

## 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.

I can ask and answer questions about old and new objects.

## 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'.

I can identify the four countries making up the United Kingdom.

I can name some of the main towns and cities in the United Kingdom.

I can point out where the equator, North Pole and South pole are on a globe or atlas.

I can name a few towns in the south and north of the UK .

## 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.

## 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.

## 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.

I can observe and know about the changes in the seasons.

I can name the seasons and know about the type of weather in each season.

## Curriculum Content - Year 1

### *Skill coverage*



## **Spring 2 Big Question: Did the animals come in two by two?**

### Enrichment Opportunities

#### Virtual Author Visit

## PSHE

I know how we can look after the environment, e.g. recycling how and why people use the internet.

I know the benefits of using the internet and digital devices.

I know how people find things out and how to communicate safely with others online.

know that everyone has different strengths, in and out of school.

I know about how different strengths and interests are needed to do different jobs.

I know about people whose job it is to help us in the community.

I know about different jobs and the work people do.

## 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.

## 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 engage with religious stories and talk about their meanings.

I can explore stories about key religious people.

## PE

I can put a sequence of actions together to create a motif.

I can vary the speed of my actions.

I can use simple choreographic devices such as unison, canon and mirroring,

I can perform leading and following movements.

I can follow instructions to complete a trail.

### Maths - Areas of Learning

Number and Place Value  
Multiplication Division  
Measures (Length and Mass)

### English - Reading - Texts

Mixed The Selfish Crocodile  
The Lion Inside The Tiger who came to tea  
Spring poem

### English - Writing Opportunities

Poem  
Simple sentences Compound sentences  
Complex sentences  
Descriptions  
Retelling

### History

Famous people from the past including:  
Florence Nightingale Mary Seacole  
King Charles III Queen Elizabeth II

### DT

Structures— Design and build a structure

### Curriculum Content - Year 1

*What does this look like in the classroom?*



**Spring 2 Big Question:**

**Did the animals come in two by two?**

### Science

Mammals Birds  
Fish Amphibians Reptiles  
Carnivores, omnivores, herbivores  
Living and non-living things  
Seasonal changes: Winter to Spring

### PSHE

#### Money and Work

Our strengths and interests  
Work that people do  
People in our community

### Enrichment Opportunities

Virtual Author Visit

### Computing

How to use technology safely.  
Creating instructions.  
Inputting instructions.  
Programming Beebots.

### Geography

Weather and seasons  
Geography fieldwork  
Countries and cities in the UK  
Mapwork

### Music

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

### RE

Christianity—Bible stories  
The Easter story  
Hinduism— Explore Puja

### PE

Dance  
Outdoor Adventurous Activities

### Art

Painting Piet Mondrian  
Primary and secondary colours