

## Art & Design

- Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.
- Take simple prints e.g. mono-printing.
- Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.
- Build repeating patterns and recognise pattern in the environment.
- Create simple printing blocks with press print.
- **Colours** - Experiment with overprinting motifs and colour.
- Record ideas from first hand observations.
- Answer questions about the starting points for their work.
- Review what they think and feel about their work.
- Identify what they might change in their current work.



## Year 1 Secret Garden

### Attitudes to Learning:

- Resilience and Perseverance
- Teamwork and Cooperation
- Respect and Communication
  - Motivation and Curiosity
- Self-confidence and Esteem
  - Independence

## Geography

### Around our school

- Uses images to find out about our school.
- Recognise how our school has changed over time e.g. new houses, forest school area, crazy golf course etc.
- Use basic Geographical vocabulary to describe human features including playground, school, classrooms, forest school area, crazy golf course, trim trail.
- Use aerial photographs to recognise landmarks and basic human features of their school e.g. playground, forest school, gym, trim trail etc.
- Use simple field work and observational skills when studying the geography of the school and its grounds and the key human and physical features of its surrounding environment.
- To recognise where they live and know their own address.

## Music

- Understand that composition is written down or recorded music.
- Create compositions using one or two notes.
- Record composition appropriately (pictorial notation, video, ICT).
- Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre).
- Begin to recognise styles e.g. Reggae, Hip Hop, Rock, Classical.
- Recognise different instruments in music.

## Religious Education \*British Values link

### Christianity – Church

- know that some Christians welcome babies into the God's family (the Church) with baptism ceremonies
- talk about what it might mean to belong to the Church family
- identify features of baptism – e.g. the font, candles, godparent
- talk about why parents might want to have their child baptised
- talk about what it means to belong to a family
- talk about the role of families in raising children
- talk about their own identity as part of a family and part of the school community\*

### Christianity – God

- know that Christians refer to God as 'Father'
- talk about why Christians might compare God to a loving parent
- talk about how and why Christians might want to talk to God (prayer)
- suggest symbolic meanings of rituals and items used in Christian prayer
- talk about the importance of love in families
- talk about the ways in which they are cared for and supported by family members\*
- reflect on their own role within the family
- discuss who they can talk to when they are happy/sad/worried

## PSHE-& RHE

### Environment & Community

#### Teamwork & Co-operation

#### Around and about the school (geography)

Identify what they like about the school environment;

Recognise who cares for and looks after the school environment.

#### Taking Care of Something

Demonstrate responsibility in looking after something (e.g. a class pet or plant);

Explain the importance of looking after things that belong to themselves or to others.

#### Growing & Changing

#### Resilience & Perseverance

#### Pass on the Praise

Demonstrate attentive listening skills;

Suggest simple strategies for resolving conflict situations;

Give and receive positive feedback, and experience how this makes them feel.

## **Computing**

#### **Programming – NB Repetition essential to ensure skill is embedded**

- Understand that programs and devices work by following clear and accurate commands (algorithms).
- When using a simulation on a computer, predict what will happen once the next command is entered (logical reasoning).
- Follow and create a series of simple commands to move around a course.
- Explore outcomes when individual buttons are pressed on a programmable device.
- Explore outcomes when icons/objects are clicked on a computer screen.

#### **Data Handling**

- Discuss and explore how we use ICT to sort, organise and classify objects based on their properties (graphs).
- Use a pictogram to help create and answer questions.
- Recognise that information presented on screen represents data that has been collected.
- Can use ICT to sort objects according to given criteria

#### **Online Safety**

- How much time do I spend online and what do I do?
- What is gossip?(PSHE)

## **Physical Education**

### **Outdoor & Adventurous (Forest School Link)**

- Begin to recognise known objects as symbols.
- Observe and move around an area using a simple plan.
- Begin to follow simple trails and instructions, recording what they have found. (link with Computing – use ICT to sort objects) (Link with Geography – know what symbols mean on a map)
- **Dance/Athletics – Robots**
- Copy and explore basic body actions using Robots as stimuli.
- Choose movements to make own simple ‘Robot’ dance phrase with beginning, middle and end.
- Remember and repeat a short dance phrase with control.
- Begin to show sense of rhythm when performing dance actions.
- Develop travelling skills of running, hopping, skipping and galloping.
- Explore aiming, throwing and jumping.
- Complete an obstacle course.
- Complete run, throw and jump challenges.

## **Science**

### Plants

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees (roots, leaves, flowers, etc)

### Skills

- Observe closely, using simple **equipment** (hand lenses, egg timers)
- Use simple primary and secondary sources (such as objects, books and photographs) to find things out
- Look / **observe** closely and communicate the features or properties of things in the real world
- **Name**/identify common examples and some common features
- Communicate their ideas to a range of audiences in a variety of ways

### Seasonal Changes Knowledge (seasons week)

- Observe changes across the four seasons (FS)
- Observe and describe weather associated with changes of season (Geo)
- **Skills**
- Complete a pre-constructed table / chart using picture records or simple words
- Add annotations to drawings or photographs
- **Record** simple visual representations of observations made

- Sequence photographs of an event/observation
- Begin to use simple scientific language (from yr1 PoS) to talk about what they have found out or why something happened
- Ask simple questions about what they notice about the world around them
- Use observations to make suggestions and/or ask questions
- Look / **observe** closely and communicate changes over time