

ART & DESIGN

CURRICULUM PROGRESSION — YEAR 1

Skills		Core knowledge	
<p>To explore a wide range of media and materials, tools and techniques to create artworks, improvise and depict imagined worlds, and model the real world through the arts</p> <p>To experiment with designs, shapes, colours and sounds, explore and record ideas using ICT where appropriate</p>		<p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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.</p>	
Drawing	Painting	Collage and sculpture	
<p>*Draw line of different size and thickness</p> <p>*Colour their own work neatly following the lines</p>	<p>*Use thick and thin brushes</p> <p>*Mix primary colours to make secondary colours</p> <p>* About the work of a range of artists: Van Gough</p>	<p>*Use a combination of shapes, including natural materials</p> <p>*Include lines and texture</p> <p>*Use rolled up paper, straws, paper and card</p> <p>*Use a combination of materials that are cut, torn or glued</p> <p>*Sort and arrange materials</p> <p>*Mix materials to create texture</p>	

	BLW	GDS
I can show how people feel in paintings and drawings		
I can create moods in art work		
I can use pencils of different thickness in drawings		
I can name the primary and secondary colours		
I can create a repeating pattern in print		
I can cut, roll and coil materials		
I can use IT to create a picture		
I can describe what I can see and give an opinion about the work of an artist		
I can ask questions about a piece of art		

DESIGN & TECHNOLOGY

CURRICULUM PROGRESSION — YEAR 1

Skills		Core knowledge	
<p>To explore changes in the way things move by using push and pull forces</p> <p>To explore simple mechanisms and structures to investigate how they work</p> <p>To give instructions to make things happen using programmable devices</p> <p>To investigate their local environment and use their findings to inform actions to care for and improve it.</p>		<p>Design</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.</p> <p>Select from and use a wide range of materials and components.</p> <p>Evaluate</p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p>	
Cooking & nutrition	Textiles	Construction	Mechanics
<p>* Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>* Understand where food comes from.</p>	<p>*Shape textiles using templates.</p> <p>*Colour and decorate textiles using a number of techniques – dyeing, adding sequins.</p>	<p>*Build structures exploring how they can be made stronger, stiffer and more stable.</p>	<p>*Explore and use mechanisms.</p> <p>*Create products using wheels.</p>

	BLW	GDS
I can use my own ideas to make something		
I can describe how something works		
I can cut food safely		
I can make a product which moves		
I can make a model stronger		
I can explain to someone else how I want to make my product		
I can choose appropriate resources and tools		
I can use a simple plan before making		

GEOGRAPHY

CURRICULUM PROGRESSION — YEAR 1

Core knowledge and skills

Location knowledge

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place knowledge

Understand geographical similarities and differences through studying the human and physical geography of their locality

To find out about the key human and physical features of their own locality, its location in the UK, and how it has changed over time

Physical geography

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South poles.

Geographical mapping skills

use world maps, atlases and globes to identify the United Kingdom and its countries (*plus countries directly related to topic work*).

Devise a simple map, using bird's eye view and explore how things can be represented with symbols.

Use world maps to name some countries/continents.

Fieldwork

Use simple fieldwork and observational skills to study the geography of their local area and where they live and the key human and physical features. Use aerial photographs to find out about the locality.

	BLW	GDS
I can keep a weather chart and answer questions about the weather		
I can explain where I live and tell someone my address		
I can explain some of the main things that are in hot and cold places		
I can explain clothes that I would wear in hot and cold places		
I can explain how the weather changes through the year and name the seasons		
I can name the four countries in the United Kingdom and locate them on a map		
I can name some of the main towns and cities in the United Kingdom		

Core knowledge and skills

Living memory

Explore changes within living memory

Explore events beyond living memory that are significant nationally or globally

To explore how people's ways of life, including their own, change with time

Significant individual

The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

To use the internet and other digital sources to find out about significant issues, events and people

To find out about the lives of significant people and events from the past and the present

Significant historical event

Explore significant historical events, people and places in their own locality.

	BLW	GDS
I can use words and phrases like: old, new and a long time ago		
I can recognise that some objects belong in the past		
I can explain how I have changed since I was born		
I can explain how some people have helped us to have better lives		
I can ask and answer questions about old and new objects		
I can spot old and new things in a picture		
I can explain what an object from the past might have been used for		

MUSIC

CURRICULUM PROGRESSION — YEAR 1

Skills	Core knowledge
<p>To sing songs and make music with expression and control</p> <p>To listen and observe carefully, taking account of simple instructions</p>	<p>Pupils should be taught to:</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes;</p> <p>play tuned and untuned instruments musically;</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music;</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
<p>Composer for the year: Mozart</p>	

	BLW	GDS
I can use my voice to speak, sing and chant		
I can use instruments to perform		
I can clap short rhythmic patterns		
I can make different sounds with my voice and with instruments		
I can repeat short rhythmic and melodic patterns		
I can make a sequence of sounds		
I can respond to different moods in music		
I can say whether I like or dislike a piece of music		
I can choose sounds to represent different things		
I can follow instructions about when to play and sing		

PHYSICAL EDUCATION

CURRICULUM PROGRESSION — YEAR 1

Skills		
Autumn	Spring	Summer
<p>Games</p> <p>*To develop running, jumping, throwing, striking, catching and receiving in isolation and pairs... involving bean bags, variety of balls, hoops, quoits, ropes, bats and balls.... leading to partner work and small games</p> <p>*Use the terms opponent and team mate</p> <p>*Develop tactics</p> <p>Games</p> <p>Compare and record performances with last terms performances. Introduce throwing, rolling, and receiving base lines.</p> <p>Running, jumping, throwing, striking, catching and receiving in isolation and pairs... involving bean bags, variety of balls, hoops, quoits, ropes, bats and balls.... leading to partner work and small games.</p> <p>Use the terms opponent and team mate</p> <p>Develop tactics</p>	<p>Dance</p> <p>*Copy and remember moves and positions</p> <p>*Move with careful control and co-ordination</p> <p>*Link two or more actions to perform a sequence</p> <p>Gymnastics</p> <p>*Copy and remember actions</p> <p>*Move with some control and awareness of space</p> <p>*Link two or more actions to make a sequence</p> <p>*Show contrasts – small/tall, straight/curved, wide/narrow</p> <p>*Travel by rolling forwards and backwards and sideways</p> <p>*Hold a position whilst balancing on different points of the body</p> <p>*Climb safely on equipment</p> <p>*Jump in a variety of ways and land with increasing control and balance</p>	<p>Athletics</p> <p>(The yr1 skills for athletics are combined with games skills – running, throwing & jumping)</p> <p>Games</p> <p>Compare and record performances with previous</p> <p>Running, jumping, throwing, striking, catching and receiving in isolation and pairs... involving bean bags, variety of balls, hoops, quoits, ropes, bats and balls.... leading to partner work and small games</p> <p>Use the terms opponent and team mate</p> <p>Develop tactics</p>

	BLW	GDS
I can throw a ball underarm		
I can hit a ball with a bat		
I can move and stop safely		
I can throw and catch a ball with both hands		
I can throw and kick in different ways		
I can make my body curled, tense, stretched and relaxed		
I can control my body when traveling and balancing		
I can copy sequences and repeat them		
I can roll, curl, travel and balance in different ways		
I can move to music		
I can copy dance moves		
I can perform my own dance moves		
I can make up a short dance		
I can move safely in a space		
I can copy actions		
I can repeat actions and skills		
I can move with control and care		
I can use equipment safely		

Computing

CURRICULUM PROGRESSION — YEAR 1

Core knowledge and skills		
<p>Computing</p> <ul style="list-style-type: none"> 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 <p>Digital Literacy</p> <ul style="list-style-type: none"> 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 on the internet or other online technologies <p>ICT</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content 		
Computing	Digital Literacy	ICT
<p>Pupils learn to program a basic floor turtle such as a BeeBot to navigate increasingly complex routes and are able to debug their instructions when the turtle does not reach the intended destination</p> <p>Pupils use a more complex turtle with standard units to navigate increasingly complex routes, and are able to debug their instructions when the turtle does not reach the intended destination</p> <p>Extension - Pupils learn to use a simple graphical programming language such as Logo, Scratch or Turtle to navigate around the screen</p>	<p>Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information</p> <p>Pupils are introduced to the concept that real people send messages to one another on the Internet and learn how messages are sent and received. They recognise that it may be difficult to distinguish between someone who is real and someone who is not</p> <p>Pupils are introduced to the basics of online searching</p> <p>Pupils learn to explore websites and to say whether they like them or not and why</p>	<p><u>Digital Publishing</u>: Pupils learn to use basic word processing package and to write and illustrate a short story</p> <p><u>Presentation</u>: Pupils learn to make simple presentations</p> <p><u>Graphics</u>: Pupils learn to create a simple digital painting</p> <p><u>Media</u>: Pupils learn to use digital cameras and microphones for a purpose</p>

Computing	BLW	GDS
I can understand what an algorithm is.		
I can create a simple program.		
I can debug simple programs.		
I can predict the behaviour of simple programs.		
Digital Literacy		
I can recognise common uses of information technology at home and school.		
I can use technology safely and respectfully.		
I can identify where to go for help and support when I am worried about something I have seen on the internet.		
ICT		
I can use technology purposefully to create digital content.		
I can use technology purposefully to store digital content.		