

## Art and Design

- Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.
- Draw on different surfaces with a range of media.
- Control the types of marks made with the range of media.
- **Lines and Marks** -Name, match and draw lines/marks from observations. (e.g. straight line, curve line, cross hatching)
- **Form and shape** - Observe and draw shapes from observations. (outcome)
- 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.

## Modern Languages

Je Vois des Betes Partout

- Identify and say animal names. (link with Science)
- Match animal names to animal pictures.
- Begin to understand prepositions, on, under and behind.
- Understand the main points in a French story.
- Use animal finger puppets to take part in a simple conversation with a partner.
- Use simple French greetings
- Link French words with actions
- Identify sounds in French words
- Begin to write some words from memory
- Recognise and say numbers to 20
- Begin to identify syllables in French words and number names.

## Computing

### Online Safety (PSHE)

Know what a password is, and why it needs to be kept private.

Know what personal information is and that it shouldn't be shared online.

Know what to do if I find something inappropriate online (tell a trusted adult).

### Multi-Media

Can capture an image to share, store and retrieve.

Use a recording device to take a picture or record work.

Aware of the health and safety issues of shooting into the sun or bright light sources.

Know that sound can be recorded, stored and played back using ICT (link to Music).

Locate, listen to, play and begin to record sounds.

Understand that devices have stop, record and playback functions.

Use a paint package to create a picture to communicate ideas

## PSHE & SRE

### Keeping myself safe

Recognise emotions and physical feelings associated with feeling unsafe;

Identify people who can help them when they feel unsafe.

Understand and learn the PANTS rules;

Name and know which parts should be private;

Explain the difference between appropriate and inappropriate touch;

Understand that they have the right to say "no" to unwanted touch;

Start thinking about who they trust and who they can ask for help.

### Business and Enterprise

Explain where people get money from;

List some of the things that money may be spent on in a family home

Recognise that different notes and coins have different monetary value;

Explain the importance of keeping money safe;

Identify safe places to keep money;

Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).

Mathematics Y1 Measurement Recognise and know the value of different denominations of coins and notes.



## Year 1 Wonderful World

### Attitudes to Learning:

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

## Geography

### Weather and people around the World

- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
- Identify the location of hot and cold areas of the world describing some similarities and differences when studying places and features.
- Explore what life/houses are like in different locations around the world e.g. Inuit, Yanomami, people who live underground etc.
- Observe, describe and identify seasonal/daily weather patterns in the UK.
- Describe how daily weather patterns change over time.
- Use information books, picture maps and globes to identify the UK.
- Give and follow simple instructions to get from one place to another (around the school) using locational and directional language (eg, near and far, left and right) (FS)
- To explain what type of house they would choose to live in and give reasons why.
- Identify and investigate ways in which we learn about the weather.
- Know what symbols represent on a map e.g. campfire, tunnel, bamboo arches etc. (FS)

## Forest Schools

Mapping (refer to Geography Secret Garden for links)

- To become familiar with the Forest School environment
- To use locational and directional language: near and far, left and right. (Geog secret garden)
- To know what symbols represent on a map (Geog secret garden)

## Art In Nature

- To manipulate, explore and sculpture, malleable materials in a variety of ways
- Experiment with constructing and joining recycled, natural and manmade materials

## Design and Technology

- Develop a food vocabulary using taste, smell, texture and feel
- Explain where food comes from
- Cut, peel, grate and chop a range of ingredients
- Work safely and hygienically
- Measure and weigh food items using non- statutory measures e.g. spoons and cups
- 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

## Music

- Begin to play a classroom instrument as part of a group with a sound – before- symbol (by ear) approach.
- Start to perform own rhythms and melodies using one or two notes.
- Understand that improvisation is making up own tunes (or rhythm) using one or two notes and improvise using simple patterns on instrument or using voice.
- Create own simple rhythmic patterns that lead to melodies in a group or solo situation.
- Start to use correct basic musical language to describe the music being listened to and feelings towards it.
- Discuss simple dimensions of music and how they fit into the music being listened to:
- Pulse, rhythm, pitch
- Begin to recognise styles e.g. Reggae, Hip Hop, Rock, Classical.
- Recognise different instruments in music.

## Science

### Animals

- Identify, name and compare common animals and their structure (fish, amphibians, reptiles, birds, mammals, including pets) (Maths link)
- 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 (Geo)
- 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

## Physical Education

### Games - Family Album

- Roll a ball with accuracy towards a target.
- Apply rolling skills to different challenges.
- Understand the concept of aiming.
- Aim at various targets using different equipment.
- Show awareness of space
- Engage in simple co-operative and competitive games
- Use a simple tactic

### Gymnastics - Growth & Green (Jack & the Beanstalk)

- Apply skills of travelling, rolling, jumping and balance, using the apparatus.
- Create and link simple combinations of 2/3 actions.
- Repeat a simple movement phrase.
- Carry apparatus safely.
- Begin to record sequences using symbols they can understand and explain.

### Dance – The 3 Little Pigs

- Explore travel, jump, and gesture to convey the feelings of the Wolf and The 3 Little Pigs.
- Work in pairs to link actions in short dance phrase.
- Use actions to retell the story showing beginning, middle and end.
- Remember and repeat a short dance phrase with control.
- Begin to show sense of rhythm when performing dance actions.

## Religious Education

### \*British Values link

### Islam

- know that Muslims believe in one God (Allah)
- know that Muslims believe the world was created by God
- talk about why Muslims might value the natural world
- know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet
- suggest how Muslims might show respect for God by caring for the natural world
- talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it
- reflect on how they treat the natural world – and if they have a duty to look after it

### Judaism

- Give an example of a key belief (ie. that Jews believe in one God) and/or a religious story (the story of Noah and/or Abraham)
- Give an example of a core value or commitment (trusting that God will keep his promise)
- Use some religious words and phrases to recognise and name features of religious traditions (eg. Sukkot, festival)
- Talk about the way that religious beliefs might influence the way a person behaves (eg. like Noah and Abraham, Jewish people should trust that God keeps his promises)
- Notice and show curiosity about people and how they live their lives (finding out about Jewish festivals – thinking about the fact that people celebrate different celebrations in very different ways – eg. Sukkot)
- Notice that for many people, trust is an important part of human life
- Ask questions (about the importance of trust and who they can trust/rely on in their own lives)