

Butler's Hill End Goals for Foundation Subjects



End Goals Science

EYFS

Our aim in teaching Science is to foster pupils' curiosity about the world around them. By the end of this phase, pupils should be able to use their senses to investigate a range of materials and should be starting to become familiar with the concept of natural and man-made materials and changes in matter. Pupils should be able to talk in simple terms about how plants and animals change over the course of their life cycles and observe the growth of a plant from seed to full development. Pupils should recognise that humans and animals require a suitable place to live and need food and water to survive. By the end of this phase, they should also be aware of seasonal changes and be able to have conversations about what they see, hear and feel outdoors. Pupils should be able to start making comparisons between two or more things e.g. objects, animals, recognising similarities and differences between them.

KSI

Our aim in teaching science in is to embed and build on learning from EYFS by beginning to develop their ability to work more scientifically. By the end of this phase, pupils should be able to write basic methods for experiments and use some simple equipment to observe and record their findings. They should also be able to make predictions, with reasons for their ideas, before proceeding with an experiment. Pupils should be able to draw on some of their mathematical skills to create charts from data collection and use this data to draw conclusions. Pupils should be able to use a wider range of scientific vocabulary in both their class discussions and written work. We believe that learning in science develops through the experience and development of scientific concepts in incremental steps in each phase.

They should also have a secure knowledge of what animals and plants need to survive and be able to classify things that are alive and those that are not. Pupils should also be able to explain in more detail the process of growing plants from seeds and bulbs, using a wider scientific vocabulary. When working with materials, pupils should be able to distinguish the difference between an object and material/s it is made from. They should also be able to conduct some simple experiments on the suitability of certain materials for different uses.

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End Goals RE

EYFS

In Religious Education lessons pupils will encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They will listen to and talk about stories. Pupils will be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They will ask questions and reflect on their own feelings and experiences. They will use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

KSI

The focus of Religious Education in KSI is for children to develop their knowledge and understanding of religions and worldviews. They will find out about simple examples of religion that are drawn from local, national and global contexts. They will be exposed to subject specific vocabulary for each topic. They should raise questions and begin to express their own views in response to the material they learn about using story, music, drama, activity, teamwork, thinking structures and language work to enable deepening engagement from every child.



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End Goals ART

EYFS

Our aim in teaching art in EYFS is to give pupils a grounding in some basic techniques and use of tools, whilst encouraging them to be as imaginative and creative as possible. Pupils should know what a paintbrush and scissors, are by the end of this phase and some pupils may be starting to use these tools with increasing dexterity. Pupils should be able to name some primary and secondary colours and select the most suitable ones for their artwork. Pupils should be able to spot patterns and incorporate some they have seen within their own work. It is important that pupils have been made aware that art can be found in various forms everywhere. Pupils should be able to talk about what they see in simple terms and express whether they like or dislike artwork, knowing that there is no right or wrong answer and that we can all have different preferences. EYFS, like the following phases, will have been introduced to well-known artists, have had the opportunity to study their work and use this as inspiration for their own.

KS1

Our aim in teaching art in KS1 is to encourage the pupils to become more aware of the techniques and tools they are using and recognise that art can be created in many different ways and from a range of materials. In this phase, pupils will have embedded their skills in how to use certain tools, such as holding a paintbrush correctly and picking appropriate colours. They should have developed their drawing skills further by working with lighter and darker shades, producing them, either through increased pressure when using a pencil, using techniques i.e. cross hatching or by mixing colours together. They will have also begun to cultivate their techniques in using clay for sculpting, and using tools such as rollers, ink and printing plates in printing. Vocabulary such as 'primary' and 'secondary' colours, 'tints' and 'shade' should be understood by pupils. They should also know that artists can use their environment to inspire their work, for example Sara Khan, for landscapes, Henry Rousseau using the rainforest and Ian Giffiers using London city landscapes. The pupils should have more awareness that art can be made from lots of different things, not just paper, pencils and paint.

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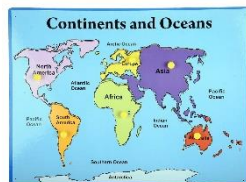
End Goals Geography

EYFS

Our aim in teaching geography in EYFS is to tap into pupils' natural curiosity and develop in them a fascination with the world, its places and people. By the end of this phase, pupils should be able to make sense of their physical world and environment. They should be familiar with their immediate locality through exploring and observing, and be able to name some key features e.g. houses, trees. They should begin to understand that some are man-made (human geography) and some are natural (physical geography). Pupils should also be able to use simple directional language accurately. Pupils should also know that the world is made up of different countries and that there are similarities and differences between them e.g. climate, buildings. They should know what a map is and that we use them to gain information about a place.

KS1

Our aim in teaching geography in KS1 is to expand pupils' horizons by learning more about their own locality and country, as well as investigating interesting locations in the wider world. The geography that children learn is brought alive for them through investigating and asking questions about the world. By the end of this phase, they should have a clear understanding of the differences between human and physical geography, including weather and climate. They should be able to name the continents and oceans and know which continent their home country belongs to. Basic geographical vocabulary should be embedded so that pupils are able to ask and answer simple geographical questions and explain their thinking. They should be familiar with compass directions and be able to use those in context e.g. North Pole, South America. They should also begin to understand how and why changes to places and the environment happen, both as a result of natural processes and through human activity.



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End Goals for History

EYFS

Our aim in teaching history is to make pupils aware of the world around them and how places and people change over time. By the end of the phase, pupils should have a basic understanding of the passing of time and be able to use vocabulary relating to things that have happened in the recent past. Pupils should be aware that, over time, people change by ageing, and they should be able to identify older people in their lives. As well as people, pupils should know that things also change. They will have had opportunity to observe old and new forms of transport, homes and toys and they should be able to identify those that are from the past and those that are from present day, noting a range of similarities and differences. Pupils should also be able to talk about the roles people have had in society in the past and compare those to present-day occupations.

KSI

Our aim in teaching history is to encourage pupils to think about historical change in the wider world. In this phase, pupils will begin to start thinking more chronologically and will have been introduced to simple timelines and dated information. This not only embeds the knowledge of the passing of time but extends it beyond the most recent history of yesterday, last week etc. Pupils will also be expected to know vocabulary such as sources of evidence, and how we know about what happened in the past. Pupils should know that changes occur over time across the globe and are affected by many different people. They should be starting to ask questions about how and why changes have happened, such as 'Why did the Great Fire burn for five days?'. In terms of recognising similarities and differences, pupils should not only be able to talk about objects and artefacts that are the same or different but also be aware that beliefs and societies can be compared, for example, the Inuit tribe or Medieval society with their own culture. The topics in this phase have allowed pupils to study a diverse range of individuals, the places and eras they lived in and how they have influenced our lives today. Pupils should know that it is often the decisions and actions of individuals in the past, such as Samuel Pepys and Robert Falcon Scott, that change our lives in the future.





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End Goals PE

EYFS

Our aim is for pupils to show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively. Pupils know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. Pupils play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity.

KSI

Pupils should continue to develop fundamental movement skills. They master basic movements including running, jumping, throwing and catching. They become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.





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End Goals DT

EYFS

Our aim in teaching design technology is to inspire pupils to not only be creative but create for a purpose. Pupils should be aware that when they are designing and making, they need to think about it is they are making and the reasons why they are making it; what is the purpose? They should also be able to give some simple feedback and evaluation by stating whether they like or dislike a product. Pupils should be able to name the tools and materials they are using to make their designs and recognise some techniques of how they are constructing their models. Pupils should also have had an introduction to the role of inventors as people who invent useful products and that they don't always succeed first time; they often have to try numerous times before they get their product right. In our school we priorities fine motor skills as this is an area the pupils struggle with and need to develop before they can make the expected progress. The pupils will learn basic safety measures such as holding scissors correctly which will also help in their making process.

KSI

Our aim in teaching design technology is to broaden pupils' awareness of designing for purpose. By the end of KSI, pupils should recognise that inventors and designers are not designing for themselves, they are designing for end users. This can be one person or it can be for a large group of people. Pupils should be able to carry out some research into existing products and use this to guide their own designs noting useful features. As well as learning about designing for a more focused purpose, pupils should begin to be aware of a range of skills and techniques that will help them when it comes to modelling their designs. They should recognise the importance of using suitable materials and notice how some everyday objects can be used to make effective mechanisms. Pupils should be aware that models of their designs may require testing, especially if there are moving parts and adjustments may need to be made to make them work efficiently. Evaluative vocabulary should be extended beyond 'like' and 'dislike' with comment on how their work could be improved or note features that are particularly pleased with.



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End Goals PSHE/RSE

EYFS

Our aim in teaching PSHE is to begin to develop pupils' self-awareness as individuals. Pupils should be able to communicate with both adults and their peers in the classroom, expressing how they feel, what they need and using language appropriately to solve simple social disagreements. Pupils should be able to make friends in their class and show kindness and thoughtfulness towards others. As well as the adults in their classroom and school, they will be aware of people in the wider community who can help them. They should also be able to give some simple suggestions of ways in which they can help their peers and other members of the school community if they need it. For example, if someone has hurt themselves, they should know that they need to let an adult know.

By the end of this phase, pupils should be able to recognise similarities and differences between them, particularly physical differences. They should also be able to name some basic body parts. They will have been made aware that some people have disabilities that make certain tasks challenging, a task. Pupils should also be able to set themselves some simple targets, such as being able to ride a balance bike or to write their own name. This phase also allows pupils to become aware of the rules of the classroom, follow them without needing much prompting from adults and to take some responsibility for keeping their classroom safe and tidy.

KSI

Our aim in teaching PSHE is to expand and build on pupils' awareness of themselves and others and develop skills. They should be able to, not only communicate more clearly with their peers and adults, but also show signs of careful and attentive listening. They will have had opportunity to talk in more depth about how they and others may be feeling in a given situation, and offer some suggestion for how they could make someone feel happier if they were sad or hurt. Pupils should be aware of what bullying is in simple terms and what they should do if they, or someone else, is being bullied. They will have discussed ways in which they can take responsibility for their own behaviour and how their responsibilities can extend beyond the classroom into the wider community.

At the end pupils should have an initial awareness of what makes a healthy lifestyle, recognising the importance of physical activity and a varied diet. They will be made more aware of the similarities and differences between people based on gender plus how they grow and change over time. They will be able to set a realistic goal and how they can achieve it. They will know what a healthy relationships is and what physical contact is acceptable in a relationship plus what is a good secret.

They will know how to stay safe on the internet.

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End Goals Music

EYFS

Our aim in teaching music in EYFS is to enable pupils to begin to develop an understanding of, and enjoyment in, musical expression. They should be able to listen attentively and demonstrate an ability to respond simply to music they have heard, expressing their thoughts and feelings. By the end of the phase, they should be able to sing a range of simple songs and join in with singing games, with an awareness of tempo and dynamics. They should know the names of and know how to play some basic untuned percussion instruments.

KSI

Our aim in teaching music in Key Stage I is to expand their musical repertoire and expose them to wider forms of musical expression. Pupils should have developed their range of singing skills in relation to pitch, diction, and posture. They should also be using more technical vocabulary in the correct musical contexts. They should be able to use graphic scoring techniques to notate and should have a secure knowledge and understanding of the elements of beat, rhythm and pitch and be able to demonstrate this. They should also know the names of an increasing range of instruments and how they are to be played.



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End Goals						
EYFS						
<p>Recognise technology that is used at home and in school.</p> <p>Understand what a computer is and the different uses of computers i.e. learning, communicating, finding information, playing games etc.</p> <p>Manage a device by correctly closing websites or apps and safely turning on and off. Input commands on a tablet or iPad using finger control or buttons on a remote control device e.g. Bee Bot. Experience simple apps and software and use these to present ideas.</p> <p>Give commands/instructions e.g. forward, backwards, go, stop, when using simple software/hardware.</p> <p>Make choices about the buttons/icons to press, touch or click on when using simple software/hardware.</p>						
KS1						
Year 1	Autumn		Spring		Summer	
	Unit 1:1 Online Safety & Exploring Purple Mash	Unit 1:3 Pictograms	Unit 1:4 Lego Builders Unit 1:5 Maze Explorers	Unit 1:6 Animated Story Books	Unit 1:7 Coding	Unit 1:8 Spreadsheets Unit 1:9 Technology outside
	Unit 1:2 Grouping and Sorting					
	Digital Literacy					
<p>Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>						
<p>Unit 1:1</p> <ul style="list-style-type: none"> • Children can log in to Purple Mash using their own login. • Children have created their own avatar and understand why they are used. • Children can add their name to a picture they created on the computer. • Children are beginning to develop an understanding of ownership of work online. • Children can save work into the My Work folder in Purple Mash and understand that this is a private saving space just for their work. • Children can find their saved work in the Online Work area of Purple Mash. • Children can find messages that their teacher has left for them on Purple Mash. • Children can search Purple Mash to find resources. 						



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- Children will be able to use the different types of topic templates in the Topics section confidently.
- Children will be confident with the functionality of the icons in the topic templates.
- Children will know how to use the different icons and writing cues to add pictures and text to their work. Children have explored the Tools section on Purple Mash and become familiar with some of the key icons: Save, Print, Open and New.
- Children have explored the Games section and looked at Table Toons (2x tables).
- Children can log out of Purple Mash when they have finished using it and know why that is important.

Information Technology

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Unit 1:2

- Children have sorted items using a range of criteria on the carpet as a class and in pairs.
- Children have used Purple Mash activities to sort various items online using a variety of criteria

Unit 1:3

- Children can discuss and illustrate the transport used to travel to school.
- Children can contribute to the collection of class data.
- Children have used these illustrations to create a simple pictogram.
- Children can contribute to a class pictogram.
- Children can discuss what the pictogram shows.
- Children can collect data from rolling a die 20 times and recording the results.
- Children can represent the results as a pictogram.

Unit 1:6

- Children know the difference between a traditional book and an e-book.
- Children can use the different drawing tools to create a picture on the page.
- Children can add text to a page and change the colour, font and size of the text.
- Children can save my work.
- Children can open work that they saved in my last lesson.
- Children can add an animation to a picture.
- Children can play the pages they have created.
- Children can save own changes and overwrite the file.
- Children can add a sound to the page.
- Children can add their own voice recording to the page.
- Children can create their own music and add it to their own page.
- Children can add a background to the page.
- Children can copy and paste a page in the book.
- Children can enhance the features of their story book by adding additional pages and animations.
- Children can share their story book on a class story book display board.

Unit 1:8

- Children can navigate around a spreadsheet.
- Children can explain what rows and columns are. Children can save and open sheets.
- Children can enter data into cells.
- Children can open the Image toolbox and find and add dipart.
- Children can use the 'move cell' tool so that images can be dragged around the spreadsheet.
- Children can use the 'lock' tool to prevent changes to cells.
- Children can give images a value that the spreadsheet can use to count them.
- Children can add the count tool to count items.
- Children can add the speak tool so that the items are counted out loud.
- Children can use a spreadsheet to help work out a fair way to share items.

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Computer science

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs

Unit 1:4

- Children know that to achieve the effect they want when building something, they need to follow accurate instructions.
- Children know that by following the instructions correctly, they will get the correct result.
- Children know that an algorithm is a precise, step-by-step set of instructions used to solve a problem or achieve an objective
- Children can follow instructions in a computer program.
- Children can explain the effect of carrying out a task with no instructions.
- Children know that computers need precise instructions to follow.
- Children know that an algorithm written for a computer to follow is called a program.
- Children understand how the order in which the steps of a recipe are presented affects the outcome.
- Children can organise instructions for a simple recipe.
- Children know that correcting errors in an algorithm or program is called 'debugging'.

Unit 1:5

- Children know how to use the direction keys in 2Go to move forwards, backwards, left and right. • Children know how to add a unit of measurement to the direction in 2Go Challenge 2.
- Children know how to undo their last move.

Unit1:7

- Children can explain what coding means.
 - Children know that for the computer to make something happen, it needs to follow clear instructions.
 - Children can explain what a block of code is.
 - Children can read through combined blocks of code.
 - Children can make a background using Design Mode.
 - Children can add characters using Design Mode.
 - Children can use the drop-down menu to change backgrounds and characters.
 - Children can design a simple program and then create the program using 2Code.
 - Children can write a program that controls how a character will move.
 - Children can make a character move when dicked.
 - Children can program a character to move given a variety of input events.
 - Children can use collision detection to make objects interact.
 - Children can program a sound to play when objects collide.
- ### Unit 1.9
- Children understand what is meant by 'technology'
 - Children have considered types of technology used in school and out of school.
 - Children have recorded 4 examples of where technology is used away from school.

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- Children know how to move their character back to the starting point.
- Children can use diagonal direction keys to move the characters in the right direction.
- Children know how to create a simple algorithm.
- Children know how to debug their algorithm.
- Children can use the additional direction keys to create a new algorithm.
- Children can challenge themselves by using the longer algorithm to complete challenges.
- Children can change the background images in their chosen challenge and save their new challenge.
- Children have tried each other's challenges as 2Dos.

Digital Literacy

Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Unit 2:2

- Children can use the search facility to refine searches on Purple Mash by year group and subject.
- Children can share the work they have created to a display board.
- Children understand that the teacher approves work before it is displayed.
- Children are beginning to understand how things can be shared electronically for others to see both on Purple Mash and the Internet.
- Children know that Email is a form of digital communication.
- Children understand how 2Repond can teach them how to use email.
- Children can open and send an email to a 2Respond character.
- Children have discussed their own experiences and understanding of what email is used for.
- Children have discussed what makes us feel happy and what makes us feel sad.
- Children can explain what a digital footprint is.
- Children can give examples of things that they wouldn't want to be in their digital footprint.

Information Technology

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Year 2

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<p>Unit 2:3</p> <ul style="list-style-type: none"> • Children can explain what rows and columns are in a spreadsheet. • Children can open, save and edit a spreadsheet. • Children can add images from the image toolbox and allocate them a value. • Children can add the count tool to count items <p>Children can use copying a pasting to help make spreadsheets.</p> <ul style="list-style-type: none"> • Children can use tools in a spreadsheet to automatically total rows and columns. • Children can use a spreadsheet to solve a mathematical puzzle. • Children can use images in a spreadsheet. • Children can work out how much they need to pay using coins by using a spreadsheet to help calculate. • Children can create a table of data on a spreadsheet. <p>Children can use the data to create a block graph manually.</p>	<p>Unit 2:4</p> <ul style="list-style-type: none"> • Children understand that the information on pictograms cannot be used to answer more complicated questions. • Children have used a range of yes/no questions to separate different items. • Children understand what is meant by a binary tree. • Children have designed a binary tree to sort pictures of children. • Children understand that questions are limited to 'yes' and 'no' in a binary tree. • Children understand that the user cannot use 2Question to find out answers to more complicated questions. • Children have matched the 2Simple Avatar pictures to names using a binary tree. • Children understand what is meant by a database. • Children have used a database to answer simple and more complex search questions. <p>Unit 2:5</p> <ul style="list-style-type: none"> • Children can recall the meaning of key Internet terms. • Children have completed a quiz about the Internet. • Children can identify the basic parts of a web search engine search page. • Children have learnt to read a web search results page. • Children can search for answers to a quiz on the Internet. • Children have created a leaflet to consolidate my knowledge of effective Internet searching. 	<p>Unit 2:6</p> <ul style="list-style-type: none"> • Children can explain what is meant by impressionist art. • Children can use 2Paint a Picture to create my own art based upon this style. • Children can explain what pointillism is. • Children can use 2Paint a Picture to create my own art based upon this style. • Children can describe the main features of Piet Mondrian's work. • Children can use 2Paint a Picture to create my own art based upon his style. • Children can describe the main features of art that uses repeating patterns. • Children can use 2Paint a Picture to create my own art by repeating patterns in a variety of ways. • Children can combine more than one effect in 2Paint a Picture to enhance my patterns. • Children can describe surrealist art. • Children can use the eCollage function in 2Paint a Picture to create my own surrealist art using drawing and dipart. <p>Unit 2:8</p> <ul style="list-style-type: none"> • Children have examined a traditional tale presented as a mind map, as a quiz, as an e-book and as a fact file. • Children know that digital content can be represented in many forms. • Children have made a quiz about a story using 2Quiz. • Children can talk about their work and make improvements to solutions based on feedback received. • Children have extracted information from a 2Connect file to make a publisher fact file on a nonfiction topic.
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			<ul style="list-style-type: none"> • Children have added appropriate clipart. • Children have added an appropriate photo. • Children know that data can be structured in tables to make it useful. • Children can use a variety of software to manipulate and present digital content and information. • Children can collect, organise and present data and information in digital content. • Children can create digital content to achieve a given goal by combining software packages.
<p>Computer science</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs</p>			
	<p>Unit 2:1</p> <ul style="list-style-type: none"> • Children can explain that an algorithm is a set of instructions. • Children can describe the algorithms they created. • Children can explain that for the computer to make something happen, it needs to follow clear instructions • Children know that the Turtle and Character objects have different properties and move in different ways. They can begin to make choices about which object type to use. • Children are beginning to understand that the Repeat and Timer commands both make objects repeat actions but function differently and the type of object can affect which is the best command to use. • Children can include a button in their programs. • Children can explain what debug (debugging) means. • Children have a clear idea of how to use a design document to start debugging a program. 		<p>Unit2:7</p> <ul style="list-style-type: none"> • Children understand what 2Sequence is and how it works. • Children have used the different sounds within 2Sequence to create a tune. • Children have explored how to speed up and slow down tunes. • Children understand what happens to the tune when sounds are moved. • Children have added sounds to a tune they've already created to change it. • Children have considered how music can be used to express feelings. • Children can change the volume of the background sounds. • Children have created two tunes which depict two feelings.

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- Children can debug simple programs.
- Children can explain why it is important to save their work after each functioning iteration of the program they are making.
- Children can create a computer program using different objects.
- Children can predict what the objects in classmates' programs will do, based on my knowledge of the objects' limitations, e.g. a turtle can only move in specific ways.
- Children can explain how they know that certain objects can only move in certain ways
- Children can plan and use algorithms in programs successfully to achieve a result.
- Children can plan and use algorithms in programs successfully to achieve the desired a result.
- Children can code a program using a variety of objects, actions, events and outputs successfully.

- Children have uploaded and used their own sound chosen from a bank of sounds.
- Children have created, uploaded and used their own recorded sound.
- Children have created their own tune using some of the chosen sounds