



Maryland Primary School

NON-NEGOTIABLES FOR SCIENCE AND FOUNDATION SUBJECTS

Science

FS1 - Nursery

Can plant a seed/plant.

Name common mini-beasts (worm, caterpillar, butterfly, spider, ant).

Ask questions about the outdoor environment.

FS2 - Reception

Can compare mini-beasts - say how they are similar or different.

Name the parts of a plant (roots, stem, petals).

Can compare materials - say which are rough, smooth, shiny, soft, hard, bouncy.

Year 1

Can make a prediction

Name the main body parts (head, neck, arms, elbows, knees, face, ears, eyes, hair, mouth, teeth).

Know what plants need to grow (light, water, nutrients).

Use simple equipment (magnifying glasses, torches, egg timers, binoculars).

Year 2

Make a prediction and give a reason.

Use tape measures/ rulers to measure to the nearest cm.

Record results in a given table.

Can recognise when simple comparisons are unfair.

Year 3

Draw own results tables

Make a two point conclusion.

Identify and name science equipment (measuring jug, beaker, tape measure, stop watch, thermometer, magnifying glass, spring).

Measure liquid using a measuring jug/beaker to the nearest 50ml.

Year 4

Write own question to investigate (starting with the word 'Does' and including the word 'affect').

Use a stop watch to measure time. Know how to record the time to the nearest second.

Use a thermometer to measure to the nearest degree.

Name 2 famous scientists and know why they are famous.

Year 5

Use a Newton Meter to measure force (choosing most appropriate Newton Meter to use).

Identify and name science equipment (Newton Meter, funnel, sieve, filter paper, trundle wheel, pooter, cell/battery).

Draw a bar graph independently.

Name 3 famous scientists and know why they are famous.

Year 6

Work out the average of three results/measurements.

Know how to use a data logger.

Draw a line graph independently.

Name four famous scientists and know why they are famous

Religious Education (RE)

Year 1

To know that the Bible is a special book for Christians

To be able to retell a story about Jesus

Year 2

To know one story from both the Old Testament and the New Testament.

To know two Christian and two Jewish symbols.

Year 3

To know the names of all 12 Disciples.

To be able to give names for places of worship for Christians, Jews and Hindus

Year 4

To be able to recognise three festivals for Christians, Hindus and Jews

To recognise three similarities between two different religions.

Year 5

To know why Christmas, Easter and Pentecost are important to Christians.

To know some ways in which being a member of a faith group can affect daily life.

Year 6

Know and understand three parables and how they can have an influence on Christians today.

Use the right words to show understanding of three ways Muslim worship shows devotion to Allah and Christian worship shows devotion to God.

Computing

FS2 - Reception

To turn on a computer

To click with a mouse (choose an icon)

To know that we need an adult when we go on the internet

To direct a Bee Bot

Year 1

To type their name (including using a CL)

To take a photograph

To record sounds using simple recording equipment

To create a picture on a paint program

Year 2

To type a sentence using CL and punctuation

To change the colour and font of text

To log onto a computer

To send a document to print

Year 3

To use the search engine to find a website

Type in text, using a range of punctuation marks and indenting

Can create a table to record data

Can give three ways of how to stay safe online

Year 4

To select an appropriate website for a particular topic

To change the background on a PowerPoint presentation

To enter data onto excel

Year 5

To add effects on a PowerPoint presentation

To create a graph using excel

To exchange information with others e.g. blog, email

Year 6

To add a hyperlink into a PowerPoint presentation

To know an increasing number of short cut functions on the computer

To use ICT to present information for specific purposes

Geography

FS1 - Nursery

To make a map with key human features e.g. house/farm.

To compare your home to a home in a different country.

FS2 - Reception

To find the United Kingdom on a map of Europe.

To know their house number, street name and city.

Year 1

To identify the countries of the United Kingdom on a map.

To name hot and cold places in the world.

To be able to identify seasonal and daily weather patterns in the UK.

Year 2

To name and locate the world's seven continents and five oceans.

To know the directions North, South, East and West.

To devise a simple map, and use and construct basic symbols in a key.

Year 3

To compare a region of the UK with a region in Europe.

To locate the main countries of Europe and identify the capital cities.
To identify the longest rivers, largest deserts and highest mountains.

Year 4

To locate areas of similar environmental regions e.g. rainforests/deserts.
To use maps, atlases, globes and digital/computer mapping to locate countries.
To learn the eight points of a compass and four-figure grid references.

Year 5

To locate and name the main counties and cities in England.
To use sketch maps, plans, graphs, and digital technologies.
To compare a region in the UK with a region in N America.

Year 6

To locate the main countries in Africa, Asia and Australasia/Oceania.
To learn six figure grid references.
To compare a region in the UK with a region in S. America.

History

FS2 - Reception

To know that the past is different from today.

Year 1

To be able to put three events in order of when they happened / or were made.
To be able to give one cause of an event.

Year 2

To be able to use the terms decade and century.
To observe/handle sources of information to answer questions about the past.
To be able to name two significant people from the past.
To be able to use a basic calendar.

Year 3

To recognise differences between different times in the past.
To give at least two reasons for, and results of, the main events and changes of the period studied.

Year 4

To be able to name some of the different time periods in history and put them in order.
To compose own historically valid question about change or similarities and differences.

Year 5

To be able to select and combine information from different sources.
To show factual knowledge and understanding of aspects of the history of Britain and the wider world.
To recognise two local historical figures.

Year 6

To be able to make links between different periods of time and past societies.
To recognise that the United Kingdom has a royal family which has developed through time.
To identify sources which are useful for particular tasks.

Physical Education (PE)

FS1 - Nursery

To find a space independently.
To catch a large ball.

FS2 - Reception

To catch a bean bag and sponge ball.
To be able to travel in different ways across/under and over climbing equipment.

Year 1

To skip using a skipping rope.
To make a 3 part dance sequence.
Can talk about how body feels during an activity.

Year 2

To be able to suggest improvements about their own and others performances.
To play a simple team game eg rounders.

Year 3

To be able to suggest improvements about their own and others performances.
To dribble a large ball around some cones.
To bounce pass a ball with both hands (Basketball skills)

Year 4

To be able to suggest improvements about their own and others performances.
To pass a rugby ball correctly.
To hold a cricket bat correctly and hit a cricket ball.

Year 5

To be able to suggest improvements about their own and others performances.
To know how to hold a tennis racket correctly and hit a ball using fore hand and back hand.
To hold a hockey stick correctly.
To dribble a ball using a hockey stick, pass and stop accurately.

Year 6

To be able to suggest improvements about their own and others performances.
To control and catch a ball whilst moving.
To understand basic rules of netball.

Art

FS2 - Reception

To record from first hand observations
Make relevant comments about their work.(Literacy)

Year 1

To investigate a range of materials.
To ask and answer questions about their work. (Literacy)

Year 2

To try out tools and techniques and apply these to drawings.
To discuss and collaborate with others. (Literacy)

Year 3

To represent observations, ideas and feelings.
To review their work in writing .(Literacy)

Year 4

To use a range of materials/processes including textiles/sculpture
To extend ideas after discussion. (Literacy)

Year 5

To use a range of materials/processes including photography/painting
To compare artists and photographers (Literacy).

Year 6

To complete 3D projects/2D projects
To learn about architects in the local area and beyond (Literacy)

Design & Technology (DT)

Reception

To develop and shape materials
To use pictures and words to describe what they want to do.(Literacy)

Year 1

To explore the sensory qualities of materials.
To describe their own work.(Literacy)

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Year 2

To measure, mark out, cut and shape materials.
To explain what they are making. (Literacy)

Year 3

To assemble join and combine materials.
To label sketches and models. (Literacy)

Year 4

To generate ideas for products, create class product.
To evaluate their design. (Literacy)

Year 5

To collect and use information to create a product in groups.
To reflect and evaluate design as it develops. (Literacy)

Year 6

To look at the form and function of different products.
Create an individual or group product.

To write a detailed criteria for design and evaluation. (Literacy)

Music

FS2 - Reception

I know how to make a sound on several musical instruments (e.g. drum, triangle, keyboards, recorder)

I can play simple rhythms and songs by copying

Vocabulary: loud, quiet, long, short, fast, slow

Year 1

I can take part in a group song performance

I can say whether music sounds happy, sad and move to music according to how it feels, e.g. marching, sliding, jumping or dancing.

Vocabulary: pitch (high/low) , dynamics (louder/quieter)

Year 2

I can make up rhythms and patterns

I can use my own symbols to represent sounds

Vocabulary: rhythm, pulse (keeping a beat), Ostinato (repeated pattern of notes)

Year 3

I can select a sound or instrument to achieve an effect (e.g. bass drum and louder instruments to create surprise or excitement, or quiet singing or playing to create something more peaceful).

I can play simple patterns using a pitched instrument as an accompaniment to a song or pulse.

Vocabulary: tempo, melody, harmony, interval, semi tone.

Year 4

I am beginning to understand how music is recorded.

I am beginning to appreciate and describe my feelings towards different music from other cultures and time periods.

I can create music using inter-related dimensions (see below)

Vocabulary: crescendo, texture, timbre, notation, treble and bass clef, stave.

Year 5

I am beginning to understand some dynamic markings and meanings.

I can use research skills to broaden my knowledge of a range of artists.

Vocabulary: fortissimo, forte, sforzando, mezzo forte, mezzo piano key signatures.

Year 6

I can create my own composition, record using staff notation and finally, perform individually and as part of a group. I can compose using inter-related dimensions of music, drawing on skills learnt over other years.

Vocabulary: legato, staccato

Modern Foreign Languages (At Maryland French taught during Yrs 3,4 and 5)

FS2 – Reception

To be able to respond briefly to basic greetings – single word/short phrases

To be able to chant count 0 – 10 in French

To recognise some colours in French

Year 1

To understand simple classroom commands and short statements

To ask simple questions about names, age, favourite colours, where they live

Year 2

To be able to make simple spoken statements about personal likes/dislikes

To meet and greet, and respond to registration time

Year 3

Begin to read simple French words/phrases

To be able to introduce themselves and relay simple information about themselves

Year 4

To write a simple sentence using a word bank

To name parts of the body

Year 5

Begin to employ strategies to maintain a conversation

To begin to respond to a simple story

Year 6

To be able to hold a simple conversation in French, to include greetings, personal likes/dislikes, where they live To be able to write more complex sentences. Understand short written texts and dialogues

