

Clover 2018/19 Milepost 1

Coverage

	Art	Brainwave Unit	Geography	History	ICT & Computing	International	Music	Physical Education	Science	Society	Technology	World Languages
Coverage	100%	0%	93%	100%	0%	100%	100%	45%	63%	100%	100%	0%
Knowledge	100%	0%	83%	100%	0%	100%	100%	0%	67%	100%	100%	0%
Skill	100%	0%	100%	100%	0%	100%	100%	50%	60%	0%	100%	0%
Understanding	100%	0%	0%	100%	0%	0%	100%	50%	50%	100%	0%	0%

Subject Timings





	Art	Geography	History	International	Music	Physical Education	Science	Society	Technology
Hours	16.0	19.0	16.0	14.0	10.0	6.0	28.0	8.0	26.0
Weeks	2.00	2.40	2.00	1.25	1.25	0.75	3.50	1.00	3.25

Covered Learning Goals



Learning Goals		Buildings	Green Fingers!	The Stories People Tell	We Are What We Eat
<div style="border: 1px solid black; padding: 5px; width: fit-content;"> <div style="display: flex; flex-direction: column; gap: 5px;"> <div>K Knowledge</div> <div>S Skill</div> <div>U Understanding</div> </div> </div>					
Art					
K	1.01 Know about some of the forms used by artists in their work			●	●
S	1.02 Be able to use a variety of materials and processes	●		●	●
S	1.03 Be able to suggest ways of improving their own work	●		●	
S	1.04 Be able to comment on works of art	●		●	●
U	1.05 Understand that the work of artists can be seen in a wide variety of places and situations	●		●	●
Geography					
K	1.01 Know about the main physical and human features of particular localities	●	●	●	
K	1.02 Know about similarities and differences between different localities	●	●	●	●
K	1.03 Know about how land and buildings are used in particular localities	●			
K	1.04 Know about the weather and climatic conditions in particular localities and how they affect the environment and the lives of people living there	●	●		●
K	1.05 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context	●		●	●
S	1.07 Be able to use geographical terms			●	
S	1.08 Be able to follow directions			●	
S	1.09 Be able to describe the geographical features of the school site and other familiar places		●		
S	1.10 Be able to make maps and plans of real and imaginary places, using pictures and symbols			●	
S	1.11 Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country	●			●

Learning Goals		Buildings	Green Fingers!	The Stories People Tell	We Are What We Eat
[K]	Knowledge				
[S]	Skill				
[U]	Understanding				
[S]	1.12 Be able to use secondary sources to obtain simple geographical information	●	●	●	●
[S]	1.13 Be able to express views on the attractive and unattractive features of an environment	●		●	
[S]	1.14 Be able to communicate their geographical knowledge and understanding in a variety of ways			●	●
History					
[K]	1.01 Know stories about a range of people who have lived in a variety of cultures in the past	●		●	
[K]	1.02 Know about a range of events that have happened in the past	●		●	
[S]	1.03 Be able to ask and answer questions about the past	●		●	●
[S]	1.04 Be able to use key words and phrases relating to the passing of time	●		●	
[S]	1.05 Be able to order events and objects into a sequence	●		●	
[S]	1.06 Be able to identify differences between their own lives and those of people who have lived in the past	●		●	●
[S]	1.07 Be able to find out about aspects of the past from a range of sources of information	●		●	●
[S]	1.08 Be able to communicate their historical knowledge and understanding in a variety of ways	●		●	●
[U]	1.09 Understand that events and people's actions have causes and effects			●	
[U]	1.10 Understand that the past is represented in a variety of ways	●		●	
International					
[K]	1.01 Know that children within the class and school have different home countries	●	●	●	●
[K]	1.02 Know the names and approximate locations of the home countries of children within the class (and/or school)	●	●	●	●
[K]	1.03 Know about some of the similarities and differences between the lives of children in the different home countries and in the host country	●	●	●	●
[S]	1.04 Be able to respect one another's individuality and independence	●	●	●	●
[S]	1.05 Be able to work with each other where appropriate	●	●	●	●
Music					
[K]	1.01 Know a number of songs			●	
[K]	1.02 Know a number of other pieces of music			●	
[K]	1.03 Know how a number of musicians including some from their home country and the host country use musical elements to create different effects and for different purposes			●	
[S]	1.04 Be able to recognise and explore ways in which sounds can be made, changed and organised	●		●	
[S]	1.05 Be able to sing familiar songs			●	
[S]	1.06 Be able to play simple rhythms with a steady beat	●		●	
[S]	1.07 Be able to compose simple musical patterns	●		●	
[S]	1.08 Be able to perform individually and with others	●		●	
[S]	1.09 Be able to use symbols to represent sounds	●		●	
[S]	1.10 Be able to listen carefully to pieces of music and comment on them	●		●	
[S]	1.11 Be able to recall a simple tune			●	
[S]	1.12 Be able to suggest ways of improving their own work	●		●	
[U]	1.13 Understand that musical elements can be used to create different effects	●		●	

Learning Goals		Buildings	Green Fingers!	The Stories People Tell	We Are What We Eat
U	1.14 Understand that music is used for a variety of different purposes	●		●	
Physical Education					
S	1.02 Be able to perform simple activities with control and coordination	●		●	
S	1.03 Be able to repeat and develop simple actions	●		●	
S	1.05 Be able to apply movements in sequence	●		●	
S	1.07 Be able to observe, copy and develop actions performed by others	●			
U	1.10 Understand principles of safe activity			●	
Science					
K	1.01 Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement	●	●		●
S	1.02 Be able to pose simple scientific questions	●	●		●
S	1.03 Be able to identify ways of finding out about scientific issues	●	●		●
S	1.04 Be able, with help, to conduct simple investigations	●	●		●
S	1.05 Be able, with help, to gather information from simple texts		●		●
K	1.06 Know about the basic conditions needed for living things to survive		●		
K	1.07 Know about the differences between living things and things that have never been alive		●		
K	1.08 Know that living things grow and reproduce		●		
K	1.09 Know that the features of the school environment affect the types of living things found there		●		
S	1.10 Be able to sort living things into simple groups		●		
S	1.11 Be able to recognise living things in the school environment		●		
U	1.12 Understand that different locations support different living things		●		
K	1.13 Know the names of the main external body parts of humans and animals				●
K	1.14 Know the names and characteristics of a range of animals				●
K	1.15 Know about the importance of exercise and healthy eating				●
K	1.17 Know about the senses		●		●
K	1.20 Know the names of the parts of plants		●		●
K	1.21 Know that seeds grow into plants		●		●
K	1.22 Know that plants need light to grow		●		●
K	1.23 Know that plants need water to grow		●		●
K	1.24 Know the names and properties of a range of materials	●			
K	1.25 Know about the uses of different materials	●			
K	1.26 Know what happens when various materials are squashed, bent, twisted, stretched, heated or cooled	●			
U	1.29 Understand that the uses to which materials are put depend on their properties	●			
Society					
K	1.01 Know that people have individual characteristics			●	

Learning Goals		Buildings	Green Fingers!	The Stories People Tell	We Are What We Eat
K	1.02 Know some of the rules of groups to which they belong			●	●
K	1.03 Know about some of the factors that can harm or improve their health			●	
K	1.04 Know about some of the factors that can improve or endanger their safety			●	
K	1.05 Know about some major celebrations - including some in the host country				●
U	1.06 Understand that they belong to a number of groups (e.g. family, school, nation)			●	●
Technology					
K	1.01 Know that products in everyday use have an effect on people's lives	●	●		
S	 1.02 Be able to plan what they are going to make	●	●		●
S	 1.03 Be able to describe their plans in pictures and words	●	●		●
S	 1.04 Be able to use simple tools and materials to make products	●	●		●
S	1.05 Be able to choose appropriate tools and materials for their tasks	●	●		●
S	 1.06 Be able to comment on their own plans and products and suggest areas of improvement	●	●		●
S	1.07 Be able to comment on the usefulness of products in everyday use		●		●

Missed Learning Goals

Learning Goals		Buildings	Green Fingers!	The Stories People Tell	We Are What We Eat
K	Knowledge				
S	Skill				
U	Understanding				
Geography					
K	1.06 Know that people can harm or improve the environment				
Physical Education					
K	1.01 Know the rules and conventions of a number of activities and small games				
S	1.04 Be able to apply simple tactics				
S	 1.06 Be able to apply rules and conventions				
S	1.08 Be able to improve performance through observation and repetition				
S	 1.09 Be able to spend time at ease in water				
U	1.11 Understand that exercise has an effect on their body				
Science					
K	1.16 Know about the role of drugs as medicines				
S	1.18 Be able to recognise similarities and differences between themselves and other people				
U	1.19 Understand how to treat animals with care and sensitivity				
S	1.27 Be able to describe similarities and differences between materials				

Learning Goals

- Knowledge
- Skill
- Understanding

<input type="checkbox"/> S	1.28 Be able to sort materials into groups according to their properties
<input type="checkbox"/> K	1.30 Know about everyday appliances that use electricity
<input type="checkbox"/> K	1.31 Know how simple electrical circuits operate and the effects they have on different devices
<input type="checkbox"/> K	1.32 Know the function of a switch in an electrical circuit
<input type="checkbox"/> K	1.33 Know how a range of forces, including pushes and pulls, can move object
<input type="checkbox"/> K	1.34 Know that darkness is the absence of light
<input type="checkbox"/> K	1.35 Know that sounds travel from sources
<input type="checkbox"/> K	1.36 Know that sounds are heard when they enter the ear
<input type="checkbox"/> U	1.37 Understand that sound and light come from a variety of sources
<input type="checkbox"/> S	1.38 Be able to describe the actions that result in changes in light, sound or movement