



**Beacon 1 Skills Overview**

<p><b>Art</b></p>	<ul style="list-style-type: none"> <li>Mix primary colours to create secondary colours</li> <li>Explain the difference between tints and shades</li> <li>Name some famous artists and talk about their work</li> <li>Use pencils with control, including creating pattern and texture</li> <li>Explore brushstrokes using different brushes</li> <li>Develop moulding, carving, cutting and rolling skills</li> <li>Talk about their own work</li> <li>Talk about the links between their own work and artists studied</li> <li>Recognise art is part of our culture</li> </ul>	<p><b>PE</b></p>	<ul style="list-style-type: none"> <li>Begin to apply the school games values independently: determination, honesty, passion, respect, self-belief, team-work</li> <li>Use some key terms from the sport they are learning</li> <li>Hold a balance with control</li> <li>Walk, run, hop, skip and jump with control</li> <li>Accurate overhand and underhand throws</li> <li>Catch a large ball</li> <li>Begin to use bats and rackets effectively</li> <li>Explore a wide range of body movements in the context of dance, showing personal response to stimuli</li> <li>Participate in team games</li> <li>Show confidence in water by floating flat on the front and back (with or without a flotation device)</li> </ul>	
<p><b>DT</b></p>	<ul style="list-style-type: none"> <li>Design a product based on design-criteria</li> <li>Communicate ideas through talking and simple drawings/diagrams</li> <li>Select from and use a range of tools and equipment to perform practical tasks</li> <li>Evaluate ideas and products against design criteria</li> <li>Name a range of mechanisms</li> <li>Use key vocabulary to design and evaluate</li> <li>Prepare dishes using basic principles of healthy living and varied diet</li> <li>Explain where some food comes from</li> </ul>	<p><b>History</b></p>	<ul style="list-style-type: none"> <li>Name a significant figure</li> <li>Name a historical event</li> <li>Describe some changes in the local area</li> <li>Recall key facts about a figure or event</li> <li>Use a timeline to order events</li> <li>Identify similarities and differences between ways of life in different periods</li> <li>Use a range of sources to describe events and people</li> <li>Use your own words to describe events or figures</li> </ul>	
<p><b>Computing</b></p>	<ul style="list-style-type: none"> <li>Identify where to go for help and support when content or contact feels unsafe</li> <li>Know how to keep personal information private</li> <li>Recognise different ways computers are used in the wider world</li> <li>Log in using a Username and Password</li> <li>Save and open work</li> <li>Create an algorithm to achieve a task</li> <li>Debug your algorithm</li> <li>Predict what a simple program will do</li> <li>Translate an algorithm into a program</li> </ul>	<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>Recognising familiar nursery rhymes and traditional songs</li> <li>Understand the following Vocabulary:</li> <li>Expression: Sing with feeling.</li> <li>Percussive: Using the voice in a rhythmic manner.</li> <li>Pitch: how high or low a sound is.</li> <li>Dynamics: The softness or loudness of a sound.</li> <li>Tempo: The speed of the music.</li> <li>Beat: The regular rhythmic pattern of music. Time is counted in music by using beats.</li> <li>Rest: The musical symbol indicating silence/pause.</li> <li>Listen with concentration</li> <li>Use our voices expressively</li> <li>Play simple rhythms</li> <li>Explore musical notation using graphics</li> </ul>	<p><b>Languages</b></p> <ul style="list-style-type: none"> <li>Read out loud every day words and phrases</li> <li>Write or copy everyday words correctly</li> <li>Answer simple questions</li> </ul>
<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>Name and locate the world's seven continents and five oceans</li> <li>Use maps, atlases, globes and aerial photographs</li> <li>Use simple compass directions (NSEW)</li> <li>Construct simple maps using aerial perspective and simple symbols in a key</li> <li>Identify key human and physical features of an environment</li> <li>Use simple fieldwork and observational skills</li> </ul>	<p><b>RE</b></p>	<ul style="list-style-type: none"> <li>Describe some basic religious beliefs and teachings</li> <li>Use some religious vocabulary</li> <li>Recognise some religious symbols</li> </ul>	<p><b>PSHCE</b></p> <ul style="list-style-type: none"> <li>I can talk about how to be safe</li> <li>I can talk about my rights and responsibilities</li> <li>I can talk about ways to be healthy</li> <li>I can use scientific vocabulary to describe boys and girls</li> </ul>



**Beacon 2 Skills Overview**

Art	<ul style="list-style-type: none"> <li>Mix secondary colours to create tertiary colours</li> <li>Identify warm and cool colours and discuss their impact on mood</li> <li>Talk about the techniques used by some famous artists</li> <li>Create tone using different hardnesses of pencil</li> <li>Develop brush techniques to create texture, pattern, shapes and lines</li> <li>Carefully consider the final shape and form of art pieces</li> <li>Evaluate the effectiveness of their own work and suggest improvements</li> <li>Discuss with increasing awareness the influence of different artists on their own work</li> <li>Explore the different ways art is present in the real world</li> </ul>	PE	<ul style="list-style-type: none"> <li>Refer to the school games values for self -assessment and peer assessment of performance: determination, honesty, passion, respect, self-belief, team-work</li> <li>Recall key terminology from the sports they are learning</li> <li>Hold a range of balances within a sequence</li> <li>Move appropriately in game situations</li> <li>Throw accurately and make appropriate throwing choices in game situations</li> <li>Use bats and rackets effectively in game situations</li> <li>Catch objects ranging in size and weight</li> <li>Dance showing awareness of position, control, timing and sequence</li> <li>Show an understanding of attacking and defending in team games</li> <li>Swim 15m unaided</li> </ul>	
DT	<ul style="list-style-type: none"> <li>Name a wide range of mechanisms</li> <li>Use key vocabulary to design and evaluate</li> <li>Develop your own design criteria to meet a design brief</li> <li>Communicate ideas through annotated sketches and cross-sectional diagrams</li> <li>Accurately use tools and equipment to perform practical tasks</li> <li>Evaluate ideas and products against their own design criteria</li> </ul>	History	<ul style="list-style-type: none"> <li>Recall key facts about a significant person, including accurate dates</li> <li>Recall key facts about a significant event, including accurate dates</li> <li>Use dates to create a timeline</li> <li>Ask and answer questions about similarities and differences in different periods/locations</li> <li>To use and compare more than one source to describe events and people</li> <li>Use dates to describe events and significant figures in your own words</li> </ul>	
Computing	<ul style="list-style-type: none"> <li>Identify a range of ways to report concerns about content and contact</li> <li>Explain why we keep personal information private</li> <li>Understand that Scratch is a block-based programming language</li> <li>Understand how search engine results are selected and ranked</li> <li>Combine a variety of software to accomplish a given goal</li> <li>Collect and present data</li> <li>Design and write programs that accomplish specific goals</li> <li>Debug programs that accomplish specific goals</li> <li>Explain how a simple program works</li> <li>Use search engines effectively</li> </ul>	Music	<ul style="list-style-type: none"> <li>Describing different genres of music</li> <li>Use appropriate musical terminology to describe music</li> <li>Use our voices to perform as part of an ensemble</li> <li>Read simple notation to perform</li> <li>Compose a simple score</li> </ul>	<p style="text-align: center;"><b>L</b> <b>a</b> <b>n</b> <b>g</b> <b>u</b> <b>a</b> <b>g</b> <b>e</b> <b>s</b></p> <ul style="list-style-type: none"> <li>Read aloud short texts independently</li> <li>Write short sentences</li> <li>Ask and answer simple questions</li> </ul>
Geography	<ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom on maps, globes and atlases</li> <li>Use the eight points of a compass</li> <li>Use four figure grid references</li> <li>Identify key symbols from Ordnance Survey Maps</li> <li>Explore a wide range of maps, atlases, globes, aerial photographs and digital/computer mapping</li> <li>Construct maps using keys that include human and physical features</li> <li>Describe the human and physical features of environments</li> <li>Observe, measure, record and present the human and physical features in the local area using sketch maps, plans, graphs and digital technology</li> </ul>	RE	<ul style="list-style-type: none"> <li>Know the beliefs and teachings for some religions</li> <li>Begin to recognise key similarities and differences between religions</li> <li>Identify a range of religious symbols and symbolic actions</li> </ul>	<p style="text-align: center;"><b>P</b> <b>S</b> <b>I</b> <b>S</b> <b>T</b> <b>I</b> <b>C</b> <b>E</b></p> <ul style="list-style-type: none"> <li>I can make responsible choices and ask for help when I need it</li> <li>I can identify dangerous things, people and places</li> <li>I can talk about dangers to my health and well being</li> <li>I can use scientific vocabulary to explain how bodies change on the inside as boys and girls grow up</li> </ul>



**Beacon 3 Skills Overview**

<p><b>Art</b></p>	<ul style="list-style-type: none"> <li>• Discuss the impact of techniques and colour choices using appropriate vocabulary</li> <li>• Justify artistic choices using technical vocabulary</li> <li>• Discuss personal creative choices with reference to artists studied</li> <li>• Use a variety of pencil techniques to create specific effects, including shading and hatching</li> <li>• Enhance the mood of a piece through appropriate colour, tone and texture choices</li> <li>• Use precision when manipulating materials</li> <li>• Work reflectively, making informed choices and changes</li> <li>• Creatively use influences from different artists to create own artwork and discuss choices</li> <li>• Reflect on how art has shaped the world we live in</li> </ul>	<p><b>PE</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Independently apply a wide range of terminology from the sports they are learning</li> <li>• Hold a range of balances both on and off equipment, showing control</li> <li>• Effectively evaluate own movement within game situations and work on improvements</li> <li>• Effectively evaluate own throwing skills within game situations and work on improvements</li> <li>• Catch and strike effectively in game situations and evaluate own performance, identifying areas for development and practise</li> <li>• Evaluate own performance in team games based on attacking and defending skills and identify areas for development and practise</li> <li>• Choreograph dance sequences in response to stimuli, focusing on position, control, timing and sequence</li> <li>• Swim 25m unaided</li> </ul>		
<p><b>DT</b></p>	<ul style="list-style-type: none"> <li>• Name a wide range of mechanisms</li> <li>• Use key vocabulary to design and evaluate</li> <li>• Research target groups and existing products to inform your own design criteria</li> <li>• Communicate ideas through a range of means, including exploded diagrams</li> <li>• Accurately use a wide range of tools and equipment to perform practical tasks</li> <li>• Consider the views of others when evaluating ideas and products</li> </ul>	<p><b>History</b></p>	<ul style="list-style-type: none"> <li>• Recall key facts about a significant person, including accurate dates</li> <li>• Recall key facts about a significant event, including accurate dates</li> <li>• Create timelines that include detailed information</li> <li>• Consider the significance of similarities and differences in different periods/locations</li> <li>• Evaluate the validity of a range of sources when describing an event or person</li> <li>• Include opinion when describing historical events and significant figures in your own words</li> <li>• Refer to sources to describe events or significant figures in your own words</li> </ul>		
<p><b>Computing</b></p>	<ul style="list-style-type: none"> <li>• Identify the most appropriate method for reporting concerns about content and contact</li> <li>• Define acceptable/unacceptable online behaviour</li> <li>• Select the most appropriate software to accomplish a given goal</li> <li>• Analyse and evaluate collected data</li> <li>• Use decomposition to break a problem into small, solvable steps</li> <li>• Choose the most appropriate method for debugging a program</li> <li>• Use relevant technical vocabulary to explain how a simple program works</li> <li>• Evaluate the reliability of digital content found through search engines</li> </ul>	<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>• Exploring changes in different genres of music over time</li> <li>• Explore details within the music using appropriate musical terminology</li> <li>• Use our voices to perform in a variety of contexts</li> <li>• Read a wide range of musical notation to perform</li> <li>• Compose using a range of musical structures</li> </ul>	<p><b>Languages</b></p>	<ul style="list-style-type: none"> <li>• Read and understand short texts independently</li> <li>• Write short texts on familiar topics</li> <li>• Take part in simple conversations</li> </ul>
<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>• Name and locate countries and cities of the world on maps, globes and atlases</li> <li>• Name and locate countries and cities of Europe on maps, globes and atlases</li> <li>• Use six-figure grid references</li> <li>• Apply knowledge of grid references, key symbols and compass directions to use maps, atlases, globes, aerial photographs and digital/computer mapping,</li> <li>• Construct maps using keys that include human and physical features and show awareness of scale</li> <li>• Describe similarities and differences of key human and physical features of environments, including changes over time</li> <li>• Choose appropriate methods to observe, measure, record and present the human and physical features in the local area, including using sketch maps, plans, graphs and digital technology</li> </ul>	<p><b>RE</b></p>	<ul style="list-style-type: none"> <li>• Use appropriate religious vocabulary to identify key features of religions</li> <li>• Describe key similarities and differences between religions</li> <li>• Describe the meaning of a range of religious symbols and symbolic actions</li> <li>• Explore the views of others including different religious perspectives</li> </ul>	<p><b>PSHCE</b></p>	<ul style="list-style-type: none"> <li>• I explain what my rights and responsibilities are as a British citizen</li> <li>• I can describe with detail different ways to be healthy</li> <li>• I can describe with detail how to use the internet safely</li> <li>• I can use scientific vocabulary to explain how bodies change during puberty</li> </ul>

# Pear tree Spring Primary School Creative Curriculum

*Resilient, Persistent, Self-Motivated, Risk-Takers, Creative, Good Citizens, Entrepreneurial*



## Beacon Overview

*Key Knowledge and Skills Progression*