

History

- I can put up to three objects in chronological order (recent history).
- I know that some objects belonged to the past.
- I can appreciate that some famous people have helped our lives to be better today.
- I can discuss the life of figure from the past from my locality.
- I can recognise that we celebrate certain events because of what happened many years ago
- I can answer questions using an artefact or photograph that has been provided.
- I can recognise similarities and differences between the past and the present.
- I can give examples of things that are different in my life to that of my grandparents when they were young.

Geography

- I can explain how the weather changes with each season
- I can name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house', 'factory', 'detached house', 'semi-detached house', 'terrace house'

Computing

- I can use technology safely.
- I keep personal information private.
- I can navigate a website
- how and why people use the internet
- the benefits of using the internet and digital devices
- I can create a series of instructions.
- I can input instructions to give a specific output
- I can create digital content.
- I can save digital content.
- I can retrieve digital content.
- I can begin to type using a keyboard

RE

- I can find out about ceremonies in which special moments are marked.
- I can ask questions about things that are interesting or puzzling about the world.

Science

- All working scientifically skills
- I observe and know about the changes in the seasons.
- I can name the seasons and know about the type of weather in each season.
- I know and name a variety of animals including fish, amphibians, reptiles, birds and mammals.
- I classify and know animals by what they eat (carnivore, herbivore and omnivore).
- I know how to sort animals into categories (including fish, amphibians, reptiles, birds and mammals).
- I know how to sort living and non-living things.

Curriculum Content - Year 1

Skill coverage



Spring 1 Big Question: What colour is the past?

Enrichment Opportunities

Visit to Museum of Cannock Chase

Geography Fieldwork

DT

- I can think of some ideas of my own.
- I can explain what I want to do for my own design criteria.
- I can use pictures and words to plan.
- I can explain what I am making.
- I can make simple plans before making objects, e.g. drawings, arranging pieces of construction before building.
- I can explain which tools I am using.
- I can make a structure/model using different materials.
- I can cut materials using scissors.
- I can describe the materials using different words.
- I can select appropriate resources and tools for my building projects.
- I can make my model stronger if it needs to be.

PSHE

- To know about examples of rules in different situations, e.g. class rules, rules at home, rules outside.
- To know that different people have different needs
- To know how we care for people, animals, and other living things in different ways
- To know how they can look after the environment, e.g. recycling how and why people use the internet
- To know the benefits of using the internet and digital devices
- To know how people find things out and communicate safely with others online.

Art

- I can choose to use thick and thin brushes as appropriate.
- I can explore what happens when primary colours are mixed together.
- I can name the primary and secondary colours.
- I can describe what I can see and like in the work of another artist.
- I can ask sensible questions about a piece of art.

Music

- I know how to respond to different moods in music.
- I know how to say whether I like or dislike a piece of music.
- I can express how a piece of music makes me feel.
- I can identify two types of sound happening at the same time.
- I know the difference between a fast and slow tempo.
- I know the difference between loud and quiet sounds.
- I know the difference between long and short sounds.
- I know the difference between high and low sounds.

PE

- I can make up and perform simple movement phrases in response to simple tasks
- I can link and repeat basic gymnastics actions.
- I can create shapes using large and small body parts.
- I can explore movements on different levels.
- I can throw underarm/overarm
- My arm is swung back and then forwards, high over the shoulder
- My body, including trunk and shoulders, turns towards the throwing side
- There is definite weight transfer from back foot to front foot

Maths - Areas of Learning

Money
Addition Time (o'clock)
Subtraction

English - Reading - Texts

Dogger I love you blue kangaroo
Winter poetry Chinese New Year poetry
Mixed The everywhere bear

English - Writing Opportunities

Poem
Simple sentences
Compound sentences
Descriptions
Retelling

History

Toys from the past
Looking at how toys have changed
The History of Lego

DT

Structures— Design and build a structure

Curriculum Content - Year 1

What does this look like in the classroom?



Spring 1 Big Question:

What colour is the past?

Enrichment Opportunities

Visit to Museum of Cannock Chase.

Virtual Author Visit

Science

Animal groups
Jane Goodhall
Seasonal change Autumn to Winter

PSHE

Belonging to a community
Rules
Caring for others and the environment
Media Literacy and digital resilience
Using the internet and digital devices
Communicating online

Computing

How to use technology safely.
To navigate a website.
To create, save and retrieve a digital picture
using Purple Mash.
To begin to type on a key board.

Geography

Weather and seasons
Geography fieldwork

Music

Music appraisal
To play , sing long/short and high/low sounds

PE

Gymnastics—moving on different levels
Games—send and return

Art

Painting Piet Mondrian
Primary and secondary colours

RE

Christianity—Bible stories
Chinese new year
Hinduism— Explore Puja