YEAR ONE – KEY SKILLS
Class Charity – Support Dogs UK

AUTUMN TERM – DISCOVER *'Dungeons and Dragons'*

IN DEPTH STUDY - HISTORY	IN DEPTH STUDY - ART AND CRAFT

1. **HISTORICAL STUDY**
   1. Identify old and new from pictures
   2. Use stories as sources for answering questions about the past
   3. Observe and handle artefacts, and use this to ask and answer questions
   4. Ask further questions about what they have heard or seen
2. **HISTORICAL KNOWLEDGE AND AWARENESS**
   1. Develop a simple awareness of the past
   2. Tell stories from the past
   3. Identify some differences between past and present
   4. Know some of the main events and people studied in a topic
   5. Show some understanding of aspects of the past beyond living memory
   6. Recognise a past and a present in their own and other people's lives
   7. Identify some things from their own past
3. **CHRONOLOGY AND CHANGE**
   1. Use simple words and phrases to describe the past - after, before, between
   2. Arrange objects in order of their age
   3. Begin to use very simple time lines to order some recent events
   4. Understand about time passing through birthdays
   5. Understand BC and AD
Find out about the life and works of an inspirational person from recent or past history.
	1. **EXPLORING AND DEVELOPING**
	   1. Explore different drawing and painting tools
	   2. Explore simple pattern
	   3. Design and make images / artefacts
	   4. Respond to ideas
	2. **USING MATERIALS**
	   1. Use primary and secondary colours
	   2. Use and investigate a variety of visual and tactile materials
	3. **CONTROL AND EXPERTISE**
	   1. Mix colours randomly
	   2. Use some control when drawing and painting
	4. **EVALUATING**
	   1. Talk about drawings and paintings and say what they feel
	   2. Talk about what they have done
	Find out about the life and works of a famous artist/sculptor from recent or past history.

SPRING TERM – EXPLORE *'Pirates of Long Ago'*

IN DEPTH STUDY - GEOGRAPHY	IN DEPTH STUDY - MUSIC

1. **GEOGRAPHICAL STUDY and FIELD WORK**
   1. Show interest in what they see in field work
   2. Record what they have seen, in simple ways, including pictures and diagrams with labels
   3. Use a digital cameras to record what they see
   4. Collect simple statistics – longest, shortest, highest Fill in and use a class weather chart
   5. Remember and talk about what was seen
2. **MAPS**
   1. Use simple blocked maps and plans
   2. Make simple plans and talk about them
   3. Mark the location of the school on a simple local map
   4. Identify where they have been on holiday, using a map
	1. **COMPOSING**
	   1. Create and choose sounds in response to different starting points
	2. **LISTENING**
	   1. Respond to different moods of music, in different ways
	3. **PERFORMING**
	   1. Use their own voices in many different ways
	   2. Copy and perform simple rhythm patterns
	Find out about the life and works of a famous musician/composer from recent or past history.

3. **KNOWLEDGE AND UNDERSTANDING**
   1. Describe places using their characteristics and simple vocabulary – e.g. house, street, wood
   2. Make lists of places with similar characteristics – e.g. the seaside, towns
   3. Talk about places seen in books, videos, internet
   4. Describe different types of buildings
   5. Understand the concept of close and far away

Find out about the life and works of a famous explorer from recent or past history.

SUMMER TERM – INVENT *'Noah's Ark'*

IN DEPTH STUDY - SCIENCE	IN DEPTH STUDY - COMPUTING	IN DEPTH STUDY – DESIGN TECHNOLOGY

1. **WORKING SCIENTIFICALLY:**
  1. asking simple questions and recognising that they can be answered in different ways
  2. observing closely, using simple equipment
  3. performing simple tests
  4. identifying and classifying
  5. using their observations and ideas to suggest answers to questions
  6. gathering and recording data to help in answering questions.
2. **ENQUIRY, PREDICTION, TESTING**
  1. Perform simple tests using simple equipment – e.g. a timer
  2. Talk about some reasons why things might happen, or why something has happened
  3. Understand basic safety rules when testing out their ideas
3. **DATA COLLECTION**
  1. Recognise that scientific ideas are more than guesses, and based on evidence
  2. Collect data when asked – e.g. a weather station
  3. Count data sets – trees in a field
  4. Sort data within given criteria – tall trees, wet days, blue eyes
  5. Remember and recall information
  6. Underline important facts
4. **RECORDING**
  1. Record what they have seen or done in different ways, including drawing and labelled diagrams
  2. Record some information onto a pre prepared chart
  3. Label objects according to simple criteria
	1. **NETWORK AND INTERNET**
	  1. Children know what is meant by personal information and develop awareness of why it is special.
	  2. Discuss with children, school rules for using the Internet.
	  3. Discuss how to use this if children see something that makes them feel confused or scared when they are using the Internet and tell a trusted adult.
	  4. Children know that the Internet can be used to communicate with other people.
	  5. Know that email is a method of sending and receiving messages through the Internet.
	  6. Participate in the sending of class emails/blogs e.g. messages to Santa, Barnaby Bear, partner classes, website
	  7. Identify things they see on screen
	  8. Remember and recall information they have seen on screen
	  9. Recognise ICT around them
	  10. Explore information from various ICT sources
	  11. Know that information comes in different forms
	2. **USING ICT**
	  1. Use a mouse or key pad to make marks
	  2. Write simple ideas and make lists
	  3. Use names for ICT components – e.g. mouse
	  4. Record their own voice and that of others
	  5. Use a simple art program
	3. **MAKING THINGS HAPPEN**
	  1. Enjoy simple computer games
		1. **DESIGN AND DEVELOP**
		  1. Generate ideas from their own experience
		  2. Talk about their ideas and say what will be done
		  3. Describe what they want to do using pictures and words
		  4. Make lists of materials they will need
		2. **MAKING**
		  1. Know about basic hygiene and safety
		  2. Know the features of some familiar products
		  3. Join two materials together, often with glue
		  4. Use scissors or a knife to cut, sometimes with help
		  5. Make simple models, not necessarily with a purpose
		  6. Use simple construction kits – e.g. Lego
		3. **PRODUCT AND EVALUATION**
		  1. Use simple terms to talk about their own and others' work
		  2. Know how some moving objects work
		  3. Know the benefits of fruit and vegetables
		  4. Recognise the characteristics of familiar products
		  5. Identify materials and mechanisms in familiar products
		Find out about the life and works of a famous inventor from recent or past history.

4. Record things they have seen or done from memory
5. OBSERVATION AND CONCLUSION
   1. Make observations
   2. Talk simply about what they see
   3. Answer simple questions about what they see
   4. Describe simple features with simple vocabulary–parts of the body, a tree
   5. Observe closely using simple equipment to help them – e.g. magnifying glass
Find out about the life and works of a famous scientist from recent or past history.
	2. Play computer games
	3. Move objects around on a screen
	4. Repeat a series of actions for a purpose
	5. Recognise things around them which respond to signals and instructions	

CONTINUOUS LEARNING

SPEAKING AND LISTENING	PE and Sports	PSHE

1. Remember and recall information
2. Listen and respond to each other and to adults, and sometimes express their feelings
3. Begin to maintain attention and articulate clearly
4. Recall, repeat and remember ideas
5. Define key points of a lesson, a story, a visit … giving brief descriptions
6. Make verbal lists and memorise information
7. Use basic key vocabulary and build on this through listening, practice, trial, and error
8. Ask questions to extend understanding
	Gymnastics and Dance
	  1. Can copy some movements
	  2. Can jump in different ways
	  3. Can change his/her body shape in a range of ways
	  4. Can perform simple and random dance moves
	  5. Shows some rhythm in movement and dance
	  6. Enjoys movement
	Playing Games
	  1. Can move a ball using simple throwing techniques
	  2. Explores different ways of moving a ball
	  3. Can sometimes catch a ball
	  4. Can stop a ball moving in different ways
	  5. Plays simple ball games involving kicking, catching or throwing
	  6. Enjoys participation
	Evaluating and Improving
	  1. Can comment on others' actions
	  2. Can suggest simple improvements
	  3. Can talk about how his/her body feels during activity
	  4. Understands that physical activity is good for them
	  5. Enjoys winning!
		Health and Wellbeing
		  1. Can share personal successes with his/her class.
		  2. Understands how to keep themselves clean.
		  3. Can describe simple ways to stay safe in different environments. E.g. On the street, at school, on the internet etc.
		  4. Understands who they can seek help from if they are worried e.g. Teachers, family, friends.
		  5. Can explain how others are feeling and how they show those feelings. e.g. Smiling, crying, being quiet etc.
		Relationships
		  1. Understands how his/her actions may make others feel.
		  2. Recognises from his/her own actions what is fair and unfair, kind and unkind and right and wrong.
		  3. Can describe people that are special to them and what makes them special e.g. Parents, carers, friends etc.
		Living in the Wider World.
		  1. Follows the classroom and school rules.
		  2. Can share, take turns and return borrowed items.