

Year 1 Curriculum

2019 – 2020

be the best you can be

The Discovery School



Year 1 Yearly Skills Overview (taught throughout the year)

	Autumn 1 (1)	Autumn 2 (2)	Spring 1 (3)	Spring 2 (4)	Summer 1 (5)	Summer 2 (6)
TOPIC	Digging for Dinosaurs	Amazing Africa	Animation Station		Memory Box (Then and Now)	The skys the limit!
English	See English objective overviews for Year 1					
Maths	See Maths objectives and learning cycle for Year 1					
Science	<u>Working scientifically</u>	<u>Plants</u>	<u>Animals, including Humans</u>	<u>Everyday Materials</u>	<u>Seasonal Changes</u>	
	<p>WS1 asking simple questions and recognising that they can be answered in different ways</p> <p>WS2 observing closely, using simple equipment and measurement</p> <p>WS3 performing simple tests</p> <p>WS4 identifying and classifying</p> <p>WS5 using their observations and ideas to suggest answers to questions</p> <p>WS6 gathering, recording and communicating data and findings to help in answering questions.</p> <p>WS7 use scientific language and read and spell age-appropriate scientific vocabulary</p> <p>WS8 begin to notice patterns and relationships.</p>	<p>P1 identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>P2 identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>AH1 identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>AH2 identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>AH3 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>AH4 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>EM1 distinguish between an object and the material from which it is made</p> <p>EM2 identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>EM3 describe the simple physical properties of a variety of everyday materials</p> <p>EM4 compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>SC1 observe changes across the four seasons</p> <p>SC2 observe and describe weather associated with the seasons and how day length varies.</p>	

<p style="text-align: center;">Art and Design</p>	<p>Drawing</p> <ul style="list-style-type: none"> -extend variety of drawing tools - observe and draw patterns - investigate tone by drawing light/dark lines and patterns - further explore different textures using rubbing - observe and draw a variety of shapes 	<p>Colour</p> <ul style="list-style-type: none"> - experiment with, name and use all colours - mix primary colours to make secondary colours - control the types of marks made with a range of media - apply colour with a range of tools 	<p>Texture</p> <ul style="list-style-type: none"> - sort different materials according to specific qualities - identify how textiles create things - arrange and glue different materials that have been folded, crumpled, torn and overlapped - match and sort fabrics/threads for colour, texture, length, size and shape - create fabrics by weaving materials (e.g. grass through twigs/carrier bags on a bike wheel) 	<p>Form</p> <ul style="list-style-type: none"> - experiment with tools and techniques (e.g. layering, mixing media, scrapping through) - construct whilst understanding the safety and basic care of materials and tools - print with repeating patterns and recognise patterns in the environment - manipulate malleable materials in a variety of ways, including rolling, carving and kneading - use materials to make known objects for a purpose 	<p>Printing</p> <ul style="list-style-type: none"> - create patterns that repeat - develop impressed images - relief printing using simple printing blocks 	<p>Pattern</p> <ul style="list-style-type: none"> - repeat patterns - have awareness and discussion around patterns - develop and understanding of symmetry 	<p>Exploring and Developing Ideas/Evaluating and Developing Work</p> <ul style="list-style-type: none"> - say what they and others have done and the feelings it brings - identify what they might change in their current work - use a sketchbook to collect and develop ideas - ask and answer questions about starting points - explore the work of artists, craftspeople and designers from different times and cultures (ARTIST STUDY) 	
<p style="text-align: center;">Computing</p>	<p>Using technology</p> <p>To be able to use different tools to control technology.</p> <p>To be able to understand the purpose of, and begin to use, a range of different</p>	<p>Using the Internet and e-safety</p> <p>To understand that information comes from different sources e.g. books, web sites, TV etc</p> <p>To understand that computing</p>	<p>Communicating and collaborating online</p> <p>To understand that messages can be sent electronically.</p>	<p>Creating and publishing</p> <p>To use technology to combine text with photographs, graphics and drawings.</p> <p>To create text based digital content.</p>	<p>Digital media</p> <p>To be able to explore sound and music using technology.</p> <p>To be able to create sound using computer programs.</p> <p>To be able to record</p>	<p>Storing, retrieving and using data</p> <p>To use ICT to begin to organise items.</p> <p>To begin to use technology to create graphs and pictograms, recognising there is</p>	<p>Programming and control</p> <p>To be able to identify how control technology impacts children's everyday lives.</p> <p>To recognise common uses of</p>	<p>Modelling and simulations</p> <p>To understand computers can represent real or fantasy situations</p> <p>To understand computer representations</p>

<p>technology.</p> <p>To begin to develop typing speed and accuracy to enable independent access to a computer.</p>	<p>technology can give access quickly to a wide variety of resources.</p> <p>To talk about their use of computing technology and the Internet and other methods to find information.</p> <p>To be able to explore a variety of electronic information.</p> <p>To know buttons/icons can represent different functions e.g. record, pause, play.</p> <p>To be able to use technology safely and respectfully.</p> <p>To be able to identify where to go for help and support when you have concerns about content or contact on the internet or other online technologies.</p>	<p>To be able to basic effects to sections of text.</p>	<p>sound using computers.</p> <p>To be able to take photographs for a range of different purposes.</p> <p>To understand that video can be recorded using technology.</p> <p>To be able to retrieve a stored video file.</p> <p>To understand that a range of different technology can be used to record sounds.</p>	<p>a link between data collected and the information presented on screen.</p>	<p>information technology beyond school.</p> <p>To understand that devices and programs run based on algorithms or commands.</p> <p>To begin to understand how a computer processes instructions and commands (computational thinking).</p> <p>To understand that people can program technology to respond to their needs.</p> <p>To create, edit and refine sequences of instructions for a variety of programmable devices.</p>	<p>allows the user to make choices and that different decisions produce different outcomes</p>
---	---	---	---	---	---	--

	<u>Design</u>		<u>Make</u>		<u>Evaluate</u>		<u>Technical Knowledge</u>	<u>Cooking and Nutrition</u>	
Design and Technology	Generating, developing, modelling and communicating	Understanding contexts, users and purpose	Practical skills and techniques	Planning	Existing products	Own products and ideas	Making products work	Food preparation, cooking and nutrition	Where food comes from
Coverage: Sliders Snail appearing from behind a stone Wheels and Axels Vehicle for a story character Cooking	Generate ideas by drawing on their own experiences Use knowledge of existing products to generate ideas Develop and communicate through talking and drawing Use ICT to develop and communicate ideas Model ideas by exploring materials, components and construction kits	State what they are designing and making Say if their product is for themselves or others Say what their product is for Say how their product will work Use simple design criteria Say how their product is suitable for the user Work confidently within a range of contexts imaginary and story-based.	Follow procedures for safety and hygiene Use a range of materials and components including construction materials and kits and food ingredients Measure, mark out, cut and shape materials and components. Assemble, join and combine materials and components Use finishing techniques	Suggest what to do next Select from a range of tools and equipment Select from a range of materials and components according to their characteristics	Throughout KS1 pupils should explore: Who products are for What products are for How products work How products are used What materials products are made from What they like and dislike about products	Talk about their design ideas and what they are making Make simple judgements about their products and ideas against design criteria Suggest how their products could be improved	The simple working characteristics of materials and components The movement of simple mechanisms sliders and wheels and axels How free standing structures can be made stronger and stiffer	How to name and sort food into the five groups on the eat well plate That everyone should eat five portions of fruit and veg a day How to prepare food safely and hygienically How to use the technique cutting	That all food comes from plants or animals
Geography	<u>Location Knowledge</u> *Name, locate and identify characteristics of the four countries of the United Kingdom and the capital city of London. *Name and locate local town.		<u>Place Knowledge</u> *Observe and describe the human and physical geography of a small area of the United Kingdom.		<u>Human and Physical Geography</u> *Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. *Use basic Geographical vocabulary to refer to physical features of their school		<u>Geographical Skills and Fieldwork</u> *Use locational and directional language (e.g. near and far, left and right), Describe the location of features and routes on maps. *Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.		

				and its grounds and of the surrounding environment.		*Use simple fieldwork and observational skills to study the geography of their school and its grounds.		
History	Chronological understanding- - Sequence some events in order - Uses words and phrases: old, new, young, days, the months. - Remembers parts of stories and memories about the past E.g. The gunpowder plot	Knowledge and Understanding -Tell the difference between past and present in their own life time. -Explore differences between past and present in either British or global history e.g. the first aeroplane flight		Interpretation -Begins to identify and recount some details from the past from sources (e.g. pictures, stories). -Compare key historical figures from different periods e.g. Queen Elizabeth I and Queen Victoria.		Enquiry -Finds answers to simple questions about the past from sources of information (e.g. pictures, stories). -Investigate a significant local		
History Coverage	Identify the difference between past and present in their own life times. Explore differences between past and present in either British or global history E.g. The first aeroplane flight. Remember parts of stories and memories from the past. E.g. Guy Fawkes, Bonfire Night. Compare key historical figures from different periods E.g. Queen Elizabeth I and Queen Victoria. Investigate a significant local place.							
Music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes I can sing with a sense of the shape of the melody. I can start and finish performing together realizing the need for silence before and afterwards. I can perform with awareness of others and realizing that some songs need to be sung softly and others loudly.	Play tuned and untuned instruments musically I can respond to given starting points such as an animal or character. I am able to compose simple musical patterns, copy rhythms, and work cooperatively as part of a group. I can experiment with a range of ways to create sounds using the same instrument (scraping, tapping, shaking etc.)		Listen with concentration and understanding to a range of high-quality live and recorded music I can listen to a range of stimuli, expressing opinion and noting mood and simple musical elements such as loud and soft or fast and slow. I can listening to certain pieces of music and describe some of the pictures and images this creates in my imagination. I can name some of the instruments that I can hear.		Experiment with, create, select and combine sounds using the inter-related dimensions of music. I can imitate some elements of a particular style or take influence from pieces of music that I have listened to. I can combine simple musical elements to create a piece of music based around a simple theme and to a simple criteria (e.g. A storm) I can analyse my performance, discussing what I liked about it and what I feel I could improve. I can go back and improve my own work.		
Physical Education	Games: Can be taught through: Hockey, Tag Rugby, Tri-Golf, Tennis, Football,	Tactics: Can be taught within games lessons. Describe simple	Gymnastics Use basic actions using changes in speed and	Athletics: Can also be taught during multi-skills lessons Improve their	Dance Use basic actions using changes in speed and	Feedback: Can be taught within games, athletics, dance and	Outdoor and adventurous activities N/A	Swimming N/A

	<p>Handball, Kwik Cricket, Rounders.</p> <p>Use basic underarm and rolling skills.</p> <p>Hit and kick a ball in a variety of ways</p> <p>Intercept, stop and catch balls, as well as small equipment consistently.</p>	<p>tactics.</p> <p>Show awareness of space and actions of others.</p>	<p>directions, including travelling, rolling, jumping and climbing.</p> <p>Show good awareness of space, apparatus and the actions of others.</p> <p>Link and repeat basic actions to copy or create and perform a movement phrases with a beginning, middle and end.</p> <p>Know the difference between tension and relaxation</p>	<p>running technique and run for long distances</p> <p>Complete a run and jump sequence</p> <p>Develop an under arm and over arm throwing action.</p> <p>Take part in a variety of team races using a variety of equipment.</p>	<p>directions, including travelling, rolling, jumping and climbing.</p> <p>Show good awareness of space and the actions of others.</p> <p>Link and repeat basic actions with a beginning, middle and end.</p>	<p>gymnastic lessons.</p> <p>Watch, describe and comment on what they have seen.</p> <p>Know participating in different sports is good for them and describe what it feels like.</p>		
<p>Religious Education</p>	<p>Recall features of religious, spiritual and moral stories and other forms of religious expression; identify what they find interesting and puzzling in life recognise symbols and other forms of religious expression; recognise features of religious life and practice recognise and name features of religions and beliefs; recount outlines of some religious stories; identify aspects of own experience and feelings; in religious material studied, recognise some religious symbols and words; identify things they find interesting or puzzling;, in religious materials studied, identify what is of value and concern to themselves.</p>							
<p>PHSE</p>	<p>See PSHE objective overviews for year 1</p>							