 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 treesTo understand animals and humans I can identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebratesI can identify, name, draw and label the basic parts of the human body and say which part is associated with each senseChemistry – To investigate materials I can distinguish between an object and the material from which it is madeI can identify and name a variety of everyday materials as well as describe their simple physical propertiesPhysics – 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 observationsI can perform simple tests and observe closely to gather and record resultsTo understand plants I can observe and describe how seeds and bulbs grow in to mature plantsTo understand animals and humansI can identify and name a variety of plants and animals in their habitats, including micro-habitatsChemistry – To investigate materials I can identify and name a variety of everyday materials as well as describe their simple physical propertiesPhysics – 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 observationsI can perform simple tests and observe closely to gather and record resultsTo understand animals and humansI can identify and name a variety of plants and animals in their habitats, including micro-habitatsChemistry – To investigate materials I can identify and name a variety of everyday materials as well as describe their simple physical propertiesPhysics – 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 UKTo communicate geographically I can use geographical vocabulary to refer to key physical featuresBeach, coast, forest, hill, mountain, river, ocean, soil, valley, vegetation, weatherI can use geographical vocabulary to refer to key human featuresCity, town, village, factory, farm, house, office, shop | To investigate patterns I can identify seasonal and daily weather patterns in the UKTo investigate places I can ask and answer geographical questionsWhat 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 featuresTo communicate geographically I can devise a simple map with basic symbols and grid referencesI can use geographical vocabulary to refer to key physical featuresBeach, coast, forest, hill, mountain, river, ocean, soil, valley, vegetation, weatherI can use geographical vocabulary to refer to key human featuresCity, town, village, factory, farm, house, office, shop | To investigate patterns I can identify seasonal and daily weather patterns in the UKTo investigate places I can ask and answer geographical questionsWhat 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 featuresTo communicate geographically I can devise a simple map with basic symbols and grid referencesI can use compass referencesI can use geographical vocabulary to refer to key physical featuresBeach, coast, forest, hill, mountain, river, ocean, soil, valley, vegetation, weatherI can use geographical vocabulary to refer to key human featuresCity, 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 pastI can use artefacts, pictures, stories, online sources and databases to find out about the pastI can identify some of the different ways the past has been representedTo 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 pastcan use artefacts, pictures, stories, online sources and databases to find out about the pastI can identify some of the different ways the past has been representedTo build an overview of world history I can describe historical events and significant people involved in those eventsTo 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 pastI can use artefacts, pictures, stories, online sources and databases to find out about the pastTo build an overview of world history I can describe historical events and significant people involved in those eventsTo understand chronology I can place events and artefacts in order on a time lineI can recount changes that have happened in my lifetimeTo 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 turnTo connect I can participate in class social media accountsTo collect I can use simple databases to record information | To code I can select sounds and control when they are heard, their duration and volumeTo connect I can participate in class social media accountsTo 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 objectTo connect I can participate in class social media accountsTo 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 thicknessI can colour neatly following the linesI can show pattern and texture by adding dots and linesI can show different tones by using coloured pencilTo collage I can use a combination of cut, torn and glued materialsI can sort and arrange materialsI can mix materials to create textureTo 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 shapesI can include lines and textureI can use rolled up paper, straws, paper, card and clay as materialsI can use techniques such as rolling, cutting, moulding and carvingTo print I can use repeated or overlapping shapesI can mimic print from the environmentI can press, roll, rub and stamp to make prints | To paint I can use thick and thin brushesI can mix primary colours to make secondary coloursI can add white to colours to make tints and tonesI can create a colour wheelTo 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 foodI can cut, peel or grate ingredients safely and hygienicallyI can measure or weigh using measuring cups or scalesI can assemble or cook ingredientsTo master practical skills with materials I can measure and cut materials safely to the nearest centimetreI can cut and shape by tearing, cutting, folding and curlingI 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 productTo master practical skills with mechanics I can create products using levers, wheels and winding mechanismsTo take inspiration from design throughout history I can explore objects and designs and identify likes and dislikesI can suggest improvements to existing designs and explore how they were created | To master practical skills with textiles I can shape textiles using templatesI can join textiles using running stitchI can colour and decorate textiles in a variety of waysDying, adding sequins or printingI can weave a pattern and use plaiting |
| Concepts and milestones to cover in RE | To explore what Christians believe about GodI can discuss how God is portrayed through Old testament bible storiesI can discuss how Jesus is portrayed through New Testament bible storiesI can discuss the differences and similaritiesTo explore how Christians worship and celebrateI 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 GodI can discuss how Allah is described in the Qur’anI can discuss what Muslims learn about Allah and their faith through the Qur’anTo explore how Muslims worship and celebrateI 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 religionsI know the Christian creation storyI know the Muslim story of creationI know the Hindu story of creationI know the Scientific story of creationI can discuss my theories |
| Concepts and milestones to cover in PE | To play gamesI can use the terms opponent and team mateI can use rolling, hitting, running, jumping, catching and kicking skills in combinationI can develop tacticsI can lead others where appropriateTo perform gymnasticsI can copy and remember actionsI can move with some control and awareness of spaceI can link two or more actions to make a sequenceI can show contrasts (small/tall, straight/curved, wide/narrow)I can travel by rolling forwards, backwards and sidewaysI can hold a position whilst balancing on different points of the bodyI can climb safely on equipmentI can stretch and curl to develop flexibilityI can jump in a variety of ways and land with increasing control and balance | To play gamesI can use the terms opponent and team mateI can use rolling, hitting, running, jumping, catching and kicking skills in combinationI can develop tacticsI can lead others where appropriateTo DanceI can copy and remember moves and positionsI can move with careful control and co-ordinationI can link two or more actions to perform a sequenceI can choose movements to communicate a mood, feeling or idea | To play gamesI can use the terms opponent and team mateI can use rolling, hitting, running, jumping, catching and kicking skills in combinationI can develop tacticsI can lead others where appropriateTo perform gymnasticsI can copy and remember actionsI can move with some control and awareness of spaceI can link two or more actions to make a sequenceI can show contrasts (small/tall, straight/curved, wide/narrow)I can travel by rolling forwards, backwards and sidewaysI can hold a position whilst balancing on different points of the bodyI can climb safely on equipmentI can stretch and curl to develop flexibilityI 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 worldI understand my rights and responsibilities as a member of my classI know my views are valued and can contribute to the learning charterI can recognise the choices I make and understand the consequencesCelebrating differenceI can identify similarities and differences between people in my classI can tell you what bullying isI know some people who I could talk to if I was feeling unhappy or being bulliedI know how to make new friendsI can tell you some ways I am different from my friends | Dreams and goalsI can set simple goals and work out how to achieve themI understand how to work well with a partnerI can tackle new challenges and understand this might stretch my learningI can identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome themI can tell you how I felt when I succeeded in a new challenge and how I celebrated itHealthy meI understand the difference between being healthy and unhealthy and know some ways to keep myself healthyI know how to make healthy lifestyle choicesI know how to keep myself clean and healthy and understand how germs cause disease/illnessI know that all household products including medicine can be harmful if not used properlyI know how to keep safe on the roads and about people who can help me stay safeI can tell you why I think my body is amazing | RelationshipsI can identify the members of my family and understand there are lots of different types of familiesI can identify what being a good friend means to meI know appropriate ways of physical contact to greet my friends and know which ways I preferI know who can help me in my school communityI can recognise my qualities as a person and friendI can tell you why I appreciate someone special to meChanging meI am starting to understand the life cycles of animals and humansI can tell you some things about me that have changed and some things that have stayed the sameI can tell you how my body has changed since I was a babyI can identify the parts of the body that make boys and girls different and can use the correct names for theseI understand that every time I learn something new I change a little bitI 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
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| 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
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| Singing* I can confidently sing or rap five songs from memory and sing them in unison
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| 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
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| 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.
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| Composition* I know that composing is like writing a story with music
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| Performance* I know that performance is sharing music with other people, called an audience
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