



# Year 1 Curriculum 2019-2020

Subject	Autumn	Spring	Summer
<p style="text-align: center;"><b>ART</b></p> <p>Collage – black and white collage of themselves. Winter picture</p>	<p><b>Digital media</b> I can record visual information using digital cameras, video recorders I can use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas I can shape using the eraser, shape and fill tools I can use colours and texture using simple filters to manipulate and create images</p> <p><b>Collage</b> I can cut, glue and trim materials to create new pictures</p> <p><b>Printing</b> I can make marks in print using different objects and basic tools and use these to represent patterns</p>	<p><b>3d</b> I can make structures by joining simple objects together</p> <p><b>Painting</b> I can mix primary colours I can work from direct observation and imagination</p>	<p><b>Textiles</b> I can sort, cut and shape fabrics and experiment with ways of joining them</p> <p><b>Painting</b> I can use black and white to create tints and tones</p>
	<p><b>Drawing</b> I can draw things I have seen or imagined using lines. I can try out ways of mark-making using different tools I can use at to share my ideas I can try out different materials to design and make products. I can say what I like about other people’s artwork. I can use the names of tools, techniques and elements I use in my</p>		
<p style="text-align: center;"><b>COMPUTING</b></p>	<p><b>E-Safety</b> <b>IT:</b> Understand the need to only select age appropriate content</p> <p><b>Digital literacy</b> <b>IT:</b> Independently select, use and combine a variety of software to design and create content for a given audience.</p> <p><b>Keyboard Skills</b> Use 2type to practice speed typing home row, bottom row and top row.</p>	<p><b>E-Safety Day (February)</b> <b>IT:</b> Understand the need to only select age appropriate content</p> <p><b>Computer Science</b> <b>IT:</b> Design, input and test an increasingly complex set of instructions to a program or device.</p> <p>Design, write and test a program with opportunities for selection where particular results will happen based on actions controlled by the user.</p> <p>Use logical reasoning to explain how increasingly complex algorithms work to ensure a program works efficiently.</p> <p><b>IT:</b> Design, write and debug programs that accomplish specific goals including controlling or stimulating physical system.</p>	<p><b>Information technology</b> <b>IT:</b> Use filters in search technologies effectively and appreciate how results selected and ranked.</p> <p><b>Digital literacy</b> <b>IT:</b> Independently select, use and combine a variety of software to design and create content for a given audience.</p>

<b>DESIGN &amp; TECHNOLOGY</b>	<b>Structures</b> I can select from and use a range of tools and equipment to perform practical tasks eg cutting, shaping, joining and finishing  I can build structures, exploring how they can be made stronger, stiffer and more stable  <b>Fruit kebab</b>	<b>Mechanisms</b> I can explore and use mechanisms such as levers, sliders, wheels and axles in products  <b>Pizza</b>	<b>Food</b> I can use the basic principles of a healthy and varied diet to prepare dishes. I understand where food comes from.  <b>Chicken salad</b>
	I can design useful, pleasing products for myself and other users based on a design brief I can generate, develop, model and explain my ideas through talking, drawing, templates, mock-ups IT I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients I can explore and assess a range of existing products I can assess my ideas and products against a design brief		
<b>ENGLISH</b>	Lists, labels and captions. Stories with familiar settings. Picture books. Acrostic poems. Instructions.	Stories from another culture. Stories with predictable/patterned language. Factual writing. Recounts. Shape poems.	Riddles Stories about fantasy world. Information texts. Letters
<b>GEOGRAPHY</b> <b>Autumn</b> Sketches in Art book of School environment Walk of the local area- photos Written description of our local area in learning books. (photo evidence and write up in learning book) <b>Spring</b> Evidence of drawing maps in learning books.		<b>The school and local area</b> I can use simple observational skills to study the geography of the school and its grounds I can name, describe and compare places I know I can link home with other places in my area	<b>Using maps and globes</b> I can use simple maps of the local area I can make simple maps and plans I can understand how some place are linked to other places eg roads, trains
	I can ask simple geographical questions I can use words such as near and far, left and right to talk about where things are I can describe seasonal weather I can show I know about changes that are happening in the local environment eg at school I can suggest ways of improving the school environment		
<b>HISTORY</b> <b>Autumn</b> Assembly on Me <b>Summer</b> A written piece about somebody famous. (learning book)	<b>All about Me</b> I can place known events in order when they happened I can sequence events and recount changes within living memory		<b>Famous People from the past</b> I can identify some similarities and differences between ways of life in different periods I can find answers to some simple questions about the past from simple sources of information
	I can use common words and phrases relating to the passing of time I can understand key features of events I can relate my own account of an event and understand that others may give a different version I can describe some simple similarities and differences between man-made objects I can sort historical objects "then" and "now" I can ask relevant questions about the past I can talk, draw or write about aspects of the past.		

<b>MATHS</b>	<b>Number/Calculation</b> Count to / across 100 Count in 1s, 2s, 5s and 10s Identify 'one more' and 'one less' Read & write numbers to 20 Use language, e.g. 'more than', 'most' Use +, - and = symbols Know number bonds to 20 add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems, including simple arrays		<b>Geometry &amp; Measures</b> Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest Begin to measure length, capacity, weight Recognise coins & notes Use time & ordering vocabulary Tell the time to hour/half-hour Use language of days, weeks, months & years Recognise & name common 2-d and 3-d shapes Order & arrange objects	Describe position & movement, including half and quarter turns  <b>Fractions</b> Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$
	<b>MUSIC</b> Autumn - I can use my voice creatively by singing songs and speaking in chants and rhymes I can play tuned and un tuned instruments musically  Spring - I can listen with concentration and understanding to a wide range of recorded and live music  Summer - I can explore the inter- related dimensions of music: timbre, volume, pitch			
<b>PE</b>	Multi-skills (Agility, Balance, Co-ordination) Gymnastics (Key Steps 1)	Dance Games (Invasion / applying multi-skills)	Athletics Games (net / striking)	
	I can confidently perform basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and ____ apply these in a range of activities (e.g. Gymnastics – Key Steps 1) I can participate in team games, developing simple tactics for attacking and defending. I can perform dances using simple movement patterns. I can run for 3 minutes without stopping			
<b>PSHE</b>	New beginnings Getting on and falling out Say no to bullying	Going for goals Good to be me	Relationships Changes	
<b>RE</b>	I know what makes a good Christian and what they believe	I know how and why we celebrate special times	I know what makes some places of worship special	
<b>SCIENCE</b>	<b>Everyday Materials</b> I can tell the difference between an object and the material from which it is made. I can name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. I can describe some everyday materials. I can make groups of materials based on what they are like. <b>Seasonal Changes</b> I can describe the weather in autumn, winter, spring and summer and that the days get longer and shorter.	<b>Animals, inc humans</b> I can spot and name a variety of common animals. I can spot and name a variety of common animals that are carnivores, herbivores and omnivores. I can describe and compare the structure of a variety of common animals. I can name, draw and label the basic parts of the human body and say which part of the body is to do with each sense. <b>Seasonal Changes</b> I can explain changes through autumn, winter, spring and summer.	<b>Plants</b> I can name some common wild and garden plants, including deciduous and evergreen trees. I can name and describe the basic structure of a variety of common flowering plants, including trees. <b>Seasonal Changes</b> I can describe the weather in autumn, winter, spring and summer and that the days get longer and shorter.	
	<b>Working Scientifically</b> I can ask questions and know they can be answered in different ways. I can look closely, using equipment. I can do tests. I can name and group. I can use my observations and ideas to suggest answers to questions. I can collect and record data to help answer questions.			