

**Year 1
Autumn 1**

Science: animals (including humans)

- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles 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 (birds, fish, amphibians, reptiles and mammals, and including pets)
- Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense

Science: seasonal change (continued throughout the year)

- To be able to observe and describe weather associated with the seasons and how day length varies
- To be able to observe changes across the four seasons
- To be able to ask simple questions and recognise that they can be answered in different ways
- To be able to identify objects
- To be able to perform simple tests and be able to observe closely, using equipment
- To be able to gather and record data to help answer a question

History: Explorers

- To know and understand the lives of significant individuals in the past who have contributed to national and international achievements.
- To compare aspects of life in different periods

Art: Mark-making

- To use a range of materials creatively to design and make products
- To use painting to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
- To use drawing to develop and share their ideas, experiences and imagination

Music: Pulse and rhythm

- Use their voices expressively and creatively by singing and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

Computing: Technology around us

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

**Year 1
Autumn 2**

Science: animals (including humans)

- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles 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 (birds, fish, amphibians, reptiles and mammals, and including pets)
- Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense

Geography: Let's go on safari

- Name and locate the world's seven continents and five oceans
- 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 contrasting non-European country
- Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Art: African Art

- Use a range of materials creatively to design and make products
- Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space
- To use painting to develop and share their ideas, experiences and imagination

Music: Tempo (snail and mouse)

- Use their voices expressively and creatively by singing and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

Computing: Digital painting

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content

**Year 1
Spring 1**

Science: Everyday materials

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, 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 physical properties

Geography: My super school

- To understand what a local area is.
- To describe places in our school, and locate them on a map using directional language (e.g. near, far, left and right)
- To observe our surroundings and discuss positioning where they are using geographical language
- To draw our school on a basic map
- To follow a simple map (e.g. of the school) to find a location
- To use geographical language to describe the physical geography of the local area – forest, hill, river, soil, valley, vegetation
- To use and follow simple compass directions

DT: Playgrounds

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

Music: Vocal and body sounds

- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of Music

Computing: Moving a robot

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Recognise common uses of information technology beyond school

**Year 1
Spring 2**

Science: Everyday materials

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, 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 physical properties

History: Childhood then and now

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

DT: Homes

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products
- To generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups

Music: Musical vocabulary

- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of Music

Computing: Grouping data

- Use technology purposely to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school

**Year 1
Summer 1**

Science: Plants

- Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen
- Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers

History: Fire! Fire!

- To understand when the Great Fire of London occurred on a timeline
- To use secondary sources to find out about the Great Fire of London
- To talk about which sources are most useful in finding out about the past
- To talk about how London (and houses) were different in the 17th century compared to today
- To be able to put the events of the Great Fire of London in chronological order

Art: Sparks and flames

- To use painting and sculpture to develop and share their ideas and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Music: Timbre and rhythmic pattern

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

Computing: Digital writing

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

**Year 1
Summer 2**

Science: Plants

- Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen
- Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers

Geography: Let's go to the Jungle

- To use world maps, atlases and globes to identify the United Kingdom and other countries
- To understand geographical similarities and differences between the United Kingdom, and a contrasting non-European country
- To use photographs to recognise landmarks and basic human and physical features
- To devise a map and construct basic symbols in a key

DT: Eat more fruit and veg

Pupils should be taught to:

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from

Music: Pitch and tempo

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
 - Play tuned and untuned instruments musically
 - Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

Computing: Programming animations

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies