 Year 1 Curriculum concepts and milestones

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|  | Autumn | Spring | Summer |
| Concepts and Milestones to cover in Science | Biology –  To understand plants  I can identify and name a variety of common plants and trees  To understand animals and humans  I can identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates  I can identify, name, draw and label the basic parts of the human body and say which part is associated with each sense  Chemistry –  To investigate materials  I can distinguish between an object and the material from which it is made  I can identify and name a variety of everyday materials as well as describe their simple physical properties  Physics –  To understand the Earth’s movement in space  I can observe changes across the four seasons and describe weather associated with the seasons | Biology –  To work scientifically  I can ask simple questions and make predictions based on observations  I can perform simple tests and observe closely to gather and record results  To understand plants  I can observe and describe how seeds and bulbs grow in to mature plants  To understand animals and humans  I can identify and name a variety of plants and animals in their habitats, including micro-habitats  Chemistry –  To investigate materials  I can identify and name a variety of everyday materials as well as describe their simple physical properties  Physics –  To understand the Earth’s movement in space  I can observe changes across the four seasons and describe weather associated with the seasons | Biology –  To work scientifically  I can ask simple questions and make predictions based on observations  I can perform simple tests and observe closely to gather and record results  To understand animals and humans  I can identify and name a variety of plants and animals in their habitats, including micro-habitats  Chemistry –  To investigate materials  I can identify and name a variety of everyday materials as well as describe their simple physical properties  Physics –  To understand the Earth’s movement in space  I can observe changes across the four seasons and describe weather associated with the seasons |
| Concepts and milestones to cover in Geography | To investigate patterns  I can identify seasonal and daily weather patterns in the UK  To communicate geographically  I can use geographical vocabulary to refer to key physical features  Beach, coast, forest, hill, mountain, river, ocean, soil, valley, vegetation, weather  I can use geographical vocabulary to refer to key human features  City, town, village, factory, farm, house, office, shop | To investigate patterns  I can identify seasonal and daily weather patterns in the UK  To investigate places  I can ask and answer geographical questions  What is this place like? Who or what will I see? What do people do here?  I can use simple fieldwork and observational skills to study the geography around me including key human and physical features  To communicate geographically  I can devise a simple map with basic symbols and grid references  I can use geographical vocabulary to refer to key physical features  Beach, coast, forest, hill, mountain, river, ocean, soil, valley, vegetation, weather  I can use geographical vocabulary to refer to key human features  City, town, village, factory, farm, house, office, shop | To investigate patterns  I can identify seasonal and daily weather patterns in the UK  To investigate places  I can ask and answer geographical questions  What is this place like? Who or what will I see? What do people do here?  I can use simple fieldwork and observational skills to study the geography around me including key human and physical features  To communicate geographically  I can devise a simple map with basic symbols and grid references  I can use compass references  I can use geographical vocabulary to refer to key physical features  Beach, coast, forest, hill, mountain, river, ocean, soil, valley, vegetation, weather  I can use geographical vocabulary to refer to key human features  City, town, village, factory, farm, house, office, shop |
| Concepts and milestones to cover in History | To investigate and interpret the past  I can ask questions about the past  I can use artefacts, pictures, stories, online sources and databases to find out about the past  I can identify some of the different ways the past has been represented  To communicate historically  I can use phrases like a long time ago, recently and when my parents were children | To investigate and interpret the past  I can ask questions about the past  can use artefacts, pictures, stories, online sources and databases to find out about the past  I can identify some of the different ways the past has been represented  To build an overview of world history  I can describe historical events and significant people involved in those events  To communicate historically  I can use phrases like a long time ago, recently and when my parents were children | To investigate and interpret the past  I can ask questions about the past  I can use artefacts, pictures, stories, online sources and databases to find out about the past  To build an overview of world history  I can describe historical events and significant people involved in those events  To understand chronology  I can place events and artefacts in order on a time line  I can recount changes that have happened in my lifetime  To communicate historically  I can use phrases like a long time ago, recently and when my parents were children |
| Concepts and milestones to cover in Computing | To code  I can control motion by specifying the number of steps to travel, direction and turn  To connect  I can participate in class social media accounts  To collect  I can use simple databases to record information | To code  I can select sounds and control when they are heard, their duration and volume  To connect  I can participate in class social media accounts  To collect  I can use simple databases to record information  (Please note that there is a separate e- safety curriculum to be followed) | To code  I can add text strings, show and hide objects and change the features of an object  To connect  I can participate in class social media accounts  To collect  I can use simple databases to record information |
| Concepts and milestones to cover in Art  (developing ideas by responding to ideas and exploring and collecting visual information should happen at all times) | To draw  I can draw lines of different sizes and thickness  I can colour neatly following the lines  I can show pattern and texture by adding dots and lines  I can show different tones by using coloured pencil  To collage  I can use a combination of cut, torn and glued materials  I can sort and arrange materials  I can mix materials to create texture  To use digital media  I can use a wide range of tools to crate different textures, lines, tones, colours and shapes | To sculpt  I can use a combination of shapes  I can include lines and texture  I can use rolled up paper, straws, paper, card and clay as materials  I can use techniques such as rolling, cutting, moulding and carving  To print  I can use repeated or overlapping shapes  I can mimic print from the environment  I can press, roll, rub and stamp to make prints | To paint  I can use thick and thin brushes  I can mix primary colours to make secondary colours  I can add white to colours to make tints and tones  I can create a colour wheel  To take inspiration from the greats  I can describe the work of a notable artists and use some of their ideas to create pieces |
| Concepts and milestones to cover in Design  (design, make, evaluate and improve must be followed through each piece of design work) | To master practical skills with food  I can cut, peel or grate ingredients safely and hygienically  I can measure or weigh using measuring cups or scales  I can assemble or cook ingredients  To master practical skills with materials  I can measure and cut materials safely to the nearest centimetre  I can cut and shape by tearing, cutting, folding and curling  I can join using glue, hinges or combining materials to strengthen them. | To master practical skills with construction  I can use materials to practice drilling, screwing, gluing and nailing materials to make and strengthen a product  To master practical skills with mechanics  I can create products using levers, wheels and winding mechanisms  To take inspiration from design throughout history  I can explore objects and designs and identify likes and dislikes  I can suggest improvements to existing designs and explore how they were created | To master practical skills with textiles  I can shape textiles using templates  I can join textiles using running stitch  I can colour and decorate textiles in a variety of ways  Dying, adding sequins or printing  I can weave a pattern and use plaiting |
| Concepts and milestones to cover in RE | To explore what Christians believe about God  I can discuss how God is portrayed through Old testament bible stories  I can discuss how Jesus is portrayed through New Testament bible stories  I can discuss the differences and similarities  To explore how Christians worship and celebrate  I can discuss how Christians express their beliefs (prayer/bible study/worship)  I can discuss key Christian festivals (Christmas/Easter/Pentecost) | To explore what Muslims believe about God  I can discuss how Allah is described in the Qur’an  I can discuss what Muslims learn about Allah and their faith through the Qur’an  To explore how Muslims worship and celebrate  I can discuss how Muslims express their beliefs (Worship/Qur’an study)  I can discuss key Muslim festivals (Eid ul-Fitr/Eid ul-Adha) | To compare religions  I know the Christian creation story  I know the Muslim story of creation  I know the Hindu story of creation  I know the Scientific story of creation  I can discuss my theories |
| Concepts and milestones to cover in PE | To play games  I can use the terms opponent and team mate  I can use rolling, hitting, running, jumping, catching and kicking skills in combination  I can develop tactics  I can lead others where appropriate  To perform gymnastics  I can copy and remember actions  I can move with some control and awareness of space  I can link two or more actions to make a sequence  I can show contrasts (small/tall, straight/curved, wide/narrow)  I can travel by rolling forwards, backwards and sideways  I can hold a position whilst balancing on different points of the body  I can climb safely on equipment  I can stretch and curl to develop flexibility  I can jump in a variety of ways and land with increasing control and balance | To play games  I can use the terms opponent and team mate  I can use rolling, hitting, running, jumping, catching and kicking skills in combination  I can develop tactics  I can lead others where appropriate  To Dance  I can copy and remember moves and positions  I can move with careful control and co-ordination  I can link two or more actions to perform a sequence  I can choose movements to communicate a mood, feeling or idea | To play games  I can use the terms opponent and team mate  I can use rolling, hitting, running, jumping, catching and kicking skills in combination  I can develop tactics  I can lead others where appropriate  To perform gymnastics  I can copy and remember actions  I can move with some control and awareness of space  I can link two or more actions to make a sequence  I can show contrasts (small/tall, straight/curved, wide/narrow)  I can travel by rolling forwards, backwards and sideways  I can hold a position whilst balancing on different points of the body  I can climb safely on equipment  I can stretch and curl to develop flexibility  I can jump in a variety of ways and land with increasing control and balance |
| Concepts and milestones to cover in PSHE | Being me in my world  I understand my rights and responsibilities as a member of my class  I know my views are valued and can contribute to the learning charter  I can recognise the choices I make and understand the consequences  Celebrating difference  I can identify similarities and differences between people in my class  I can tell you what bullying is  I know some people who I could talk to if I was feeling unhappy or being bullied  I know how to make new friends  I can tell you some ways I am different from my friends | Dreams and goals  I can set simple goals and work out how to achieve them  I understand how to work well with a partner  I can tackle new challenges and understand this might stretch my learning  I can identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them  I can tell you how I felt when I succeeded in a new challenge and how I celebrated it  Healthy me  I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy  I know how to make healthy lifestyle choices  I know how to keep myself clean and healthy and understand how germs cause disease/illness  I know that all household products including medicine can be harmful if not used properly  I know how to keep safe on the roads and about people who can help me stay safe  I can tell you why I think my body is amazing | Relationships  I can identify the members of my family and understand there are lots of different types of families  I can identify what being a good friend means to me  I know appropriate ways of physical contact to greet my friends and know which ways I prefer  I know who can help me in my school community  I can recognise my qualities as a person and friend  I can tell you why I appreciate someone special to me  Changing me  I am starting to understand the life cycles of animals and humans  I can tell you some things about me that have changed and some things that have stayed the same  I can tell you how my body has changed since I was a baby  I can identify the parts of the body that make boys and girls different and can use the correct names for these  I understand that every time I learn something new I change a little bit  I can tell you about changes that have happened in my life |

Concepts and milestones covered by relevant schemes of work spread appropriately throughout the year:

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| Music |
| To Listen and Appraise   * I know 5 songs off by heart * I can explain what songs are about * I know and recognise the sound and names of some of the instruments they use |
| Games   * I know that music has a steady pulse, like a heartbeat * I know that we can create rhythms from words, our names, favourite food, colours and animals |
| Singing   * I can confidently sing or rap five songs from memory and sing them in unison |
| Playing   * I know the names of the notes in their instrumental part from memory or when written down * I know the names of the instruments they are playing |
| Improvisation   * I know that improvisation is about making up your own tunes on the spot * I know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. |
| Composition   * I know that composing is like writing a story with music |
| Performance   * I know that performance is sharing music with other people, called an audience |