

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.

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: Where in the world is Paddington?

Enrichment Opportunities

Fire and road safety, Worship in Church, Enrichment morning, Parents to come in for a Paddington Picnic.

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.
I 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 (50-100)

Addition and subtraction Measure

Multiplication Division Fractions of amounts

English - Reading - Texts

Paddington at the Palace That's my Flower!

Spring poetry When will it be Spring

Paddington's recipe for marmalade sandwiches

English - Writing Opportunities

Descriptions

Simple sentences Compound sentences

Complex sentences

Retelling

Poems

History

King Charles III

Historical buildings and palaces

London in the past

DT

Structures— Design and build a structure

Curriculum Content - Year 1

What does this look like in the classroom?



Spring 2 Big Question:

Where in the world is Paddington?

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

Fire Station workshop, Worship in Church, Enrichment morning, Paddington Picnic.

Computing

How to use technology safely.

E-Safety Rules

2 count software

Saving and retrieving work

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 Team Activities

Art

Painting Piet Mondrian

Primary and secondary colours