WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE YEAR 1

HISTORY

- Know where the people and events they study fit within a chronological framework.
- Identify similarities and differences between ways of life in different periods.
- Know about changes within living memory and events beyond living memory that are significant nationally or globally.
- Know about the lives of significant individuals in the past who have contributed to national and international achievements, comparing aspects of life in different periods.
- Know about significant historical events, people and places in their own locality.

GEOGRAPHY

- Name and locate the world's seven continents.
- Name, locate and identify characteristics of the four countries and capital cities of the UK.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.
- Identify seasonal and daily weather patterns in the UK.

ART & DESIGN

- Use a pencil to create different lines and shapes in artwork.
- Use the correct paint brush to complete a painting to a high quality.
- Know names of all the colours – introduce mixing of colours to make new colours.
- Create and repeat patterns in print.
- Extend the variety of drawing tools to include charcoal and felt tips.
- Give an opinion about a piece of art.
- Use IT to create a picture.
- Create a 3D sculpture through recycling.
- To create a collage through different media.

D AND T

- Understand the process of designing, making and evaluating.
- Measure, mark, cut and shape a range of materials with support.
- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Use the basic principles of a healthy and varied diet to prepare dishes.
- Understand importance of a hygienic work space when cooking.
- Understand where food comes from.
- Begin to use technical vocabulary.
- Develop basic textiles skills e.g. thread a needle.

KEY VOCABULARY

HISTORY

'past', 'present', 'older', 'newer', 'then', 'now'.

Words/phrases which describe the passing of time e.g. a long time ago, recently, when my parents were children.

Use days, weeks and months to describe when events happened.

Context specific vocabulary.

GEOGRPAHY

'beach', 'forest', 'hill', 'mountain', 'ocean', 'river', 'season', 'weather', 'city', 'town', 'village', 'shop'.

Equator, North & South Poles

Continents – Asia, Africa, North America, South America, Antarctica, Europe, Australia (Oceania)

England, Scotland, Wales, Northern Ireland

CORE SKILLS

Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.

READING

- Secure with year group phonic expectations.
- Identify which words appear again and again.
- Recognise & join in with predicable phrases.
- Relate reading to own experiences.
- Re-read if reading does not make sense.
- Re-tell with considerable accuracy.
- Discuss significance of title, events and make predictions on what has been read.
- Read aloud with pace and expression, e.g. pause at full stop; raise voice for question.
- Recognise – capital letters, full stops, question marks, exclamation marks.
- Know the difference between fiction and non-fiction texts.

WRITING

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Write clearly demarcated sentences.
- Use 'and' and join ideas.
- Use conjunctions to join sentences.
- Use standard forms of verbs, e.g. go/went
- Introduce use of – capital letters, full stops, question marks, exclamation marks.
- Use capital letters for names and personal pronoun 'I'.
- Write a sequence of sentences to form a short narrative as introduction to paragraph.
- Use correct formation of lower-case letters – finishing in the right place.
- Correct formation of capital letters & digits.

MATHS

- Count in multiples of 2, 5 and 10.
- Count, read write numbers to 100.
- Say what is one more or one less than any number.
- Read and write numbers from 1 to 20 in numerals and words.
- Recognise all coins.
- Recognise and can name the 2D shapes: circle, triangle, square and rectangle.
- Recognise and can name the 3D shapes: cuboid, pyramid, sphere.
- Name the days of the week, months of year.
- Tell time to o'clock and half past the hour
- Recognise, find, and name a half and quarter of an object, shape or quantity.

HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 1

LONDON'S BURNING

- To develop an awareness about the UK.
- To know about a key historical event.
- To make comparisons within & across the UK.

SUPERHEROES

- To recognise 'heroes' in society and what they have contributed to the world – past and present.
- To research different continents.

TOYS

- To develop an awareness about China and its influence on the wider world.
- To recognise how toys have changed over time.

SCHOOL DAYS

- To know the features of a school and how this has changed over time.
- To recognise physical and human features of my local area.
- To compare my school life to a school in Africa.

DOWN ON THE FARM

- To recognise jobs on a farm and different types of farming.
- To develop an awareness of 4 seasons and how they impact farming.
- To identify compass points.
- Importance of farming historically.

(WHOLE SCHOOL THEME)

- Whole school theme, changed annually related to a topic of relevance for the given year.
- 2023- Travel & Tourism
- 2022- Care for Creation
- 2020 –Tokyo Olympics
- 2019 – WWII -75 Years – D Day
- 2018- WWI – 100 years
- 2017 – Roald Dahl

SUBSTANTIATING THE WIDER CURRICULUM YEAR 1

EXPRESSION

MUSIC

- Use my voice to speak, sing and chant.
- Use instruments to perform.
- Clap short rhythmic patterns.
- Make different sounds with my voice and with instruments.
- Repeat short rhythmic and melodic patterns.
- Make a sequence of sounds.
- Respond to different moods in music.
- Say whether I like or dislike a piece of music.
- Choose sounds to represent different things.
- Know vocabulary inc- rhythm, tempo, dynamics.
- Develop an awareness of Hip Hop as a genre.

PHYSICAL EDUCATION

GAMES

- Know the effect exercise has on the body.
- Know to attack and defend.
- Can throw underarm.
- Can throw and catch with both hands.
- Can throw and kick in different ways.

GYMNASTICS

- Copy and explore movements with control and coordination.
- Perform and link different body shapes.
- Perform at different levels.
- Use equipment safely.
- Balance with some control.
- Perform 2-footed jump.

SCIENCE (Teach discretely but link where relevant)

Animals Including Humans

- Name the basic parts of the body as well as the 5 senses and make associations with both.
- Identify and name common animals and make comparisons with humans.
- Understand differences in diets and what keeps us healthy.

Seasonal Changes

- Observe changes across the four seasons.
- Weather and day length varying with seasons.

Everyday Materials

- Distinguish between object and material made from wood, metal, plastic, glass and rock.

Plants

- Name a variety of common wild and garden plants inc. deciduous and evergreen trees.
- Identify and describe basic plant structures inc. trees – root, branch, trunk, leaf, petal, stem.

Scientists and Inventors

- Develop an awareness of famous scientists and inventors linked to prior learning in the subject.

DANCE AND DRAMA

DANCE

- Link movements to sound.
- Copy dance moves and body patterns.
- Remember simple dance steps.
- Respond to a range of stimuli.
- Move safely in a space.

DRAMA

- Dress as characters from a story or event
- Improvise a scene from an event.
- Hot seat –questioning character from event
- Interview each other in character

COMPUTING

- Develop programming language and understand what an algorithm is.
- Create and debug simple programs.
- Recognise common uses of ICT beyond school.
- Develop an understanding of safety and privacy online.
- Know where to go for help and support if they have concerns regarding e-safety.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

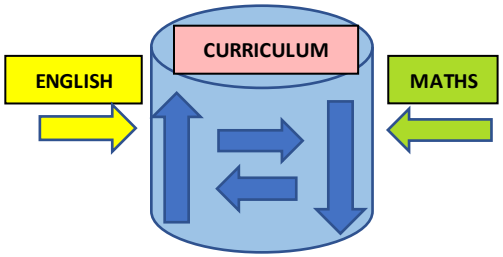
CULTURAL CAPITAL

Ensuring that every child is equipped with the essential key skills and knowledge they need to be independent and make an effective contribution to society in their future lives through their:-

Core skills in English and Maths
Creativity – Art & Design, DT, Expressive Arts
History and Heritage – History, Cultural heritage
Understanding the World – Geog., Current Affairs
Discovery – Science, Technology/Computing
Values and Personal Skills – inc. British Values.

CURRICULUM SCHEMA

- Link learning through topics and subjects.
- Ensure progression of skills and knowledge.
- Consolidate & revise skills and knowledge.
- Reinforce Key specific vocabulary.



Health & Well-being

- **Physical:** Keeping myself safe and healthy.
- **Sex and Relationships**: Growing and Caring for Ourselves.

Relationships:

- **Social:** Beginning to understand myself and others – diversity and what makes people 'special'.
- **Emotional**: Knowing what to do – choices

Living in the Wider World:

- **Communities we live in:** Belonging to various communities such as, home, school, and parish.
- **Being a Responsible Citizen**: Taking part, belonging, having a duty of care.

SMSC & Courageous Advocacy

- Fire safety, values and personal opinions.
- How actions affect others.
- Social movements e.g. Women's Rights Loving their neighbour and showing kindness.
- Cultural diversity.
- Caring for the world around us.
- Recognising talents personally and of others.