

Year 1 Curriculum

2020 – 2021



Year 1 Yearly National Curriculum, Knowledge and Skills Overview

Autumn 1 (1a)	Autumn 1 (1b)	Autumn 2 (2)	Spring 1 (3)	Spring 2 (4)	Summer 1 (5)	Summer 2 (6)
Digging for Dinosaurs		Amazing Africa	Animation Station		Memory Box (Then and Now)	The Sky is the limit!
Key to understanding this document: Black = National Curriculum objectives Red = Knowledge/Skills to be taught Green = Resources to be used						

	<p>Pupils entering Year 1 will continue for the first term to access the EYFS curriculum. This will allow children to meet any ELG they may not have met by the end of Term 6 2020. Children who are ready to will also move on to the Year 1 curriculum where appropriate.</p> <p>The Discovery School curriculum this year will look and feel different up until December 2020. There will be initially a stronger focus on English and Maths in order to close any gaps in learning that may have occurred as a result of the national COVID 19 lock down in the previous academic year. This will be done through both discreet and focused teaching. During this time, the foundation subjects of: Science, RE, PSHE, PE must be taught. The other subjects can be touched upon but do not need to be a focus. From January 2021 the full curriculum will resume with the expectation that all subjects will be taught; including the new sex and relationships curriculum from term 5.</p>
English	See English Year 1 progression of skills for reading, writing and SPaG
Phonics	See Phonics progression of skills
Maths	See Maths Year 1 progression of skills (White Rose)
PSHE	See PSHE and Sex and Relationships curriculum – Year 1
French	Not applicable at KS1

<p>Science (Please see the full science plan for teaching ideas)</p>	<p><u>Everyday materials</u></p> <p>Working scientifically: Identifying and classifying as part of group.</p> <p>EM1 distinguish between an object and the material from which it is made.</p> <p>Working scientifically: Identifying and classifying.</p> <p>EM2- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Working scientifically: Using observations and ideas to suggest answers to questions. Gathering and recording data to help answer questions.</p>	<p><u>Animals including humans</u></p> <p>Working scientifically: To identify and classify a variety of common animals using pictures or videos.</p> <p>AH1 identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Working Scientifically: To identify and classify. To record data in a simple scaffolded table and use this to answer simple questions.</p> <p>AH2 Identify and name a variety of common animals that are carnivores, herbivores, and omnivores.</p> <p>Working scientifically: Use observations and ideas to suggest answers to questions.</p>	<p><u>Plants</u></p> <p>Working scientifically: Using simple observations to identify and classify.</p> <p>1 Identify and name a variety of common wild and garden plants including deciduous and evergreen tree.</p> <p>Working scientifically: Observing closely.</p> <p>P2 identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><u>Seasonal Change</u></p> <p>Working scientifically: Observing closely using simple equipment. Using their observations and ideas to suggest answers to simple questions as a class.</p> <p>SC1 observe changes across the 4 seasons</p> <p>Working scientifically: Asking simple questions and recognising that they can be answered in different ways. (pictures, simple sentence or verbal answer) Using their observations and ideas to suggest answers to simple questions as a class.</p> <p>SC2 observe and describe weather associated with the seasons and how day length varies.</p>	
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	<p>Hit and kick a ball in a variety of ways (Invasion games, Striking and fielding, net & wall games)</p> <p>Intercept, stop and catch balls, as well as small equipment consistently. (Invasion games and Fielding)</p>	<p>Describe simple tactics.</p> <p>Show awareness of space and actions of others.</p>	<p>including travelling, rolling, jumping and climbing.</p> <p>Show good awareness of space, apparatus and the actions of others.</p> <p>Link and repeat basic actions to copy or create and perform a movement phrases with a beginning, middle and end.</p> <p>Know the difference between tension and relaxation</p>	<p>including travelling, rolling, jumping and climbing.</p> <p>Show good awareness of space and the actions of others.</p> <p>Link and repeat basic actions with a beginning, middle and end.</p>	<p>body when they exercise.</p> <p>Copy and repeat yoga poses.</p> <p>Show awareness of space when moving.</p> <p>Can help others create poses.</p> <p>Identify the benefits of breathing techniques.</p>	<p>and run for long distances</p> <p>Complete a run and jump sequence</p> <p>Develop an under arm and over arm throwing action.</p> <p>Take part in a variety of team races using a variety of equipment.</p>	<p>move around an obstacle.</p> <p>Understand key directions (right left, forward backwards, turn)</p> <p>Individually and in pairs solve simple problems.</p>	<p>describe what it feels like.</p> <p>Key vocabulary and Resources:</p> <p>Invasion Games: Roll Underarm Hit Kick Catch Stop Intercept</p> <p>Tactics: Tactics Space Actions</p> <p>Gymnastics: Travel Roll Jump Climb Apparatus Copy Repeat Tension Relaxation</p> <p>Athletics: Running Technique Distance Jump Under arm Over arm Teams</p> <p>Dance: Speed Direction Travel Roll Jump Climb space Repeat</p> <p>Feedback: Comment Describe</p> <p>Yoga: Copy repeat space Movement Poses Breathing</p> <p>OAA: Instructions Obstacle Directions Left Right Forwards Backwards Problems</p>
Geography	<p><u>Locational Knowledge</u></p> <p>Name and locate the four countries of the United Kingdom and the capital city of London.</p> <p>Simple outline maps of the UK with capital cities marked with a dot.</p> <p>Name and locate a local town. Kings Hill, West Malling, Maidstone</p>	<p><u>Place Knowledge</u></p> <p>Observe and describe the human and physical geography of a small area of the United Kingdom – West Kent. River Medway, North Downs, Kings Hill Woods, Football Stadium, Golf Course, Airfield, M20 Development</p>	<p><u>Human and Physical Geography</u></p> <p>Identify seasonal/daily weather patterns in the UK</p> <p>Weather relating to each season</p> <p>Weather local to Kings Hill</p> <p>Identify physical and human features of subject areas.</p> <p>Use basic Geographical vocabulary to refer to key physical features including: (hill, river, season, weather) and human features (including; city, town, village, farm,</p>	<p><u>Geographical Skills and Field work</u></p> <p>Use locational and directional language (e.g. near and far, left and right), Describe the location of features and routes on simple maps.</p> <p>Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</p> <p>Use simple fieldwork and observational skills to study the</p>	<p><u>Key Vocabulary</u></p> <p>Town, City, Country, United Kingdom, England, Wales, Northern Ireland, Scotland, Capital City, London, Human features, Physical features, Seasons, Weather, House, Hill, River, Village, Shop, Forest/wood, Farm, Office, Left, Right, Near, Far, Map</p>			

			house, office, shop)	geography of their school and its grounds.				
History	<u>Chronological understanding</u> - Sequence objects in order of age e.g. banana, teddy, shirt - Sequence events using pictures of themselves from baby to now. What is different? - Uses words and phrases: old, new, young, days, the months. - Remembers parts of stories and memories about the past E.g. The gunpowder plot	<u>Knowledge and understanding</u> Tell the difference between past and present in their own life time. Victorian classroom compared to Today's Explore differences between past and present in either British or global history e.g history of kings Hill	<u>Interpretation</u> Begins to identify and recount some details from the past from sources (e.g. pictures, stories). -Compare key historical figures from different periods e.g. Emilia Earhart and Pocahontas	<u>Enquiry</u> Finds answers to simple questions about the past from sources of information (e. g. pictures, stories). Investigate a significant local - Pocohontas	<u>Organisation and communication</u> Shows knowledge and understanding about the past in different ways (e. g. role-play, drawing, writing and talking). <u>Key Vocabulary and Resources</u> Uses words and phrases: old, new, young, days, the months.			
	<u>Key Vocabulary and Resources</u> slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards. *vehicle, wheel, axle, axle holder, chassis, body, cutting, joining, shaping, finishing, fixed, free, moving mechanism, names of tools, equipment and materials used *fruit and vegetable names, names of equipment and utensils, cutting, healthy diet, ingredients.							
DT	<u>Technical Knowledge</u> Explore and use mechanisms, e.g. levers, sliders and wheels and axels, in their products. GETAWAY CARS, BOOK COVER Use lever and linkages board	<u>Evaluate Existing Products</u> Talk about: What products are and what they are for. Who products are for and how they are used.	<u>Design: understanding contexts, users and purpose</u> Design purposeful, functional, appealing products for themselves and others based on design criteria:	<u>Generating, developing, modelling and communicating ideas.</u> Pupils should be taught through a variety of creative	<u>Make: Planning/ Practical skills and Techniques</u> Pupils should: Select from and use a range of tools and equipment to perform practical tasks e.g. cutting,	<u>Evaluate: Own products and ideas</u> Pupils should be taught to: Make simple judgements about their ideas and products against design criteria.	<u>Nutrition and Healthy Eating: Where food comes from</u> To understand where food comes from.	<u>Food preparation, cooking and nutrition</u> Select from and use a wide range of ingredients according to their characteristics. •Pupils should be taught that everyone should eat five portions of fruit and veg a day.

		<p>How products work. What materials have been used? What they like and dislike about products.</p>	<p>Choose between 2 different criteria and talk about the criteria given to them, what/who their product is for, and how it will work. (wolf, self and class)</p> <p>Work confidently within relevant contexts: imaginary and story-based, garden and home</p>	<p>and practical activities. Generate, develop, model, and communicate their ideas (based on their own experiences) through talking, drawing and mock-ups. Use ICT where appropriate to generate, develop, and communicate ideas Use 2Animate to design a background and character for the levers and sliders unit.</p>	<p>shaping, joining and finishing. •Follow procedures for safety and hygiene. •Measure, mark out, cut and shape materials and components: ruler, pencil, saw, sawing block, scissors •Assemble, join and combine materials and components: blutac, a gluestick, masking tape, sticky tape, masking tape Select from and use a wide range of materials and components: cardboard, cotton wheels, wood, including construction materials and kits (LEGO) ingredients according to their characteristics. •Use finishing techniques</p>	<p>Suggest how their products could be improved.</p>	<p>•That all food comes from plants or animals.</p>	<p>• Pupils should be taught to prepare a sandwich which includes something from each of the 5 food groups. •Pupils should be taught how to prepare food safely and hygienically without a heat source. • Pupils should be taught how to use the technique of cutting.</p>
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Art	<u>Drawing</u> Use a variety of drawing tools – crayon, chalk, pencil, felt tips Draw light and dark lines (tone) Create rubbings (texture) Observe and draw shapes. Observe and draw patterns.	<u>Colour</u> Using poster paints Name colours Experiment with colours Mix primary colours to make secondary colours Apply colour with different tools – brushes, rollers, fingers etc. Create repeating patterns	<u>Sculpture</u> Roll, carve, make marks on and knead malleable materials – dough, plasticine and use them to make objects for a purpose. Use patterns.	<u>Printing</u> Create repeating patterns Observe and recognise patterns in the environment Develop impressed images using foods i.e. potatoes with shapes cut into them Relief prints using foam printing blocks Create patterns	<u>Textiles and collage</u> Create fabrics by weaving – use man made and natural materials i.e. grass through twigs, plastic through fence etc. Introduce adhesives – pritt and PVA Fold, crumple, tear, overlap and sort different materials.	<u>Developing and exploring ideas/evaluating and developing work</u> Explain what they and others have done. What feelings does it bring? What might they change? Use a sketchbook to collect ideas. Ask and answer questions about starting points, artists etc.	<u>Artist or architect and designer studies</u> Digging for Dinosaurs topic - Stomp, Dinosaur Stomp inspired Wassily Kandinsky (Russian painter and abstract artist). Amazing Africa topic Esther Mahlangu (African artist) Stories and Animation topic Barbara Hepworth (English artist and sculptor) Nick Park (animator) Memory Box topic William Morris (textile designer) The Sky is the Limit topic Frank Stella (American painter, sculptor and printmaker) <u>Key Vocabulary</u> Adhesive Carve Chalk Crayon Colours crumple dark dough environment fabric Felt tips fold Impressed print knead light man made natural overlap pattern Pencil Poster paint plasticine Primary colours Relief print Repeating rollers Secondary colours Shape Tools Tone Rubbings Roll weave
	<u>Using Technology</u> To begin to independently access a laptop or iPad e.g. logging	<u>Using the Internet</u> To understand why we use the internet to answer specific questions.		<u>Programming & Control</u> To begin to understand the term algorithm as a set of instructions to control or command a program.	<u>Online Safety</u> To be able to use technology safely and respectfully, knowing which	<u>Key Vocabulary</u> technology software hardware email	

	<p>on and opening programs following clear instructions. 2Simple</p> <p>To understand the (space, enter, full stop) keys on a keyboard.</p> <p>To be able to make simple choices about which hardware is most appropriate to use and begin to explain why. Compare iPad & camera through discussion</p> <p>To begin to produce work using a laptop independently or collaboratively. 2Simple – change colour of font, size and pictures</p> <p>To begin to develop understand the purpose of and begin to use a range of different technology e.g. creating documents 2Simple</p> <p>To recognise common uses of information technology beyond school - mobile phones/tablets/games consoles</p> <p>To be able to discuss their use of technology at</p>	<p>To be able to explore a variety of electronic information – simple webpage</p> <p>To understand that messages can be sent electronically in a variety of ways – send a class email to another Y1 class</p>	<p>The above objective will be covered by complete the following compulsory projects:</p> <ol style="list-style-type: none"> 1) Program a Bluetooth Beebot (a blubot) to follow simple command. 2) Supplement this learning with the iPad app 'Daisy Dinosaur' 	<p>personal information should be kept private.</p> <p>To understand that the internet can be used for unkind purposes and know who to tell or what to do if they see something upsetting online – tell a trusted adult or discontinue use</p> <p>To be aware that people online may not be who they say they are.</p> <p>To demonstrate an age-related understanding of E-safety when communicating online. Ensure that this is appropriate to your class e.g. only video chat when an adult is around</p>	<p>laptop computer iPad/tablet algorithm communicate internet information mouse login username keyboard space enter full stop password</p>
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	home – mobile phones, tablets, games consoles			
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RE Christianity + Judaism * Touch on Islam	<u>BELIEVING - Understand and know about a range of religions and worldviews</u>		<u>EXPRESSING -Express ideas and insights about nature, significance and impacts of religions and worldviews</u>	<u>LIVING -Gain and deploy skills needed to engage seriously with religions and worldviews</u>	<u>Key Vocabulary and resources</u>
	Talk about some simple ideas about Christian beliefs about God and Jesus Re-tell a story that shows what Christians might think about God. Talk about the mezuzah and how it reminds Jewish people of God. Retell a story that shows Jewish people at the festival of Sukkot or Chanukah might think about God, suggesting what it means. Identify ways Christians celebrate Christmas/Easter and some ways a festival is celebrated in other religions. Re-tell stories connected to Christmas/Easter and another religion and say why these are important to believers. Recognise and name symbols of belonging from their own experiences, for Christianity and one other religion, suggest that these mean and why they matter. Give an account of a Christian infant baptism and suggest what actions and symbols mean. Identify two ways people show they belong to each other when they get married.		Talk about how Shabbat is a special day of the week for Jews and give examples of what they do for it. Ask questions and suggest answers about stories to do with Christian festivals and a story from another religion	Talk about issues of good and bad, right and wrong arising from stories. Ask some questions about believing in God and offer ideas of their own. Respond to examples of cooperation between different people. Collect examples of what people do, give, sing, think about at the religious festivals studied, say why they matter to believers.	Christianity, Judaism, story, believe, festival, God, symbol, celebrate, shabbat, mezuzah, candles, challah bread.
MUSIC	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Sing with a sense of the shape of the melody. Start and finish performing together, realising the need for	<u>Play tuned and untuned instruments musically</u> Respond to given starting points such as an animal or character. Compose simple musical patterns, copy rhythms, and work cooperatively as part of a group. Experiment with a range of ways to create sounds using the same	<u>Listen</u> with concentration and understanding to a range of high-quality live and recorded music Listen to a range of stimuli, expressing opinion and noting mood. Recognise and identify simple musical elements within pieces	<u>Experiment</u> with, create, select and combine sounds using the *inter-related dimensions of music. Imitate some elements of a particular style or take influence from pieces of music. Combine simple musical elements to create a piece of music based	<u>Key vocabulary and Resources:</u> Sing, song, chant, rhyme, pulse, beat, sound, fast, slow, loud, quiet, high, low, long, short, voice, mood, instrument, perform, pulse, rhythm, pitch, mood, theme, layer. Charanga , a range of tuned and untuned instruments

	<p>silence before and afterwards.</p> <p>Perform with awareness of others and realizing that some songs need to be sung softly and others loudly.</p>	<p>instrument (e.g. scraping, tapping, shaking etc.)</p>	<p>such as: loud and soft or fast and slow.</p> <p>Listen to certain pieces of music and describe some of the pictures and images they create in their imagination.</p> <p>Recognise changes in mood, identify different layers and name some of the instruments that they can hear.</p>	<p>around a simple theme and to simple criteria (e.g. A storm)</p> <p>Analyse performance, discussing what they liked about it and what could improve.</p> <p>Go back and improve performance.</p>	<p>appropriate for KS1.</p>
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be the best you can be



The Discovery School