

History

- I can put up to three objects in chronological order (recent history).
- I know that some objects belonged to the past.
- 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 ask and answer questions about old and new objects.
- I can give a plausible explanation about what an object was used for in the past.
- I can begin to identify the main differences between old and new.
- I can use pictures and artefacts to find out about the past.

Music

- I can compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C)
- I can chant together rhythmically, marking rests accurately.
- I can play a simple ostinato on untuned percussion.
- I can sing an echo song while tapping the beat and clap the rhythm of words.
- I can recognise the difference between a pattern with notes and without.

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 follow the school's safer internet rules
- I can use technology safely.
- I can create a series of instructions.
- I can complete unplugged programming activities
- I can plan a journey for a programmable toy.

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.

Curriculum Content - Year 1

Skill coverage



Spring 1 Big Question: What colour is the past?

Enrichment Opportunities

Geography Fieldwork

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.

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

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.

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'

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.

Maths - Areas of Learning

Number bonds to 10 and 20

Addition and Subtraction

Reading, writing and partitioning 2-digit numbers within 50

Multiplication (counting in 5's and 10's)

Time (o'clock and half past)

History

Toys from the past

Looking at how toys have changed

Computing

How to use technology safely.

Beebots—iPads and physical

Using programmable toys

Geography

Weather and seasons

Geography fieldwork

Art

Painting

Piet Mondrian

Primary and secondary colours

English - Reading - Texts

Mixed— a colour story

Lost at the toy museum

Non-fiction texts

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

Geography Fieldwork

Music

Music appraisal

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

PE

Gymnastics—moving on different levels

Games—send and return

English - Writing Opportunities

Simple sentences

Compound sentences

Descriptions

Retelling

Fact files

Science

Living and non-living objects

Animal groups

Jane Goodall

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

RE

Christianity—Bible stories

Chinese new year