

## Woodfield Community Primary School

### Attainment target for KS1 (NNC 2014)

Please complete the objectives you have covered at the end of each topic by annotating with title of topic, date and year. This information needs to be passed to the next teacher to ensure coverage of the curriculum across Key Stage 1.

<p><b>Art and Design</b> The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>▪ produce creative work, exploring their ideas and recording their experiences</li> <li>▪ become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>▪ evaluate and analyse creative works using the language of art, craft and design</li> <li>▪ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>							
to use a range of materials creatively to design and make products							
to use <b>drawing</b> , to develop and share their ideas, experiences and imagination							
to use <b>painting</b> to develop and share their ideas, experiences and imagination							
to use <b>sculpture</b> to develop and share their ideas, experiences and imagination							
to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space							
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><b>Computing</b> The national curriculum for computing aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>▪ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation</li> <li>▪ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems</li> </ul>							

- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems

are responsible, competent, confident and creative users of information and communication technology.

understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions							
create and debug simple programs							
use logical reasoning to predict the behaviour of simple programs							
use technology purposefully to create, organise, store, manipulate and retrieve digital content							
recognise common uses of information technology beyond school							
use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.							
<p><b>Design and Technology</b> The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</li> <li>build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</li> <li>critique, evaluate and test their ideas and products and the work of others</li> <li>understand and apply the principles of nutrition and learn how to cook.</li> </ul>							
design purposeful, functional, appealing products for themselves and							

other users based on design criteria							
generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology							
select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]							
select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics							
explore and evaluate a range of existing products							
evaluate their ideas and products against design criteria							
build structures, exploring how they can be made stronger, stiffer and more stable							
explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.							
<b>Cooking and Nutrition</b>							
use the basic principles of a healthy and varied diet to prepare dishes							
understand where food comes from							
<p><b>Geography</b> The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> </ul>							

- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

name and locate the world's seven continents and five oceans							
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas							
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							
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							
Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>• 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>							
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							

<p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>							
<p>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</p>							
<p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>							
<p><b>History</b> The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>• know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>• gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</li> <li>• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>• gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul>							
<p>changes within living memory. Where appropriate, these should be</p>							

used to reveal aspects of change in national life							
events beyond living memory that are significant nationally or globally							
the lives of significant individuals in the past who have contributed to national and international achievements.							
significant historical events, people and places in their own locality.							
<p><b>Music</b> The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul>							
use their voices expressively and creatively by singing songs and speaking chants and rhymes							
play tuned and untuned instruments musically							
listen with concentration and understanding to a range of high-quality live and recorded music							
experiment with, create, select and combine sounds using the inter-related dimensions of music							
<p><b>P.E</b> The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>develop competence to excel in a broad range of physical activities</li> <li>are physically active for sustained periods of time</li> <li>engage in competitive sports and activities</li> <li>lead healthy, active lives.</li> </ul>							
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							
participate in team games, developing simple tactics for attacking and defending							
perform dances using simple movement patterns.							