



Rhodes Avenue Curriculum Objectives – Year 1

Art			
Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> • Communicate something about themselves in drawing • Create moods in drawings • Draw using pencil and crayons • Draw lines of different shapes and thickness, using 2 different grades of pencil 	<ul style="list-style-type: none"> • Communicate something about themselves in painting • Create moods in paintings • Choose to use thick and thin brushes as appropriate • Paint a picture of something they can see • Name the primary and secondary colours 	<ul style="list-style-type: none"> • Print with sponges, vegetables and fruit • Print onto paper and textile • Design own printing block • Create a repeating pattern 	<ul style="list-style-type: none"> • Sort threads and fabrics • Group fabrics and threads by colour and texture • Weave with fabric and thread
3D	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Add texture by using tools • Make different kinds of shapes • Cut, roll and coil materials such as clay, dough or plasticine 	<ul style="list-style-type: none"> • Cut and tear paper and card for collages • Gather and sort the materials they will need 	<ul style="list-style-type: none"> • Use a simple painting program to create a picture • Use tools like fill and brushes in a painting package • Go back and change their picture 	<ul style="list-style-type: none"> • Describe what they can see and like in the work of another artist • Ask sensible questions about a piece of art



Computing		
Algorithms and Programs	Data Retrieving and Organising	Communicating
<ul style="list-style-type: none">• Create a simple series of instructions – left and right• Record routes• Understand forwards, backwards, up and down• Put two instructions together to control a programmable toy• Begin to plan and test a Bee-bot journey	<ul style="list-style-type: none">• Capture images with a camera• Print out a photograph from a camera with help• Record a sound and play it back• Enter information into a template to make a graph• Talk about the results shown on a graph	<ul style="list-style-type: none">• Recognise what an email address looks like• Join in sending a class email• Use the @ key and type an email address• Word process ideas using a keyboard• Use the spacebar, back space, enter
Exceeding expectations		
<ul style="list-style-type: none">• Record pupils' voices as a voice over• Use a teacher prepared photo story to create a slideshow of photos		



Geography

Geography			
Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Say what they like about their locality • Sort things they like and don't like • Answer some questions using different resources, such as books, the internet and atlases • Think of a few good questions to ask about a locality • Answer questions about the weather • Keep a weather chart 	<ul style="list-style-type: none"> • Tell someone their address • Explain the main features of a hot and cold place • Describe a locality using words and pictures • Explain how the weather changes with each season • Name key features associated with a town or village, e.g. church, farm, shop, house 	<ul style="list-style-type: none"> • Begin to explain why they would wear different clothes at different times of the year • Tell something about the people who live in hot and cold places • Explain what they might wear if they lived in a very hot or a very cold place 	<ul style="list-style-type: none"> • Identify the four countries making up the United Kingdom • Name some of the main towns and cities in the United Kingdom • Point out where the equator, north pole and south pole are on a globe or atlas
Exceeding expectations			
<ul style="list-style-type: none"> • Answer questions using a weather chart • Make plausible predictions about what the weather may be like later in the day or tomorrow 	<ul style="list-style-type: none"> • Name key features associated with a town or village, e.g., factory, detached house, semi-detached house, terrace house 	<ul style="list-style-type: none"> • Name different jobs that people living in their area might do 	<ul style="list-style-type: none"> • Name a few towns in the south and north of the UK



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History

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> Put up to three objects in chronological order (recent history) Use words and phrases like: old, new and a long time ago Talk about things that happened when they were little Recognise that a story that is read to them may have happened a long time ago Know that some objects belonged in the past Retell a familiar story set in the past Explain how they have changed since they were born 	<ul style="list-style-type: none"> Appreciate that some famous people have helped our lives be better today Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago Understand that we have a queen who rules us and that Britain has had a king or queen for many years Begin to identify the main differences between old and new objects Identify objects from the past, such as vinyl records 	<ul style="list-style-type: none"> Ask and answer questions about old and new objects Spot old and new things in a picture Answer questions using a artefact/photograph provided Give a plausible explanation about what an object was used for in the past
Exceeding expectations		
<ul style="list-style-type: none"> Put up to five objects/events in chronological order (recent history) Use words and phrases like: very old, when mummy and daddy were little Use the words before and after correctly Say why they think a story was set in the past 	<ul style="list-style-type: none"> Explain why certain objects were different in the past, e.g., iron, music systems, televisions Talk about an important historical event that happened in the past Explain differences between past and present in their life and that of other children from a different time in history Know who will succeed the queen and how the succession works 	<ul style="list-style-type: none"> Answer questions using a range of artefacts/photographs provided Find out more about a famous person from the past and carry out some research on him or her



Music

Performing

- Use their voice to speak/sing/chant
- Join in with singing
- Use instruments to perform
- Look at their audience when they are performing
- Clap short rhythmic patterns
- Copy sounds

Composing (incl notation)

- Make different sound with their voice
- Make different sounds with instruments
- Identify changes in sound
- Change the sound
- Repeat (short rhythmic and melodic) patterns
- Make a sequence of sounds
- Show sounds by using pictures

Appraising

- Respond to different moods in music
- Say how a piece of music makes them feel
- Say whether they like or dislike a piece of music
- Choose sounds to represent different things
- Recognise repeated patterns
- Follow instructions about when to play or sing

Exceeding expectations

- Make loud and quiet sounds
- Know that the chorus keeps being repeated

- Tell the difference between long and short sounds
- Tell the difference between high and low sounds
- Give a reason for choosing an instrument

- Tell the difference between a fast and slow tempo
- Tell the difference between loud and quiet sounds
- Identify two types of sound happening at the same time



Dance

- Explore and perform basic body actions
- Use different parts of the body singly and in combination
- Show some sense of dynamic, expressive and rhythmic qualities in their own dance
- Choose appropriate movements for different dance ideas
- Remember and repeat short dance phrases and simple dances
- Move with control
- Vary the way they use space
- Describe how their lungs and heart work when dancing
- Describe basic body actions and simple expressive and dynamic qualities of movement

Exceeding expectations

- Perform more complicated combinations of movement fluently and with control
- Perform clearly and expressively
- Show an awareness of phrasing and music
- Choose movements that show a clear understanding of the dance idea
- Say why their heart beats faster and their temperature rises when dancing
- Talk about dance using a range of descriptive language



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Physical Education		
Acquiring and developing skills	Evaluating and improving	Health and fitness
<ul style="list-style-type: none">• Copy actions• Repeat actions and skills• Move with control and care	<ul style="list-style-type: none">• Talk about what they have done• Describe what other people did	<ul style="list-style-type: none">• Describe how their body feels before, during and after an activity
Dance (also covered in dance section)	Games	Gymnastics
<ul style="list-style-type: none">• Move to music• Copy dance moves• Perform some dance moves• Make up a short dance• Move around the space safely	<ul style="list-style-type: none">• Throw underarm• Roll a piece of equipment• Hit a ball with a bat• Move and stop safely• Catch with both hands• Throw in different ways• Kick in different ways	<ul style="list-style-type: none">• Make their body tense, relaxed, curled and stretched• Control their body when travelling• Control their body when balancing• Copy sequences and repeat them• Roll in different ways• Travel in different ways• Balance in different ways• Climb safely• Stretch in different ways• Curl in different ways



Working Scientifically			
Observing closely	Performing Tests	Identifying and Classifying	Recording findings
<ul style="list-style-type: none">• Talk about what they <see, touch, smell, hear or taste>• Use simple equipment to help them make observations	<ul style="list-style-type: none">• Perform a simple test• Tell other people about what they have done	<ul style="list-style-type: none">• Identify and classify things they observe• Think of some questions to ask• Answer some scientific questions• Give a simple reason for their answers• Explain what they have found out	<ul style="list-style-type: none">• Show their work using pictures, labels and captions• Record their finding using standard units• Put some information in a chart or table
Exceeding expectations			
<ul style="list-style-type: none">• Find out by watching, listening, tasting, smelling and touching• Give a simple reason for their answers	<ul style="list-style-type: none">• Talk about similarities and differences• Explain what they have found out using scientific vocabulary	<ul style="list-style-type: none">• Use ICT to show their working	<ul style="list-style-type: none">• Make accurate measurements



Life Processes and Living Things			
Animals, including humans		Plants	Variation and classification
<ul style="list-style-type: none"> Point out some of the differences between different animals Sort photographs of living things and non-living things Classify common animals (birds, fish, amphibians, reptiles, mammals, invertebrates) Describe how an animal is suited to its environment 	<ul style="list-style-type: none"> Name the parts of the human body that they can see Identify the main parts of the human body and link them to their senses Name the parts of an animal's body Name a range of domestic animals Classify animals by what they eat (carnivore, herbivore, omnivore) Compare the bodies of different animals 	<ul style="list-style-type: none"> Name the petals, stem, leaf and root of a plant Identify and name a range of common plants and trees Recognise deciduous and evergreen trees Describe the parts of a plant (roots, stem, leaves, flowers) 	<ul style="list-style-type: none"> Sort some plants by size Sort some animals by body covering, eg, scales, fur and skin
Exceeding expectations			
<ul style="list-style-type: none"> Begin to classify animals according to a number of given criteria Point out differences between living things and non-living things 	<ul style="list-style-type: none"> Name some parts of the human body that cannot be seen Say why certain animals have certain characteristics Name a range of wild animals 	<ul style="list-style-type: none"> Name the main parts of a flowering plant 	<ul style="list-style-type: none"> Sort some plants by those that can be eaten and those that cannot Sort some animals on a simple branching diagram with features such as meat eaters and non meat eaters; swim and cannot swim



Everyday Materials

Everyday materials (classifying and grouping)

- Describe materials using their senses
- Describe materials using their senses using specific scientific words
- Explain what material objects are made from
- Explain why a material might be useful for a specific job
- Name some different materials
- Sort materials into groups by a given criteria
- Explain how solid shapes can be changed by squashing, bending, twisting and stretching

Exceeding expectations

- Describe things that are similar and different between materials
- Explain what happens to certain materials when they are heated (e.g. bread, chocolate)
- Explain what happens to certain materials when they are cooled (e.g. jelly, heated chocolate)



Physical Processes			
Electricity (non Statutory)	Movement (non Statutory)	Light	The Earth and beyond (non Statutory)
<ul style="list-style-type: none">• Identify everyday appliances which use electricity• Recognise that electricity is an important source of light	<ul style="list-style-type: none">• Describe and show how to make something move, e.g. push and pull	<ul style="list-style-type: none">• Identify and name the sources of light• Identify and name sources of light that we can see• Explain what darkness is• Compare sources of light (brightest, duller, darker, lighter)• Observe and describe shadows during the day	<ul style="list-style-type: none">• Know that the sun lights up the Earth• Say safe when observing the Sun• Describe how the Sun moves across the sky
Exceeding expectations			
<ul style="list-style-type: none">• Explain how electricity helps us at home and at school	<ul style="list-style-type: none">• Describe and explain changes in movement as a result of an action	<ul style="list-style-type: none">• Describe changes in light that result from action/s• Describe how light and temperature are different during the night and day	<ul style="list-style-type: none">• Know that the sun moves across the sky during the day• Explain why they can't see stars in the day time



Design and Technology		
Design	Create	Evaluate
<ul style="list-style-type: none"> • Think of some ideas independently • Explain what they want to do • Use pictures and words to plan 	<ul style="list-style-type: none"> • Explain what they are making • Explain which tools they are using 	<ul style="list-style-type: none"> • Describe how something works • Talk about own work and things that others have done

Cooking and nutrition	Textiles	Mechanisms	Use of materials	Construction
<ul style="list-style-type: none"> • Safely cut food • Describe texture of foods • Wash hands and make sure surfaces are clean • Decorate food in interesting ways 	<ul style="list-style-type: none"> • Describe how different textiles feel • Make a product from textile by gluing 	<ul style="list-style-type: none"> • Make a product which moves • Cut materials using scissors • Describe materials using different words • Explain why they have chosen moving parts 	<ul style="list-style-type: none"> • Make a structure using different materials • Work tidily • Make a model stronger if necessary 	<ul style="list-style-type: none"> • Discuss how they want to construct their product • Select appropriate resources and tools for building project • Make simple plans before making objects



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Religious Education				
Practices and ways of life	Forms of Expressing Meaning	Identity, Diversity and Belonging	Meaning, Purpose and Truth	Values and Commitments
<ul style="list-style-type: none"> Use the right names for some things that are special to Christians, Jews and Muslims (e.g. church, mosque) 	<ul style="list-style-type: none"> Recognise religious art, symbols and words and talk about them 	<ul style="list-style-type: none"> Talk about things that happen to them (e.g. what happens at places where they belong) 	<ul style="list-style-type: none"> Talk about what they find interesting or puzzling 	<ul style="list-style-type: none"> Talk about what is important to them and to other people
Exceeding expectations				
<ul style="list-style-type: none"> Talk about some of the things that are the same for different religious people 	<ul style="list-style-type: none"> Explain what some Christian and Muslim symbols stand for and say what some of the art is about Say what some Christian and Jewish symbols and stories stand for and say what some of the art/stories are about 	<ul style="list-style-type: none"> Ask about what happens to others with respect to their feelings 	<ul style="list-style-type: none"> Talk about some things in stories that make people ask questions 	<ul style="list-style-type: none"> Talk about what is important to them and to others with respect for their feelings



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