

## Art & Design

- Manipulate, explore and sculpture malleable materials in a variety of ways e.g. kneading, cutting and tearing.
- Manipulate malleable materials for a purpose, e.g. pot, tile.
- Understand the safety and basic care of materials and tools.
- **Form**- Experiment with constructing and joining recycled, natural and manmade materials.
- **Texture**- Change the surface of a malleable material e.g. add lines, shapes or patterns
- Explore the works of a sculptor (e.g. Wedgwood)
- 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.

## Music

- Begin to understand working together as part of a group or ensemble.
- Begin to understand the importance of warming up their voices and establish a good singing position.
- Start to consider that words mean something and how they work together with the music.
- March, clap, tap knees, move to find and internalise the pulse. (French)
- Clap the rhythm of their name, favourite food, colour etc. (French)
- Stop and start as appropriate, begin to follow a leader/conductor.
- Begin to find and internalise the pulse with support.
- Begin to demonstrate how pulse, rhythm and pitch work together – copy a simple rhythm over the pulse.
- Begin to recognise styles e.g. Reggae, Hip Hop, Rock, Classical.
- Recognise different instruments in music

## Computing

### Programming

- 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.

### Digital Literacy

- Save and reopen work.
- Know how to minimise a screen.
- Understand what is meant by 'technology and recognise common uses and benefits beyond school.
- Use a mouse or touchscreen to follow the appropriate buttons to navigate websites or saved information.
- Follow links to find the information that I require.
- **Online Safety**
- Follow instructions to log-in e.g. to Purple Mash and find a given page/area.
- Know the SMART rules
- Use own login to access the school system.



## Year 1 Brilliant Britain

### Attitudes to Learning:

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

## History (Significant individuals)

- Match objects from people of different ages or times.
- Uses words and phrases: old, new, oldest, newest, present, past (to sort objects).
- Sequence a significant event eg. The life of Mary Anning/ the first moon landing.
- Describe memories and changes that happened in their own lives
- Tell the difference between past and present in own and other people's lives.
- Recognise how Mary Anning was significant in the discovery of dinosaur fossils
- Understand what life is like for astronauts now and in the past e.g. equipment
- Make some simple observations about different people, events, beliefs and communities (RE & PSHE & History)
- Compare objects from the past to those that are used nowadays
- Use images, stories to identify why people were significant and their achievements
- Use simple historical terms – old, new, oldest, newest, past, present, young, days, months, years, now, before, then, famous, remember
- Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking)
- Write about or draw pictures to show special events in the past (the moon landing, Tim Peake's spacewalk) and compare to how we may celebrate now.

## Design and Technology (Sci)

- Make vehicles with construction kits which contain free running wheels
- Use a range of materials to create models with wheels and axels e.g. tubes, dowels, cotton reels
- Test different axel fixings and their strengths and weaknesses
- Fold, tear and cut paper/card
- Cut along line straight and curved
- Experiment with leavers and sliders to find different ways to make things move on a 2D plane
- Use pictures and words to convey what they want to design/make
- Model ideas with kits/reclaimed materials
- Use drawings to record ideas as they are developed
- Select materials from a limited range that will meet the design criteria
- Select appropriate tools and equipment for the purpose
- Explain what they are making
- Explore existing products and investigate how they have been made
- Say what they like and do not like about items they have made and attempt to say why

## PSHE -& RHE

### Democracy

### Respect & Communication

### Self-Confidence & Esteem

#### Why we have classroom rules

Understand that classroom rules help everyone to learn and be safe;  
Explain their classroom rules and be able to contribute to making these.

### Me and My Relationships & Valuing Differences

### Respect & Communication

#### Good friends

Identify simple qualities of friendship;  
Suggest simple strategies for making up.  
How are you listening?  
Demonstrate attentive listening skills;  
Suggest simple strategies for resolving conflict situations;  
Give and receive positive feedback, and experience how this makes them feel.

#### Thinking about feelings?

Recognise how others might be feeling by reading body language/facial expressions;  
Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)

#### Our feelings

Identify a range of feelings;  
Identify how feelings might make us behave:  
Suggest strategies for someone experiencing 'not so good' feelings to manage these.

#### Anti-bullying

#### Unkind, tease or bully?

Explain the difference between unkindness, teasing and bullying;  
Understand that bullying is usually quite rare.

#### Who can help (2)

Explain the difference between teasing and bullying;  
Give examples of what they can do if they experience or witness bullying;  
Say who they could get help from in a bullying situation.

## Physical Education

### Games

- Baseline assessment – Penguins, Possums & Pigs
  - Catch a beanbag or ball with some consistency
  - Use an underarm throw and roll with some control and consistency
  - Use an overarm throw with some control and consistency
  - Use a basic kicking action with some consistency.
  - Aim at various targets using different equipment and ways of sending.
  - Retrieve and stop a medium-sized ball with some consistency.
  - Begin to intercept a ball.
  - Show awareness of space
  - Engage in simple co-operative and competitive games
  - Use a simple tactic
- ### Gymnastics
- Show basic control when walking forwards and backwards on floor and low apparatus.
  - Travel in different ways using hands and feet.
  - Show contrasting tall, thin, wide and tuck shapes.
  - Perform pencil roll, egg roll and rock on back with basic control.
  - Explore different ways of jumping and landing.
  - Repeat a simple movement phrase.
  - Carry apparatus safely.
  - Begin to record sequences using symbols they can understand and explain.

### Dance – Toy Story

- Copy simple body actions.
- Explore movement ideas from action words and visual stimulus.
- Choose movements to create a dance phrase with a clear beginning, middle and end.
- Remember and repeat a short dance phrase with control.
- Begin to show sense of rhythm when performing dance actions.

## Science

### Everyday Materials Knowledge (DT)

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties (Maths link)

### Skills

- With help, decide how to sort and **group** objects, materials
- **Compare** and contrast simple observable features / characteristics of objects, materials
- With help, **carry out** a simple test/comparative test
- With help, make a simple prediction or suggestion about what might happen
- Begin to suggest some ideas e.g. choose which equipment to use, choose which materials to test from a selection
- **Talk** about ways of setting up a test
- **Measure** using non-standard units e.g. how many lolly sticks/cubes/handfuls, etc.
- Use recordings to talk about and describe what happened
- Communicate their ideas to a range of audiences in a variety of ways

### Animals - Dinosaurs

- Identify and name common animals that are carnivores, herbivores and omnivores

### Skills

- Ask people questions (e.g. an expert or hot-seating)
- With help, decide how to sort and group living things
- Compare and contrast simple observable features / characteristics of living things
- **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 & FS)

### 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

## Religious Education Religious Education \*British Values link

### Christianity –Jesus

- know a simple version of the nativity story
- talk about why Christians would say that Jesus is a special baby
- talk about how different characters in the nativity welcome the baby Jesus
- identify religious aspects of Christmas celebrations
- talk about why Christmas is a special time for Christians
- consider how and why babies might be special – and why they need love and care
- talk about the importance of looking after those who cannot help themselves \*
- talk about their own beginnings and how they were welcomed into the family
- reflect on who has helped them in life so far (PSHE)

### Hindu Dharma

- know that Hindus believe in one God in many forms
- know that Hindus believe that God is present in all living things
- suggest what Hindus might learn about God from the story of the blind men and the elephant
- talk about how and why Hindus might use statues and images (murtis) in their worship
- suggest symbolic meanings expressed in the images
- talk about the different ways that people can be seen and described
- consider how people might have multiple roles
- reflect on how others might see them
- talk about the different roles that they might have (friend, child, brother/sister etc.) \*