



We love to learn  
in Year 1!

# Year 1 Curriculum

## The Federation of Nettlestone & Newchurch

	AUTUMN	SPRING	SUMMER
<b>SCIENCE</b>  KNOWLEDGE	<u>Everyday materials</u> <ul style="list-style-type: none"> <li>I can distinguish between an object and the material from which it is made.</li> <li>I can identify and name a variety of everyday materials? e.g. wood, plastic, metal, water and rock.</li> <li>I can describe the simple properties of a variety of everyday materials.</li> <li>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <u>Seasonal Changes</u> <ul style="list-style-type: none"> <li>I can observe changes across the four seasons.</li> <li>I can observe and describe weather associated with the seasons and how the day varies.</li> </ul>	<u>Plants</u> <ul style="list-style-type: none"> <li>I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>I can identify and describe the basic structure of a variety of common flowering plants - including trees.</li> <li>I can observe and describe how seeds and bulbs grow into mature plants.</li> </ul>	<u>Animals including Humans</u> <ul style="list-style-type: none"> <li>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>I can identify, name, draw and label the basic parts of the human body</li> <li>I can say which part of the body is associated with each sense.</li> </ul>
<b>WORKING</b> <b>SCIENTIFICALLY</b>  To be developed across the year	<u>Planning</u> <ul style="list-style-type: none"> <li>I can explore the world around me and raise my own simple questions</li> <li>I can experience different types of scientific enquiry including different types of practical activities</li> <li>I can begin to recognise different ways in which I might answer scientific questions</li> <li>I can carry out simple tests</li> <li>I can use simple feature to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying)</li> <li>I can ask people questions and use simple secondary sources to find answers</li> </ul>	<u>Obtaining and presenting evidence</u> <ul style="list-style-type: none"> <li>I can, with help, observe closely using simple equipment</li> <li>I can, with help, observe changes over time</li> <li>I can use simple measurements and equipment e.g. hand lenses, egg timers to gather data</li> <li>I can record simple data</li> </ul>	<u>Considering evidence and evaluating</u> <ul style="list-style-type: none"> <li>I can use my observations and ideas to suggest answers to questions</li> <li>I can talk about what I have found out and how I found it out</li> <li>I can, with help, begin to use simple scientific language</li> <li>I can, with help, record and communicate my findings in a range of ways</li> </ul>

<p><b>HISTORY</b></p> <p>KNOWLEDGE SKILLS AND UNDERSTANDING</p> <p>To be developed across the year</p>	<p><b>Knowledge</b></p> <p><b>Events beyond living memory</b> e.g The Gunpowder Plot</p> <p><b>Significant individuals</b> e.g Guy Fawkes or Grace Darling Queen Elizabeth II or Queen Victoria</p> <p><b>Changes in living memory</b> - History of Newchurch/Nettlestone School - Changes from a baby</p> <p><b>Local historical events, people and places.</b> Sir Robert Holmes (pirates and Smuggling) Osborne House (Queen Victoria)</p>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• I can put up to three objects in chronological order (recent history)</li> <li>• I can use words and phrases like: old, new and a long time ago.</li> <li>• I can tell others about things that happened when I was little.</li> <li>• I can recognise a story that is read to me may have happened a long time ago.</li> <li>• I can understand that some objects belonged to the past.</li> <li>• I can retell a familiar story set in the past.</li> <li>• I can explain how I have changed since I was born.</li> </ul>	<p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>• I can recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.</li> <li>• I can recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago.</li> <li>• I can understand that we have a queen who rules us and that Britain has had a king or queen for many years.</li> <li>• I can explain what is meant by a parliament.</li> </ul>	<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• I can answer questions using a range of artefacts/photographs provided.</li> <li>• I can find out more about a famous person from the past and carry out some research on him or her.</li> <li>• I can find out something about the past by talking to an older person.</li> </ul>
<p><b>GEOGRAPHY</b></p> <p>KNOWLEDGE, SKILLS AND UNDERSTANDING</p>	<p><b>Locational &amp; Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can identify the world's five oceans and seven continents on a map.</li> <li>• I can identify the 4 countries of the United Kingdom.</li> <li>• I can identify the four countries making up the United Kingdom.</li> <li>• I can locate the equator, North Pole and South Pole on a globe, map or atlas.</li> </ul>	<p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>• I can begin to explain why people would wear different clothes at different times of the year.</li> <li>• I can explain what I might wear if I lived in a very hot or a very cold place.</li> </ul>	<p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>• I can tell someone my address.</li> <li>• I can ask simple questions about specific places and environments.</li> <li>• I can make simple observations e.g. the main features of a hot and cold place.</li> <li>• I can draw a simple sketch map showing the key features of the school, its grounds and surrounding environment.</li> <li>• I can work in a group with an adult to ask questions about the school, its grounds and surrounding environment.</li> <li>• I can name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?</li> <li>• I can use plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• I can 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.</li> </ul>	<p><b>Geographical Enquiry and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• I can use pictures, maps and globes.</li> <li>• I can draw basic maps and create own symbols.</li> <li>• I can use simple directional language: near, far, left and right to describe the location of features and routes on a map.</li> <li>• I can use a photo, video or audio taken by an adult as evidence of what they have seen.</li> <li>• I can measure using simple words and frequency recording e.g. weather recording.</li> <li>• I can reach a simple conclusion to a fieldwork question or prediction.</li> </ul>

<p><b>ART AND DESIGN</b></p>	<p><b>Using Materials</b></p> <ul style="list-style-type: none"> <li>• I can cut, roll and coil materials</li> <li>• I can use IT to create a picture</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• I can show how people feel in paintings and drawings.</li> <li>• I can use pencils to create lines of different thickness in drawings.</li> </ul>	<p><b>Colour, pattern, texture, line, form, space and shape</b></p> <ul style="list-style-type: none"> <li>• I can create moods in art work.</li> <li>• I can name the primary and secondary colours.</li> </ul>	<p><b>Range of Artists</b></p> <ul style="list-style-type: none"> <li>• I can ask questions about a piece of art.</li> <li>• I can practise the language of the subject to explain my work and the work of other artists.</li> </ul>
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KNOWLEDGE, SKILLS AND UNDERSTANDING	<ul style="list-style-type: none"> <li>I can build junk models and prepare them for painting and decorating by covering them with layers of paper.</li> </ul>	<ul style="list-style-type: none"> <li>I can work to the size of the paper or surface, drawing and painting on a range of surfaces and scales.</li> </ul>	<ul style="list-style-type: none"> <li>I can create a repeating pattern in print</li> </ul>	<b>FOCUS ON:</b> Eva Rothschild Wassily Kandinsky Andy Warhol		
DESIGN AND TECHNOLOGY  KNOWLEDGE, SKILLS AND UNDERSTANDING	<b>DESIGN</b> <ul style="list-style-type: none"> <li>I can use my own ideas to design something and describe how their own ideas work.</li> <li>I can design a product which moves.</li> <li>I can use pictures and words to plan my designs.</li> </ul>	<b>MAKING</b> <ul style="list-style-type: none"> <li>I can use own ideas to make something.</li> <li>I can make a product which moves.</li> <li>I choose appropriate resources and tools.</li> <li>I can use simple safely.</li> </ul>	<b>EVALUATING</b> <ul style="list-style-type: none"> <li>I can describe how something works.</li> <li>I explain what works well.</li> </ul>	<b>TECHNICAL KNOWLEDGE</b> <ul style="list-style-type: none"> <li>I can make my model stronger.</li> </ul>	<b>FOOD TECHNOLOGY</b> <ul style="list-style-type: none"> <li>I can cut food safely.</li> </ul>	
MUSIC  KNOWLEDGE, SKILLS AND UNDERSTANDING	<b>Creating your own music</b> <ul style="list-style-type: none"> <li>I can make different sounds with my voice.</li> <li>I can make different sounds with instruments.</li> <li>I can identify changes in sounds.</li> <li>I can change the sound.</li> <li>I can repeat (short rhythmic and melodic) patterns.</li> <li>I can make a sequence of sounds.</li> <li>I can show sounds by using pictures.</li> </ul>		<b>Listening &amp; Appreciating</b> <ul style="list-style-type: none"> <li>I can respond to different moods in music.</li> <li>I can say how a piece of music makes me feel.</li> <li>I can say whether I like or dislike a piece of music.</li> <li>I can choose sounds to represent different things.</li> <li>I can recognise repeated patterns.</li> </ul>		<b>Singing, Playing &amp; Performing</b> I can use my voice to speak/sing/chant <ul style="list-style-type: none"> <li>I can sing with others</li> <li>I can use instruments to perform e.g. ocarina, tuned/untuned percussion.</li> <li>I can clap short rhythmic patterns.</li> <li>I can copy sounds and patterns of sounds.</li> <li>I can follow instructions about when to play or sing</li> </ul>	
Suggested Charanga units:	Autumn 1 Charanga UNIT 1 Hey You!	Autumn 2 Performance -singing Nativity.	Spring 1 Charanga Glockenspiel Stage 1	Spring 2 Charanga UNIT 4 Round and Round	Summer 1 Meet the orchestra - Sans Saint - 'Carnival of the Animals'	Summer 2 Charanga UNIT 6 Reflect and Rewind Use 'First Composer'.

COMPUTING  KNOWLEDGE, SKILLS AND UNDERSTANDING	<b>MULTIMEDIA TEXT AND IMAGES</b> <b>Word Processing</b> <ul style="list-style-type: none"> <li>I can type on a keyboard.</li> <li>I can type symbols and save files.</li> <li>I can edit text.</li> <li>I can use a keyboard.</li> <li>I can select and format text.</li> <li>I can format the font.</li> </ul> <b>Painting</b> <ul style="list-style-type: none"> <li>I can paint with different colours.</li> <li>I can paint with different brushes.</li> <li>I can create shapes and fill areas.</li> <li>I can make changes to improve my work.</li> <li>I can add text to a painting.</li> <li>I can use a computer program to make a poster.</li> </ul> <b>Using &amp; Applying</b> <ul style="list-style-type: none"> <li>I can demonstrate a range of basic skills to use a computer and its software</li> <li>I can type and format text, then save my work.</li> <li>I can open saved work and edit text.</li> <li>I can use shapes to create a particular image.</li> </ul>	<b>CODING AND PROGRAMMING</b> <b>Programming Toys</b> <ul style="list-style-type: none"> <li>I can create instructions using pictures.</li> <li>I can say why it is important to be precise when writing an algorithm.</li> <li>I can write instructions to program a person like a computer.</li> <li>I can program a Bee-Bot to move.</li> <li>I can debug a Bee-Bot.</li> <li>I can program a sequence to make a Bee-Bot move.</li> </ul> <b>Programming with Scratch Jr</b> <ul style="list-style-type: none"> <li>I can describe and use instructions to program a character</li> <li>I can program a character to grow and shrink.</li> <li>I can use instructions to make characters move at different speeds and distance.</li> <li>I can use a repeat instruction to make a sequence of instructions run more than once.</li> <li>I can create programs that play a recorded sound.</li> <li>I can create programs with a sequence of linked instructions.</li> </ul>	<b>ONLINE SAFETY</b> <ul style="list-style-type: none"> <li>I can create, name and date my digital creative work.</li> <li>I can safely search for images online.</li> <li>I can understand how to communicate safely online.</li> <li>I can understand what personal information I need to keep safe.</li> <li>I can explore how to use email to safely communicate.</li> <li>apply my online safety knowledge to help others make good choices online.</li> </ul>
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<b>PHYSICAL EDUCATION</b>  KNOWLEDGE, SKILLS AND UNDERSTANDING  	<b>Autumn 1</b> <ul style="list-style-type: none"> <li>Multi-skills / Dance</li> </ul>	<b>Spring 1</b> <ul style="list-style-type: none"> <li>Invasion games / Dance</li> </ul>	<b>Summer 1</b> <ul style="list-style-type: none"> <li>Games / Athletics</li> </ul>
	<b>Autumn 2</b> <ul style="list-style-type: none"> <li>Multi-skills / Gymnastics</li> </ul>	<b>Spring 2</b> <ul style="list-style-type: none"> <li>Net games / Gymnastics</li> </ul>	<b>Summer 2</b> <ul style="list-style-type: none"> <li>Net Games / Striking and Fielding</li> </ul>
	<b>INVASION GAMES</b> <ul style="list-style-type: none"> <li>I can explore different ways of using a ball.</li> <li>I can explore ways to send a ball or other equipment.</li> <li>I can retrieve and stop a ball using different parts of my body.</li> <li>I can play a variety of running and avoiding games.</li> <li>I can explain why I enjoy playing games and physical activities.</li> <li>I can talk about what our bodies do during exercise e.g. breathing</li> <li>I can participate in team games.</li> <li>I can develop simple attacking and defending techniques.</li> <li>I can pass and receive a ball in different ways with increasing control.</li> </ul>	<b>GYMNASTICS</b> <ul style="list-style-type: none"> <li>I can respond to instructions and commands.</li> <li>I can move between mats and small apparatus and change the speed of movement.</li> <li>I can perform a variety of basic gym actions.</li> <li>I can be still in different body shapes and balances and combine different ways of travelling.</li> <li>I can handle apparatus safely.</li> <li>I can recognise how it feels when my body is tense.</li> <li>I can discuss how the body changes during exercise.</li> <li>I can develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction.</li> </ul>	<b>DANCE</b> <ul style="list-style-type: none"> <li>I can learn basic movements relating to feelings.</li> <li>I can show a clear starting and finishing position.</li> <li>I can respond to different music showing a range of emotions.</li> <li>I can perform dance movements and basic routines using simple movement patterns.</li> </ul> 
	<b>NET AND WALL GAMES</b> <ul style="list-style-type: none"> <li>I can focus on throwing and catching.</li> <li>I can play games based on net games (like tennis and badminton).</li> <li>I can play running and avoiding games.</li> <li>I can explain how practicing skills can help you feel warmer and why is it good to play and get out of breath.</li> <li>I can participate in team games.</li> <li>I can pass and receive a ball in different ways with control and increasing accuracy.</li> <li>I can perform fielding techniques with increased control and co-ordination.</li> </ul>	<b>STRIKING AND FIELDING</b> <ul style="list-style-type: none"> <li>I can be confident and safe in the spaces used to play games.</li> <li>I can explore and use skills, actions and ideas individually and in combination to suit the game they are playing.</li> <li>I understand that being active is good for me and fun.</li> <li>I can participate in team games.</li> <li>I can pass and receive a ball in different ways with control and increasing accuracy.</li> <li>I can perform fielding techniques with increased control and co-ordination.</li> </ul>	<b>MULTISKILLS AND ATHLETICS</b> <ul style="list-style-type: none"> <li>I can take part in multiskills festivals, designed to develop the fundamental movement skills of balance, co-ordination and agility.</li> <li>I can take part in activities to include a bat and ball relay, throw clap and catch, slalom run, standing long jump etc. I can develop my balance, agility and co-ordination.</li> </ul>
<b>RELIGIOUS EDUCATION</b> IOW locally Agreed Syllabus  Living Difference 3	<b>Autumn 1</b> Thankfulness (c) Concept A Celebrating Harvest	<b>Spring 1</b> Remembering (J) Concept A Passover	<b>Summer 1</b> Belonging (J) Concept A Belonging in Judaism
	<b>Autumn 2</b> Journeys End (c) Concept A The Nativity / Journeys	<b>Spring 2</b> Welcoming (c) Concept A Palm Sunday	<b>Summer 2</b> Authority (C) Concept A Key events in Jesus' life

	<b>COMMUNICATE</b> <ul style="list-style-type: none"> <li>I can talk about my own responses to my experiences of the concepts explored.</li> </ul>	<b>APPLY</b> <ul style="list-style-type: none"> <li>I can talk about how my responses relate to events in my own life.</li> </ul>	<b>ENQUIRE</b> <ul style="list-style-type: none"> <li>I can identify and talk about key concepts explored that are common to all people.</li> </ul>	<b>CONTEXTUALISE</b> <ul style="list-style-type: none"> <li>I can recognise how the concept is expressed the lives of people.</li> </ul>	<b>EVALUATE</b> <ul style="list-style-type: none"> <li>I can evaluate the human experience of the concept by talking about it in simple terms. I can see the importance of the concept for people living a religious life.</li> </ul>
<b>PSHE/RSE</b>	<b>ME AND MY RELATIONSHIPS</b> Feelings. <ul style="list-style-type: none"> <li>I can name a variety of different feelings and explain how these might make me behave.</li> <li>I can think of some different ways of dealing with 'not so good' feelings.</li> </ul> Getting help. <ul style="list-style-type: none"> <li>I know when I need help and who to go to for help.</li> </ul> Classroom Rules. <ul style="list-style-type: none"> <li>I can tell you some different classroom rules.</li> </ul>	<b>VALUING DIFFERENCES</b> Recognising, valuing and celebrating difference. <ul style="list-style-type: none"> <li>I can say ways in which people are similar as well as different.</li> </ul> Developing tolerance. <ul style="list-style-type: none"> <li>I can say why things sometimes seem unfair, even if they are not.</li> </ul>		<b>KEEPING MYSELF SAFE</b> How our feelings can keep us safe. <ul style="list-style-type: none"> <li>I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).</li> </ul> Healthy eating. <ul style="list-style-type: none"> <li>I can give examples of how I keep myself healthy.</li> </ul> Medicine safety. <ul style="list-style-type: none"> <li>I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)</li> </ul>	
	<b>RIGHTS AND RESPONSIBILITIES</b> Looking after things <ul style="list-style-type: none"> <li>I can give some examples of how I look after myself and my environment - at school or at home.</li> <li>I can also say some ways that we look after money.</li> </ul>	<b>BEING MY BEST</b> Growth Mindset <ul style="list-style-type: none"> <li>I can name a few different ideas of what I can do if I find something difficult.</li> </ul> Keeping healthy <ul style="list-style-type: none"> <li>I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.</li> </ul>	<b>GROWING AND CHANGING</b> Getting help <ul style="list-style-type: none"> <li>I can identify an adult I can talk to at both home and school if I need help</li> <li>Becoming independent               <ul style="list-style-type: none"> <li>I can tell you some things I can do now that I couldn't do when I was a toddler.</li> </ul> </li> </ul> Body parts <ul style="list-style-type: none"> <li>I can tell you what some of my body parts do.</li> </ul>		