

# Key Stage 1 Skills Development Year One

|  | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
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| <b>Topic Title</b>   | What's in your Toybox?  |  | Once upon a time...what happened next?   |  | Friend or Foe, How do You Know?   |  |
|  | Kipper's Toy box  | History of toys -<br>The Toymaker  | Billy Goats  | Mr Wolf's Pancakes   | Elliot Jones  | Non-Chronological Reports (ladybirds)  |
| <b>Stunning Start visit/event</b>  | <b>Dress up day and mystery box</b>   |  | <b>Printing Workshop</b>   |  | <b>Dress up day and watching a superhero film</b>   |  |
| <p>Science- <u>Working scientifically is in red</u><br/>Throughout the year children should be taught Seasonal changes.<br/><b>Observe</b> and describe weather associated with the seasons and how day length varies.<br/><b>Observe</b> changes across the 4 seasons.<br/><u>Gather and record data to help answer questions</u><br/><b>Record</b> information in a simple table or graph.</p> | <p><b>Forces (non statutory)</b><br/><b>Describe</b> how things are moving using simple comparisons such as faster and slower.<br/><b>Explore</b> forces of attraction and repulsion between magnets and non-magnetic materials.<br/><b>Investigation</b><br/><b>Explore</b> the role friction plays in slowing down an object.<br/><b>Compare</b> how different things move.<br/>Use the term force to describe pushes and pulls.<br/><b>Ask simple questions</b><br/><b>Make a prediction</b><br/>Carry out instructions for a simple investigation</p> | <p><b>Everyday materials</b><br/>Distinguish between an object and the material from which it is made.<br/><b>Identify</b> and name a variety of everyday materials e.g. wood, plastic, glass, metal, rock.<br/><b>Describe</b> the simple physical properties of a variety of everyday materials.<br/><b>Explore</b> how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting etc.<br/><b>Investigation</b><br/>What is the best material for...?<br/><b>Respond</b> to a suggestion and <b>put forward</b> own ideas.<br/><b>Make a prediction.</b><br/>Carry out instructions for a simple investigation.<br/>Use their results to <b>explain</b> what they found out.</p> | <p><b>Sound (non statutory)</b><br/>Recognise there are different types of sound.<br/><b>Compare</b> the loudness and pitch of sounds.<br/><b>Explore</b> how to alter sounds.<br/><b>Explore</b> that sounds result from objects vibrating.</p> | <p><b>Plants</b><br/><b>Identify</b> and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.<br/><b>Identify</b> and describe the basic structure of a variety of common flowering plants including roots, stem, trunk, leaves and flowers.<br/><b>Investigation</b><br/>Structure of a plant that has been grown?<br/><b>Respond to a suggestion and put forward own ideas.</b><br/><b>Observe</b> closely using simple equipment.<br/>Use their observations and ideas to suggest answers to ?'s.</p> | <p><b>Animals, including humans.</b><br/><b>Identify, name, draw and label</b> the basic parts of the human body and say which part of the body is associated with each sense.<br/><b>Identify</b> the importance of exercise, eating the right amounts of food and hygiene.<br/><b>Investigation</b><br/><b>Sensory search</b></p> | <p><b>Animals, including humans.</b><br/><b>Identify</b> and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.<br/><b>Describe</b> and <b>compare</b> the structure of a variety of common animals (body parts)<br/><b>Investigation</b><br/>Classification corners game (linked to local habitat)<br/><b>Describe</b> the simple features of objects and living things.<br/><b>Identify and classify</b> information.</p> |

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| ICT     | <p>Illustrating an EBook</p> <ul style="list-style-type: none"> <li>- Use Technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>- Recognise common uses of information technology beyond school.</li> <li>- Use technology safely and respectfully, keeping personal information private.</li> </ul> <p>Software: Tux Paint, Microsoft Powerpoint</p> <p>Rising Stars computing - Unit 1.3 We are Painters.</p> | <p>Creating a card digitally</p> <ul style="list-style-type: none"> <li>- Use Technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>- Recognise common uses of information technology beyond school.</li> <li>- Use technology safely and respectfully, keeping personal information private.</li> </ul> <p>Software: Tux Paint, Microsoft Powerpoint</p> <p>Rising Stars computing - Unit 1.6 We are celebrating.</p> | <p>Using Programmable Toys</p> <ul style="list-style-type: none"> <li>- Understand what algorithms are:how they are implemented as programs on digital devices;and that programs execute by following precise and unambiguous instructions.</li> <li>- Create and debug simple programs.</li> <li>- Use logical reasoning to predict the behaviour of simple programs.</li> </ul> <p>Software/Hardware : beebots/ ipads</p> <p>Rising Stars computing - Unit 1.1 We are treasure Hunters</p> | <p>Filming the steps of a recipe</p> <ul style="list-style-type: none"> <li>- Understand what algorithms are:how they are implemented as programs on digital devices;and that programs execute by following precise and unambiguous instructions.</li> <li>- Use Technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul> <p>Software: Microsoft moviemaker/IPads/Video recording devices</p> <p>Rising Stars computing - Unit 1.2 We are TV Chefs</p> | <p>Producing a talking book</p> <ul style="list-style-type: none"> <li>- Understand what algorithms are:how they are implemented as programs on digital devices;and that programs execute by following precise and unambiguous instructions.</li> <li>- Use Technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>- Use technology safely and respectfully, keeping personal information private.</li> </ul> <p>Software: Microsoft powerpoint/IPads</p> <p>Rising Stars computing - Unit 1.5 We are Storytellers</p> | <p>Finding images using the web</p> <ul style="list-style-type: none"> <li>- Understand what algorithms are:how they are implemented as programs on digital devices;and that programs execute by following precise and unambiguous instructions.</li> <li>- Use Technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>- Use technology safely and respectfully, keeping personal information private.</li> </ul> <p>Software: Powerpoint/web browser</p> <p>Rising Stars computing - Unit 1.4 We are Collectors</p> |
| History |   | <p><i>Old and New Toys</i> Identify changes within living memory.<br/>Recount changes that have occurred in their own lives.<br/>Use words and phrases such as: recently, when my parents/carers were children, to describe the passing of time.<br/>Place artefacts in order on a timeline.</p>   | <p><i>Events of local importance</i><br/>Ask questions such as: What was it like for people? What happened? How long ago?<br/>Use words and phrases such as: a long time ago and years to describe passing of time.<br/>Describe significant</p>   |   |   | <p><i>Superheroes</i> (real life past and present)<br/>Compare Mandela/Farah? Emily Pankhurst.<br/>Show an understanding of the concept of nation and a nation's history.<br/>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>   |

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|   |   | <p>Label timelines with words or phrases such as: past, present, older and newer.</p> <p>Use artefacts, pictures and stories to find out about the past.</p> <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p>                                  | <p>historical events, people and places in their own locality.</p>  |  |  | <p>Describe historical events.</p> <p>Describe significant people from the past.</p>   |
| <p>Geography</p> <p><u>To investigate patterns</u><br/>Identify seasonal and daily weather patterns in the UK</p> |   |  | <p><u>To investigate places</u><br/>To ask geographical questions<br/>Identify key features of a location<br/>Use maps, atlases and globes to identify the United Kingdom.<br/>Use simple fieldwork and observational skills to study the geography of the school and the human and physical features of the surrounding area.</p> <p><u>To investigate patterns</u><br/>To identify land use around the school</p> <p><u>To communicate geographically</u><br/>Use basic vocabulary to refer to human and physical features<br/>Devise a simple map.</p> |  |  |  |
| <p>Art</p>  | <p><b>Take inspiration from the Greats</b><br/><b>Explore the work of artist</b> (Elishe Ongere)<br/><b>Develop ideas</b><br/>Respond to the work of notable artists,<br/>Use some of the ideas of artists studied to create pieces.<br/><b>Drawing</b><br/>Draw lines of different sizes and thickness<br/>Show pattern and texture by adding dots and lines</p> | <p><i>Teddy bear drawings</i><br/><b>Develop ideas</b><br/>Respond to the work of notable artists,<br/>Use some of the ideas of artists studied to create pieces.<br/><b>Drawing</b><br/>Draw lines of different sizes and thickness<br/>Show pattern and texture by adding dots and lines</p> | <p><b>Printing</b><br/>(Printed artisan workshop)<br/>Use repeating or overlapping shapes<br/>Mimic print from the environment<br/>Use objects to create prints (e.g Fruit)<br/>Press, roll, rub and stamp to make prints</p>   |  | <p><i>Superhero collage</i><br/><b>Digital Media</b><br/>(digital art - TUX)<br/><b>Take inspiration from the Greats</b> (Modern Andy Goldsworthy- Pop Art)<br/>Describe the work of noticeable artists, artisans and designers<br/>Use some of the ideas of artists studied to create pieces.<br/><b>Collage</b><br/><b>Painting</b><br/>Create colour wheels</p> | <p><i>Clay mini-beast</i><br/><b>Sculpture</b><br/>Georgia O' Keffe<br/>Use techniques such as rolling, cutting, moulding and carving<br/>Use straws and clay as materials</p> |

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| <p>Music</p> <p><b>The 2014 National Curriculum Aims for music.</b></p> <ul style="list-style-type: none"> <li>• Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Make and combine sounds using the inter-related dimensions of music.</li> </ul> | <p><b>Machines 3 lessons</b></p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).<br/>Create short, rhythmic phrases.<br/>Use symbols to represent a composition and use them to help with a performance.</p>   | <p><b>Seasons 3 lessons</b></p> <p>Imitate changes in pitch.<br/>Take part in singing, accurately following the melody.<br/>Follow instructions on how and when to sing or play an instrument.</p> | <p><b>Storytime 3 lessons</b></p> <p>Choose sounds to create an effect.<br/>Create short, rhythmic phrases.<br/>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> | <p><b>Water 3 lessons</b></p> <p>Follow instructions on how and when to sing or play an instrument.<br/>Make and control long and short sounds, using voice and instruments.<br/>Recognise changes in timbre, dynamics and pitch.<br/>Create short, musical patterns.</p>   | <p><b>Our bodies 3 lessons</b></p> <p>Clap rhythms.<br/>Create a sequence of long and short sounds.<br/>Choose sounds to create an effect.<br/>Create short, rhythmic phrases.</p>  | <p><b>Animals 3 lessons</b></p> <p>Imitate changes in pitch.<br/>Recognise changes in pitch.<br/>Create a mixture of different high and low sounds.<br/>Recognise changes in timbre, dynamics and pitch</p>  |
| <p><b>Marvellous middle</b> visit/event</p>  | <p><b>Visit to the toy museum</b></p>  |  | <p><b>Visit to the royal pavilion/Preston Manor</b></p>  |   | <p><b>Superhero smoothie bar</b></p>  |  |
| <p>DT</p>  | <p><i>Design and make a robot</i><br/><b>To master practical skills</b><br/>Materials - Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).<br/>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).<br/><b>To design, make, evaluate, improve</b><br/>Design products that have a clear purpose and an intended user.<br/>Make products, refining the design as work progresses.<br/><b>To take inspiration from</b></p> |  |  | <p><i>Design and make a party bag</i><br/><b>To master practical skills</b><br/>Textiles - Join textiles using running stitch.<br/>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).<br/>Food - Cut, peel or grate ingredients safely and hygienically.<br/>Measure or weigh using measuring cups or electronic scales.<br/>Assemble or cook ingredients<br/><b>To design, make, evaluate, improve</b><br/>Design products that have a clear purpose and an</p> | <p><i>Design and make a smoothie</i><br/><b>To master practical skills</b><br/>Food -Cut, peel or grate ingredients safely and hygienically.<br/>Measure or weigh using measuring cups or electronic scales.<br/>Assemble or cook ingredients<br/><b>To design, make, evaluate, improve</b><br/>Design products that have a clear purpose and an intended user.</p> | <p><i>Design and make a habitat for mini-beast</i><br/><b>To master practical skills</b><br/>Materials - Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).<br/>Measure and mark out to the nearest centimetre.<br/><b>To design, make, evaluate, improve</b><br/>Make products, refining the design as work progresses.</p> |

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|    | <p><b>design throughout history</b><br/>Explore objects and designs to identify likes and dislikes of the designs.<br/>Explore how products have been created.</p>     |  |   | <p>intended user.<br/>Make products, refining the design as work progresses.<br/><b>To take inspiration from design throughout history</b><br/>Explore objects and designs to identify likes and dislikes of the designs.<br/>Explore how products have been created.</p>   |  |   |
| RE | <p><b>Belonging</b><br/>Identify the things that are important in their own lives and compare these to religious beliefs<br/>Describe some teachings of a religion</p> | <p><b>Why do Christians give gifts at Christmas?</b><br/>Describe some teachings of a religion<br/>Describe some main celebrations of a religion</p> | <p><b>P4C unit</b><br/>Ask questions about puzzling aspects of life<br/>Explain how actions affect others.<br/>Show an understanding of the term "morals"</p> | <p><b>Visiting a church - naming ceremonies across the world</b><br/>Recognise, name and describe some religious artefacts, places and practices.<br/>Describe some main celebrations of a religion<br/>Study other religions<br/>Identify the things that are important to them and compare these.<br/>Name some religious symbols.<br/>Explain the meaning of some religious symbols.</p> | <p><b>Christianity/ Judaism - leaders</b><br/>Relate emotions to some of the experiences of religious figures studied.<br/>Study other religions</p> | <p><b>Judaism Shabbat</b><br/>Name some religious symbols.<br/>Explain the meaning of some religious symbols.<br/>Recognise, name and describe some religious artefacts, places and practices.<br/><br/>Study other religions</p> |

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| <p>PE</p>                                     | <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>- Building confidence in the water.</li> </ul> <p><b>Games</b> - To develop throwing, catching, rolling, running, and striking skills.</p> | <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- Explore travelling and balancing.</li> <li>- Hold a position whilst balancing on different points of the body.</li> <li>- Name basic movements (Stretch, tuck, straddle, Pike, front support, back support, dish and arch)</li> <li>- Copy and remember actions.</li> <li>- Show contrasts( such as small/tall, straight/curved and wide/narrow).</li> <li>- link two or more actions to make a sequence.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- To explore movements - travel, jump, being still.</li> <li>- Use Salad - (Speed, Levels, Direction)</li> <li>-Link two or more actions to perform a sequence.</li> </ul> | <p><b>Games</b></p> <ul style="list-style-type: none"> <li>- Tennis (ATL Withdean coaches)</li> <li>- To develop throwing, catching, rolling, running, and striking skills.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- recap key movements (Stretch, tuck, straddle, Pike, front support, back support, dish and arch) and travelling and balancing.</li> <li>- Explore rocking and rolling. Travel by rolling sideways, forwards and backwards.</li> <li>- Climb safely on equipment.</li> <li>- Link travel, balance and rolling.</li> </ul> | <p><b>Games</b></p> <ul style="list-style-type: none"> <li>- Tennis (ATL Withdean coaches)</li> <li>- To begin to use striking, running, catching skills in combination.</li> <li>- To begin to track a ball</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- recap travel, jump and being still.</li> <li>- Explore turn and gesture.</li> <li>- Use Salad (Speed, Levels, Direction)</li> <li>-Link movements.</li> <li>-Move careful control.</li> <li>-Begin to plan and perform sequences.</li> </ul> | <p><b>Dance</b> - Recap turn and gesture. Link movements.</p> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- Recap rocking and rolling.</li> <li>- Explore jumping.</li> <li>- Jump and land safely.</li> <li>- jump in a variety of ways and land with increasing control.</li> <li>- Climb safely on equipment.</li> <li>- Link travel, balance, rolling, jump and land.</li> <li>- Plan and perform sequences.</li> </ul> | <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>- Continue to build confidence in the water. -</li> <li>- To begin to control leg movements.</li> <li>- To begin to develop effective strokes on front.</li> </ul> <p><b>Games/Athletics</b></p> <ul style="list-style-type: none"> <li>- sending and receiving, aiming, tracking, scoring. -</li> <li>- To begin to use the terms 'opponent' and 'team-mate'</li> <li>- To begin to play simple competitive games.</li> </ul> |
| <p>PSHE</p>                                   | <p>New Beginnings</p> <p>Gender stereo-types - Toys<br/>(Pupil Voice / Democracy - School Council elections)</p>   | <p>Getting on and Falling Out</p> <p>Say No To Bullying - including Disability Equality and Diversity (Anti-Bullying Week)</p>   | <p>Going for Goals</p> <p>Global Education - My local environment. (linked to Geography)</p>   | <p>Good To Be Me</p> <p>(Pupil Voice / Democracy - School Council elections)</p> <p>Mental Health</p>   | <p>Relationships and Sex Education - including Family diversity and Safe Touch</p> <p>Healthy Eating</p>  | <p>Internet Safety (Linked to ICT)</p> <p>Drugs, Alcohol and Tobacco Education</p> <p>Changes</p>  |
| <p><b>Fabulous Finish</b><br/>Visit/event</p> | <p><b>Opening of the Patcham toy museum</b></p>  |  | <p><b>Banquet for story book characters</b></p>  |   | <p><b>Visit to Woodsmill</b></p>  |  |

