

# Year 1 Curriculum

## Maths

Mathematical objectives taken from the Year 1 National Curriculum Programme of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study/national-curriculum-in-england-mathematics-programmes-of-study#year-1-programme-of-study>

## English

English objectives taken from the Year 1 National Curriculum Programme of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#year-1-programme-of-study>

## Science

Scientific Skills	Working scientifically	Questioning and enquiry	Observing and measuring	Investigating	Recording	Grouping and classifying
	To use practical scientific methods processes and skills (adult support may be needed) –	Ask simple <b>questions about the world around us.</b>	<b>Begin to observe</b> closely, using simple equipment.  Use simple observations <b>and ideas</b> to suggest answers to questions.	Perform simple tests with support.  To begin to discuss my ideas about how to find things out. To begin to say what happened in my investigation.	Gather and record data with some adult support, to help in answering questions.  Begin to record simple data.  Begin to record and communicate their findings in a range of ways.  Can show my results in a simple table that my teacher has provided.	Identify and classify with some support.  To begin to observe and identify, compare and describe.  To begin to use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.
Areas in science	Plants	Animals including humans		Materials		Seasonal changes
	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  Identify and describe the basic structure of a variety of common flowering plants, including trees	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  Identify and name a variety of common animals that are carnivores, herbivores and omnivores  Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense		Distinguish between an object and the material from which it is made  Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  Describe the simple physical properties of a variety of everyday materials  Compare and group together a variety of everyday materials on the basis of their simple physical properties.		Observe changes across the four seasons  observe and describe weather associated with the seasons and how day length varies

## Computing

	Text & Multimedia	Digital Image	Sound and Music	Electronic Communication
<b>use of tools for presentation/communication</b>	Work with others and with support to contribute to a digital class resource which includes text, graphic and sound.	Use a range of simple tools in a paint package / image manipulation software to create / modify a picture.	Chose suitable sounds from a bank to express their ideas. Record short speech.	Contribute ideas to a class email to another class / school etc.
	Control	Modelling and Simulations	Data Logging (links to Science and Maths)	
<b>use of tools for control and modelling</b>	Control simple everyday devices to make them produce different outcomes.	Make simple choices to control a simple simulation program.	N/A	
	Research	Handling Information (Database and graphing)		
<b>use of tools to find things out</b>	As a class exercise children explore information from a variety of sources (electronic, paper based, observations of the world around them, etc.). They show an awareness of different forms of information.		As a class or individually with support, children use a simple pictogram or painting program to develop simple graphical awareness / one to one correspondence.	
	Individual technologies	Networking technologies	The Internet as a technology	
<b>Understanding of information technologies</b>	Show an awareness of the range of devices and tools they encounter in everyday life	Show an awareness that what they create on a computer or tablet device can be shown to others via another device (e.g. printer, projector, Apple TV)	N/A	
<b>E- Safety</b>	Discuss personal safety when using the Internet, including at home Understand and abide by internet safety rules Know how to report inappropriate content to a responsible adult Know who to turn to if they feel threatened in any way			

## Geography

### SKILLS

Location knowledge	Place knowledge	Human & physical knowledge	Geographical skills & fieldwork
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country (different location to yr 2)	Identify seasonal and daily weather patterns in the UK. Identify the location of hot and cold areas of the world in relation to the equator and the North and South poles. Use basic Geographical vocabulary to refer to local and familiar features their school and its grounds and of the surrounding environment. <b>key physical</b> features, including: forest, hill, mountain, soil, valley, vegetation, <b>key human</b> features, including: city, town, village, factory, farm, house, office	Use world maps, atlases and globes to identify the UK and its countries.  Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

## History

### SKILLS

Historical interpretation	Historical enquiry	Organisation and communication	Knowledge and understanding of past events, people and changes in the past	Chronological understanding
Begins to identify and recount some details from the past from sources (eg. pictures, stories)	Finds answers to simple questions about the past from sources of information (eg. pictures, stories)	Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).	Tell the difference between past and present in own and other people's lives	Sequence some events or 2 related objects in order Uses words and phrases: old, new, young, days, months Remembers parts of stories and memories about the past

## Art

Media and techniques	Drawing	Painting	Printing	Textiles	3D	Ceramics
	Draw from observation using a range of drawing tools – pens, pencils, oil pastels, chalk pastels, charcoal and chalk, aquarelles. Use mixed media and work back into a drawing using different media. Draw using a variety of line.	Use brushes of different sizes. Use tools to create desired effects. Mix brighter and duller colours by experimenting with hues, e.g. more red and less blue will make a brighter purple. Mix shades of a colour by adding white and black.	Make own printing blocks – masking tape, string, other textures.... Print in one colour onto different coloured papers and surfaces. Create two or more coloured monoprints.	Explore adding colour to fabric with natural and manmade dyes, fabric paint, fabric crayons etc. Learn running stitch. Weave into found objects.	Use a range of tools and materials including papier mache, modroc and junk materials. Develop an understanding of how best to join things together, including different types of tape and glue.	Roll a clay tile. Roll a coil. Build up images on tiles by adding coils and other shapes onto the clay and drawing/pressing into the clay.
	<b>Colour</b>	<b>Pattern and texture</b>		<b>Line and tone</b>	<b>Shape, form and space</b>	
<b>Elements of art</b>	Describe colours as bright or dull, and light or dark. Use the terms primary and secondary colours accurately. Mix colours using a range of media.	Find and discuss textures. Experiment with rubbing. Use a variety of textures to create printing blocks. Add texture to ceramic work. Print repeating patterns.		Experiment with a variety of drawing tool, including different thicknesses and softness, to create different lines. Use to represent linear objects, e.g. shells, trees, brickwork. Identify light and dark colours and order by tone.	Talk about objects/people as near or far away and understand how that relates to size when representing them in a 2D form. Create 3D forms in a variety of materials.	

## Design Technology

Design		Making		Evaluate			Technical Knowledge	Food	
Understanding contexts, users and purposes	Generating, developing, modelling and communicating ideas	Planning	Practical skills and techniques	Own ideas and products	Existing products	Key events and individuals	Making Products work	Where food comes from	Food preparation, cooking and nutrition
<ul style="list-style-type: none"> <li>work within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds.</li> <li>state what products they are designing and making</li> <li>say whether their products are for themselves or other users</li> <li>say how their products will work</li> <li>use simple design criteria to help develop their ideas</li> </ul>	<ul style="list-style-type: none"> <li>generate ideas by drawing on their own experiences</li> <li>begin to use knowledge of existing products to help come up with ideas</li> <li>develop and communicate ideas by talking and drawing</li> </ul>	<ul style="list-style-type: none"> <li>plan by suggesting what to do next</li> <li>select from a range of tools and equipment,</li> <li>select from a range of materials and components.</li> </ul>	follow procedures for safety and hygiene <ul style="list-style-type: none"> <li>use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components</li> <li>measure, mark out, cut and shape materials and components</li> <li>assemble, join and combine materials and components</li> <li>use finishing techniques,</li> </ul>	talk about their design ideas and what they are making <ul style="list-style-type: none"> <li>suggest how their products could be improved</li> </ul>	explore: <ul style="list-style-type: none"> <li>what products are</li> <li>who products are for</li> <li>how products work</li> <li>what materials products are made from</li> <li>what they like and dislike about products</li> </ul>	Not a requirement in KS1	should know: <ul style="list-style-type: none"> <li>about the simple working characteristics of materials and components</li> <li>about the movement of simple mechanisms such as levers and sliders,</li> <li>how freestanding structures can be made stronger, stiffer and more stable</li> <li>that a 3-D textiles product can be assembled from two identical fabric shapes</li> <li>that food ingredients can be combined</li> <li>the correct technical vocabulary for the projects they are undertaking</li> </ul>	pupils should know: <ul style="list-style-type: none"> <li>that all food comes from plants or animals</li> <li>that food has to be farmed, grown elsewhere (e.g. home) or caught</li> </ul>	pupils should know: <ul style="list-style-type: none"> <li>how to name and sort foods</li> <li>that everyone should eat at least five portions of fruit and vegetables every day</li> <li>how to prepare simple dishes safely and hygienically, without using a heat source</li> <li>how to use techniques such as cutting, peeling and grating</li> </ul>

## Music

	Pulse	Pitch	Rhythm	Dynamics	Tempo	Timbre	Structure and texture	
<b>Elements of music</b>	Hear the pulse in music. Children clap a steady pulse with support.	Imitate changes in pitch– high and low, higher, lower.	Clap longer rhythms with help. Introduce minim, crotchet note values.	Make sounds different using loud and quiet.	Make and control long and short sounds when composing their own music. Can they make the music fast, slow?	Select instruments for a purpose e.g. an animal in the jungle. What sound do we need?	Identify texture– one sound or several sounds?	
	<b>Voice</b>	<b>Tuned and untuned instruments</b>		<b>Listening and applying knowledge and understanding</b>		<b>Appraising</b>	<b>Composing</b>	<b>Performing</b>
<b>Instrumental and music skills</b>	Take part in singing. Use voice in different ways to create different effects. Children to participate in singing during a school performance, to join in with sea shanties etc.	Follow instructions on how and when to play an instrument. Use conductor cards (as provided) to help the children to structure their playing. Begin to understand that tuned instruments play particular notes and percussion instruments accompany a tune.		Listen for different types of sounds (live and recorded) and use them as a starting point for their own compositions. Know how sounds are made and changed on instruments and their voices. Make sounds with a slight difference, with help (loud, louder, loudest).		Hear different moods in music. Share how it makes them feel. Can they pick out a particular instrument? Share likes about a piece of music.	Make a sequence of long and short sounds with help (duration). Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). Begin to use graphic notation to record- use symbols to record their ideas.	Take notice of others when performing.

## Physical Education

Gymnastics	Games	Dance	Athletics	Healthy life styles
<ul style="list-style-type: none"> <li>• Copy and explore basic movements with some control and coordination.</li> <li>• Perform different body shapes</li> <li>• Perform at different levels</li> <li>• Perform 2 footed jump</li> <li>• Use equipment safely</li> <li>• Balances with some control</li> <li>• Can link 2-3 simple movements</li> </ul>	<ul style="list-style-type: none"> <li>• Can travel in a variety of ways including running and jumping.</li> <li>• Beginning to perform a range of throws.</li> <li>• Receives a ball with basic control</li> <li>• Beginning to develop hand-eye coordination</li> <li>• Participates in simple games</li> </ul>	<ul style="list-style-type: none"> <li>• Copies and explores basic movements and body patterns</li> <li>• Remembers simple movements and dance steps</li> <li>• Links movements to sounds and music.</li> <li>• Responds to range of stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>• Can run at different speeds.</li> <li>• Can jump from a standing position</li> <li>• Performs a variety of throws with basic control.</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe the effect exercise has on the body</li> <li>• Can explain the importance of exercise and a healthy lifestyle.</li> </ul>