order 3 stages of chicken and human lifecycle Groups familiar animals based on following features – skin, fur, feathers; two legs, four legs, no legs. Recognises a human, dog and snake skeleton. Name 5 senses and their body parts _____ Know that the dinosaurs lived a long time ago on Earth. Compares obvious characteristics of dinosaurs – big or small, wings or legs. Know that fish have gills to breathe and fins to swim that birds	Name reptiles & amphibians and describe their different skin. Can describe simple animal features Know that mammals give birth to live young and all other animals lay eggs. Order the frog life cycle and knows that amphibians go through a transformation Name and sequence 6 stages of human life cycle. _____ Compare similarities and differences between relatives.	Classify animals into the 6 basic animal groups and explain features of each. Compare previous lifecycles including butterfly. Explain the 6 stages of the human lifecycle including growth, development and decline. Knows the functions of bones, muscles blood and teeth and that we eat to get energy. Name some animals that are vertebrates and invertebrates. _____ To understand a two-tier family tree.	Name and label internal parts of the human body. Know that the heart is a muscle that pumps blood around the body. Knows the process of typical digestion from chewing to excretion Knows that teenagers grow more hair, sweat more, emotional changes, voice changes for males and periods for females. _____ Creates a simple three tier family tree using given information	Describes the main changes at puberty for males & females: breasts grow, hips wider, menstrual cycle and egg release in girls. In boys; sperm production, shoulders broader, muscles grow. Label a diagram of parts of the digestive system in humans Knows that the circulatory system is made up of blood, blood vessels the heart and the heart has four chambers which beats all day and night. _____ To know some features, characteristics	Label diagrams of the reproductive system in males and females. Describes and compares reproductive cycle including newborn phase of humans and Elephant, cat, Kangaroo, Names and describes the functions of the main parts of the circulatory system. _____ Uses the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved; and provides

	know that they were real.	long neck to reach leaves. Links photos of animals learnt so far to their offspring.	have wings to fly and compare features of beaks Identifies similar features when comparing photos of families. To examine fossils and notice patterns and shapes.	Know that all dinosaurs were reptiles or birds. To know that birds, crocodiles and turtles were alive during the time of the dinosaurs. To match fossils to animals and plants.	Know the purpose of wings and shells and that crabs, turtles and birds survived mass extinction To understand the term extinct and evolve. Knows that a fossil shows the remains of a plant or animal	To know that hibernation is what some animals do in the winter to save energy, keep warm and survive. To know which animals hibernate To know that fossils are formed over millions of years.	and conditions are passed down from parents while others are influenced by environment and conditions. Compare a captive and wild big cat and the change to behaviour and instincts due to captivity To understand the term species. To know that fossils can teach us about extinct animals.	evidence for evolution Know that evolution happens when animals adapt over generations. Recognises that fossils are a record of evolution. To evaluate why a mammoth became extinct.
Core vocab	Dog, cat, bird, fish, cow, sheep, pig, horse, chicken, spider. Eyes, ears, nose, mouth, head, arms, legs, body, face. Boy, girl. Human. _____ Me, mum, dad, brother, sister. Dinosaur, real.	Wings, fur, rabbit, guinea pig, goldfish, duck elephant, giraffe, lion, snake, monkey, kangaroo, ladybird, ant, worm, caterpillar, butterfly. Shoulders, knees, feet, toes, elbow, knees, hair, tongue, teeth _____ Brown, blonde, black, ginger, blue, brown, green. Alive. Tail, neck. Kitten,	Shark, whale, dolphin, clownfish, octopus, jellyfish, frog, turtle, crab. Pigeon, parrot, owl, seagull, flamingo. Life cycle, egg, chick, chicken, baby, child, adult. Group. Skeleton, teeth, feathers. Sight, hearing, touch, smell, taste. _____ Earth, wing, fly. Gills, breath, fins, swim. Beak. Family. Fossil, patten.	Frog, toad, salamander, axolotl. Turtle, tortoise, lizard, crocodile. Scales, gills, webbed feet, shell. Mammal, amphibian, transformation, reptile, live young. Tadpole, Froglet, Frog. Moist, dry, scaly. Toddler, teenager, elderly. _____ Relative. Similarities, differences.	Metamorphosis, chrysalis. Growth, development, decline. Bones, muscles, blood. Oxygen, organs, protect, structure, support. Vertebrate, invertebrate. Energy. _____ Family Tree. Extinction. Remains. Evolve.	Skull, ribs, heart, brain, lungs, stomach. Circulation, pumps. Digestion, chewing, swallowing, stomach, intestines, absorption, excretion. Grow, sweat, emotional changes, voice, periods, male, female. _____ Hibernation. Survival. Adapt. Hedgehogs, bats, dormice, bears. Formed.	Puberty, breasts, vagina, menstrual cycle, sperm, penis, testicles, vulva. Oesophagus, small and large intestines, bowel, bladder. Blood vessels, chambers. Pregnancy. _____ Environment. Characteristics. Features. Instincts. Species. Behaviour. Generation.	Ovaries, uterus, fallopian tubes, cervix. Urethra, prostate. Gestation, pouch, marsupial, joey, mate, litter. Veins, arteries, capillaries, _____ Inheritance. Variation. Descendent. Adaption. Mammoth. Evidence. Evolution.

		puppy, duckling, chick						

Topic	1	2	3	4	5	6	7	8
Light & Sound _____ **& Electricity** (Physics)	Tracks a light Turns to a sound Identifies familiar objects from silhouette Match picture or symbol to picture or symbol of light and sound sources in the classroom Recognises a rainbow Makes a sound on an instrument or object when asked Feels vibrations on a drum or resonance board _____ Knows if the light is on or off Identifies some objects that use electricity in the classroom Shows awareness of	Names upon hearing or seeing some sound sources – voices, animal sounds, cars, toys, tablet, and light sources – sun, torch, ceiling light, sensory lights, computer Names colours of the rainbow mainly accurately Can see reflection in a shiny object and mirror Creates shadows using different shapes, e.g. with their hands or objects and observe the shadows change Knows that the sun gives us light Notices visible vibrations from sounds – drum/rice, string instruments	List some common sound and light sources including natural and man made, inside and outside Can arrange an arrow to show direction of light travel from an object – car headlights Knows that objects cannot be seen in darkness To know the moon is not a light source Knows that dark and light are opposites Investigates change in shadow size with distance of light source Makes a simple connection between the movement/vibration the object and the sound they hear _____ Identifies the metal and plastic part of a plug	Knows which light sources are human and which are man-made; sun, stars, fireflies, bulbs, candles, screens Investigates to find out if they can see a torch light through a variety of objects Examines effect of curved mirrors and how their name looks in a mirror Investigates the change in position of a shadow and knows there needs to be a light source to make a shadow Knows that they should not look directly at the Sun, even with sunglasses on Knows that sound is vibrations	Knows when and how fire can be man-made or natural Demonstrates how to use a mirror to look around corners Sorts objects into transparent, translucent and opaque using a light source to test them Knows that a shiny object needs a light source to shine Investigates how a shadow changes when the angle of the light changes Knows how to protect eyes from the sun Represents the light they have reflected using arrows away from the light source Identifies if a	Understands and uses the terms "transparent" and "opaque" to describe objects and materials. Makes simple connections between a light source making its own light and a reflector needing light to shine Draws the shadow of an object without features in the correct position Demonstrates how light travels from its source Knows that primary light sources generate their own light and can name a range of them. Knows that sound stops when vibrations stop	Sorts objects or materials into transparent, translucent and opaque Recognises that light is reflected off different objects and give examples-moon, mirror, shiny objects To understand the importance of reflectors for safety – high vis, bikes, coats etc Explains how shadows created by the sun change over the day Knows that sounds are made when objects vibrate and vibration makes the air around that object vibrate and the air vibrations enter our ear To understand glow in the dark	Makes comparative statements about the brightness of a shadow Explains how light is reflected off mirrors to create reflections of reflections Describes the difference in the size of a pupil in different amounts of light Uses the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes To explain the formation and size of shadows Know that sound can travel through solids, liquids and gases. _____ Describes the effect of

	on/off buttons on electrical objects Points to/finds the electrical sockets in the room with support Does not touch electrical sockets (no touch symbol) Knows a plug goes in a socket	_____ Can turn an electrical object on or off and say if it works or not Sort electrical objects into two groups – with a plug or without a plug Knows that a battery makes the object 'work' Knows that only plugs should go in a socket	Demonstrates how to use different electrical switches Group electrical objects that light, heat or move Demonstrates how to hold a plug when plugging in or unplugging Lists items that use stored electricity and those which are plugged in Knows electricity is dangerous Finds the negative and positive ends of a cell using the '-' and '+' symbol Follows electricity from a power source to an object with prompts	travelling to the ear Describes a difference in volume when a noise is close or far from their ear Suggests materials they could use to muffle the sound of a noisy toy _____ Lists the materials that wires, bulbs and buzzers are made from Creates a simple electrical circuit using cells, bulbs, buzzers and wires with support Explains what they can do and what they must not do around electricity Knows that electricity is a form of energy	sound source can be heard through materials objects – fabric, cardboard, plastic, metal States what is vibrating when an instrument is played Knows that sound is made when objects vibrate _____ Uses the term "circuit" appropriately Explains simply how electricity travels from one place to another Creates a simple electrical circuit using cells, bulbs, buzzers and wires	Knows that sound travels away from its source and gets quieter _____ Recognises the need for safety when using electricity Names the components in a circuit, e.g. bulb, motor, switch and can create a circuit. Recognises that the circuit must be complete for electrical devices to work Suggests why it is important to have a mobile sources of power, like a torch or phone	objects absorb energy from light and reemit it as visible light over time _____ Draws a circuit Describes the difference between an electrical conductor and insulator, giving examples Identifies what makes a complete electrical circuit Checks components in the circuits one-by-one to find a problem Recognises a circuit must have a power source, which is part of a complete loop, to work	changing components within a circuit Uses simple apparatus to construct and control a series circuit, and describes how the circuit may be affected when changes are made to it Uses recognised symbols to represent simple series circuit diagrams Explains why a circuit does not work by looking at the circuit diagram

Core vocab	Light, dark, day, night, on, off, rainbow,	Black, loud, quiet, sun, torch, ceiling light, sensory lights, colours, computer, battery, plug, socket, drum guitar, strings, electricity, shadow, shiny	Sound, colour names, near, far, bigger, smaller, shadow, danger, metal, plastic, wire, heat, movement, size, moon	Volume, travel, source, bulb, wire, fire, stars, mirror, fireflies, candle, screen, switch, power, energy, vibrations,	Reflect, vibrate, transmit, ray, circuit, cell, buzzer, reflect, man-made, natural, corner, angle, longer, shorter, change, protect, fabric, cardboard, plastic, metal,	Pitch, translucent, reflective, opaque, transparent, motor, louder, quieter, safety, motor	Wavelength Straight lines, high vis, glow in the dark, absorb, emit, visible, conductor, insulator, component	Visible, spectrum, prism, pupil, solid, liquid, gas, symbol, diagram