



Featherstone Wood Primary School Creative Curriculum

Reflectiveness; Risk-taking; Stick-ability; Communication; Community Values; Independence; Working Collaboratively

Beacon Overview

Key Knowledge and Skills Progression

Beacon 1 Skills Overview

Art	<ul style="list-style-type: none"> Mix primary colours to create secondary colours Explain the difference between tints and shades Name some famous artists and talk about their work Use pencils with control, including creating pattern and texture Explore brushstrokes using different brushes Talk about their own work Talk about the links between their own work and artists studied Recognise art is part of our culture 	PE	<ul style="list-style-type: none"> Begin to apply the school games values independently: determination, honesty, passion, respect, self-belief, team-work Use some key terms from the sport they are learning Hold a balance with control Walk, run, hop, skip and jump with control Accurate overhand and underhand throws Catch a large ball Begin to use bats and rackets effectively Explore a wide range of body movements in the context of dance, showing personal response to stimuli Participate in team games Show confidence in water by floating flat on the front and back (with or without a flotation device) 		
DT	<ul style="list-style-type: none"> Design a product based on design-criteria Use key vocabulary to design and evaluate Communicate ideas through talking and simple drawings/diagrams Select from and use a range of tools and equipment to perform practical tasks Evaluate ideas and products against design criteria Name a range of mechanisms Use key vocabulary to design and evaluate Prepare dishes using basic principles of healthy living and varied diet Explain where some food comes from 	History	<ul style="list-style-type: none"> Name a significant figure Name a historical event Describe some changes in the local area Recall key facts about a figure or event Use a timeline to order events Identify similarities and differences between ways of life in different periods Use a range of sources to describe events and people Use your own words to describe events or figures 		
Computing	<ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Recognise common uses of technology beyond school. Identify where to go for help when they have concerns about content or contact on the internet and other online technologies Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Use technology to purposefully create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private. 	Music	<ul style="list-style-type: none"> Recognising familiar nursery rhymes and traditional songs Understand the following Vocabulary: Expression: Sing with feeling. Percussive: Using the voice in a rhythmic manner. Pitch: how high or low a sound is. Dynamics: The softness or loudness of a sound. Tempo: The speed of the music. Beat: The regular rhythmic pattern of music. Time is counted in music by using beats. Rest: The musical symbol indicating silence/pause. Listen with concentration Use our voices expressively Play simple rhythms Explore musical notation using graphics 	Languages	<p>French is not taught in key stage 1.</p>



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Geography	<ul style="list-style-type: none"> Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas Name and locate the world's seven continents and five oceans Use maps, atlases, globes and aerial photographs Use simple compass directions (NSEW) Construct simple maps using aerial perspective and simple symbols in a key Identify key human and physical features of an environment Use simple fieldwork and observational skills 	RE	<ul style="list-style-type: none"> Describe some basic religious beliefs and teachings Use some religious vocabulary Recognise some religious symbols 	PSHCE	<ul style="list-style-type: none"> I can talk about how to be safe I can talk about my rights and responsibilities I can talk about ways to be healthy I can use scientific vocabulary to describe boys and girls
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Beacon 2 Skills Overview

Art	<ul style="list-style-type: none"> Mix secondary colours to create tertiary colours Identify warm and cool colours and discuss their impact on mood Talk about the techniques used by some famous artists Create tone using different scales of pencil Develop brush techniques to create texture, pattern, shapes and lines Evaluate the effectiveness of their own work and suggest improvements Discuss with increasing awareness the influence of different artists on their own work Explore the different ways art is present in the real world 	PE	<ul style="list-style-type: none"> Refer to the school games values for self -assessment and peer assessment of performance: determination, honesty, passion, respect, self-belief, team-work Recall key terminology from the sports they are learning Hold a range of balances within a sequence Move appropriately in game situations Throw accurately and make appropriate throwing choices in game situations Use bats and rackets effectively in game situations Catch objects ranging in size and weight Dance showing awareness of position, control, timing and sequence Show an understanding of attacking and defending in team games Swim 15m unaided
DT	<ul style="list-style-type: none"> Name a wide range of mechanisms Use key vocabulary to design and evaluate Develop your own design criteria to meet a design brief Communicate ideas through annotated sketches and cross-sectional diagrams Accurately use tools and equipment to perform practical tasks Evaluate ideas and products against their own design criteria Explain the importance of a healthy diet Describe where a variety of ingredients are grown, reared, caught and processed 	History	<ul style="list-style-type: none"> Recall key facts about a significant person, including accurate dates Recall key facts about a significant event, including accurate dates Use dates to create a timeline Ask and answer questions about similarities and differences in different periods/locations To use and compare more than one source to describe events and people Use dates to describe events and significant figures in your own words



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Computing	<ul style="list-style-type: none"> List ways the internet can be used to provide different methods of communication. Demonstrate the importance of having a secure password Know more than one way to report unacceptable content and contact. Recognise the main components parts of hardware which allow computers to join and form a network. Help others to understand importance of online safety. Turn a simple real-life situation into an algorithm by deconstructing it into manageable parts. Identify an error within their program that prevents it following the desired algorithm and then fix it. Design and code a program that follows a simple sequence. Show that they are thinking of the structures of a program in logical, achievable steps and absorbing some new knowledge of coding structures. Carry out simple searches to retrieve digital content Collect, analyse evaluate and present data and information using a range of software. Use and manipulate the values of variables 'Read' programs with several steps and predict the outcome accurately. Use the function, features and layout of a search engine. 	Music	<ul style="list-style-type: none"> Describing different genres of music Use appropriate musical terminology to describe music Use our voices to perform as part of an ensemble Read simple notation to perform Compose a simple score 	Languages	<ul style="list-style-type: none"> Recall basic French key vocabulary related to topic. Read aloud words and short texts independently Write short sentences Ask and answer simple questions Recite nursery rhymes & songs
Geography	<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom on maps, globes and atlases Name and locate countries and cities of Europe and the world on maps, globes and atlases Use the eight points of a compass Use four figure grid references Identify key symbols from Ordnance Survey Maps Explore a wide range of maps, atlases, globes, aerial photographs and digital/computer mapping Construct maps using keys that include human and physical features Describe the human and physical features of environments Observe, measure, record and present the human and physical features in the local area using sketch maps, plans, graphs and digital technology 	RE	<ul style="list-style-type: none"> Know the beliefs and teachings for some religions Begin to recognise key similarities and differences between religions Identify a range of religious symbols and symbolic actions 	P S I C E	<ul style="list-style-type: none"> I can make responsible choices and ask for help when I need it I can identify dangerous things, people and places I can talk about dangers to my health and well being I can use scientific vocabulary to explain how bodies change on the inside as boys and girls grow up
Beacon 3 Skills Overview					



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Art	<ul style="list-style-type: none"> • Discuss the impact of techniques and colour choices using appropriate vocabulary • Justify artistic choices using technical vocabulary • Discuss personal creative choices with reference to artists studied • Use a variety of pencil techniques to create specific effects, including shading and hatching • Enhance the mood of a piece through appropriate colour, tone and texture choices • Use precision when manipulating materials • Work reflectively, making informed choices and changes • Creatively use influences from different artists to create own artwork and discuss choices • Reflect on how art has shaped the world we live in 	PE	<ul style="list-style-type: none"> • Independently apply the school games values to their own practise and adapt performance accordingly, including supporting each other: determination, honesty, passion, respect, self-belief, team-work • Independently apply a wide range of terminology from the sports they are learning • Hold a range of balances both on and off equipment, showing control • Effectively evaluate own movement within game situations and work on improvements • Effectively evaluate own throwing skills within game situations and work on improvements • Catch and strike effectively in game situations and evaluate own performance, identifying areas for development and practise • Evaluate own performance in team games based on attacking and defending skills and identify areas for development and practise • Choreograph dance sequences in response to stimuli, focusing on position, control, timing and sequence • Swim 25m unaided
DT	<ul style="list-style-type: none"> • Name a wide range of mechanisms • Use key vocabulary to design and evaluate • Research target groups and existing products to inform your own design criteria • Communicate ideas through a range of means, including exploded diagrams • Accurately use a wide range of tools and equipment to perform practical tasks • Consider the views of others when evaluating ideas and products • Make healthy and varied choices when planning dishes • Describe how a variety of ingredients are grown, reared, caught and processed and discuss how seasonality impacts on variety and availability 	History	<ul style="list-style-type: none"> • Recall key facts about a significant person, including accurate dates • Recall key facts about a significant event, including accurate dates • Create timelines that include detailed information • Consider the significance of similarities and differences in different periods/locations • Evaluate the validity of a range of sources when describing an event or person • Include opinion when describing historical events and significant figures in your own words • Refer to sources to describe events or significant figures in your own words



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Computing	<ul style="list-style-type: none"> Understand the value of computer networks but also be aware of the main dangers. Recognise what personal information is and explain how this can be kept safe. Have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of different technologies and online services. Implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others. <i>Children know what a WAN and LAN are and can describe how they access the internet in school.</i> Explain how credible a webpage is and the information it contains. Translate algorithms that include sequence, selection, and repetition into code with increasing ease. Combine sequence, selection and repetition with other coding structures to achieve their algorithm design. Search with greater complexity for digital content when using a search engine Use several different ways of sharing digital content. <i>Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem.</i> <i>design and create their own blogs to become a content creator on the internet</i> 	Music	<ul style="list-style-type: none"> Exploring changes in different genres of music over time Explore details within the music using appropriate musical terminology Use our voices to perform in a variety of contexts Read a wide range of musical notation to perform Compose using a range of musical structures 	Languages	<ul style="list-style-type: none"> Recall more complex French key vocabulary related to topic. Read aloud words and short texts independently Write short sentences Ask and answer simple questions Recite nursery rhymes & songs
Geography	<ul style="list-style-type: none"> Name and locate countries and cities of the United Kingdom on maps, globes and atlases Name and locate countries and cities of the world on maps, globes and atlases Name and locate countries and cities of Europe on maps, globes and atlases Use six-figure grid references Apply knowledge of grid references, key symbols and compass directions to use maps, atlases, globes, aerial photographs and digital/computer mapping, Construct maps using keys that include human and physical features and show awareness of scale Describe similarities and differences of key human and physical features of environments, including changes over time 	RE	<ul style="list-style-type: none"> Use appropriate religious vocabulary to identify key features of religions Describe key similarities and differences between religions Describe the meaning of a range of religious symbols and symbolic actions Explore the views of others including different religious perspectives 	PSHCE	<ul style="list-style-type: none"> I explain what my rights and responsibilities are as a British citizen I can describe with detail different ways to be healthy I can describe with detail how to use the internet safely I can use scientific vocabulary to explain how bodies change during puberty