

KEY STAGE 1 YEAR 1 Key texts to be used.


YEAR 1	AUTUMN		SPRING		SUMMER	
	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)
(TEXTS)	THE GRUFFALO Instructions Narrative	KATIE MORAG Instructions Narrative	THREE LITTLE PIGS Narrative Recount	AFTER THE STORM Narrative	RAPUNZEL Report Narrative	LILY'S GARDEN of INDIA Narrative Report
						

SCIENCE - KEY KNOWLEDGE MAP

	YEAR 1 AUTUMN	YEAR 1 SPRING	YEAR 1 SUMMER
FAMOUS SCIENTISTS	Gruffalo / Katie Morag Name and discuss a famous scientist/inventor- Miller Hutchinson John Dalton, Meteorologist	Three Little Pigs / After the Storm Name and discuss a famous scientist/inventor, Charles Macintosh Chris Packham, wildlife	Rapunzel / After the Storm Know about famous scientist/inventor- Beatrix Potter, Botanist Liam Dutton, Meteorologist
SEASONAL CHANGES	Katie Morag Name the seasons Observe weather changes		Rapunzel Name the seasons and know about weather patterns Observe weather changes and write facts about Spring
MATERIALS		Three Little Pigs Name everyday materials Know properties of them Group materials by properties	
LIVING THINGS and HABITATS		Three Little Pigs / After the Storm Know how to classify by amphibian, reptile, mammal, fish and birds. Group according to what animals eat-herbivore, omnivore, carnivore	
PLANTS			After the Storm Know / name a variety of common wild /garden plants. Identify / describe basic structure of flowering plants.
ANIMALS INC HUMANS	Gruffalo Know names of complex parts of body (heart etc.) Name and use 5 senses		Rapunzel Understand sun safety for humans
WORKING SCIENTIFICALLY	Gruffalo Make predictions and record results Katie Morag Propose a question, carry out simple test, record.	Three Little Pigs / After the Storm Use scientific language to describe materials Predict Carry out waterproof investigation Explain learning Ask questions Investigate camouflage-ask and answer questions.	Rapunzel Sun safety-carry out simple test. Record -create a sun safety leaflet.

Year 1 SCIENCE CURRICULUM LONG TERM PLAN

TRANSITION from EYFS. Children enter KS1 with a range of knowledge and skills due to the variety of questions posed to children each half term as science permeates much of the curriculum. Children know about how to care for their natural world through the time they spend in the outdoors and in the school meadow. This will include a planned Forest school programme in Reception classes from September 2023. Within this they learn to name different creatures and plants, how they live and interact as well as managing risks. This is extended in Year 1 when they are taught to identify common plants and trees and understand the structure of a plant. They observe and discuss different seasons which informs future work on seasonal changes including learning about the sun which will facilitate their understanding of sun safety, using their senses. Year 1 children ask questions, use their knowledge to make simple predictions and begin to record results with reducing adult support.

YEAR 1	AUTUMN		SPRING		SUMMER	
	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)
SCIENCE 	ANIMALS including humans As a Scientist, be able to: <ul style="list-style-type: none"> Know the name of parts of the human body (complex) that can be seen. Name the 5 senses and identify their uses. Use the 5 senses to describe what can be seen on an outdoor learning walk. OLE Consider the impact on our life of losing 1 of our senses. DE Make a prediction and record results. Name and discuss a famous scientist/inventor - Miller Hutchinson 	SEASONAL CHANGES and EXPERIMENTING WITH COLOUR INVESTIGATION As a Scientist, be able to: <ul style="list-style-type: none"> Name the seasons and to describe Autumn. OLE - Autumnal walk Observe changes across the seasons and identify weather changes. Work scientifically to propose a question, make a prediction, carry out a simple test and record your findings. (filter paper experiment) Name and discuss a famous scientist/inventor- John Dalton, Meteorologist 	MATERIALS Identify and name common materials. COMPARE and GROUP PROPERTIES As a Scientist, be able to: <ul style="list-style-type: none"> Know the name of the materials an object is made from. Understand the properties of common materials. Group a list of everyday objects according to their composite material. Carry out an investigation to test whether materials are waterproof or not. Name and discuss a famous scientist/inventor, Charles Macintosh To work scientifically, set up a test, know if the test has been successful and say what has been learned. Explain to someone what has been learned and draw conclusions from questions and answers. To use measures within an investigation to keep the test fair.	ANIMAL CLASSIFICATION As a Scientist, be able to: <ul style="list-style-type: none"> Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds. Understand how animals can be grouped according to what they eat (Herbivore, omnivore and carnivore) STEAM challenge (Investigate Camouflage) Name and discuss a famous scientist/inventor- Chris Packham, wildlife 	SEASONAL CHANGES Sun safety and sun investigations As a Scientist, be able to: <ul style="list-style-type: none"> Name the season and know about the type of weather in each season. Understand sun safety. Carry out simple tests, recording data-sun science investigation. Observe closely, using simple equipment classify Name and discuss a famous scientist/inventor- Liam Dutton, Meteorologist 	PLANTS Identify and name common plants Name basic structure As a Scientist, be able to: <ul style="list-style-type: none"> 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 (to work scientifically to ask questions) Know about famous scientist/inventor- Beatrix Potter, Botanist
	SCIENCE CAPITAL: To increase children's science capital through work around scientists and inventors. SEASONAL CHANGES Observe seasonal changes in Autumn, Winter, Spring and Summer. Notice key features of each season—i.e. day length Compare weather of UK to a non European country.					

THREADS: **OLE** Outdoor Learning **LC** Local Community **PMW** Physical and Mental Well-being **DE** Diversity and Equality **PfA**

Year 1 SCIENCE CURRICULUM PROGRESSION GUIDE (KNOWLEDGE and SKILLS)

SCIENTIFIC SKILL DEVELOPMENT FOR YEAR 1 (DISCIPLINARY KNOWLEDGE)

Relating to scientific content -Plants, Animals including humans, Materials, Seasonal changes.

QUESTIONING	OBSERVING and USING SIMPLE EQUIPMENT	PERFORMING SIMPLE TESTS	IDENTIFYING and CLASSIFYING	SUGGESTING CONCLUSIONS	GATHERING and RECORDING DATA
<p>Year 1 children should be taught to:</p> <p>Ask and answer simple questions.</p> <ul style="list-style-type: none"> Respond to what they have heard or observed by asking questions and responding to questions asked. Ask and answer questions in response to first hand experiences (using local environment) and simple information presented. 	<p>Year 1 children should be taught to:</p> <p>Observe closely, using simple equipment.</p> <ul style="list-style-type: none"> With guidance use simple equipment safely Name the seasons and know the type of weather in each season Work scientifically, set up a test (colour and waterproofing), know if the test has been successful and say what has been learned. What happens to felt tip pen colours when they get wet? Observe changes across the seasons and identify weather changes. Increase children's science capital through knowledge of famous scientists. 	<p>Year 1 children should be taught to:</p> <p>Perform simple tests.</p> <ul style="list-style-type: none"> Follow simple instructions to control the risks to themselves and to others. To work scientifically to propose a question, make a prediction, carry out a simple test and record your findings. (materials) To use measures within an investigation (materials) To construct a bridge by selecting from and using a range of tools and equipment to perform practical tasks. 	<p>Year 1 children should be taught to:</p> <p>Identify and classify.</p> <ul style="list-style-type: none"> Sort living and non-living things into groups Know and classify animals by what they eat (herbivore, omnivore, carnivore) (to work scientifically) Know the name of parts of the human body that can be seen by asking questions) Know and name the petals, stem leaves and root of a plant. Know the name and properties of the materials an object is made from. Name the seasons and know the type of weather in each season. Know and name a variety of common wild and garden plants. Classify a range of animals by amphibian, reptile, mammal, fish and birds. 	<p>Year 1 children should be taught to:</p> <p>Observe and suggest ideas to answer questions.</p> <ul style="list-style-type: none"> Explain and evaluate which tools/materials they have selected to create a bridge. <p>I can think of some reasons why things might happen.</p> <ul style="list-style-type: none"> Think about what might happen before deciding what to do. Explain to someone what has been learned and draw conclusions from questions and answers. Explain why they selected the tools/materials and suggest what might happen. 	<p>Year 1 children should be taught to:</p> <p>Gather and record data to help in answering questions</p> <ul style="list-style-type: none"> Labelled diagrams Drawings Text

HISTORY - KEY KNOWLEDGE MAP

	YEAR 1 AUTUMN TERM	YEAR 1 SPRING TERM	YEAR 1 SUMMER TERM	YEAR 2 AUTUMN TERM	YEAR 2 SPRING TERM	YEAR 2 SUMMER TERM	NATIONAL CURRICULUM
People CAUSES and CONSEQUENCES /SIGNIFICANCE	David Attenborough Know David Attenborough's key messages about saving our planet.	Isambard Kingdom Brunel Know what Isambard Kingdom Brunel did and why is he so important.	Rosa Parks Understand that Rosa Parks changed some peoples lives.	Mary Seacole / Florence Nightingale Understand the significance of both these women and their actions on life today. (legacy)	St Cuthbert / Grace Darling Know what influence St Cuthbert/Grace Darling had on our local area?.(legacy)	Christopher Columbus Understand who Christopher Columbus was, Name sources that helped them learn about him. Visit Hartlepool marina.	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.
Events/Places ENQUIRY	Remembrance Day Understand what was it like to be a soldier in WW1. Know what war might mean to soldiers (Ukraine)	Victorian Era Recognise the similarities and differences to homes and school life in Victorian times and present day. Victorian day.	Castles Understand what was important about the building of castles. Describe the different parts of a castle and what they were for. (Newcastle castle)	Great Fire of London Suggest what caused the fire to start. Know the impact the fire had on the present day life. Name sources of evidence that may help our understanding.	St Cuthbert Visit Durham Cathedral. Extend understanding of sources - How did the visit help you understand more about St Cuthbert?	Christopher Columbus / Lambton Worm Understand what historical information tells us about Christopher Columbus/Lambton Worm. Appreciate that some sources are more reliable than others.	Significant historical events and places in their own locality.
Changes within living memory CHRONOLOGY	David Attenborough Identify things we can do to save our planet.	Victorian Era Suggest a way we can find out about the past. Know that toys are different from those played with by Victorian children?			Grace Darling Visit Souter lighthouse. Identify any similarities and differences between Souter and the lighthouse at Longstone Island where Grace Darling lived.		Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
Changes beyond living memory CHRONOLOGY	Remembrance Day Know that Remembrance Day is important and why that is.	Victorian Era Identify how household items have changed from Victorian times (carpet beater has become...) Create a simple timeline of objects from the Victorian era to the present day.	Castles Know some of the roles/jobs undertaken by those who lived in castles?	Great Fire of London Order events that happened during the fire. (timeline / chronology)	Grace Darling Complete a timeline of events, including dates.	Christopher Columbus Describe life on a sailing ship in 15 th century. Know some similarities with life on board a pirate ship in the 18 th century.	Events beyond living memory that are significant nationally or globally.

HISTORICAL CONCEPTS KS1


YEAR 1	YEAR 2	DISCIPLINARY KNOWLEDGE
<p>David Attenborough</p> <ul style="list-style-type: none"> - Historical Significance - Change and Continuity/Similarity and Difference (to modern day) - Cause and Consequence - Sources (film, books, etc) - Chronological Understanding (his life) 	<p>Great Fire of London</p> <ul style="list-style-type: none"> - Historical Significance - Change and Continuity/Similarity and Difference - Cause and Consequence - Interpretation/Sources (diary) - Chronological Understanding 	<p><u>Historical Concepts</u> <u>Disciplinary Knowledge</u> Cause and Consequence – What caused something to happen and what were the consequences? Change and Continuity/Similarity and Difference - Similarity and difference within groups, places or societies in the same time period or across time. How much change did ____ bring? Historical Significance – why historians ascribe significance to historical people or events. Why has ____ been such a focus in history? Interpretation/Sources – How and why historical interpretations are different and how historians use sources to make claims about the past. There can be different versions of historical situations. Not all sources are there to answer the same questions. Why might historians disagree that ____? How do we know what is fact or an opinion? Chronological Understanding – This is woven through every topic. Understanding the chronology of what is being taught? How does this fit into wider historical learning? What came before/after? – Timeline.</p>
<p>WW1</p> <ul style="list-style-type: none"> - Historical Significance - Change and Continuity/ S+D (more focus on change / difference) - Sources (pictures) - Chronological Understanding 	<p>Nurses</p> <ul style="list-style-type: none"> - Change and Continuity/Similarity and Difference - Interpretation/Sources - Historical Significance - Cause and Consequence (why was change needed) - Chronological Understanding 	
<p>Victorian Era</p> <ul style="list-style-type: none"> - Change and Continuity/Similarity and Difference (modern day and within time period) - Sources (Beamish) - Chronological Understanding (period of time) 	<p>St Cuthbert</p> <ul style="list-style-type: none"> - Historical Significance - Change and Continuity/Similarity and Difference - Sources (Durham) - Chronological Understanding 	
<p>IKB</p> <ul style="list-style-type: none"> - Historical significance - Change and Continuity/Similarity and Difference (modern day and past) - Chronological Understanding 	<p>Grace Darling + Local Area</p> <ul style="list-style-type: none"> - Historical Significance - Change and Continuity/Similarity and Difference - Chronological Understanding - Interpretation/sources (why is she pictured rowing alone) 	
<p>Castles</p> <ul style="list-style-type: none"> - Change and Continuity/Similarity and Difference - Chronological Understanding (period of time) - Sources (Castle) 	<p>Monarchy Local Area – then and now</p> <ul style="list-style-type: none"> - Change and Continuity/Similarity and Difference - Historical Significance - Chronological Understanding 	
<p>Rosa Parks + Mother Teresa</p> <ul style="list-style-type: none"> - Historical significance - Cause and Consequence - Change and Continuity/Similarity and Difference - Interpretation/Sources - Chronological Understanding 	<p>Explorers</p> <ul style="list-style-type: none"> - Historical Significance. - Interpretation/Sources - Change and Continuity/Similarity and Difference - Cause and Consequence - Chronological Understanding 	

HISTORICAL THREADS KS1

YEAR 1	YEAR 2	DISCIPLINARY KNOWLEDGE
David Attenborough <ul style="list-style-type: none"> - Legacy - Attitudes and Beliefs - Science/Technology - 	Great Fire of London <ul style="list-style-type: none"> - Home (Residency) - Legacy - Science/Technology - Trade (slightly) - Monarchy 	Historical Threads <ul style="list-style-type: none"> - Home (Residency) - Trade - Attitudes and Beliefs (included rights in here) - Science/Technology - Conflict (military) - Legacy - Monarchy <p>_____ Threads covered at KS2, Fulwell Juniors.</p>
WW1 <ul style="list-style-type: none"> - Conflict - Attitudes and Beliefs - Monarchy 	Nurses <ul style="list-style-type: none"> - Legacy - Science/Technology - Attitudes and Beliefs - Conflict (military) - 	
Victorian Era <ul style="list-style-type: none"> - Home (Residency) - Science/Technology - Attitudes and Beliefs - Monarchy 	St Cuthbert <ul style="list-style-type: none"> - Home (Residency) - Conflict - Attitudes and Beliefs - 	
IKB <ul style="list-style-type: none"> - Legacy - Science/Technology 	Grace Darling <ul style="list-style-type: none"> - Legacy - Science/Technology - Monarchy 	
Castles <ul style="list-style-type: none"> - Home (Residency) - Conflict 	Monarchy <p>Local Area – then and now</p> <ul style="list-style-type: none"> - Home (Residency) - Legacy - Monarchy 	
Rosa Parks Mother Teresa <ul style="list-style-type: none"> - Legacy - Attitudes and Belief 	Explorers <ul style="list-style-type: none"> - Legacy - Trade - Science/Technology 	

Year 1 HISTORY CURRICULUM LONG TERM PLAN

TRANSITION from EYFS. As part of *What's in my world?* the children have been introduced to the lives of family members over time. They are given daily opportunities to talk about immediate past events in their lives e.g.. birthdays and celebrations and use vocabulary linked to the passing of time e.g.. yesterday, tomorrow, days of the week etc. Vocabulary is modelled and used regularly. They sequence events and photographs to demonstrate/develop their understanding of the passing of time and change. Sharing stories from their own past and linking ideas will support their understanding of the 'long past' and the lives of others as they move into Key Stage 1.

YEAR 1	AUTUMN		SPRING		SUMMER	
	FIRST HALF	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)
HISTORY 	SIGNIFICANT PERSON/EVENT David Attenborough As a Historian, be able to: <ul style="list-style-type: none"> Understand change within living memory. Understand the historical significance of David Attenborough Understand cause and consequence. Understand change and continuity. 	SIGNIFICANT PERSON/EVENT— Remembrance Day (DE) As a Historian, be able to: <ul style="list-style-type: none"> Identify a significant event from beyond living memory. Use the vocabulary of time and understand that WW1 happened over 100 years ago. Ask and answer questions about what they have heard. Form opinions, using parts of stories to show they understand historical events. 	CHANGE OVER TIME, SIMILARITIES and DIFFERENCES. Homes in the past. The Victorian era. (PFA, OLE) As a Historian, be able to: <ul style="list-style-type: none"> Use vocabulary associated with the passing of time. Understand similarities and difference between Victorian times and present day. Know what a number of old objects were used for. Show some understanding of the ways we can find out about the past. Know the main differences between their school days and that of Victorian children. Know about artefacts from the past. Create a timeline of an object from the Victorian era to present day. 	SIGNIFICANT PERSON/EVENT Isambard Kingdom Brunel (bridges) (LC) As a Historian, be able to: <ul style="list-style-type: none"> Name a significant person from the past and explain why they are important. (Isambard Kingdom Brunel). Identify similarities and differences. Understand change and continuity over time. Ask and answer questions about what they have heard. Form opinions, using parts of stories to show they understand historical events. Debate, hearing all arguments before forming opinions. 	CHANGE OVER TIME, HISTORY OF LIFE BEFORE LIVING MEMORY. Castles (PFA, OLE, LC) As a Historian, be able to: <ul style="list-style-type: none"> Identify similarities and differences of life in different period's ie.jobs/castle functions. Understand the concept of chronology. Understand the significance of castles in the past. Use the language of time. Know significant historical places in their own locality. Order information into groups. 	SIGNIFICANT PERSON/EVENT Rosa Parks (DE) As a Historian, be able to: <ul style="list-style-type: none"> Name and describe a significant person or event. (Rosa Parks) Ask and answer questions about what they have heard. Understand the significance of Rosa Parks and the impact of her life on civil rights. Understand cause and consequence in this context. Understand that historians use sources to tell them about the past.
HISTORICAL THREADS: Throughout our History curriculum, we have identified 'threads' that run throughout. They provide opportunities for the children to broaden their knowledge and further develop their skills in enquiry. The threads are: LEGACY, LIFE WITHIN and BEYOND LIVING MEMORY, HISTORICAL SIGNIFICANCE, CHANGE AND CONTINUITY, CAUSE AND CONSEQUENCE, SIGNIFICANT PEOPLE and EVENTS.						


HISTORICAL SKILL DEVELOPMENT FOR YEAR 1

QUESTIONING	VOCABULARY	CHRONOLOGICAL UNDERSTANDING	IDENTIFYING CONTRASTS and THEMES	USING SOURCES
<p>Year 1 children should be taught to:</p> <p>Ask and answer simple questions about what they have heard.</p> <p>Form an opinion in response to a question raised.</p>	<p>Year 1 children should be taught to:</p> <p>Use common words and phrases relating to the passing of time.</p> <p>Vocabulary for talk (Year 1): tradition research non-fiction event artefact museum Curator Source historian</p> <p>Vocabulary for chronology (Year 1): long ago yesterday then when now last next before/after first/second (etc...) days months prehistoric days months prehistoric</p>	<p>Year 1 children should be taught to:</p> <p>Recognise the difference between past and present.</p> <ul style="list-style-type: none"> Use common words and phrases, or answer simple questions to sequence events. Understand the chronology of the people / events they have studied in relation to each other. Order information. Compare the past to the present day. <p>Talk about events using phrases like 'long ago', 'before my parents were born', 'around the time of Jesus'.</p>	<p>Year 1 children should be taught to:</p> <p>Make simple historical comparisons (e.g... spot the difference between pictures).</p>	<p>Year 1 children should be taught to:</p> <p>Explain the difference between fiction and non-fiction.</p> <p>Year 1 children should use sources:</p> <p>To form opinions:</p> <ul style="list-style-type: none"> Access simple books, internet sites, photos, recordings, artefacts and other sources that are given to them. Use parts of stories to show that they understand historical events. <p>To understand how the past is constructed:</p> <ul style="list-style-type: none"> Show some understanding of the ways we can find out about the past (e.g... books, museums, artefacts, archaeology).

GEOGRAPHY - KEY KNOWLEDGE MAP		YEAR 1 AUTUMN	YEAR 1 SPRING	YEAR 1 SUMMER	YEAR 2 AUTUMN	YEAR 2 SPRING	YEAR 2 SUMMER	NATIONAL CURRIC
	HUMAN and PHYSICAL	Gruffalo/Katie Morag Know what human and physical features are using words and pictures. Identify landmarks in our local area. (windmill, beach, park, library)	Three Little Pigs Know the main differences between a city, a town and the countryside. After the Storm Find the equator and know places near to it are hot.	Rapunzel Understand seasonal weather patterns for the local area.	The Twits Discuss global issues that are impacting on our lives. Hansel and Gretel Identify key physical features (mountain, cliff, valley, lake etc...) and an aerial view.	The Lighthouse Keeper's Lunch Identify further physical features - harbour, estuary and bay. Show some awareness of climate change. (build on prior learning) Understand local human/physical features.		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 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
	LOCATIONAL KNOWLEDGE	Katie Morag Know their address and postcode. Identify Sunderland on a map/globe within the UK. Name /locate the 4 countries of UK?	After the Storm Name and locate India on a map. Name some knowledge of the continents of the world.			Gregory Cool Name and locate the 7 continents and 5 oceans. Locate on a map the 4 capital cities of countries in the UK.	Pirates Use prior learning in identifying the 7 continents and oceans of the world.	Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
	FIELDWORK	Gruffalo/Katie Morag Find human and physical features within school grounds. (school, playground and field) Find human and physical features when walking around the local area. Name the 4 points of the compass.	Three Little Pigs After the Storm Use locational and some directional language.	(Beach week) Draw a simple route map using directional language and symbols. Know the important human and physical features of the beach. Draw a map of the beach area. Use compass points.	Hansel and Gretel Draw a map and include basic OS symbols in a key. Use grid references on a map to locate places.	Gregory Cool Use a key on a map. Do you understand directional language and using N, S, W and E to locate places on a map. Recognise and locate landmarks in the locality.	Pirates Understand NE, NW, SE and SW and use these to locate features and locations on a map. Use a map with grid references and 8 points of the compass to solve clues.	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
	PLACE KNOWLEDGE	Katie Morag Name some important physical/human features of our local area. Know some similarities and differences between Sunderland and Coll.	Three Little Pigs Understand similarities and differences between Sunderland a town and a rural area. After the Storm Know some similarities and differences between Sunderland and India.		Hansel and Gretel Use prior learning and compare a forest environment to our local environment. Identify similarities and differences.	Gregory Cool Understand the main similarities and differences between Sunderland and Trinidad and Tobago. Build on prior learning.		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

Year 1 GEOGRAPHY CURRICULUM LONG TERM PLAN

TRANSITION from EYFS. Children look at a range of skills and knowledge such as being aware of what's in their local area, looking at maps and gathering information about different places through a range of stories and non-fiction texts. This will enable them to identify and understand human and physical features when they move to Year 1. Within topics such as 'Where would you like to go?' children can explore different countries in the world and learn about their religious and cultural communities. Key texts are used to support these skills which allow children to be able to confidently use maps, atlases and globes to identify countries they know about.

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	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)
GEOGRAPHY	SIMPLE FIELDWORK and OBSERVATION AROUND THE SCHOOL and LOCAL ENVIRONMENT					
	PHYSICAL, HUMAN FEATURES PLACE KNOWLEDGE As a Geographer, be able to: <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study school and the surrounding environment. (PFA1, OLE, LC) <ul style="list-style-type: none"> Use basic geographical key vocabulary to refer to key human and physical features. Compare forest setting with our local area. (OLE) Go on walk around your local area and identify human and physical features. (LC) (OLE)	PLACE/LOCATIONAL KNOWLEDGE FIELDWORK As a Geographer, be able to: <ul style="list-style-type: none"> Know their address and postcode. Use maps, atlases and globes to identify UK countries, and oceans. Know the names of the four countries that make up the UK. Name the three seas that surrounds the UK. 	PHYSICAL, HUMAN FEATURES PLACE/LOCATIONAL KNOWLEDGE SUSTAINABILITY As a Geographer, be able to: <ul style="list-style-type: none"> Know the main differences between city (Sunderland), town and a rural area. Use locational and some directional language. Know the important human and physical features of our local area. (LC) (OLE) <ul style="list-style-type: none"> Discuss and observe the impact of climate change/extreme weather on our school environment. (LC) (OLE)		PHYSICAL, HUMAN FEATURES FIELDWORK PLACE/LOCATIONAL KNOWLEDGE As a Geographer, be able to: <ul style="list-style-type: none"> Draw a simple map Use simple fieldwork and observational skills to study school and surrounding environment (LC) <ul style="list-style-type: none"> Know the important human and physical features of our beach area. 	PLACE/LOCATIONAL KNOWLEDGE As a Geographer, be able to: <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the UK. (PFA, OLE, LC) Be aware that the equator is an imaginary line that divides the earth into two parts and that places located close to the equator are hot. Locate and name hot and cold places of the world. Know which is the hottest and coolest season in the UK (Science Link). Investigate a contrasting location of a non-European country (India)
	GEOGRAPHICAL THREADS: Throughout our Geography curriculum, we have identified 'threads' that run throughout. They provide opportunities for the children to broaden their knowledge and further develop their skills in enquiry. LOCATIONAL KNOWLEDGE (sense of place, orientation of the world and how to navigate it. PLACE KNOWLEDGE (how we connect to places and identify ourselves in the world. HUMAN/PHYSICAL GEOGRAPHY (the interaction between people, places and the environment) FIELDWORK (using maps, compasses along with what is known to explain location, place and physical and human features associated with it.) SUSTAINABILITY (human impact, environmental issues and climate change)					

GEOGRAPHICAL SKILL DEVELOPMENT FOR YEAR 1

GRAPHICACY SKILLS	FIELDWORK and PRACTICAL SKILLS	ACADEMIC SKILLS	VOCABULARY
<p>Year 1 children should be taught to:</p> <p>Keys and symbols: Know that some maps have a key.</p> <p>Read maps: Follow a simple map (e.g... buildings, roads, fields, or use one for a treasure hunt in the school grounds).</p> <p>Draw maps / plans: Trace around simple map shapes to reproduce symbols.</p> <p>Digital maps: With support, does a simple location or post-code search online.</p> <p>Charts and graphs (from Maths National Curriculum) Tallies and simple tables (from Maths National Curriculum)</p> <p>Use images: Explain the difference between image types e.g... photo, drawing.</p> <p>Use photographs (including aerial photos) to recognise basic features (e.g... school on satellite view).</p>	<p>Year 1 children should be taught to:</p> <p>Use a compass Use North, South, East, West for simple navigation <i>Describe position, direction and movement (from Maths National Curriculum).</i></p> <p>Observe/measure: Begin to use first-hand observation using senses (e.g... qualitative comments, or measurements in non- standard units).</p> <p>Locate: Use simple locational language to describe (e.g... near/far, North, South, East, and West).</p> <p>Record: Make simple recordings e.g... lists, tallies and simple tables where the template is given.</p>	<p>Year 1 children should be taught to:</p> <p>Ask questions: Ask and answer simple questions about what they have seen or heard.</p> <p>Discern relevance N/A</p> <p>Present information: Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate.</p> <p>Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations:</p> <ul style="list-style-type: none"> for isolated datasets in longer and coherently-structured pieces of work. 	<p>Year 1 children should be taught to:</p> <p>For Skills and Fieldwork (Year 1): map compass compass point direction North, South, East, West <i>near, far, up, down, far, further, high(er), underneath, centre, (quarter/half) turn, (anti-)clockwise, position, direction (from Maths National Curriculum)</i></p> <p>For Location Knowledge (Year 1):</p> <p>Continents: Europe, Africa, Asia, North and South America, Antarctica, Australia.</p> <p>Capitals: England (London), Scotland (Edinburgh), Wales (Cardiff), Northern Ireland (Belfast).</p> <p>For Place Knowledge (Year 1): area, same, different, point</p> <p>For Human Geography (Year 1): city, town, village, factory, farm, house, shop, weekend, journey, abroad, capital, country <i>From Science National Curriculum: object</i></p> <p>For Physical Geography (Year 1): beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, continent, month, year, season <i>summer, autumn, winter, spring (from Maths National Curriculum)</i> <i>weather, hot, cold, desert (vaguely; i.e. more detail at Y3) rain, gauge, wind sock, wind vane</i></p>

ART and DESIGN- KEY KNOWLEDGE MAP							
	YEAR 1 AUTUMN	YEAR 1 SPRING	YEAR 1 SUMMER	YEAR 2AUTUMN	YEAR 2 SPRING	YEAR 2 SUMMER	NATIONAL CURRICULUM
3-D FORM	Katie Morag Use salt dough and malleable materials to create Christmas decorations.	Three Little Pigs Design and make a house from junk materials? (DT)	Rapunzel Use clay to sculpt a castle tower. Include textures and effects. Lily's Garden Roll and coil malleable materials	Hansel and Gretel (DT) Create a Christmas pudding. Join materials through sewing.	Lighthouse Keepers Lunch Create a 3-D lighthouse with moving parts?(DT)	Paper Bag Princess Use papier mache to create a dragon's egg. Use stitching to join fabric's together.	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture 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 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
TEXTURE and COLLAGE	Katie Morag Cut, tear and decorate art work using collage materials. Improve cutting skills.	After the Storm Sort fabric and threads into colours and textures. Use fabric and threads to create moods.		The Twits Show pattern and texture within their drawings. Use a view finder.	Gregory Cool Use natural materials to create a Caribbean collage.	Paper Bag Princess Create a large scale collage in a group. Repeat a pattern within the collage.	
PRINTING		Three Little Pigs Recognise pattern in the environment. Create a repeating pattern. Weave a pattern. With paper.	Lily's Garden Use block relief printing to create a flower	Hansel and Gretel Discuss the use of shape, colour and pattern in George Seurat's work.	Lighthouse Keepers Lunch Create a print using rolling, rubbing and stamping. Create a mosaic.	Paper Bag Princess Collaboratively create images using block relief printing	
PAINTING	Gruffalo Create a backwash using watercolours. Katie Morag Know primary/secondary colour names and mix secondary colours.		Rapunzel Use Paul Klee's 'castle and the sun' and create own image.	Hansel and Gretel Use George Seurat's work to paint an image in his style.	Gregory Cool/LHKL Create your own Caribbean art using vibrant colours. Create an tulip using water colours for a background wash.	Pirates Use a paint program to create a picture independently.	
DRAWING	Gruffalo Create a pencil self-portrait. Use lines of diff thickness in a picture.	Three Little Pigs Create a pencil self-portrait. (build on prior learning)	Rapunzel Create a pencil self-portrait. (build on prior learning)	The Twits Create self-portrait Use 3 grades of pencil for effect. Create tones of light/dark. Use a view finder.	Gregory Cool Create a pencil self-portrait. (building on prior learning) Show pattern and texture within a drawing.	Pirates Use tye dye and fabric crayons to create a leavers T-shirt.	
EXPLORING, DEVELOPING , EVALUATING IDEAS	Gruffalo/Katie Morag Give an opinion about a piece of Art. (Kandinsky) Replicate Andy Goldsworthy's art using natural materials.	After the Storm Identify the 'mood' in Van Gogh's work. Research Paul Klee and discuss his work.		Hansel and Gretel Compare illustrators in terms of colour, shape and pattern. Respond to work of George Seurat. Offer opinions.	Gregory Cool/LHKL Understand that Art produced around the world represents different styles. Discuss. Ask and answer questions about work.	Paper Bag Princess Explain your opinion on art work. Pirates Evaluate and reflect on sketch book progress.	

ART SKILL DEVELOPMENT FOR YEAR 1

EXPLORING and DEVELOPING IDEAS (ONGOING)	EVALUATING and DEVELOPING WORK (ONGOING)	DRAWING	PAINTING
<p>Year 1 children should be taught to:</p> <ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures 	<p>Year 1 children should be taught to:</p> <ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. E.g.. Annotate sketchbook Identify what they might change in their current work or develop in their future work. 	<p>Year 1 children should be taught to:</p> <ul style="list-style-type: none"> Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour 	<p>Year 1 children should be taught to:</p> <ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Mix secondary colours and shades using different types of paint. Create different textures e.g... use of sawdust.
PRINTING	TEXTILES/COLLAGE	3 D FORM	BREADTH OF STUDY
<p>Year 1 children should be taught to:</p> <ul style="list-style-type: none"> Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g... monoprint, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment. 	<p>Year 1 children should be taught to:</p> <ul style="list-style-type: none"> Use a variety of techniques, e.g... weaving, finger knitting, fabric crayons, sewing and binca. How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc... 	<p>Year 1 children should be taught to:</p> <ul style="list-style-type: none"> Manipulate clay in a variety of ways, e.g... rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form. 	<p>Year 1 children should be taught to:</p> <ul style="list-style-type: none"> Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT Investigate different kinds of art, craft and design.

DESIGN TECHNOLOGY - KEY KNOWLEDGE MAP							
	YEAR 1 AUTUMN	YEAR 1 SPRING	YEAR 1 SUMMER	YEAR 2 AUTUMN	YEAR 2 SPRING	YEAR 2 SUMMER	NATIONAL CURRIC
DESIGN TECHNOLOGY - KEY KNOWLEDGE MAP	COOKING and NUTRITION	Gruffalo Design a Gruffalo crumble to make and eat. Design and make a Halloween biscuit.	Three Little Pigs Know and discuss how healthy Victorian diet was.	Lily's Garden Taste foods from another country (India day) Taste, describe, evaluate food from a different country Safely use tools to cut and prepare fruit and vegetables to eat.	H & G Cooking and nutrition. Design and make a healthy soup for Gretel. Cutting skills using tools.	Explain/use hygiene. Follow safety procedures. Describe ingredients used when making a dish. Know balanced diet and use food groups in their packed lunch. Taste foods from another country. Compare/contrast describing tastes.	By the end of KS1 be able to: <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, and communicate their ideas through talking, drawing, templates, mock ups and where appropriate use information and communication technology.
	TECHNICAL KNOWL	Gruffalo/Katie Morag Safely use tools and reason selection Explore and evaluate a range of existing products. Understand wheels/axles	After the Storm Build structures exploring how they can be made stronger, stiffer and more stable.	Rapunzel Build structures exploring how they can be made stronger, stiffer and more stable. Lily's Garden Use tools safely to prepare food.	The Twits/H & G Measure accurately how much textile they need for their product. Use tools safely. Assemble, join, combine materials and make the product.	Gregory Cool/LKL Use measuring skills. Join components together in different ways in moving product. Know how winding mechanisms work.	<ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks (For example cutting, shaping, joining and finishing)
	EVALUATE	Gruffalo Evaluate their own Gruffalo Crumble. Katie Morag Evaluate their ideas and products against given design criteria.	Three Little Pigs Evaluate their shelter and suggest improvements After the Storm Explain and evaluate which tools they have selected and why. Understand and use design criteria	Rapunzel Explain and evaluate which tools they have selected and why. Understand and use design criteria	The Twits/H & G Explain choice of specific textiles Evaluate product as it develops and identify strengths /possible changes they might make.	Gregory Cool/LKL Explain what went well and suggest improvements. Use prior learning through modelling of experts, to design and create glass product.	<ul style="list-style-type: none"> Explore and evaluate existing products. Evaluate their ideas against an existing criteria.
	MAKE	Gruffalo Make a Gruffalo crumble by selecting the appropriate healthy ingredients and tools. Katie Morag Construct a trolley by selecting /using a range of tools/equip.	Three Little Pigs Use a range of different materials to construct an accessible shelter. After the Storm Construct a bridge by selecting from and using a range of tools and equipment to perform practical tasks.	Rapunzel Construct a castle by selecting from and using a range of tools and equipment to perform practical tasks.	The Twits/H & G Select materials considered to be suitable. Add to their design to improve appearance.	Gregory Cool/LKL Make sensible choices about which materials would be most appropriate for their construction.	<ul style="list-style-type: none"> 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.
	DESIGN	Gruffalo Design and make a character using clay. Katie Morag Design a model post trolley and adapt it to make it better.	Three Little Pigs Use design knowledge to design a shelter After the Storm Design a model bridge and adapt their bridge to make it better.	Rapunzel Design a model castle and adapt their bridge to make it better.	The Twits/H & G Understand the purpose of design criteria Think of an idea and plan what to do next Discuss, observe and draw designs.	Gregory Cool/LKL Develop their own ideas from their initial starting point.	<ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.

Year 1 DESIGN TECHNOLOGY CURRICULUM LONG TERM PLAN

TRANSITION from EYFS. Children learn to use a variety of tools to feed themselves and use within food preparation which provides good food technology skills that children can apply to making food such as 'A Gruffalo Crumble' in Year 1. Children are exposed to using scissors, pens and other tools throughout their provision in EYFS and this ensures good grip and effective use enables children to design and make various products whilst beginning to identify what has gone well and what could be done better next time.

YEAR 1 D.T.	DESIGN	MAKE	EVALUATE		TECHNICAL KNOWLEDGE	COOKING and NUTRITION
	Developing, planning and communicating ideas.	Developing, planning and communicating ideas.	Developing, planning and communicating ideas.		By the end of KS1 be able to:	By the end of KS1 be able to:
	By the end of KS1 be able to:	By the end of KS1 be able to:	By the end of KS1 be able to:		By the end of KS1 be able to:	By the end of KS1 be able to:
	<ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, and communicate their ideas through talking, drawing, templates, mock ups and where appropriate use information and communication technology. 	<ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks (For example cutting, shaping, joining and finishing) 	<ul style="list-style-type: none"> Explore and evaluate existing products. Evaluate their ideas against an existing criteria. 		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.
AUTUMN			SPRING		SUMMER	
AUTUMN 1		AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<ul style="list-style-type: none"> Design a Gruffalo crumble that I am going to make and eat. Make a Gruffalo crumble by selecting the appropriate healthy ingredients and tools. (Cooking and nutrition) To safely use tools. Begin to evaluate their own Gruffalo Crumble. Talk to others about how they will make their product and share ideas. Design and make a Gruffalo character using clay. (link to sculpture in Art) Use appropriate tools in completing their Gruffalo. 		<ul style="list-style-type: none"> Explore and evaluate a range of existing products. Design a model post trolley and adapt it to make it better. Construct a trolley by selecting from and using a range of tools and equipment to perform practical tasks. Explain and evaluate which tools they have selected and why. Evaluate their ideas and products against given design criteria. Design and make a Halloween biscuit. 	<ul style="list-style-type: none"> Use a range of different materials to construct an accessible shelter. To evaluate their shelter and suggest improvements To taste a selection of Victorian foods. Consider/know how healthy their diet was. 	<ul style="list-style-type: none"> Construct a bridge by selecting from and using a range of tools and equipment to perform practical tasks. Explain and evaluate which tools they have selected and why. Design a model bridge and adapt their bridge to make it better. Evaluate their ideas and products against design criteria. 	<ul style="list-style-type: none"> Construct a castle by selecting from and using a range of tools and equipment to perform practical tasks. Explain and evaluate which tools they have selected and why. Design a model castle and adapt their castle to make it better. Evaluate their ideas and products against design criteria. 	<ul style="list-style-type: none"> Taste, describe and evaluate food from a different country (India Day) Use tools safely to prepare food.

DESIGN TECHNOLOGY SKILL DEVELOPMENT FOR YEAR 1



DEVELOPING, PLANNING and COMMUNICATING IDEAS		WORKING WITH TOOLS, EQUIPMENT, MATERIALS and COMPONENTS TO MAKE QUALITY PRODUCTS (INC FOOD)		EVALUATING PROCESSES and PRODUCTS	
Year 1 children should be taught to: <ul style="list-style-type: none">• Draw on their own experience to help generate ideas• Suggest ideas and explain what they are going to do• With support, identify a target group for what they intend to design and make• Model their ideas in card and paper• Work out how something works by looking at it (sometimes taking it apart)• Begin to develop their design ideas applying findings from their earlier research		Year 1 children should be taught to: <ul style="list-style-type: none">• Make their design using appropriate techniques• With help measure, mark out, cut and shape a range of materials• Use tools e.g... scissors and a hole punch safely• Assemble, join and combine materials and components together using a variety of temporary methods e.g... glues or masking tape• Use a construction kit and other materials to make models.• Select and use appropriate fruit and vegetables, processes and tools• Use basic food handling, hygienic practices and personal hygiene• Use simple finishing techniques to improve the appearance of their product		Year 1 children should be taught to: <ul style="list-style-type: none">• Evaluate their product by discussing how well it works in relation to the purpose• Evaluate their products as they are developed, identifying strengths and possible changes they might make• Evaluate their product by asking questions about what they have made and how they have gone about it	
DT Vocabulary:					
change	evaluate	equipment	suggest		
Measure	predict	tools			
Design	explain	cutting			
Prepare	construct	joining			
Product	materials	finishing			

COMPUTING - KEY KNOWLEDGE MAP

	YEAR 1 AUTUMN TERM	YEAR 1 SPRING TERM	YEAR 1 SUMMER TERM	NATIONAL CURRICULUM
DIGITAL LITERACY	<p>Log in safely and understand why</p> <p>Create an avatar and add own name to it.</p> <p>Save work.</p> <p>Find saved work.</p> <p>Know how to see messages left by teacher.</p> <p>Search to find resources.</p> <p>Investigate topic section of Purple Mash.</p> <p>Add pictures and text to work.</p> <p>Explore tools and common icons.</p> <p>Understand the importance of logging out.</p> <p>Find and understand examples of where technology is used in the local community</p> <p>Record examples of Technology outside of school.</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 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.
INFORMATION TECHNOLOGY		<p>Understand the differences between books and e-books.</p> <p>Explore the tools of 2Create.</p> <p>Play the page created.</p> <p>Save changes and overwrite the file.</p> <p>Add animation to a picture.</p> <p>Add a sound effect, voice recording and music to a picture.</p> <p>Use copy and paste to create additional pages.</p> <p>Continue and complete an animated story.</p>	<p>Understand that data can be represented in picture format.</p> <p>Contribute to a class pictogram.</p> <p>Use a pictogram to record the results of an experiment.</p>	
COMPUTER SCIENCE	<p>Understand the functionality of the basic direction keys on keyboard.</p> <p>Use direction keys in a range of challenges.</p> <p>Understand how to create and debug a set of instructions (algorithm)</p> <p>Use direction keys as part of an algorithm.</p> <p>Change and extend the algorithm list.</p>	<p>Emphasise the importance of following instructions.</p> <p>Follow and create simple instructions on the computer.</p> <p>Consider how the order of instructions affects the result.</p>	<p>Sort items using a range of criteria.</p> <p>Sort items on the computer using the 'Grouping' activities in Purple Mash.</p>	

Year 1 COMPUTING CURRICULUM LONG TERM PLAN

TRANSITION from EYFS. Children use computers and Tablets within their classroom settings learning to log on and begin to navigate the keyboard and use the mouse. As the year progresses they access the school's ICT suite which enables them to further develop their skills and develops growing independence. They are introduced to Purple Mash to further develop their basic skills. The independence and confidence gained in EYFS will support their understanding of computing allowing them to access information through the computer to support their learning in a range of subjects.

YEAR 1	AUTUMN		SPRING		SUMMER	
COMPUTING	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
 	<p>Be able to:</p> <ul style="list-style-type: none"> Log in safely and understand why Create an avatar and add own name to it. Save work. Find saved work. Know how to see messages left by teacher. Search to find resources. Investigate topic section of Purple Mash. Add pictures and text to work. Explore tools and common icons. Understand the importance of logging out. 	<p>Be able to:</p> <ul style="list-style-type: none"> Understand the functionality of the basic direction keys on keyboard. Use direction keys in a range of challenges. Understand how to create and debug a set of instructions (algorithm) Use direction keys as part of an algorithm. Change and extend the algorithm list. Find and understand examples of where technology is used in the local community (LC) Record examples of Technology outside of school. 	<p>Be able to:</p> <ul style="list-style-type: none"> Understand the differences between books and e-books. Explore the tools of 2Create. Play the page created. Save changes and overwrite the file. Add animation to a picture. Add a sound effect, voice recording and music to a picture. Use copy and paste to create additional pages. Continue and complete an animated story. 	<p>Be able to:</p> <ul style="list-style-type: none"> Emphasise the importance of following instructions. Follow and create simple instructions on the computer. Consider how the order of instructions affects the result. 	<p>Be able to:</p> <ul style="list-style-type: none"> Sort items using a range of criteria. Sort items on the computer using the 'Grouping' activities in Purple Mash. Understand that data can be represented in picture format. Contribute to a class pictogram. Use a pictogram to record the results of an experiment. 	

COMPUTING SKILL DEVELOPMENT FOR YEAR 1

COMPUTER SCIENCE	DIGITAL LITERACY	PRACTICAL SKILLS	VOCABULARY
<p>Year 1 children should be taught to:</p> <p>Program: Program a (short set of) instructions on e.g... Bee-Bot, Scratch.</p> <p>Debug: Identify and start to verbalise problems in a simple program (written by someone else).</p> <p>Use logic: Start to demonstrate logical reasoning e.g... by role- playing the movements for a Bee-Bot program.</p>	<p>Year 1 children should be taught to:</p> <p>Working with digital content: Create, manipulate and present: Follow instructions to create content on simple editing programs like Word and Paint.</p> <p>Manipulate simple digital content</p> <p>Organise / store: Save files when the location is set for them.</p> <p>Retrieve: Do a simple search with support e.g... for a postcode</p> <p>Analyse / evaluate: N/A</p> <p>Use IT safely: Understand that there may be dangers online, and explain who they'll talk to if they're worried. Communications technology: N/A</p> <p>Using IT respectfully: Recognise that their actions may have negative consequences.</p>	<p>Year 1 children should be taught to:</p> <p>Keyboard: Find letters on a qwerty keyboard, e.g... type their name.</p> <p>Mouse: Manipulate a mouse without looking (i.e. eyes on screen).</p>	<p>Year 1 children should be taught to:</p> <p>For programming (Year 1): robot up instruction down program underneath turtle centre control (anti) clockwise rule position coding direction design above below</p> <p>For hardware, systems etc... (Year 1): network search engine internet gif web digital computer app Google</p> <p>For controls (Year 1): keyboard mouse right-click left-click double-click screen touch-screen start shut down menu</p> <p>For talk about IT (Year 1): research search</p>

RELATIONSHIPS AND SEX EDUCATION- KEY KNOWLEDGE MAP

	YEAR 1 AUTUMN	YEAR 1 SPRING	YEAR 1 SUMMER
MY RELATIONSHIPS	Describe different feelings and how they can make our bodies feel. Know some strategies of dealing with 'not so good' feelings. Understand how our actions can hurt the feelings of others. Recognise the special qualities in family and friends. Know which special people keep us safe and how.		
VALUING DIFFERENCE	Know the key differences between teasing, being unkind and bullying. Recognise that everyone is different and will have different thoughts and ideas. Celebrate and begin to show empathy for those who are different. Identify those who are special to them (and their special qualities). Identify ways in which we can show kindness towards others and how that makes them feel.		
KEEPING MYSELF SAFE		Know that our bodies need healthy foods, exercise, oxygen and sleep for energy. Recognise emotions and physical feelings associated with feeling unsafe. Learn the PANTS rule and which parts of my body are private. Understand that medicines can sometimes make people feel better when they're ill Talk about safety and responsibility around medicines.	
RIGHTS & RESPONS		Identify ways of taking care of their health. Identify how others take care of their environment. Take care of something or someone else. Talk about the importance of looking after money Learn what to do when someone is injured.	
BEING MY BEST			Recognise how a healthy variety of food can make us feel great. Recognise that learning a new skill requires practice and the opportunity to fail, safely Identify strategies to resolve conflict. Give and receive praise
GROWING AND CHANGING			Think of what babies need to stay happy and healthy. Identify the changes they have made since they were a baby. Identify the difference between a surprise and a secret. To identify who they can talk to about secrets. Identify some internal organs and systems and those body parts which are private. Identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.

Year 1 RELATIONSHIPS and SEX EDUCATION CURRICULUM LONG TERM PLAN

TRANSITION from EYFS. Personal, social and emotional development is embedded throughout EYFS and children learn to build positive relationships with both staff and children ensuring they are resilient, confident and independent learners as they move into KS1. This allows children to develop positive relationships and recognising what good qualities are in friends, what constitutes to being kind and traits of bullying whilst they move through Year 1.

YEAR 1	AUTUMN		SPRING		SUMMER	
R.S.E	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>Be able to:</p> <ul style="list-style-type: none"> Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these. Identify a range of feelings; Identify how feelings might make us behave. Suggest strategies for someone experiencing 'not so good' feelings to manage these. Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt. Identify simple qualities of friendship; Suggest simple strategies for making up. 	<p>Be able to:</p> <ul style="list-style-type: none"> Identify the differences and similarities between people Empathise with those who are different from them; Recognise and explain what is fair and unfair, kind and unkind; Recognise that they belong to various groups and communities such as their family Explain how these people help us and we can also help them to help us. 	<p>Be able to:</p> <ul style="list-style-type: none"> Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep. Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe. Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say "no" to unwanted touch; Start thinking about who they trust and who they can ask for help. Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety and responsibility about medicines and their use. 	<p>Be able to:</p> <ul style="list-style-type: none"> Identify what they like about the school environment; Recognise who cares for and looks after the school environment. Explain where people get money from; List some of the things that money may be spent on in a family home. Know how to make a clear and efficient call to emergency services if necessary. Understand concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>Be able to:</p> <ul style="list-style-type: none"> Recognise the importance of fruit and vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health. Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them. 	<p>Be able to:</p> <ul style="list-style-type: none"> Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle. Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.


Year 1 RELATIONSHIP and SEX EDUCATION CURRICULUM PROGRESSION GUIDE (KNOWLEDGE and SKILLS)

Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Doing My Best	Growing and Changing
<ul style="list-style-type: none"> I can name different feelings and how they might make me behave. I can suggest ways of dealing with 'not so good' feelings and how to help others. I can recognise when I need help and who to ask. I can listen to others and wait my turn to speak. I can tell you which trusted adults at home and school keep me safe. 	<ul style="list-style-type: none"> I can say ways in which people are similar as well as different. I can say why things sometimes seem unfair, even if they are not to me. I can talk about what bullying is. I can say ways to show kindness towards others. 	<ul style="list-style-type: none"> I can talk about the things my body needs to stay well (exercise, sleep, healthy foods) I can say what I can do if I have strong, but not so good feelings, to help me stay safe I can say 'no' to unwanted touch and ask for help from a trusted adult. I can say when medicines can be helpful or might be harmful. I can tell you how to stay safe around medicine 	<ul style="list-style-type: none"> I can wash my hands correctly. I can name ways to look after my home and school. I can look after a special person or thing. I can tell you some things that money is spent on. I can get help if someone has hurt themselves. 	<ul style="list-style-type: none"> I can choose a healthy meal with different food groups. I can be persistent when learning a new skill. I can name a few different ideas of what I can do if I find something difficult. I can help my friends when they fall out. I can explain why praise helps me to keep trying. 	<ul style="list-style-type: none"> I can tell you some things that babies need. I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do. I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried. I can name the body parts girls and boys have that are the same and which body parts are different. I can name the adults I can talk to at home and school if I need help.

YEAR 1 AUTUMN TERM	YEAR 1 SPRING TERM	YEAR 1 SUMMER TERM
<p>What does it mean to belong to a faith community?</p> <p><i>Making sense of beliefs</i></p> <ul style="list-style-type: none"> Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people <p><i>Understand the impact</i></p> <ul style="list-style-type: none"> Give an account of what happens at a traditional Christian and Jewish welcome ceremony, and suggest what the actions and symbols mean Identify at least two ways people show they love each other and belong to each other when they get married (Christian and Jewish/non-religious) <p>What do Christians believe God is like?</p> <p><i>Making sense of beliefs</i></p> <ul style="list-style-type: none"> Identify what a parable is Tell the story of The Lost Son and recognise a link with the Christian idea of God as a forgiving Father <p><i>Understand the impact</i></p> <ul style="list-style-type: none"> Give two examples of a way in which Christians show their belief in God as loving and forgiving Give an example of how Christians put their beliefs into practise in worship 	<p>Who is Jewish and how do they live? (part 1)</p> <p><i>Making sense of beliefs</i></p> <ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer Retell some stories used in Jewish celebrations (e.g., Chanukah). Give examples of how the stories used in celebrations remind Jews about what God is like <p><i>Understand the impact</i></p> <ul style="list-style-type: none"> Give examples of how Jewish people celebrate special times (e.g., Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways <p>Who is Jewish and how do they live? (part 2)</p> <p><i>Making sense of beliefs</i></p> <ul style="list-style-type: none"> Recognise the words of Shema as a Jewish prayer Retell some stories used in Jewish celebrations (e.g., Chanukah). Give examples of how the stories used in celebrations remind Jews about what God is like <p><i>Understand the impact</i></p> <ul style="list-style-type: none"> Give examples of how Jewish people celebrate special times Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways 	<p>Who do Christians say made the world?</p> <p><i>Making sense of beliefs:</i></p> <ul style="list-style-type: none"> Retell the story of creation from Genesis Recognise that 'Creation' is the beginning of the 'big story' of the Bible Say what the story tells Christians about God, Creation and the world <p><i>Understand the impact:</i></p> <ul style="list-style-type: none"> Give one example of what Christians do to say 'thank you' to God for Creation <p>How should we care for others and the world and why does it matter?</p> <p><i>Making sense of beliefs</i></p> <ul style="list-style-type: none"> Identify a story that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories Give a simple account of what Genesis 1 tells Christians and Jews about the natural world <p><i>Understand the impact</i></p> <ul style="list-style-type: none"> Give an example of how people show that they care for others Give examples of how Christians and Jews can show care for the natural earth Say why Christians and Jews might look after the natural world

Year 1 RELIGIOUS EDUCATION CURRICULUM LONG TERM PLAN

TRANSITION from EYFS. Children develop an understanding of other cultures and religions in their exploration of other countries in topics such as 'Where would you like to go.' Children develop an awareness of key calendar events and festivals which are celebrated such as Chinese New Year and Easter. They might listen to or share stories from home regarding their own families faith or beliefs and respect for the faith, beliefs and culture of others is always encouraged, celebrated and modelled.

YEAR 1	AUTUMN		SPRING		SUMMER	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RE 	<p>What does it mean to belong to a faith community? <i>Making sense of beliefs</i> Be able to:</p> <ul style="list-style-type: none"> Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people <p>Understand the impact Be able to:</p> <ul style="list-style-type: none"> Give an account of what happens at a traditional Christian and Jewish welcome ceremony, and suggest what the actions and symbols mean Identify at least two ways people show they love each other and belong to each other when they get married (Christian and Jewish/non-religious) 	<p>What do Christians believe God is like? <i>Making sense of beliefs</i> Be able to:</p> <ul style="list-style-type: none"> Identify what a parable is Tell the story of The Lost Son and recognise a link with the Christian idea of God as a forgiving Father <p>Understand the impact Be able to:</p> <ul style="list-style-type: none"> Give two examples of a way in which Christians show their belief in God as loving and forgiving Give an example of how Christians put their beliefs into practise in worship 	<p>Who is Jewish and how do they live? (part 1) <i>Making sense of beliefs</i> Be able to:</p> <ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer Retell some stories used in Jewish celebrations (e.g., Chanukah). Give examples of how the stories used in celebrations remind Jews about what God is like <p>Understand the impact Be able to:</p> <ul style="list-style-type: none"> Give examples of how Jewish people celebrate special times (e.g., Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways 	<p>Who is Jewish and how do they live? (part 2) <i>Making sense of beliefs</i> Be able to:</p> <ul style="list-style-type: none"> Recognise the words of Shema as a Jewish prayer Retell some stories used in Jewish celebrations (e.g., Chanukah). Give examples of how the stories used in celebrations remind Jews about what God is like <p>Understand the impact Be able to:</p> <ul style="list-style-type: none"> Give examples of how Jewish people celebrate special times Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways 	<p>Who do Christians say made the world? <i>Making sense of beliefs</i> Be able to:</p> <ul style="list-style-type: none"> Retell the story of creation from Genesis Recognise that 'Creation' is the beginning of the 'big story' of the Bible Say what the story tells Christians about God, Creation and the world <p>Understand the impact Be able to:</p> <ul style="list-style-type: none"> Give one example of what Christians do to say 'thank you' to God for Creation 	<p>How should we care for others and the world and why does it matter? <i>Making sense of beliefs</i> Be able to:</p> <ul style="list-style-type: none"> Identify a story that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories Give a simple account of what Genesis 1 tells Christians and Jews about the natural world <p>Understand the impact Be able to:</p> <ul style="list-style-type: none"> Give an example of how people show that they care for others Give examples of how Christians and Jews can show care for the natural earth Say why Christians and Jews might look after the natural world

Year 1 RELIGIOUS EDUCATION CURRICULUM PROGRESSION GUIDE (KNOWLEDGE and SKILLS)

RELIGIOUS EDUCATION SKILL DEVELOPMENT FOR YEAR 1

UNDERSTANDING RELIGION AND FAITH	SKILLS: THINKING and INTERACTION	VOCABULARY APPLICATION
Year 1 pupils should be taught to: Understand religion and faith: Understand what a belief is and why it is important to people. Questioning: Ask and answer simple questions about what they have seen or heard. Reading: Access (read or listen to) religious poems, stories and non-fiction. Using texts: Explain the difference between fiction and non-fiction. Show some understanding of the ways we can find out about religion (e.g. books, internet, museums, and photos). Use parts of religious stories to show that they understand. Finding Morals (in stories): Understand that some stories have a hidden 'message'.	Year 1 pupils should be taught to: Insight versus knowledge: Demonstrate awareness that other people have knowledge. Respect & empathy: Start to show respect through their actions (e.g. following school or class rules). Explain own views politely. Right and wrong: Demonstrate an understanding of right and wrong. Social skills Show awareness that different behaviour might be needed in a religious setting.	Year 1 pupils should use common words and phrases relating to religious practices. For context: long ago yesterday then when now last next before after first/second (etc.) days of the week/months of the year For discussions: researchgroup non-fictionshare artefact effectmost Beliefopinion some For doctrine, theology and faith: traditionworship religiousamen holypayer faithangel object (i.e. from science)wedding priest /rabbi festivalbaptism Church/synagogueBible serviceserviceTorah

Year 1 MUSIC CURRICULUM LONG TERM PLAN

TRANSITION from EYFS. Children explore a range of musical instruments within provision where they can also express how they feel through dancing and using ribbons. In Nursery musical sessions with Tiny Tweeties children are able to develop their awareness of high and low sounds as well as pitch, develop rhythm through songs such as 'The Animals went to the Fair' and use a range of instruments which they play to the beat. This is developed further in Reception through musical sessions with Dr Renwick that ensures children are ready to extend their knowledge of rhythms, pitch and tempo in Year 1.

MUSIC CONTENT OVERVIEW YEAR 1

MUSIC CONTENT OVERVIEW YEAR 1						
YEAR 1 MUSIC	AUTUMN		SPRING		SUMMER	
	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)
	<ul style="list-style-type: none">- Exploring TIMBRE- Performing, using Charanga (online music resource)- Exploring DURATION- Christmas performance content		<ul style="list-style-type: none">- Exploring PITCH- Performing, using Charanga- Exploring RHYTHMS		<ul style="list-style-type: none">- Exploring DYNAMICS + TEMPO- Performing, using Charanga- Performance content for Summer Concert- Musical Stories (series 4)	
<p>Listen & Appraise: Begin to 'actively listen', explore familiar musical styles, find the pulse, recognise common instruments and talk about 'musical elements'.</p> <p>Musical Activity: Begin to identify 'musical elements' (timbre, duration, pitch, dynamics + tempo).</p> <p>Start to sing confidently and participate in small and large groups. Start to play classroom instruments solo and in small/large groups.</p> <p>Improvisation & Composition: Begin to explore and create individual melodic & rhythmic responses. Begin to 'record' and reproduce those responses and melodic / rhythmic ideas.</p> <p>Performance: Begin to work together in small and large groups using voice and instruments. Discuss and improve / refine a performance.</p>						

Year 1 MUSIC CURRICULUM PROGRESSION GUIDE (KNOWLEDGE and SKILLS)

MUSIC SKILL DEVELOPMENT FOR YEAR 1

LISTEN	VOCABULARY	PERFORM	COMPOSE
<p>Year 1 pupils should be taught to:</p> <p>Listen & describe:</p> <p>Listen to, and concentrate on, a range of musical styles.</p> <p>Identify themes:</p> <p>Make simple comments about the 'feel' of a piece of music.</p> <p>Appreciation:</p> <p>Express opinions about musical experiences.</p> <p>Compare:</p> <p>Make musical comparisons (between simple pieces with few instruments).</p> <p>Ask questions:</p> <p>Ask and answer simple questions about what they have heard.</p>	<p>Year 1 pupils should be taught to:</p> <p>In general:</p> <p>Use common words and phrases relating to music.</p> <p>Vocabulary for structure:</p> <p>verse chorus bridge (structural, not guitar) single album cover demo</p> <p>Vocabulary for notes and notation:</p> <p>beat tune rhythm (spoken) loud soft quiet notes</p> <p>For music history</p> <p>long ago newer then older when first/second (etc.) last after next before</p> <p>Vocabulary for instrumentation:</p> <p>accompaniment drone instrument triangle</p>	<p>Year 1 pupils should be taught to:</p> <p>Sing</p> <p>Clap, sing or chant in time with existing music.</p> <p>Aural memory</p> <p>Reproduce simple rhythms.</p> <p>Play - untuned</p> <p>Clap or play an untuned instrument in time; reproduce rhythms from memory.</p> <p>Play - tuned</p> <p>Make some notes with control.</p>	<p>Year 1 pupils should be taught to:</p> <p>Create:</p> <p>Create rhythms, both solo and ensemble.</p> <p>Use technology:</p> <p>Record and play music.</p> <p>Critique:</p> <p>With some support, discuss the effect.</p>

Year 1 PHYSICAL EDUCATION CURRICULUM LONG TERM PLAN

YEAR 1	AUTUMN	SPRING	SUMMER
PE (PFA)	<p>FUNS 10 (Coordination: footwork), FUNS 1 (Static balance: one leg),</p> <ul style="list-style-type: none"> Hopscotch forwards and backwards Hopping on same leg. Combine side-steps with a 180° front pivot (both feet) Combine side-steps with a 180° reverse pivot (both feet) Skip with knee and opposite elbow at 90° Stand still on one and complete 5 mini squats (both legs) Stand on one leg for 30 seconds (both legs) <p>FUNS 6 (Dynamic balance to agility: jumping and landing), FUNS 2 (static balance: seated)</p> <ul style="list-style-type: none"> Jump 2 feet to 2 feet with a quarter turn in both directions Jump 2 feet to 1 foot with a freeze on landing (both feet)(seated with feet on floor) To pick up a cone from one side, swap hands and replace to the floor with the other hand (seated with feet on floor) To pick up a cone from one side, swap hands and replace to the floor with the other hand. <p>(PMW)</p>	<p>FUNS 5 (Dynamic balance: on a line), FUNS 4 (Static balance: stance),</p> <ul style="list-style-type: none"> (on a line) Walk forwards and backwards lifting knees up to 90 (on a line) walk forward and backwards lifting heels up to bottom Stand on a low beam with good stance for 10 seconds <p>FUNS 9 (Coordination: ball skills), FUNS 7 (Counter Balance: with a partner)</p> <ul style="list-style-type: none"> Sit and roll a ball around the floor using 1 hand (right and left) (standing) Roll a ball to my toes, back up my body and around the head using 2 hands (standing) Roll a ball to my toes, back up my body and around the head using 1 hand <p>Dance</p> <ul style="list-style-type: none"> Hold onto a partner with two hands, with a long base, lean back, hold the balance and move back together. Hold onto a partner with one hand, with a long base, lean back, hold the balance and move back together, 	<p>FUNS 8 (Coordination: sending and receiving),</p> <p>FUNS 12 (Agility: action and response),</p> <ul style="list-style-type: none"> Throw a tennis ball against a wall or to a partner and catch it with the same hand Throw a tennis ball against a wall or to a partner and catch it with the same hand after 1 bounce Throw a tennis ball against a wall or to a partner and catch it with the opposite hand Throw a tennis ball against a wall or to a partner and catch it with the opposite hand after 1 bounce <p>FUNS 11 (Agility: ball chasing), FUNS 3 (Static Balance: Floor work)</p> <ul style="list-style-type: none"> To catch a tennis ball dropped from shoulder height after 1 bounce To throw a bouncing ball, chase it and catch it To hold a mini-front support position, place a cone on the back and remove it with the opposite hand To hold a mini-back support position To hold a mini-back support position, place a cone on my tummy and remove it with the opposite hand <p>Dance will utilise and extend all movement skills taught.</p> <p>Games and Athletics will ensure taught skills are utilised and extended in competitive and non-competitive games</p>
	<p>15 minutes additional physical activity either in the classroom or in the outdoor area. This maybe activities taken from 'take 10', 'active breaks' or children running around the perimeter of the playground 'daily mile activity'. In all cases, these activities will result in an increase in heart rate and promote exercise as a means towards a healthy lifestyle.</p>		