

Year 1 Computing

E-safety	Programming	Handling Data
<ul style="list-style-type: none"> ▪ Understand what personal information is. ▪ Understand what a password is and what its purpose is. ▪ Think about the ways children can use the internet (e.g. YouTube, games, etc) ▪ To know who to speak to if something worrying is seen online. 	<ul style="list-style-type: none"> ▪ Give verbal instructions for a friend to follow to get from A to B ▪ Understand what a clear unambiguous instruction is ▪ Give precise and unambiguous instructions ▪ Press buttons in the correct order to make a bee-bot to complete a task. ▪ Describe what actions are needed to make something happen and begin to use the word algorithm. ▪ Identify problems. ▪ Predict what will happen when given a short sequence of instructions. 	<ul style="list-style-type: none"> ▪ Collect information and enter in on a graph. ▪ Create a pictogram. ▪ Talk about what a graph shows
Greater depth		
<ul style="list-style-type: none"> ▪ Think about what they can do personally to stay safe online. 	<ul style="list-style-type: none"> ▪ Create and debug simple programs 	<ul style="list-style-type: none"> ▪ Suggest how they could collect additional data

Multimedia	Technology in our lives	Computer skills
<ul style="list-style-type: none"> ▪ Use a paint package to create a picture ▪ Add text and label an image ▪ To combine text and images in a simple presentation 	<ul style="list-style-type: none"> ▪ Capture an image with a digital camera or iPad ▪ Print out the image (with support) and discuss the features of the image. ▪ Contribute to a class email ▪ Use an infant encyclopaedia to research information ▪ Think about jobs which use computing 	<ul style="list-style-type: none"> ▪ Switch on a computer ▪ Use the enter key to access a program. ▪ Switch off the computer ▪ Open a program by clicking on an icon on the desktop ▪ Use a spacebar ▪ Use the shift key for capital letters ▪ Log onto the network
Greater depth		
<ul style="list-style-type: none"> • Create and design using a combination of paint tools. 	<ul style="list-style-type: none"> To carry out own research and create a presentation using IT. 	<ul style="list-style-type: none"> ▪ Begin to touch type focussing on the homekeys

Year 1 Art

Generating Ideas	Making	Evaluation	Knowledge and Understanding
<ul style="list-style-type: none"> ▪ Work purposefully responding to colours, shapes, materials etc. ▪ Create simple representations of people and other things. ▪ Recognise that ideas can be expressed in artwork. ▪ Experiment with an open mind ▪ Develop ideas and solve problems in groups or pairs, to design and make things, listening to others ideas, deciding on best actions to take. 	<p>Drawing: Draw from the imagination and from observation. Explore the different qualities of line that can be made using different drawing materials, ie, charcoal vs pencil, oil pastel vs chalk pastel.</p> <p>Painting: Use poster paint and water colours. Understand that there are different kinds of paint. Apply paint in different ways. Mix primary colours.</p> <p>Print: Create a pattern through simple block printing using different shapes.</p> <p>Sculpture/3D: Explore different materials (cardboard/paper/fabric) and ways of joining them to create 3D artwork. Experiment with making marks in clay and manipulate to create shapes and forms.</p> <p>Textiles/Mixed Media: Use variety of materials to create a collage. Explore weaving.</p> <p>Digital/Photography: Take photographs to explore composition, context and meaning.</p>	<ul style="list-style-type: none"> ▪ Recognise and describe key features of own and others' work. ▪ Show interest in and describe what they think about the work of others. ▪ Identify and describe colours and colour choice in own work and the work of others. ▪ Identify and describe shape in own work and the work of others. 	<ul style="list-style-type: none"> ▪ Understand that art is made by artists. ▪ Understand that there are different types of art (e.g. paintings, sculpture, textiles etc). ▪ Students are able to explain what they are doing. ▪ Know how to recognise and describe some simple characteristics of different kinds of art, craft and design. ▪ Start to use the names of the tools and techniques that they use. ▪ Begin to identify and describe the formal elements of line, tone, pattern, shape, form, colour, texture and space in works of art and in own art.
Greater depth			
<ul style="list-style-type: none"> ▪ Try out different activities and make sensible and independent choices about what to do next ▪ Use drawing to record ideas and experiences 	<ul style="list-style-type: none"> ▪ Deliberately and independently choose to use particular techniques for a given purpose. ▪ Develop and exercise some care and control over the range of materials used (e.g. they do not accept the first mark but seek to refine and improve). 	<ul style="list-style-type: none"> ▪ When looking at creative work, express clear preferences and give some reasons for these 	<ul style="list-style-type: none"> ▪ Know that different forms of creative works are made by artists, from all cultures and times. ▪ Talk about the materials, techniques and processes used, using an appropriate vocabulary (e.g. they know the names of the tools and colours).

Year 1 RE

Why are some stories special?

Where do we belong?

How do we celebrate our journey through life?

Practices and ways of life	Forms of Expressing Meaning	Identity, Diversity and Belonging	Meaning, Purpose, 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)Recall some of the ways in which Christmas is celebrated in different ways by different Christians	<ul style="list-style-type: none">Listen attentively to religious stories	<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 puzzlingTalk about what is important to themTalk about what is important to other people
Greater depth			
<ul style="list-style-type: none">Talk about some of the things that are the same for different religious people, e.g., notice that Christians, Jews and Muslims respect their holy books.Consider how a religious story might affect someone's actionsUse religious language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups,	<ul style="list-style-type: none">Explain what some Christian, Jewish and Muslim symbols stand for and say what some of the art/stories are aboutTalk about and ask questions about characters in a story and other possible decisions they could have made and their outcome	<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 questionsExplain why they do certain things and why things/people are important to themRecognise that different people will value different things

Year 1 SMSC

Social	Spiritual	Moral Values and Rights
<ul style="list-style-type: none"> ▪ Explain what they would like to do/think/say ▪ Know what makes family members special ▪ Work with friends 	<ul style="list-style-type: none"> ▪ Can draw on personal experiences to express feelings/emotions relating to surprise and wonder 	<ul style="list-style-type: none"> ▪ Know school rules ▪ Understand why rules are important to the class/school/ self ▪ Listen to the views/rights of others ▪ Recognise what is fair and unfair/kind and unkind/right and right/wrong ▪ Can remember some school values

Greater depth

<ul style="list-style-type: none"> ▪ Listen to the things that others would like to do/think/say and accept their ideas/suggestions ▪ Recognise the importance of families and the different types of loving relationships 	<ul style="list-style-type: none"> ▪ Explain experiences/incidents that have created feelings of awe/wonder/ excitement ▪ Understand the excitement from experiencing/ learning something new or unusual 	<ul style="list-style-type: none"> ▪ Listen to and respect the ideas/views of others even when ones they disagrees with ▪ Understand why some things are unfair/kind and unkind/right and right/wrong ▪ Understand why values/principles are important
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Cultural Diversity	Health	Personal safety
<ul style="list-style-type: none"> ▪ Understand that people can have different cultural backgrounds and religions ▪ Know that there are different festivals, faiths and beliefs 	<ul style="list-style-type: none"> ▪ Understand that physical activity and eating a balanced diet is good ▪ Understand the reasons for washing hands ▪ Can name the main parts of the body 	<ul style="list-style-type: none"> ▪ Know that the internet can be unsafe if e-safety rules are not followed ▪ Know e-safety rules ▪ Be aware that there are rules for crossing the road ▪ Recognise teasing/bullying ▪ Can identify people who help people in the wider community(police/fire/ambulance)

Greater depth

<ul style="list-style-type: none"> ▪ Respect other people's feelings, beliefs, religions, ideas and backgrounds ▪ Listen respectfully to the ideas and views of others 	<ul style="list-style-type: none"> ▪ Understand the importance of personal hygiene for stopping the spreading of bad bacteria 	<ul style="list-style-type: none"> ▪ Knows the rules for crossing the road with an adult ▪ Recognises the different types of bullying and who to go to, to get help. ▪ Explain why it is important for people in the wider community to help others (police/fire/ambulance)
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Year 1 DT

Design	Make	Evaluate	Technical knowledge
<ul style="list-style-type: none">▪ Think of some ideas independently▪ Explain function and purpose of product▪ Plan using pictures and words▪ Plan to make something for both themselves and a 'user'.	<ul style="list-style-type: none">▪ Use different materials and components▪ Use a range of different tools and equipment▪ Use tools and equipment safely and appropriately	<ul style="list-style-type: none">▪ Explore a range of existing products▪ Evaluate whether product is suitable for user▪ Consider whether product fulfils function	<ul style="list-style-type: none">▪ Explore how structures can be made stronger, stiffer and more stable▪ Explore how to build structures of different sizes and shapes▪ Understand basic food hygiene (e.g. washing hands)▪ Describe textures of foods▪ Use a range of words to describe different textiles▪ Understand where food comes from
Greater depth			
<ul style="list-style-type: none">▪ Justify design choices made.	<ul style="list-style-type: none">▪ Work in a systematic way	<ul style="list-style-type: none">▪ Evaluate different products according to different characteristics (e.g. which is strongest? Which is most attractive?)	<ul style="list-style-type: none">▪ Start to use basic technical terms (e.g. 'base' of structure etc)

Year 1 Geography

Geographical enquiry and fieldwork	Human and physical geography	Place knowledge	Locational knowledge
<ul style="list-style-type: none"> ▪ Ask and answer simple geographical questions e.g. What are the main features/ landmarks (church, shop, school, library) of this locality? ▪ Make simple observations of weather patterns in their locality. ▪ Use and follow directional language (left, right, forwards, backwards) ▪ Recognise that maps use symbols 	<ul style="list-style-type: none"> ▪ Explain how weather changes with each season ▪ Explain why they would wear different clothes at different times of the year ▪ Explain the main features of a hot and cold place (climate) ▪ Describe some places and features using basic geographical vocabulary (e.g. forest, hill, mountain, sea, city, town, river, house, shop, weather, seasons) ▪ Compare and contrast 2 different environments 	<ul style="list-style-type: none"> ▪ Describe their locality using words and pictures ▪ Say what they like and don't like about their locality ▪ Identify and compare similarities and differences of their locality with a non-European destination (e.g. weather, seasons) 	<ul style="list-style-type: none"> ▪ Identify the equator, North and South poles on a globe and/ or world map ▪ Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map ▪ Identify the UK using world maps, atlases and globes ▪ Name and identify the four countries making up the United Kingdom ▪ Name the four capital cities of the UK
Greater depth			
<ul style="list-style-type: none"> ▪ Use directional language to describe everyday journeys (e.g. home to school) 	<ul style="list-style-type: none"> ▪ Explain why different parts of the world are more suited to certain jobs/industries ▪ Explore and describe how to group, sort or classify locations in relation to their climate. 	<ul style="list-style-type: none"> ▪ Suggests the jobs people might do in their locality. 	<ul style="list-style-type: none"> ▪ Identify the characteristics of the four countries that make up the United Kingdom, and their capital cities ▪ Explain purpose of a capital city. ▪ Start to use terms North, East, South, West

Year 1 History

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> ▪ Put up to three objects from recent history in chronological order. ▪ Use historical language like: old, new, a long time ago, very old, when mummy and daddy were little ▪ Use the words before and after correctly. ▪ 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. ▪ Explain why certain objects were different in the past, e.g., iron, music systems, televisions. ▪ Retell an important historical event that happened in the past. 	<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 an artefact/photograph provided. ▪ Give a plausible explanation about what an object was used for in the past.
Greater depth		
<ul style="list-style-type: none"> ▪ Put up to five objects/events in chronological order (recent history) and explain the reasons for their order. ▪ Give reasons for why they think a story was set in the past. 	<ul style="list-style-type: none"> ▪ 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 different artefacts/photographs provided.

Year 1 Music

Performing	Composing/Notation	Appraising
<ul style="list-style-type: none">▪ Use voice to speak/sing/chant▪ Join in with singing▪ Use instruments to perform▪ Look at audience performing▪ Clap short rhythmic patterns▪ Copy sounds	<ul style="list-style-type: none">▪ 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	<ul style="list-style-type: none">▪ 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 repeating patterns▪ Follow instructions about when to play or sing
Greater depth		
<ul style="list-style-type: none">▪ Make loud and quiet sounds▪ Know that the chorus keeps being repeated	<ul style="list-style-type: none">▪ Tell the difference between long and short sounds▪ Tell the difference between high and low sounds▪ Give a reason for choosing an instrument	<ul style="list-style-type: none">▪ 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▪ Compare and contrast two pieces of music

Year 1 PE

Athletics

- Run at speed.
- Take part in a relay activity with a lot of guidance
- Jump into and out of areas from a standing position
- Throw a variety of objects
- Make up a short sequence of jumps with support.
- Describe how their bodies feel when still and when exercising.

Greater depth

- Run at different speeds
- Throw a variety of objects, using a range of techniques
- Make up a short sequence of jumps
- Describe their breathing and temperature when they are active

Year 1 PE

Dance

- 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 (Christmas production)
- Move with control
- Vary the way they use space
- Perform a sequence with clear beginning, middle and end; individually and with a partner
- Choose appropriate movements for different dance ideas
- Remember and repeat short dance phrases and simple dances(Christmas production)
- Describe basic body actions and simple expressive and dynamic qualities of movement
- Work well with a partner
- Describe how their lungs and heart work when dancing (Science)
- Demonstrate the difference between squeezing and relaxing actions they choose themselves.
- Say why their heart beats faster and their temperature rises when dancing (Science)

Greater depth

- Perform more complicated combinations of movement fluently, expressively and with control
- Choose movements that show a clear understanding of the dance idea
- Talk about dance using a range of descriptive and technical language that shows awareness of phrasing and music
- Perform squeezing actions of muscles with effective technique (ie breathing normally and with appropriate tension, not straining).

Year 1 PE

Games

- Use basic underarm, rolling and hitting skills and sometimes use overarm skills
- Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency
- Sometimes catch a beanbag and a medium-sized ball
- Choose different ways of hitting, throwing, striking or kicking the ball
- Throw, hit and kick a ball in a variety of ways, depending on the needs of the game
- Decide where to stand to make it difficult for their opponent
- Describe what they and others are doing
- Describe simple tactics and skills they can use in games
- Describe how their body feels during games
- Explain why being active is good for their heart
- Show an understanding of why physical activity is fun and makes them feel good
- Suggest ways in which they can make their day more active and sit still less

Greater depth

- Track, intercept, stop and catch balls and beanbags consistently
- Choose a range of skills that suit the needs of the game and outwit their opponents
- Make early decisions in games and in partner work
- Show good awareness of space and the movements and actions taking place around them

Year 1 PE

Gymnastics

- Perform basic gymnastic actions like travelling, rolling and jumping
- Manage space safely, showing good awareness of others, mats and apparatus
- Link simple actions and skills.
- Make up simple movement phrases in response to simple tasks.
- Repeat accurately sequences of gymnastic
- Link and repeat basic gymnastic actions.
- Vary skills, actions and ideas.
- Perform movement phrases with control and accuracy.

Greater depth

- Perform a variety of actions with increasing control
- Move smoothly from a position of stillness to a travelling movement
- Move smoothly and in a controlled way from one position of stillness to another.
- Choose, use and vary simple compositional ideas to create and perform a sequence
- Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end.
- Use different combinations of floor, mats and apparatus showing control, accuracy and fluency.