|  |  |
| --- | --- |
|  | **Year 1** |
|  | **Autumn** | **Spring** | **Summer** |
| **Science** | **Animals including Humans***National curriculum objectives**identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.** *Know and name the parts of the human body that can be seen*

**Seasons***National curriculum objectives**observe changes across the four seasons* *observe and describe weather associated with the seasons and how day length varies.** Know the name of the season and the type of weather in that season
 | **Animals including Humans***National curriculum objectives**describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)**identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals* *identify and name a variety of common animals that are carnivores, herbivores and omnivores** *Classify a range of animals by the above groups.*
* *Classify animals by what they eat as above*
* *Sort living and non living things*

**Materials***National curriculum objectives**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.** *Know the name of the materials an object is made from*
* *Know about the properties of everyday materials*

***Working scientifically******asking simple questions and recognising that they can be answered in different ways*** ***observing closely, using simple equipment*** ***performing simple tests******identifying and classifying*** ***using their observations and ideas to suggest answers to questions*** ***gathering and recording data to help in answering questions***. | **Plants***National curriculum objectives**identify and name a variety of common wild and garden plants, including deciduous and evergreen trees* *identify and describe the basic structure of a variety of common flowering plants, including trees.** *Know and name wild and garden plants*
* *Know and name the petals, leaves, stem and roots of a plant*
* *Know and name roots, trunk and branches of a tree*

***Working scientifically******asking simple questions and recognising that they can be answered in different ways*** ***observing closely, using simple equipment*** ***performing simple tests******identifying and classifying*** ***using their observations and ideas to suggest answers to questions*** ***gathering and recording data to help in answering questions**** ***Ask why questions***
* ***Set up a test and explain what they know now.***

**Seasons***National curriculum objectives**observe changes across the four seasons* *observe and describe weather associated with the seasons and how day length varies.** Know the name of the season and the type of weather in that season
 |
| **Computing** | *National curriculum objectives*understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions* Create a series of instructions and plan a journey for a programmable toy.
 | *National curriculum objectives*create and debug simple programs* Create store and retrieve digital content.
 | *National curriculum objectives*use logical reasoning to predict the behaviour of simple programs* Having created a series of instructions for a programmable toy predict where it might go.
 |
| **Geog** | *National curriculum objectives**identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles** Know which is the hottest and coldest season in the UK
* Know and recognise main weather symbols
 | *National curriculum objectives**name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas**use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage** *Know the names of the 4 countries that make up the UK*
* *Know the three main seas that surround the UK*

*National curriculum objectives**use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage**use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.**use basic geographical vocabulary to refer to:* *key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather**key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop** *Know where the equator, north and south pole is*
* *Know the points of a compass*
* *Know their address including their postcode*
* *Know the main difference between a city, town and village*
 | *National curriculum objectives**understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country**name and locate the world’s 7 continents and 5 oceans**use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage** Know features of hot and cold places in the world
* Have an awareness of the 7 continents and 5 oceans of the world.
 |
| **Hist** | **Toys of the past.** *National curriculum objectives**changes within living memory – where appropriate, these should be used to reveal aspects of change in national life**events beyond living memory that are significant nationally or globally** Know the toys their grandparents played with were different to their own.
* Organise a number of artefacts by age
* Know what a number of older objects were used for.
* Know the main differences between their school days and their grandparents
* Be able to talk about Bonfire night/poppy day
 | **Significant people in our area – Lowry***National curriculum objectives**significant historical events, people and places in their own locality** *Know the name of a famous person or place close to where they live*
 | **Significant people (Mary Seacole and Florence Nightingale)***National curriculum objectives**the lives of significant individuals in the past who have contributed to national and international achievements** *Know the name of a famous person*
 |
| **D.T** | *National curriculum objectives****Design****design purposeful, functional, appealing products for themselves and other users based on design criteria**generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology* ***Make****select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics****Evaluate****explore and evaluate a range of existing products**evaluate their ideas and products against design criteria Technical knowledge**build structures, exploring how they can be made stronger, stiffer and more stable* *explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products** Use own ideas to design something
* Describe how their own idea works
* Design and make a product which moves
* Explain to someone else how they want to make their product
* Draw their ideas as a plan
* Choose appropriate resources and tools
* Explain what works well and not so well
* Make their model stronger
 | *National curriculum objectives****Design****design purposeful, functional, appealing products for themselves and other users based on design criteria**generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology* ***Make****select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics****Evaluate****explore and evaluate a range of existing products**evaluate their ideas and products against design criteria Technical knowledge**build structures, exploring how they can be made stronger, stiffer and more stable* *explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products** Use own ideas to design something
* Describe how their own idea works
* Design and make a product which moves
* Explain to someone else how they want to make their product
* Draw their ideas as a plan
* Choose appropriate resources and tools
* Explain what works well and not so well
* Make their model stronger
 | *National curriculum objectives*use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.**Food technology*** Cut food safely
* Know how to find out where food is from
 |
| **Art** | *National curriculum objectives**to use a range of materials creatively to design and make products* *to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination* *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space* *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space* *about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.****Drawing**** *Know how to show how people feel in paintings and drawings*
* *Know how to use pencils to create lines of different thickness in drawings*
 | **Weaving, Arcimboldo (fruit), clay fruit, Lowry***National curriculum objectives**to use a range of materials creatively to design and make products* *to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination* *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space* *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space* *about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.****Materials**** Know how to cut, roll and coil materials
* Know how to use IT to create a picture

**Range of artists*** Describe what can be seen and give an opinion of the work of an artist
* Ask questions about a piece of art

***Drawing**** *Know how to show how people feel in paintings and drawings*
* *Know how to create moods in art work*
 | *National curriculum objectives**to use a range of materials creatively to design and make products* *to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination* *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space* *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space* *about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.****use colour, pattern, texture, line, shape, form and space**** *Know how to create moods in art work*
* *Know the names of primary and secondary*
* *Know how to create a repeating pattern in print*
 |
| **P.E** | *National curriculum objectives*master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns* Make body curled, tensed, stretched and relaxed
* Control body when travelling and balancing
* Copy sequences and repeat them
* Roll, curl, travel and balance in different ways
 | *National curriculum objectives*master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns* Throw underarm
* Throw and kick in different ways
 | *National curriculum objectives*master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns* Perform own dance moves
* Copy or make up a short dance
* Move safely in a space
 |

|  |  |  |  |
| --- | --- | --- | --- |
| **R.E** | **Who is a Christian and what do they believe?***Agreed Syllabus**Talk about some simple ideas about Christian beliefs about God and Jesus (A1).* *• Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).* *• Talk about issues of good and bad, right and wrong arising from the stories (C3).* *• Ask some questions about believing in God and offer some ideas of their own (C1)* | **What makes some places sacred?***Agreed Syllabus**Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).* *• Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).* *• Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).* | **Who is Jewish and what do they believe?***Agreed Syllabus**Talk about how the mezuzah in the home reminds Jewish people about God (A3).* *• Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).* *• Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2).***What does it mean to belong to a faith community?***Agreed Syllabus**Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).* *Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).* *Identify two ways people show they belong to each other when they get married (A1). Respond to examples of co-operation between different people (C2)* |
| **Music** | *National curriculum objectives*use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music* Make different sounds with voices and with instruments
* Follow instructions about when to play and sing
* Use instruments to perform and choose sounds to represent different things
* Say whether they like or dislike a piece of music
* Clap and repeat short melodic, rhythmic patterns
* Make a sequence of sounds and respond to different moods in music
 |

* **Focus education Year by year breakdown of skills**