

Cycles A-C National Curriculum Objectives Reference sheet

Year 1 objectives Year 2 objectives Key Stage 1 objectives

<u>Subject</u>	<u>Objectives</u>	<u>Cycle A</u>	<u>Cycle B</u>	<u>Cycle C</u>
Science: Working Scientifically	Asking simple questions and recognising that they can be answered in different ways	✓	✓	✓
	Observing closely, using simple equipment	✓	✓	✓
	Performing simple tests	✓	✓	✓
	Identifying and classifying	✓	✓	✓
	Using their observations and ideas to suggest answers to questions	✓	✓	✓
	Gathering and recording data to help in answering questions	✓	✓	✓
Science: Plants	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	✓	✓	
	Identify and describe the basic structure of a variety of common flowering plants including trees	✓	✓	
Science: Animals, including humans	Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals	✓	✓	
	Identify and name a variety of common animals that are carnivores, herbivores and omnivores	✓	✓	✓
	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)	✓	✓	
	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense			✓

Science: Everyday materials	Distinguish between an object and the material from which it is made		✓	✓
	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock		✓	✓
	Describe the simple physical properties of a variety of everyday materials		✓	✓
	Compare		✓	✓
	Compare and group together a variety of everyday materials on the basis of their simple physical properties		✓	✓
Science: Seasonal changes	Observe changes across the four seasons	✓ - ongoing throughout each year cycle		
	Observe and describe how weather associated with the seasons and how day length varies	✓ - ongoing throughout each year cycle		
Science: Living things and their habitats	Explore and compare the differences between things that are living, dead, and things that have never been alive	✓		✓
	Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	✓		✓
	Identify and name a variety of plants and animals in their habitats, including micro-habitats	✓	✓	
	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	✓		✓
Science: Plants	Observe and describe how seeds and bulbs grow into mature plants	✓	✓	
	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	✓	✓	
Science: Animals, including humans	Notice that animals, including humans, have offspring which grow into adults	✓	✓	

	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	✓	✓	✓
	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene			✓
Science: Uses of everyday materials	Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, road, paper and cardboard for particular uses			✓
	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching			✓
Art and design	To use a range of materials creatively to design and make products	✓	✓	✓
	To use drawing, painting and sculpture 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	✓	✓	✓
Computing	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	✓	✓	✓
Design and technology	Design purposeful, functional, appealing products for themselves and other users based on design criteria	✓	✓	✓
Design				
	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	✓	✓	✓
Make	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	✓	✓	✓
Evaluate	Explore and evaluate a range of existing products	✓	✓	✓
	Evaluate their ideas and products against design criteria	✓	✓	✓
Technical knowledge	Build structures, exploring how they can be made stronger, stiffer and more stable	✓	✓	✓
	Explore and use mechanisms (for example, levers, sliders, wheel and axles), in their products	✓	✓	✓
Cooking and nutrition	Use the basic principles of a healthy and varied diet to prepare dishes	✓	✓	✓
	Understand where food comes from		✓	✓
Geography: Locational knowledge	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			
Geography: Place knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country		✓	✓
Geography: Human and physical	Identify seasonal and daily weather patterns in the United Kingdom and the local 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: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	✓	✓	✓
	Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		✓	✓
Geography: Geographical skills and fieldwork	Uses 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	✓	✓	✓
	Uses simple compass directions (N, S, E, W) and locational and directional language (for example, near/far and left/right) to describe the location of features and routes on a map	✓	✓	✓
	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	✓	✓	✓
	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		✓	✓
History	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	✓		✓

	Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)	✓		
	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 (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton & Tim Berners-Lee, Pieter Bruegal the Elder & Florence Nightingale, Edith Cavell)	✓	✓	✓
	Significant historical events, people and places in their own locality		✓	✓
Music	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 interrelated dimensions of music	✓	✓	✓