Framework of Skills, knowledge and Understanding Subjects			
Art & Design	**Science**	**Computing**	**Geography**
Drawing Mountain Landscapes. **Design and Make** Develop use of sketchbooks to: - record observations with annotations to support later work, - create simple sketches of 'artists' work to support developing ideas. - Develop own ideas through simple sketches - Experiment with and record colouring and drawing techniques. **Skills and Techniques** - Experiment with colour blending as part of the design process. - Develop understanding, confidence and skills in creating lines, shapes and specific forms; colours, shade, shadow; features, details and patterns; compositions. - Develop use of colour blending and using geometric shapes to produce an artist-inspired piece of work. - Make own choices of techniques to support own creative processes. - Evaluate and improve their work as an ongoing process, with resilience. **Artists:** - Recognise and develop a wider understanding of the work of **Elyse Dodge.** - Critically evaluate and analyse Elyse Dodge's work in terms of composition and artistic style.	**Earth and Space** **KS1** - Do they know that the sun lights up the Earth? - Can they stay safe when observing the Sun? - Can they describe how the Sun moves across the sky? - Do they know that the sun moves across the sky during the day? - Can they explain why they can't see stars in the daytime? **KS2** - Can they describe the movement of the Earth, and other planets, relative to the Sun in the solar system? - Can they describe the movement of the Moon relative to the Earth? - Can they describe the Sun, Earth and Moon as approximately spherical bodies? - Can they use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky? - Can they name the planets in order? (not part of NC but considered useful general knowledge). - Can they identify arguments for and against the Earth being spherical? (not part of NC but considered useful scientific enquiry).	**Coding:** **Year 2 'Crash Course' (statements taken from Assessment Guidance):** - Do they understand what 'coding' is? - Can they change backgrounds and characters? - Can they turn algorithms of more than one step into code? - Can they plan/design on paper before implementing on screen? - Can they confidently include objects, actions, events and outputs successfully within their 2Code programs? - Can they talk through code which contains repeat and timer commands, explaining where they are positioned and what will happen? - Can they predict outcomes and attempt to debug? - Can they save their files? **Year 2, Unit 2.1 (statements taken from Knowledge Organiser):** - Do they understand what an algorithm is? - Can they design algorithms and then code them? - Can they compare different object types? - Can they use the Repeat command? - Can they use the Timer command?	**Mountains – Living things and their habitats.** **What would it be like to live in a mountain region?** **KS1** – use world maps, atlases and globes; understand basic subject-specific vocabulary **Geographical enquiry:** - Can they label a diagram or photograph of a mountain using some geographical words? **Geographical knowledge:** - Can they locate some of the world's mountain ranges? **KS2 -** describe and understand key aspects of mountains; biomes and vegetation belts (Science link) **Geographical enquiry:** - Can they collect information about a place and use it in a report? - Can they find possible answers to their own geographical questions? **Physical geography:** - Can they use maps and atlases appropriately by using contents and indexes? - Can they find the same place on a globe and in an atlas? - Can they give extended description of the physical features of different places around the world? **Geographical Knowledge:**

PSHE/ Relationships and Sex Education
Me, Myself and You – Where emotions are felt and the importance of talking about our emotions (Year 2)
- For children to be able to recognise how emotions feel in our bodies.
- For children to be able to recognise that different behaviours usually mean a person is experiencing a particular emotion.
- For children to be able to identify and recognise factors and influences on their emotional state.

Online Safety
- Use technology safely; keep personal information private.
- Know where to go for help if concerned.
- **Use technology respectfully and responsibly; know different ways they can get help if concerned.**
- **Recognise acceptable and unacceptable behaviour using technology.**
- Understand that they have to make choices when using technology and that not everything is true and/or safe.
- Be increasingly aware of the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable.

Children will attend online safety classes according to their ability to understand, rather than their Key Stage.

Electricity
KS1
- Can they explain how bulbs work in an electrical circuit?
- Can they make a bulb go on and off?
- Can they say what happens to the electricity when more batteries are added?

KS2
- Can they explain how electricity is useful to us?
- Can they construct a simple circuit?
- Can they explain what a conductor is and test materials for conductivity?
- Can they explain closed and open circuits?
- Can they construct a circuit with a switch?
- Can they recognise some common conductors and insulators?
- **Can they explain how a bulb might get lighter?**
- **Can they recognise if all metals are conductors of electricity?**
- **Can they work out which metals can be used to connect across a gap in a circuit?**
- Can they identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers)
- Can they compare and give reasons for variation in how components function, including bulb brightness, buzzer volume and on/off position of switches?
- Can they explain how to make changes in a circuit?
- Can they explain the impact of changes in a circuit?
- Can they explain the effect of changing the voltage of a battery?

- Do they know what debugging is and can they debug a program?

Key:
Lower
Higher

- Can they name and locate many of the world's most famous mountain regions on maps?
- Can they recognise key symbols used on ordnance survey maps?

Key:
KS1/Y3 NC Knowledge, Skills & Understanding.

Y4 NC Knowledge, Skills & Understanding.

Y5/6 NC Knowledge, Skills & Understanding.

+ extension of K, S & U

	Challenging • Can they make their own traffic light system or something similar? • Can they explain the danger of short circuits? • Can they explain what a fuse is?		