

Subject	Term 1	Term 2	Term 3
History	<p><u>My Family History</u></p> <ul style="list-style-type: none"> • Can depict on a timeline the sequence of a few objects or images and/or pieces of information related to a topic, e.g. events related to family life in the past in correct order. • Begin to use a range of common words relating to the passage of time, e.g. related to a discussion of their grandparent's pupilhood, e.g. now, then, new old, when, before, etc. • Can demonstrate a secure understanding of the words used. • Will require little prompting to use these words. • Can extract some information from more than one type of source to find out about an aspect of the past. e.g. about their grandparent's childhood. These sources could include written, visual, oral sources and artefacts including the environment. 	<p><u>The greatest Explorers</u></p> <ul style="list-style-type: none"> • Can demonstrate some understanding of the characteristic features of the period studied, e.g. technology available. • Can demonstrate through examples and discussion an understanding of the term 'significance'. • Can give some valid reasons why someone or something is significant, e.g. an explorer making an important discovery. • Will begin to make connections between significant events or people, e.g. the explorers studied. • Can plan a small enquiry by asking relevant questions. • Can find relevant information to answer questions using at least one story and another type of source, e.g. 'Which are the most significant explorers?' 	<p><u>Great Inventions</u></p> <ul style="list-style-type: none"> • Can identify at least one relevant cause for, and effect of, several events covered, e.g. of the development of flight or of the railways. • In discussion, can recall some of the key events and people associated with themes studied within family, local, national and global history, e.g. within the history of flight or the development of railways • Can use appropriate historical vocabulary. • Can plan a small enquiry by asking relevant questions. • Demonstrate through examples and discussion an understanding of the term 'significance'.
Geography	<ul style="list-style-type: none"> • Can name most of the nations and capitals of the UK. • Can understand that they live in the UK and it is an island, can identify the UK and its surrounding seas. • Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features). • Can use appropriate vocabulary in relation to the human and physical features of local and distant locations. 	<ul style="list-style-type: none"> • Can locate some major cities, oceans and continents on a UK and world map. • Can use a world map, atlas or globe to name and locate the seven continents and five oceans • Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and 	<ul style="list-style-type: none"> • Show limited awareness of weather differences. • Can describe which continents have significant hot or cold areas and relate these to the poles and equator. Use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles. • Can describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas and relate these to the poles and

	<ul style="list-style-type: none"> • Can describe the physical and human geography of a distant place. • Can recognise a natural environment and describe it using geographical vocabulary. They can relate this to the animals studied in the unit. • Can describe in some detail the local area and distant locations' features using images to support answers. • Can compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities. • Know that people do jobs and that where they live (e.g. coastline) might affect this. • Have some sense of what animals eat and the dangers (human or physical) animals might encounter. 	<p>locational language prompted by their journey stick)</p> <ul style="list-style-type: none"> • Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings). 	<p>equator. Can make comparisons when prompted with the weather in your area.</p> <ul style="list-style-type: none"> • Identify seasonal weather patterns.
Science	<p><u>Who am I?- My Body</u> Children learn about the basic parts of the human body and explore their five senses.</p> <ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body. • Know each of the senses. • Say which part of the body is associated with each sense. <p><u>Celebration</u> Children explore a number of curriculum areas, including everyday materials, plants and light.</p> <ul style="list-style-type: none"> • Say which part of the body is associated with each sense. • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials. 	<p><u>Polar Spaces</u> Children plan an expedition to the polar regions, learning about properties of different materials, and a range of living things in the polar regions.</p> <ul style="list-style-type: none"> • Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals. • Identify and name common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals. • Describe the simple properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple properties. <p><u>Plants and animals where we live</u> Children explore their local environment (school grounds or local park) to find out about the plants and animals that live in their locality</p> <p>Plants</p>	<p><u>On Safari</u> Children go on safari to explore invertebrates and other plants and animals in the local area.</p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). <p>Holidays Children will plan what they need to pack for a holiday, and explore the different animals they might encounter at the seaside and the human impact on the environment.</p>

	<ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common plants, including trees 	<ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Animals</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). 	<ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores or omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.
Art	<p>Extend variety of drawing tools Explore different textures Observe and draw landscapes Observe patterns Observe anatomy (faces, limbs)</p> <p>Name all the colours – mixing of colours – Find collections of colour – applying colour with a range of tools</p>	<p>Create patterns – Develop impressed images – Relief printing</p> <p>Awareness and discussion of patterns – repeating patterns – symmetry</p>	<p>Weaving – collage – Sort according to specific qualities – how textiles create things</p> <p>Construct – Use materials to make known objects for a purpose – Carve – Pinch and roll coils and slabs using a modelling media. – Make simple joins</p>
Music	<p>Pulse, Rhythm and Pitch</p> <ul style="list-style-type: none"> Can use their voice to speak/sing/chant Can join in with singing Can clap short rhythmic patterns Can respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse Respond to different moods of music, in different ways Can tell the difference between loud and quiet sounds Can recognise repeated patterns 	<p>Singing Games</p> <ul style="list-style-type: none"> Can make a range of sounds with their voice Can make a range of sounds with instruments? Can identify changes in sounds Can they tell the difference between long and short sounds Can represent sounds pictorially Can make a sequence of sounds for a purpose 	<p>Instrumental</p> <ul style="list-style-type: none"> Can form an opinion to express how they feel about a piece of music Can tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds Can hear the pulse in a piece music Can describe how sounds are made and changed Can respond to different moods in music and say how a piece of music makes them feel

			<ul style="list-style-type: none"> • Can use instruments to perform a simple piece • Can respond to musical indications about when to play or sing
ICT	<p>Online Safety and Exploring Purple Mash Grouping and Sorting Pictograms</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Lego Builders Maze Explorers Animated Story Books</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. 2. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Coding Spreadsheets, Technology outside school</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>
DT	<ul style="list-style-type: none"> • To design purposeful, functional, appealing products for themselves and other users based on design criteria; • To, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 	<p>To explore existing products evaluating what is good about them, does it fit the purpose, how is it appealing to the target audience. To be able to select tools and equipment to cut, shape, join and finish To describe which tools they are using and why To choose materials and explain why they are being used.</p>	<p>To be able to prepare simple dishes hygienically and safely without a heat source Use cooking techniques such as: cutting, peeling and grating</p>
PE	<ul style="list-style-type: none"> • Describe how the body feels before, during and after exercise. • Carry and place equipment safely. • Vary their pace and speed when running. • Run with a basic technique over different distances. • Show good posture and balance. Jog in a straight line. • Change direction when jogging. Sprint in a straight line. • Change direction when sprinting. • Maintain control as they change direction when jogging or sprinting. 	<ul style="list-style-type: none"> • Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. • Perform a short jumping sequence. • Jump as high as possible. • Jump as far as possible. • Land safely and with control. • Work with a partner to develop the control of their jumps. 	<ul style="list-style-type: none"> • Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power. • Begin to perform learnt skills with some control. Engage in competitive activities and team games • Watch and describe performances. Begin to say how they could improve.

Italian

All about Me
My family

Food
Numbers

School
Time



Year 1_____

Learning Goals