

Scholar Green Primary School

Year 1 Curriculum

	Knowledge – Key phrases in bold	Skills	Vocabulary – Tier 3 specific
History	<ul style="list-style-type: none"> To know changes within living memory. (Home life, materials, transport, leisure) To know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. To know about significant historical events, people and places in their own locality. 	<p><u>Understand Chronology</u></p> <ul style="list-style-type: none"> To be able to identify past events, present events, older and newer. To place artefacts on a timeline. To recognise that their own lives are different from the lives of people in the past. <p><u>Investigate and interpret the past</u></p> <ul style="list-style-type: none"> To observe or handle evidence to ask questions about an object or event such as: What was it like for people? What happened? How long ago? What is it made of? What is it used for? 	<p><u>Communicate Historically</u></p> <ul style="list-style-type: none"> local/locality invention <p><u>Changes within living memory.</u></p> <p>Lifetimes</p>
Geography	<p><u>Locational knowledge:</u></p> <ul style="list-style-type: none"> To know the name and location of the four countries of the UK and the name and characteristics of the capital cities. To know the name and location of the UK's surrounding seas. <p>(England - London Northern Ireland - Belfast Wales - Cardiff Scotland - Edinburgh North Sea, English Channel, Bristol Chanel, Irish Sea)</p>	<ul style="list-style-type: none"> To use maps and atlases to identify the UK, capital cities and the seas surrounding the UK. To devise simple maps To use and construct basic symbols in a key To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key and human physical features of its surrounding environment 	<p>Physical features Human features Surrounding Characteristic Similarity Difference Valley, Globe, Atlas</p>

	<p><u>Place knowledge:</u></p> <ul style="list-style-type: none"> To know the geographical similarities and differences through studying the human and physical geography of a small area of the UK. <p><u>Human and physical:</u></p> <ul style="list-style-type: none"> To know seasonal and daily weather patterns in the UK. 		
Music - Vivaldi	<p><u>Listen & Appraise</u></p> <ul style="list-style-type: none"> To know there are different styles of music. <p>Rap</p> <p><u>Musical Activities Pulse & Rhythm</u></p> <ul style="list-style-type: none"> To know that a pulse is a steady beat. To know how to create a rhythmic pattern <p><u>Singing & Voice</u></p> <ul style="list-style-type: none"> To begin to know their voices can be used in different ways. <p><u>Playing instruments</u></p> <ul style="list-style-type: none"> To know how to play a selection of tuned and un-tuned instruments. <p>Beater Glockenspiel Drum Tambourine Triangle Maraca Piano Keyboard</p>	<ul style="list-style-type: none"> Begin to listen to different types of sounds/instruments. Talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc. Begin to recognise different styles of music, e.g. rap, ballad. Find the pulse in different pieces of music with support. Clap back a simple rhythm. Begin to create rhythmic patterns using names, food, colours, topics. Find their singing voice. Sing a melody at their own pitch. Join in and stop as appropriate (follow a leader/conductor). Start to develop basic singing posture with relaxed shoulders. Begin to follow a leader/conductor. Follow basic musical notations (letter names using glockenspiels). Begin to handle instruments carefully and put instruments away on the trolley. 	<p>Rhythm Pitch Pulse improvisation</p>

	<ul style="list-style-type: none"> To know that instruments need to be treated respectfully. <p><u>Improvisation</u></p> <ul style="list-style-type: none"> To begin to know that improvisation is when you make up your own tune or rhythm. <p><u>Composition</u></p> <ul style="list-style-type: none"> To know how to create their own simple melodies. <p><u>Perform & Share</u></p> <ul style="list-style-type: none"> To know how to perform sensibly. 	<ul style="list-style-type: none"> Play an instrument within the whole class or small group. Experiment with sounds and rhythms. Respond to music with their own ideas. Contribute to a class composition. Create simple melodies within the context of the song being learnt. Create simple notation using pitch. Think about others when performing, e.g. for an audience. 	
PSHE and RSE	<p><u>Relationships</u></p> <p>Families & Friendships –</p> <ul style="list-style-type: none"> to be able to name people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children’s lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone — and how to tell them — if they are worried about something in their family <p>Safe Relationships –</p> <ul style="list-style-type: none"> to be aware of situations when someone’s body or feelings might be hurt and whom to go to for help 	<p><u>Relationships</u></p> <p>Families & Friendships –</p> <ul style="list-style-type: none"> I can say some of the different people who care for in and out of school I can tell you some ways in which they care for me I can tell you who is in my family. I understand that all families are different, and this is OK I understand that I must tell someone if I am worried, I can tell you who this could be. <p>Safe Relationships –</p> <ul style="list-style-type: none"> I understand that people’s feelings can be hurt. I can tell you who I could go to if this happened to me 	<ul style="list-style-type: none"> worried anxious emotion permission respect hygiene unique resilience

	<ul style="list-style-type: none"> • to understand what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission <p>Respecting ourselves and others -</p> <ul style="list-style-type: none"> • what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns <p><u>Living in the Wider World</u> Belonging to a community</p> <ul style="list-style-type: none"> • to give examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways 	<ul style="list-style-type: none"> • I understand what private means and can say which parts of my body are private • I can tell you about different types of touching and how they make people feel – hugs, tickling, punch, kick etc. • I understand that sometimes it is important to ask for permission to touch someone • I can ask for and give permission <p>Respecting ourselves and others –</p> <ul style="list-style-type: none"> • I can tell you some kind and unkind behaviours • I understand how kind/unkind behaviour can make people feel • I am beginning to understand what respect means • I can what are our class/school rules and some rules we have at home • I understand how to be polite to others, how to share and how to take turns <p><u>Living in the Wider World</u> Belonging to a community</p> <ul style="list-style-type: none"> • I can say some of the rules we have at school, home and when I am outside, I understand why we have these rules • I understand that everybody has different needs 	
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	<ul style="list-style-type: none"> • how they can look after the environment, e.g. recycling <p>Media literacy and digital resilience</p> <ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online <p>Money and work</p> <ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online <p><u>Health & Well – Being</u> Physical health and mental well-being</p> <ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake 	<ul style="list-style-type: none"> • I can say how I can care for someone in my family, my friends, pets and the environment including recycling <p>Media literacy and digital resilience</p> <ul style="list-style-type: none"> • I can say some of the different ways people use the internet • I understand that the internet can make life easier • I can say how I can keep myself safe on the internet • I understand how to communicate safely with people using the internet. <p>Money and work</p> <ul style="list-style-type: none"> • I understand that we all have different strengths and weaknesses • I understand that we need to be good at different things for different jobs (e.g. working in a bank.. money, electrician...science) • I can name some people in the community whose job it is to help us • I can tell you about lots of different jobs <p><u>Health & Well-Being</u> Physical health and mental well-being</p> <ul style="list-style-type: none"> • To name some ways I can keep myself healthy – food, water, exercise, sleep, washing hands • To name some things I need to do every day or regularly to keep myself hygienic/clean – clean teeth, wash hair, bath/shower, brush hair • To be able to explain what I need to do to stay safe in the sun – sun cream, hat, 	
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	<ul style="list-style-type: none"> • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun <p>Growing and changing</p> <ul style="list-style-type: none"> • what it means to be special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong (resilience) • how they are the same and different to others • to know about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave <p>Keeping safe</p> <ul style="list-style-type: none"> • how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online <p>who to tell if they see something online that makes them feel unhappy, worried, or scared</p>	<p>sunglasses, shade, times to avoid being outside</p> <p>Growing and changing</p> <ul style="list-style-type: none"> • To recognise what makes me special or unique • To be able to express what I like/dislike • To understand that we all experience a different range of feelings and emotions • To be able to explain what to do if something goes wrong – does it matter? Who can help? What could I do differently? <p>Keeping safe</p> <ul style="list-style-type: none"> • To name some rules both at school and home that I should follow and why • To understand that some things e.g. video games have age restrictions and why this is important • To be able to say what I can do to keep myself safe online <p>To name people I could speak to if I felt unsafe.</p>	
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<p>Computing</p> <p>Computer Science</p> <p>(Programming, Coding, Algorithms)</p>	<ul style="list-style-type: none"> • To know how to follow and create simple instructions on the computer. • To know that by following the instructions correctly, they will get the correct result. • To know how to make a character move left and right. • To know that an algorithm is a precise, step-by-step set of instructions used to solve a problem or achieve an objective. • To know that computers need precise instructions to follow. • To know that an algorithm written for a computer to follow is called a program. • To know how the order of instructions affects the result. • To know that correcting errors in an algorithm or program is called 'debugging'. • To understand the functionality of the basic direction keys. • To understand how to create and debug a set of instructions (algorithm). • To understand how to change and extend the algorithm list. • To know what is meant by coding. • To know how to sort items using a range of criteria. • To understand that data can be represented in picture format. 	<ul style="list-style-type: none"> • Follow instructions in a computer program. • Explain the effect of carrying out a task with no instructions. • Organise instructions for a simple recipe. • Use the direction keys in 2Go to move forwards, backwards, left and right. • Undo their last move. • Move their character back to the starting point. • Use diagonal direction keys to move the characters in the right direction. • Create a simple algorithm. • Debug a simple algorithm. • Use the additional direction keys to create a new algorithm. • Challenge themselves by using the longer algorithm to complete challenges. • Explain what a block of code is. • Control how their game looks. • Write a program that controls how their character moves and stops when clicked. • Explain what is happening and write down/ talk through my code. • Write a program where objects can stop moving and a sound is played when the objects collide. • Discuss what a pictogram shows. • Represent results as a pictogram. • Record results. • Use the different drawing tools to create a picture on the page. • Add text to a page and change the colour, font and size of the text. 	<p>Algorithm</p> <p>Program</p> <p>Debugging</p> <p>Animation</p> <p>Spreadsheet</p> <p>Avatar</p>
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<p>Information Technology</p> <p>(Data representation/handling)</p>	<ul style="list-style-type: none"> • To know how to sort items using the 'Grouping' activities. • To know how to use a pictogram to record the results of an experiment. • To know the difference between a traditional book and an e-book. • To know how to add animation to a story. • To know how to add sound to a story including voice recording and music the children have created. • To know how to use additional features to enhance their stories. • To know how to add images to a spreadsheet and use the image toolbox. • To know how to navigate around a spreadsheet. • To know how to use the 'speak' and 'count' tools to count items. 	<ul style="list-style-type: none"> • Save their work. • Open work saved in prior lesson. • Add an animation to their picture. • Play the pages they have created. • Children can save their changes and overwrite the file. • Add a sound to the page. • Add their own voice recording to the page. • Create their own music and add it to their page. • Add a background to the page. • Copy and paste a page in the book. • Share their storybook on a class story book display board. • Explain what rows and columns are. • Save and open sheets. • Enter data into cells. • Add images to a spreadsheet. • Open the image toolbox and find and add clipart. • Use the 'move cell' tool so that images can be dragged around the spreadsheet. • Use the 'lock' tool to prevent changes to cells. • Give images a value that the spreadsheet can use to count them. • Add the count tool to count items. • Add the speak tool so that the items are counted out loud. • Use a spreadsheet to help work out a fair way to share items. • Login into Purple Mash using their own log in. 	
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<p>Digital Literacy</p> <p>(Online Safety, uses of Technology)</p>	<ul style="list-style-type: none"> • To know how to log in safely. • To understand the idea of 'ownership' over their creative work. • To know how to find saved work in the Online Work area and find teacher comments. • To know how to search Purple Mash to find resources. • To know how to use the different icons to add pictures and text to their work. • To understand the importance of logging out when they have finished. • To know about common icons used, e.g. Save, Print, Open, New. • To know what is meant by 'technology'. • To know types of technology used in school and out of school. 	<ul style="list-style-type: none"> • Create their own avatar and understand why it is useful. • Add their name to a picture they create on the computer. • Beginning to develop an understanding of ownership of work online. • Save work into the My Work folder in Purple Mash and understand that this is a private saving space just for their work. • Find their saved work in the Online Work area of Purple Mash. • Find messages that their teacher has left on Purple Mash. • Search Purple Mash to find resources. • Add pictures and text to their work. • Become familiar with some of the key icons, save, print, open and new. • Log out of Purple Mash when they have finished. • Walk around the local school and find examples of where technology is used. • Record examples of technology outside school. 	
<p>R.E</p>	<p><u>Christianity</u></p> <ul style="list-style-type: none"> • To know the main events from the Christmas Bible stories. <p>Advent Christ Ash Wednesday Maundy Thursday</p>	<p><u>Christianity</u></p> <ul style="list-style-type: none"> • To recall the main events from the Christmas Bible stories linking these stories with Christianity. For example, put six pictures in order to show what happened on the first Christmas. • To recall the main events from the Easter Bible stories and how they link with 	<p>As in previous year and</p> <p>Crucifixion Resurrection Obey</p>

	<ul style="list-style-type: none"> To know how the Christmas Bible stories link with Christians. To know the main events from the Easter Bible stories. To know how the Easter Bible stories link with Christianity. To know at least 4 aspects of how Christians celebrate Christmas and know why each event might be important to them. To know at least 4 aspects of how Christians celebrate Easter and know why each event might be important to them. <p><u>Judaism</u></p> <ul style="list-style-type: none"> To know what Shabbat is. To know why Shabbat is important to Jews? <p><u>Cross Religious / Non-Religious Viewpoint</u></p> <ul style="list-style-type: none"> To know that stories in the Bible that describe what God is like for Christians and Jews. (Example 1 – in the Old Testament story of Creation. Example 2 – in the new Testament the story of the Lost Sheep.) To know at least three Christian and three Jewish stories. To know who Moses is. 	<p>Christianity. For example, recall and order the five key events that happened during Jesus’ last week on Earth (entry to Jerusalem, Last Supper, arrest, crucifixion and resurrection.)</p> <ul style="list-style-type: none"> To identify at least 4 aspects of how Christians celebrate Christmas and explain why each event might be important to them. To identify at least 4 aspects of how Christians celebrate Easter and explain why each event might be important to them. <p><u>Judaism</u></p> <ul style="list-style-type: none"> To explain why Shabbat is important to Jews. <p><u>Cross Religious / Non-Religious Viewpoint</u></p> <ul style="list-style-type: none"> Talk about stories in the Bible that describe what God is like for Christians and Jews. (Example 1 – in the Old Testament story of Creation. Example 2 – in the new Testament the story of the Lost Sheep.) To show curiosity and ask questions about at least three Christian and three Jewish stories. To explain three reasons why Moses found it difficult to obey God. To explain why Abraham is important to both Jews and Christians (NB he is also important to Muslims). 	
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	<ul style="list-style-type: none"> • To know three reasons why Moses found it difficult to obey God. • To know who Abraham is. • To know why Abraham is important to both Jews and Christians (NB he is also important to Muslims). 	<ul style="list-style-type: none"> • To raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning. • To begin to talk thoughtfully with respect to a range of spiritual questions, e.g. What happens when you die? Why do people worship? 	
Drawing Sketching	<p>-To know that there are a variety of tools used for sketching or drawing.</p> <p>-To know how to add pattern and texture to a drawing or sketch.</p> <p>-To know there are different materials we can use to draw or sketch.</p>	<p>-To observe and draw landscapes and faces.</p> <p>-To be able to make simple representations of familiar objects e.g. me, my family or my house.</p> <p>-To draw lines of varying thickness and types e.g. wavy, curved, straight, thick and thin.</p> <p>-To use dots and lines to demonstrate pattern and texture.</p> <p>-To explore and use different materials to draw - pastels, chalk, felt tips, different pencil types, and crayon.</p> <p>-To begin to investigate tone by drawing light/ dark lines.</p>	<p>portrait</p> <p>self-portrait</p> <p>landscape</p>
Painting	<p>-To know and name both primary and secondary colours.</p> <p>-To know there are a variety of tools that you can apply colour with.</p> <p>-To know that colour tones and tints can be changed by adding other colours.</p>	<p>-To name the primary and secondary colours.</p> <p>-To mix primary colours to make secondary colours.</p> <p>-To use light and dark within a painting.</p> <p>-To create tints with paint by adding white.</p> <p>-To create tones with paint by adding black.</p> <p>-To explore different size brushes (including brushstrokes) and other painting tools - large brushes, sponges, fingers or twigs.</p> <p>- To experience 2 different paint types (poster and water colour.)</p> <p>-To experience painting with smaller brushes and begin to develop brush and paint control.</p>	<p>primary</p> <p>secondary</p> <p>tint</p> <p>shades</p> <p>tone</p> <p>bold</p> <p>brushstroke</p>

Textiles	<ul style="list-style-type: none"> -To begin to name a range of different fabrics e.g. felt, silk. -To know how to join fabrics using glue. 	<ul style="list-style-type: none"> -To show pattern by weaving. -To use a dyeing technique to alter a textile's colour and pattern. -To decorate textiles with glue, to add colour and detail. -To apply some decoration using buttons, feather or beads. -To cut and shape fabric using scissors. -To join fabrics using glue. 	textiles alternate
Artists/ Craftsmen	<ul style="list-style-type: none"> -To know about the work of a famous, notable artist or designer - Axel Scheffler – drawing/sketching Jackson Pollock - painting Anni Albers - textiles 	<ul style="list-style-type: none"> -To describe the work of a famous, notable artist or designer – Axel Scheffler – drawing/sketching Jackson Pollock - painting Anni Albers - textiles -To use some of the ideas from the artist studied to create their own pieces. -To say how I think an artist created their artwork. -To experiment with a technique that an artist uses. - To say what I like/ dislike about artwork. -To describe a picture created by an artist. 	technique
Outdoor Learning	<p>Shelter and Art</p> <p>To know what materials to use to build a shelter for a mouse</p> <p>To know what makes a good shelter for a mouse.</p> <p>Fire and Drama/Music</p> <p>To know how to be safe around the fire area.</p> <p>To know some campfire songs</p> <p>Water and Nature</p> <p>To know the names of different insects</p>	<p>Shelter and Art</p> <p>To build a shelter for a mouse</p> <p>To create a leaf collage</p> <p>To use a trowel</p> <p>Fire and Drama/Music</p> <p>To cook marshmallows safely.</p> <p>To sing campfire songs</p> <p>Water and Nature</p> <p>To collect rain water</p> <p>To identify different insects</p>	Camouflage