



ESSENTIAL SKILLS TRACKING

Year 1 and Year 2



2018 / 2019

Saved: WG: Planning / Essential Skills Tracking

Year 1 / Year 2 Foundation Essential Skills

	GEOGRAPHY Y1	Date	GEOGRAPHY Y2	Date
Aspect	ESSENTIAL SKILLS Knowledge and understanding		ESSENTIAL SKILLS Knowledge and understanding	
Human & Physical	Use the correct terms for simple geographical features in the local environment		Describe and compare human and physical features seen in their local environment and other places in the world	
United kingdom	Name and locate the four counties of the united kingdom on a map or globe		Name and locate the capital cities of the United Kingdom and its surroundings	
The world	Find and name some continents on a world map		Name and locate the world's continents and oceans on a world map or globe	
Environmental	Describe how pollution (e.g. litter) affects the local environment		Suggest ways of improving the local environment	
Processes	Describe in simple terms how wind or water has affected the geography area		Describe how a physical or human process has changed an aspect of an environment (e.g. the local environment)	
Patterns	Answer simple questions regarding straight forward geographical patterns (e.g. what are the busiest times in the park)		Explain simple patterns and offer an explanation (e.g. count traffic and suggest reasons for why the flow changes at different times)	
Weather & climate	Name the four seasons and describe typical weather conditions for each of them		Locate hot and cold areas of the world in relation to the Equator and the North and South poles and explain how the weather affects these areas	
Places	Identify the similarities and the differences between the local environment and one other place		Describe and compare the physical similarities / differences between an area in the United Kingdom and one of a contrasting non-European country	
Changes over time	Explain what changes are taking places in the local environment		Explain how a place has changed over time	
Express views	Ask and respond to questions about placements environments		Use given information and observations to ask and respond to questions about the environment, recognising how people affect this	
Aspect	ESSENTIAL SKILLS Practical		ESSENTIAL SKILLS Practical	
Mapping	Draw a simple picture map (eg of an imaginary place from a story labelling particular features		Draw simple maps or plans using symbols for a key	
Using maps	Locate countries on a map		Locate continents and oceans on a world map	
Field work	Name, describe and group features of the home/school environment from first hand observation responding to simple questions		Name, describe and compare human and physical features of their own locality and another named place, asking and responding to questions	
Vocabulary	Use basic geographical vocabulary to name physical and human features of familiar place		Use geographical vocabulary to name features of familiar and unfamiliar places	
Research	Use maps, pictures and stories to find out about different places		Use information texts and the web to gather information about the world's human and physical geography	
Direction	Use simple locational language including, in front , behind, next to far away, near to, to describe the location of geographical features on a map and in field word		Use compass directions (North, South, East and West) to describe the location of geographical features and routes on a map	
Positioning	Locate hot and cold areas of the world		Locate the equator and the North and South Poles	
Data	Collect data during fieldwork such as the number of trees/houses		Collect and organise simple data from first and second hand sources including fieldwork	
Prospective	Recognise simple human and physical features on an aerial photograph or simple map showing an awareness that objects look different from above		Identify and describe geographical human and physical features using an aerial photograph	

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	HISTORY Y1		HISTORY Y2	Date
Aspect	ESSENTIAL SKILLS Knowledge and understanding		ESSENTIAL SKILLS Knowledge and understanding	
Similarities and differences	Begin to describe similarities and differences between historical artefacts and pictures.		Describe how their own life is different from past generations of their own family	
Vocabulary	Use simple vocabulary to describe passing of time (eg now, then, long ago, before and after.		Use further terms associated with the past (e.g. year, decade and century)	
Chronology	Begin to order artefacts and pictures from significantly different time periods.		Order events in a period of history studied and begin to recall the dates of important festivals or celebrations	
Significant individuals	Sequence the story of a significant historical figure.		Use the stories of famous historical figures to compare aspects of life in different times	
Local History	Describe, in simple terms, the importance of a local place or landmark.		Describe how people, places and events in their own locality have changed over time	
Continuity and change	Compare own life and interests now with their babyhood (e.g. clothes, toys, food, size, abilities), recalling a significant memory from the past.		Describe changes in the local area during their own lifetime and that of their parents and grandparents	
Cause and consequence	Describe, in simple terms, why a significant individual acted the way they did.		Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result	
Historical Questions	Ask and respond to simple questions about the past, using sources of information.		Ask and answer questions about a range of historical sources	
Recording	Retell a story or significant event from their own past.		Show increased knowledge and understanding of events beyond living memory through simple recording, using text and drawings	
Historical enquiry	Use simple source material (e.g. photographs) to answer questions about an event beyond living memory.		Build a 'bigger picture' of a historical period, using a range of source material	

Year 1 / Year 2 Foundation Essential Skills

	ART AND DESIGN Y1	Date	ART AND DESIGN Y2	Date
Aspect	ESSENTIAL SKILLS Knowledge and understanding		ESSENTIAL SKILLS Knowledge and understanding	
Sketch book	Record ideas and experiences in a sketch book or journal.		Make / use a simple sketch book, using a range of joining techniques, including gluing, tying and stapling	
Developing ideas	Draw from or talk about experiences, creative ideas and observations.		Develop ideas from a variety of starting points, including the natural world, man-made objects, fantasy and stories	
Selection	Describe the sensory properties of a range of different materials and decide which ones to use when making something.		Choose appropriate materials and techniques for a given project	
Drawing	Use lines to represent a shape or outline.		Use line and tone to draw shape, pattern and texture	
Painting	Apply paint using a range of tools (e.g. large brushes, hands, feet, rollers and pads).		Mix paint colours to suit a task	
3D	Handle and manipulate rigid and malleable materials and say how they feel.		Use modelling materials to create an imaginary or realistic form	
Printmaking	Create simple mono prints using a range of printing utensils.		Create single and multi coloured prints using a range of printing techniques	
Collage	Cut and tear paper and glue it to a surface.		Cut and tear fabrics and papers, attaching them using different joining techniques	
Photography	Take a self-portrait or a photograph of someone else.		Use a zoom feature to show an object in detail	
Colour	Name primary colours and collate colours into groups of similar shades.		Select and match colours when painting from observation, explaining how different colours make them feel	
Pattern	Create a simple pattern using colours and shapes.		Create patterns using natural materials (e.g. pebbles, sticks, shells, leaves and petals)	
Line and tone	Use lines of different thickness.		Use tone to show light and shade	
Form	Use modelling materials to create a realistic or imagined form.		Build simple thumb pots using clay including rolling out clay on a board	
Evaluating	Outline personal likes and dislikes regarding their own work.		Explain the main successes and challenges encountered when completing a piece of art work	
Appreciating	Outline personal likes and dislikes regarding a piece of art.		Explain what they like / dislike about an artwork, comparing it with other pieces of art	

Year 1 / Year 2 Foundation Essential Skills

	DESIGN AND TECHNOLOGY Y1	Date	DESIGN AND TECHNOLOGY Y2	Date
Aspect	ESSENTIAL SKILLS Making, Using and Understanding		ESSENTIAL SKILLS	
Tools	Select and explain why they have chosen a particular tool for a task.		Use tools safely for cutting and joining materials, components and finishing products	
Materials	Select and explain choice of materials, sometimes with help.		Choose appropriate materials and suggest ways of manipulating them to achieve a desired effect	
Health and Safety	Explain how to keep safe during a practical task.		Work safely and hygienically in construction and cooking activities	
Repair and maintenance	Explain how they would fix simple products.		Cut, measure, form and shape materials to fix or repair something, explaining objectives	
Textiles	Cut out shapes from a range of fabrics and papers.		Join fabrics using running stitch, glue, staples, oversewing and tape	
Card making	Fold, tear, roll and cut paper and card.		Create simple hinges and pop-ups using card	
Cutting	Cut accurately and safely with scissors.		Cut wood/ dowel using a bench hook and hacksaw	
Joining	Join appropriately, using glue or tape.		Attach features to a vehicle (e.g. an axle and wheels or a sail and rudder). Join appropriately, with glue and / or tape, for different materials and situations	
Structures	Build simple instructions.		Improve structures by making them stronger, stiffer and more stable	
Mechanisms	Use wheels, axles, levers and sliders.		Create and use wheels and axles, levers and sliders	
Electricity	Identify and talk about products that use electricity to make them work.		Create working circuits to light a bulb or work a buzzer	
ICT	Input random control instructions to simple devices for an unplanned outcome (e.g. making Roamer move).		Input a sequence on instructions to a device for a planned outcome	
Preparing and cooking food	Measure and weigh food items using non-standard measures (e.g. spoons and cups).		Cut, peel, grate and chop a range of ingredients to make dishes from other countries	
Nutrition	Identify the main food groups, including fruit and vegetables.		Recognise the need for a variety of foods in a diet	
Origins of food	Identify the source for common foods.		Explain where the food the eat comes from (e.g. by referring to countries, counties, animals and plants)	

	DESIGN AND TECHNOLOGY Y1	Date	DESIGN AND TECHNOLOGY Y2	Date
Aspect	ESSENTIAL SKILLS Planning, Knowledge and Evaluation		ESSENTIAL SKILLS Planning, Knowledge and Evaluation	
Designing	Draw a simple picture of an intended design with basic labelling.		Produce detailed, labelled drawings or models of product based on design criteria	
Using ICT to aid design	Use ICT packages to create a simple plan for a design.		Use ICT packages to create a labelled design or plan	
Working from plans	With help, put ideas into practice.		Think of ideas and plan what to do next, based on their experiences of working with materials and components	
Opinion and influence	Describe others' work, including work professional craftspeople and designers and say what they like and dislike about it.		Describe similarities and differences between own and others' work including work by professional craftspeople and designers	
Existing product evaluation	Describe how an existing product works (e.g. 'the toy moves when I turn the handle').		Investigate a range of existing products and say if they do what they are supposed to do	
Evaluation	Talk about their own and others' work identifying strengths or weaknesses.		Explain how closely, finished products, meet their design criteria and say what they could do better in the future	
History and culture	Order products or designs chronologically and begin to explain reasons why they are ordered in that way.		Describe why a design, building or designer is important	

Year 1 / Year 2 Foundation Essential Skills

	COMPUTING Y1	Date	COMPUTING Y2	Date
Aspect	ESSENTIAL SKILLS		ESSENTIAL SKILLS	
Algorithms	Give simple instructions to everyday devices to make things happen		Identify what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions	
Computational thinking	Make choices to control simple models or simulations		Write and test simple programs	
Problem solving	Solve a problem using ICT		Use logical reasoning to predict the behaviour or simple programs	
Networks knowledge and understanding	Discuss and share how and when they use ICT in everyday life		Explain why digital folders are used	
Networks using and applying	Complete simple tasks on a computer by following instructions		Organise work in to digital folders	
Digital literacy knowledge and understanding	Show an awareness of information in different formats		Recognise common uses of ICT beyond school	
Digital literacy using and applying	Make decisions about whether or not statements or images found online are likely to be true		Organise, store, manipulate and retrieve data in a range of digital formats	
E safety – personal knowledge and understanding	Identify different devices that can go online and separate those that do not.		Identify obviously false information in a variety of contexts, identify personal information that should be kept private	
E-safety responsibilities	Understand rules around E-safety and know who tell if something concerns them online		Communicate safely , respecting and considering other people’s feelings online	
Data knowledge and understanding	Explain that images give information say what pictogram is showing them.		Recognise and explain how a branching diagram or tree works	
Data using and applying	Put data into a programme (pictogram) sort objects and pictures in lists or simple tables		Place objects and pictures in a list or a simple table. Make a Y/N (yes/no) tree diagram to sort information	

	MUSIC Y1	Date	MUSIC Y2	Date
Aspect	ESSENTIAL SKILLS		ESSENTIAL SKILLS	
Listening	Listen to a piece of music identifying if it is fast or slow happy or sad.		Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder). Begin to recall sounds	
Composing	Make sounds in different ways, including hitting. Blowing and shaking.		Carefully choose instruments to combine layers of sound, showing awareness of the combined effect	
Vocabulary	Talk about the songs/pieces of music which they enjoy.		Describe basic elements of a piece of music (e.g. pace, volume, emotion)	
Performing	Perform with awareness of others (e.g. take turns in performance and sing/play with peers)		Use their own voice in different ways, including speaking, singing and chanting for different effects	
Singing	Sing with a sense of shape a melody.		Use their own voice in different ways, including using a loud or soft voice, and sing simple repeated phrases	
Pulse and rhythm	Copy a simple rhythm by clapping or using percussion.		Identify the difference between rhythm and pulse	
Notation	Begin to represent sounds with drawings.		Follow a simple piece of written rhythmic notation	
Appreciation and understanding	State what they like or dislike about a piece of music.		Explain what they like or dislike about a piece of music and why	

Year 1 / Year 2 Foundation Essential Skills

	PE Y1	Date	PE Y2	Date
Aspect	ESSENTIAL SKILLS		ESSENTIAL SKILLS	
Team games	Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.		Pass a ball, bean bag or tag in a team game, working collaboratively	
Sending and striking	Pat, throw, kick, stop and sometimes catch a ball.		Stop or catch a projectile, such as a bean bag or ball, and hit with a bat or racket	
Strategy	Accurately shadow partners movements.		Use a range of simple tactics to aid attacking / defending	
Dance	Create simple movement patterns, showing awareness of rhythm.		Perform movements to express ideas, emotions or feelings and repeat dance phrases	
Athletics	Run a short distance with some control. Jump with both feet from standing. Throw a projectile in a given direction.		Run a short distance with co-ordination and speed. Throw a projectile overarm. Jump from one foot landing on the opposite or both feet	
Gymnastics	Show control and co-ordination when moving or standing still. Perform basic sequences, using space safely and recognising simple technical words (e.g. roll, travel and balance).		Balance and move over, under and through apparatus, creating a variety of shapes with the body and distinguishing a well-performed move	
Outdoor/adventure	Follow a simple route around the school grounds or a given outdoor space.		Move over, under and through spaces and obstacles outdoors	
Performance	Perform simple movement or dance work, sometimes with a partner		Perform a simple dance or movement sequence to a small group, expressing ideas, emotions or feelings Identify a simple goal in PE and talk about how they could achieve it	