

# End of Year Framework

Year R



## The Humanities

Humanities	Key Subject Concepts	Knowledge	Skills	Key Vocabulary																								
History	Chronology	<ul style="list-style-type: none"> <li>I know the difference between the past and the present, recognising that different objects come from different times e.g. car, old vehicles, train - comparing similarities and differences.</li> <li>I know some traditional songs and stories.</li> <li>I understand different times in the day. I can use language such as today, yesterday, when I was little.</li> <li>I know the key differences between my life and the lives of family members of different ages.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask a question about the past using the correct tense. E.g. Why did that train have steam?</li> <li>I can tell you things that are similar and different about the past and present day.</li> <li>I can tell you about something that happened to me in the past, e.g. I had cereal for breakfast. Yesterday I went to the beach.</li> <li>I can use a timeline.</li> <li>I can recite a traditional story and sing a traditional song.</li> </ul>	<table border="1"> <tr> <td>today</td> <td>parent</td> </tr> <tr> <td>yesterday</td> <td>grand parent</td> </tr> <tr> <td>tomorrow</td> <td>memory</td> </tr> <tr> <td>the present</td> <td>calendar</td> </tr> <tr> <td>the past</td> <td>Who?</td> </tr> <tr> <td>the future</td> <td>What?</td> </tr> <tr> <td>day</td> <td>artefact</td> </tr> <tr> <td>week</td> <td></td> </tr> <tr> <td>month</td> <td></td> </tr> <tr> <td>long ago</td> <td></td> </tr> <tr> <td>old</td> <td></td> </tr> <tr> <td>new/recent</td> <td></td> </tr> </table>	today	parent	yesterday	grand parent	tomorrow	memory	the present	calendar	the past	Who?	the future	What?	day	artefact	week		month		long ago		old		new/recent	
	today				parent																							
	yesterday				grand parent																							
	tomorrow				memory																							
	the present				calendar																							
	the past				Who?																							
	the future				What?																							
day	artefact																											
week																												
month																												
long ago																												
old																												
new/recent																												
Interpretation and Reasoning																												
Continuity and Change																												
Significant Figures, Monarchy and Rulers																												
Enquiry	Significant Individuals, Monarchy and Rulers																											
Local History																												
Invasion, Conflict, Trade and settlement	The current monarch																											

Humanities	Key Subject Concepts	Knowledge	Skills	Key Vocabulary																																						
RE  <a href="#">Discovery RE</a>	Community	<p>I know the difference between two or more religions: Hinduism, Judaism, Islam and Christianity.</p> <p>I can name and recognise different cultural traditions and routines.</p> <p>I know that different places have different environmental and cultural features.</p> <p>I can describe my immediate environment.</p> <p>I can talk about a special time for a religion e.g. Eid, Christmas, Diwali.</p>	<p>I can show acceptance of the differences between a range of cultures.</p> <p>I can make comparisons between where I live and somewhere else.</p> <p>I can recognise different cultures and settings in different texts.</p>	<table border="1"> <tr> <td>Jesus</td> <td>Allah</td> </tr> <tr> <td>Moses</td> <td>Brahmin</td> </tr> <tr> <td>Mary</td> <td>Sadhana</td> </tr> <tr> <td>Joseph</td> <td>Guru Nanak</td> </tr> <tr> <td>Frankincense</td> <td>Church</td> </tr> <tr> <td>Myrrh</td> <td>Font</td> </tr> <tr> <td>Nowruz</td> <td>Altar</td> </tr> <tr> <td>Holi</td> <td>Lectern</td> </tr> <tr> <td>Vishnu</td> <td>Mosque</td> </tr> <tr> <td>Jesus</td> <td>Minaret</td> </tr> <tr> <td>Palm Sunday</td> <td>Musalla</td> </tr> <tr> <td>The Last Supper</td> <td>Mihrab</td> </tr> <tr> <td>Cross</td> <td>Minbar</td> </tr> <tr> <td>Tomb</td> <td>Qur'an</td> </tr> <tr> <td>Parable</td> <td>Synagogue</td> </tr> <tr> <td></td> <td>Ark</td> </tr> <tr> <td></td> <td>Torah</td> </tr> <tr> <td></td> <td>Prayer Shawls</td> </tr> <tr> <td></td> <td>Kippah</td> </tr> </table>	Jesus	Allah	Moses	Brahmin	Mary	Sadhana	Joseph	Guru Nanak	Frankincense	Church	Myrrh	Font	Nowruz	Altar	Holi	Lectern	Vishnu	Mosque	Jesus	Minaret	Palm Sunday	Musalla	The Last Supper	Mihrab	Cross	Minbar	Tomb	Qur'an	Parable	Synagogue		Ark		Torah		Prayer Shawls		Kippah
	Jesus				Allah																																					
	Moses				Brahmin																																					
	Mary				Sadhana																																					
	Joseph				Guru Nanak																																					
Frankincense	Church																																									
Myrrh	Font																																									
Nowruz	Altar																																									
Holi	Lectern																																									
Vishnu	Mosque																																									
Jesus	Minaret																																									
Palm Sunday	Musalla																																									
The Last Supper	Mihrab																																									
Cross	Minbar																																									
Tomb	Qur'an																																									
Parable	Synagogue																																									
	Ark																																									
	Torah																																									
	Prayer Shawls																																									
	Kippah																																									
Traditions and Symbols																																										
Faith and Worship																																										
Values, Morals and Ethics																																										
Spirituality																																										

Humanities	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
Geog	Location knowledge	<ul style="list-style-type: none"> <li>I can name animals and plants and I know where they belong.</li> </ul>	<ul style="list-style-type: none"> <li>I can make observational drawings of animals and plants.</li> </ul>	Geographical World Map Globe Atlas Near Far Place Address Animal Plant Seasons Family Community Culture Traditions Similarities Differences Observation Compare
	Place knowledge	<ul style="list-style-type: none"> <li>I know the key features of a range of different environments.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare different places based on their environments.</li> </ul>	
	Human and physical processes	<ul style="list-style-type: none"> <li>I know the difference between the seasons e.g. how a tree changes throughout the year.</li> <li>I understand the change of state. e.g. water, ice, steam.</li> </ul>	<ul style="list-style-type: none"> <li>I can make observations of the world around me.</li> <li>I can describe my immediate environment.</li> <li>I can make comparisons between where I live and somewhere else.</li> </ul>	
	Communities, Movement and Settlements	<ul style="list-style-type: none"> <li>I know that different places have different environmental and cultural features.</li> <li>I am beginning to understand the effect my behaviour can have on the environment.</li> </ul>		
	Environment	<ul style="list-style-type: none"> <li>I know about similarities and differences between myself and others, and among families, communities, cultures and traditions.</li> </ul>		

## The Sciences

Sciences	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
Science  Kent Science Scheme – Drive	Creativity	<ul style="list-style-type: none"> <li>I am beginning to understand the effect my behaviour can have on the environment.</li> </ul>	<b>Hypothesis:</b> <ul style="list-style-type: none"> <li>I comment and ask questions about aspects of my familiar world, such as the place where I live or the natural world.</li> </ul>	natural, man-made, similar, different, environment, season, solid, liquid, gas.
	Questioning	<ul style="list-style-type: none"> <li>I show care and concern for living things and the environment.</li> </ul>	<b>Experiments/Recording Data:</b> <ul style="list-style-type: none"> <li>I can explore the natural world - making close observations and drawing pictures of animals and plants.</li> </ul>	
	Hypothesis	<ul style="list-style-type: none"> <li>I know some similarities and differences between the natural world around me and contrasting environments.</li> </ul>	<b>Conclusions:</b> <ul style="list-style-type: none"> <li>I can talk about why things happen and how things work.</li> </ul>	
	Predicting	<ul style="list-style-type: none"> <li>I understand processes and changes in the natural world - seasons and changes in states and matter.</li> </ul>		
	Exploring Variables			
	Developing Experiments			
	Analysing and Presenting Data			
	Drawing Conclusions			
	Adaptations and Forward Thinking			

Sciences	Key Subject Concepts	Knowledge	Skills	Key Vocabulary			
				CNS	Programming	Multimedia	Handling Data
<b>Computing</b>  Teach Computing <a href="http://www.teachcomputing.org">www.teachcomputing.org</a>  Drive	<div style="background-color: red; color: white; padding: 5px; text-align: center;">Computer Systems and Networks</div> <div style="background-color: yellow; color: black; padding: 5px; text-align: center;">Programming</div> <div style="background-color: green; color: white; padding: 5px; text-align: center;">Multimedia</div> <div style="background-color: magenta; color: black; padding: 5px; text-align: center;">Handling Data</div> <p>The following concepts are taught throughout the computing curriculum: Word processing, computational thinking, debugging, communication* and e-safety. (* Communication is taught across the KS2 Curriculum)</p>	<ul style="list-style-type: none"> <li>I know that technology can be used for a wide range of purposes.</li> <li>I know the names of some different devices.</li> <li>I know I can use technology to find information online.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a device to interact with age-appropriate computer software.</li> <li>I can create images on a screen.</li> <li>I can take photographs on an ipad.</li> <li>I can play with beebots and can explore how to make them move by inputting instructions.</li> </ul>	Computer Mouse Keyboard Screen	Robot Buttons movement	Pictures Words Sounds Video paint	Collect Count Sort

Sciences	Key Subject Concepts	Knowledge	Skills	Key Vocabulary	
<b>DT</b>	<div style="background-color: red; color: white; padding: 5px;">Design</div> <div style="background-color: orange; color: black; padding: 5px;">Make</div> <div style="background-color: yellow; color: black; padding: 5px;">Innovate</div> <div style="background-color: green; color: white; padding: 5px;">Adapt</div> <div style="background-color: cyan; color: black; padding: 5px;">Evaluate</div> <div style="background-color: blue; color: white; padding: 5px;">Functionality</div> <div style="background-color: purple; color: white; padding: 5px;">Nutrition</div> <div style="background-color: magenta; color: black; padding: 5px;">Problem Finding</div>	<p><b>Design:</b> I can create my own designs.</p> <p><b>Make:</b> I can explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Evaluate:</b> I can share and talk about my creations.</p> <p><b>Technical Knowledge:</b> I can explain processes I have used.</p> <p><b>Cooking and Nutrition:</b> I know some foods that can be grown locally.</p>	<p>I can understand how to keep myself safe when using equipment.</p> <p>I can use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>I can use a table knife safely to cut with increasing accuracy.</p>	<ul style="list-style-type: none"> <li>Adapt</li> <li>Balance</li> <li>Build</li> <li>Create</li> <li>Construct</li> <li>Design</li> <li>Evaluate</li> <li>Horizontal</li> <li>Model</li> <li>Purpose</li> </ul>	<ul style="list-style-type: none"> <li>Reflect</li> <li>Resources</li> <li>Revise</li> <li>Shape</li> <li>Space</li> <li>Stacking</li> <li>Structure</li> <li>Techniques</li> <li>Tools</li> <li>Vertical</li> </ul>

# The Arts

Arts	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
<b>Art</b>  <a href="https://charanga.com/site/log-in/">Charanga: https://charanga.com/site/log-in/</a>  <b>Me!</b> <b>Everyone!</b>  <b>Big Bear Funk</b>	<div style="background-color: red; color: white; padding: 2px;">Line</div> <div style="background-color: orange; color: white; padding: 2px;">Shape</div> <div style="background-color: yellow; color: black; padding: 2px;">Form</div> <div style="background-color: green; color: white; padding: 2px;">Value</div> <div style="background-color: cyan; color: black; padding: 2px;">Space</div> <div style="background-color: blue; color: white; padding: 2px;">Colour</div> <div style="background-color: darkblue; color: white; padding: 2px;">Texture</div> <div style="background-color: purple; color: white; padding: 2px;">Pattern</div> <div style="background-color: magenta; color: black; padding: 2px;">Exploration and expression</div> <div style="background-color: peachpuff; color: black; padding: 2px;">Critical thinking and language</div>	<ul style="list-style-type: none"> <li>They know there are 3 Primary colours and begin to make the secondary colours.</li> <li>They understand that someone that creates art is called an artist.</li> <li>They can talk about creative learning they enjoyed completing.</li> <li>They can say if they do or do not like a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>They enjoy using a variety of media to make marks.</li> <li>They explore creating lines of different thickness and tone using a range of media</li> <li>They can create simple representations of events, people and objects.</li> <li>They can use different colours in their work and choose appropriate or match colours.</li> <li>They begin to construct with a purpose in mind, manipulating materials to achieve a planned effect.</li> <li>Explore cutting, sticking, joining, wrapping, weaving etc.</li> <li>They can safely explore and use a variety of materials.</li> <li>They can experiment a variety of ways of applying paint e.g. fingers, objects, different sized brushes, shapes, sponges etc.</li> <li>They can talk about what they have made and how they have made it.</li> <li>They begin to describe different textures and use language associated with joining, painting, mark making etc.</li> </ul>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">           Line mark people objects Artist Primary colour Secondary colour create design construct represent cut stick join wrap         </div> <div style="width: 45%;">           weave media medium material tool brush Shape Form Value Space Colour Texture Pattern Explore         </div> </div>

Arts	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
<b>Music</b>  <a href="https://charanga.com/site/log-in/">Charanga: https://charanga.com/site/log-in/</a>  <b>Me!</b> <b>Everyone!</b>  <b>Big Bear Funk</b>	<div style="background-color: red; color: white; padding: 2px;">Appraising</div> <div style="background-color: orange; color: white; padding: 2px;">Singing and Playing</div> <div style="background-color: yellow; color: black; padding: 2px;">Composition and improvisation</div> <div style="background-color: green; color: white; padding: 2px;">Performing</div> <div style="background-color: cyan; color: black; padding: 2px;">Notation</div>	<ul style="list-style-type: none"> <li>To know a range of nursery rhymes off by heart.</li> <li>To know the stories of some of the nursery rhymes.</li> <li>To know that we can move with the pulse of the music.</li> <li>To know that the words of a song can tell stories and paint pictures.</li> <li>To sing nursery rhymes and simple songs from memory.</li> <li>To know that songs have different sections.</li> <li>To know a performance is sharing music.</li> </ul>	<ul style="list-style-type: none"> <li>To learn that music can touch your feelings.</li> <li>To enjoy moving to music (Dancing, marching, being animals, etc).</li> <li>To find the pulse by copying.</li> <li>To explore high and low using voices (Characters in stories).</li> <li>To explore how to make sounds on a range of instruments.</li> <li>To copy basic rhythmic patterns.</li> <li>To invent a pattern using one pitched note.</li> <li>To sing along with a pre-recorded song and add simple actions.</li> <li>To sing along with a backing track.</li> <li>To perform a nursery rhyme by singing and adding simple actions.</li> <li>To perform a nursery rhyme by adding a simple instrumental part.</li> <li>To record the performance and talk about it.</li> </ul>	Nursery rhymes, action, song, instruments, share, respond, explore ,listen, sing, play, beat, high, low, voice, hands, feet, instrument, soft sound, loud sound, hard sound, group, solo, shake, ring, compose

## Mental Wealth and Physical Health

Mental Wealth & Physical Health	Knowledge				Skills			
	Emotional and Social	Personal Care	Understanding the World	Personal Safety	Emotional and Social	Personal Care	Understanding the World	Personal Safety
<b>Lifeskills</b>	<p>I know who my trusted adults are at school.</p> <p>I am confident to speak to others about my own needs, wants, interests and opinions.</p> <p>I am aware of my own feelings, the feelings of others and I can name different emotions.</p> <p>I know that my actions and words can impact others' feelings.</p> <p>I know what makes a good friend.</p> <p>I am beginning to understand the school rules.</p> <p>I know the names of my friends and significant adults.</p>	<p>I eat a variety of foods and know this keeps me healthy.</p> <p>I show some understanding that exercise, sleep and hygiene can keep me healthy.</p> <p>I know how to brush my teeth.</p> <p>I understand that I can keep myself safe, and consider and manage some risks.</p> <p>I know that our bodies are all different.</p>	<p>I remember and can talk about significant events from my own life.</p> <p>I know some of the things that make me unique, and can talk about how my friends are similar or different.</p> <p>I show interest in and can recognise different cultural traditions and routines.</p> <p>I am developing an awareness of days of the week.</p> <p>I know which tools are appropriate for which tasks.</p> <p>I can name and talk about the role of people that help us.</p>	<p>I can identify rules that help keep us safe and healthy at home, at school and when using technology.</p> <p>I can identify some simple examples of my personal information.</p> <p>I know what the fire alarm sounds like.</p> <p>I know that roads can be dangerous and that I need help to cross safely.</p> <p>I can describe people I can trust and can share information with.</p> <p>I know how to keep my body safe.</p>	<p>I can use my words to verbalise my feelings.</p> <p>I can wait my turn.</p> <p>I can play with my friends and I am beginning to negotiate and solve problems.</p> <p>I can follow the school rules with adult support.</p> <p>I can keep trying if things are tricky.</p> <p>I can make an independent choice.</p> <p>I can follow instructions involving 2 steps.</p> <p>I am able to discuss how I would feel if I lost something that is special to me.</p>	<p>I know when to blow my nose.</p> <p>I know when I need the toilet and remember to wash my hands afterwards.</p>	<p>I enjoy joining in with family customs and routines.</p> <p>I can show an interest in people around me.</p> <p>I can show acceptance for a range of cultures.</p> <p>I can recognise different cultures and settings in different texts.</p> <p>I can safely use a range of tools for a purpose.</p> <p>I can ask relevant questions.</p> <p>I can recognise who I can turn to to help me.</p>	<p>I can recognise that I can say 'no' if I am asked to do something that makes me feel sad, embarrassed or upset.</p> <p>I can follow my adults to keep safe during a fire drill.</p> <p>I can talk about whether a road is safe to cross or not with an adult using visual support.</p> <p>I can negotiate space and obstacles safely.</p> <p>I can use my arms to balance and move with a good level of coordination.</p> <p>I can run, dance, jump, hop, skip, climb, throw and catch.</p>

Mental Wealth & Physical Health	Knowledge	Skills
<b>Online Safety</b>	<p><b>Self - image and Identity:</b></p> <ul style="list-style-type: none"> <li>I can recognise that I can say 'no' / 'please stop' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset and I can explain this could be online or in real life.</li> </ul> <p><b>Online Relationships:</b></p> <ul style="list-style-type: none"> <li>I can recognise some ways in which the internet can be used to communicate.</li> <li>I can give examples of how I (might) use technology to communicate with people I know.</li> </ul> <p><b>Online Bullying:</b></p> <ul style="list-style-type: none"> <li>I can describe ways that some people can be unkind online and offer examples of how this can make others feel.</li> </ul> <p><b>Managing Online Information:</b></p> <ul style="list-style-type: none"> <li>I can give simple examples of how to find information (e.g. search engine, voice activated searching).</li> </ul> <p><b>Health Wellbeing and lifestyle:</b></p> <ul style="list-style-type: none"> <li>I can identify rules that help keep us safe and healthy in and beyond the home when using technology and give some examples.</li> </ul> <p><b>Privacy and security:</b></p> <ul style="list-style-type: none"> <li>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</li> <li>I can describe the people I can trust and can share this with and I can explain why I can trust them.</li> </ul> <p><b>Copyright and ownership:</b></p> <ul style="list-style-type: none"> <li>I know that work I create belongs to me.</li> </ul>	<p><b>Online Reputation:</b></p> <ul style="list-style-type: none"> <li>I can show different ways I can put things onto the internet.</li> </ul> <p><b>Managing Online Information:</b></p> <ul style="list-style-type: none"> <li>I can talk about how I can use the internet to find things out.</li> <li>I can identify devices I could use to access information on the internet.</li> </ul> <p><b>Copyright and ownership:</b></p> <p>I can name my work so that others know it belongs to me.</p>

Mental Wealth & Physical Health	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
<p><b>PE</b></p> <p><b>TLG PE</b></p> <p><b>tlg-pe.co.uk</b></p> <p>Fundamental Movement Skills</p> <p>Athletics</p> <p>Sending &amp; Receiving</p> <p>Dance</p> <p>Gymnastics</p> <p>Net &amp; Wall Games</p> <p>Throwing &amp; Catching</p>	<p>Fitness</p> <p>Dance</p> <p>Gymnastics</p> <p>Games</p> <p>Athletics</p> <p>Swimming</p> <p>OAA</p> <p>Fundamental Movement Skills</p>	<ul style="list-style-type: none"> <li>I know how to keep myself safe when participating in PE and other physical activities.</li> <li>I know that I can use my arms to balance.</li> <li>I know how to prepare my hands and body to throw and catch.</li> </ul>	<ul style="list-style-type: none"> <li>I can negotiate space and obstacles safely.</li> <li>I can balance and move with a good level of coordination.</li> <li>I can run, dance, jump, hop, skip (with feet), climb, throw and catch.</li> <li>I can throw and catch a large ball.</li> </ul>	<p><u>General</u></p> <p>Space, looking up, stretch, muscle, partner, pairs, run, walk, balance, throw, catch, hit, ball, cone, net, bean bag, jump, hop, carry, follow, lead, copy, sports, games, rules, move, forwards, backwards, equipment, speed, direction, bounce, push, pull, roll</p>