



# Year One

## Programmes of Study

## Monitoring and Assessment

### Coverage

As each skill/objective is taught within a subject unit (key objective), they must be highlighted to show coverage. Different colours will be used to represent each term.

Key:

Autumn	Blue
Spring	Green
Summer	Orange

### Assessment

At the end of each unit, teachers must highlight the key objective (*Overall title at the top of the unit, which encompasses all of the skills/objectives covered and is written in bold*), to show the following:

**Green** – 85% or above have achieved skills/objectives

**Orange** – 65-84%

**Red** – below 65%

Teachers must also record the names of children who are working above or below age-related in the left hand box.

Any children that are working above or below, should be taught the appropriate skills/objectives (i.e. teachers must plan from a range of year group programmes of study), and referenced within weekly planning.



<b>Collage</b>  Working above:	Create	<b>To use a range of materials creatively to design and make products.</b>  <ul style="list-style-type: none"> <li>To respond to ideas and starting points (stories, rhymes, objects, the natural world).</li> </ul>
	Communicate	<b>To use collage to develop and share ideas, experiences and imagination.</b>
	Using techniques to create effect	<ul style="list-style-type: none"> <li>To explore and experiment with lots of collage materials.</li> <li>To cut and tear paper, textiles and card for collages.</li> <li>To sort and arrange collage materials for a purpose.</li> </ul>
	Appreciate artists who inspire and influence us	<b>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own</b>
<b>3D</b>  Working above:	Create	<b>To use a range of materials creatively to design and make products.</b>  <ul style="list-style-type: none"> <li>To respond to ideas and starting points (stories, rhymes, objects, the natural world).</li> </ul>
	Communicate	<b>To use 3D art to develop and share ideas, experiences and imagination.</b>
	Using techniques to create effect	<ul style="list-style-type: none"> <li>To use clay, dough, plasticine.</li> <li>To add texture to models.</li> </ul> <b>To make shapes from rolled up paper, straws, paper and card.</b>
	Appreciate artists who inspire and influence us	<b>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</b>
<b>Printing</b>  Working above:	Create	<b>To use a range of materials creatively to design and make products.</b>  <ul style="list-style-type: none"> <li>To respond to ideas and starting points (stories, rhymes, objects, the natural world).</li> </ul>
	Communicate	<b>To use printing to develop and share ideas, experiences and imagination.</b>
	Using techniques to create effect	<ul style="list-style-type: none"> <li>To use printing tools such as fruit, vegetables, and sponges.</li> <li>To print onto fabric or paper.</li> </ul> <b>To make my own printing blocks, eg. String patterns or plasticine shapes.</b>
	Appreciate artists who inspire and influence us	<b>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</b>

<b>Textiles</b>  Working above:    Working below:	Create	<b>To use a range of materials creatively to design and make products.</b> <ul style="list-style-type: none"> <li>To respond to ideas and starting points (stories, rhymes, objects, the natural world).</li> </ul>																
	Communicate	<b>To use textiles to develop and share ideas, experiences and imagination.</b>																
	Using techniques to create effect	<ul style="list-style-type: none"> <li>To sort threads and fabrics.</li> <li>To group fabrics and threads by colour and texture.</li> <li>To make weavings with fabrics or threads.</li> </ul> <b>To make a fabric by weaving or 'teasing' out wool.</b>																
	Appreciate artists who inspire and influence us	<b>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</b>																
<b>Music</b>	<p><i>Music runs throughout the year. It is up to the teacher to plan out how this is to be taught progressively throughout each year group.</i></p> <p><u>Key Vocabulary is to be taught in Key Stage One:</u></p> <table border="1" data-bbox="483 1059 1417 1386"> <thead> <tr> <th>Word</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td>pitch</td> <td>recognise and respond to high and low sounds</td> </tr> <tr> <td>duration</td> <td>recognise and respond to steady beat in music heard and performed, and long and short sound patterns</td> </tr> <tr> <td>dynamix</td> <td>identify and respond to loud, quiet and silence</td> </tr> <tr> <td>tempo</td> <td>identify and respond to fast and slow</td> </tr> <tr> <td>texture</td> <td>recognise and respond to one sound and to many sounds combined</td> </tr> <tr> <td>timbre</td> <td>identify wooden, metal, skinned and electronic instruments and their properties by sound</td> </tr> <tr> <td>structure</td> <td>understand and identify musical echoes, repeating patterns, and beginning, middle, end</td> </tr> </tbody> </table>		Word	Definition	pitch	recognise and respond to high and low sounds	duration	recognise and respond to steady beat in music heard and performed, and long and short sound patterns	dynamix	identify and respond to loud, quiet and silence	tempo	identify and respond to fast and slow	texture	recognise and respond to one sound and to many sounds combined	timbre	identify wooden, metal, skinned and electronic instruments and their properties by sound	structure	understand and identify musical echoes, repeating patterns, and beginning, middle, end
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Working above:    Working below:	Controlling sounds through singing and playing (Performing)	<ul style="list-style-type: none"> <li>Use voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play untuned instruments musically.</li> <li>Have the opportunity to learn a musical instrument.</li> <li>Follow instructions on how and when to play to sing or play an instrument.</li> <li>Imitate changes in pitch (high and low)</li> <li>Make and control long and short sounds, using voices and instruments.</li> <li>Take notice of others when performing.</li> <li>With help, clap longer rhythms.</li> <li>Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</li> <li>Perform, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.</li> </ul>																



<p><b>D&amp;T</b></p>	<p><i>D&amp;T is taught once per term. It is up to the teacher to take these objectives/skills below and plan out what will be designed and made, in accordance with your topics, following the process below each time. Remember to ensure teaching of, application of and consolidation of skills, as well as progression from unit to unit. (Remember some more able chn will progress to the level 2 skills, which can be obtained from the Year 2 PoS.)</i></p>		
<p><b>Level 1</b></p>	<p><b>To know, understand and use the skills needed to design and make in a range of relevant contexts, including the home and school.</b></p>		
<p><b>Assessment / Evaluation</b></p>	<p><b>Unit 1:</b>.....  Working above:  Working below:</p>	<p><b>Unit 1:</b>.....  Working above:  Working below:</p>	<p><b>Unit 1:</b>.....  Working above:  Working below:</p>
	<p><b>Design:</b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional appealing products for themselves based on design criteria.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing templates and where appropriate ICT.</li> </ul>		
	<p><b>Make:</b></p> <ul style="list-style-type: none"> <li>• Use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</li> <li>• Use a wide range of materials and components, including construction materials, textiles and food ingredients according to their characteristics.</li> </ul>		
	<p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products.</li> <li>• Evaluate their ideas against design criteria.</li> </ul>		
	<p><b>Technical knowledge:</b></p> <ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>		

<b>Geography</b>	*Geography must be taught in order, i.e. a first, then b..., c....
	<p><b>Throughout Geography topics:</b></p> <p><i>use basic geographical vocabulary to refer to:</i></p> <ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>
<b>Year 1, a</b>	<b>Develop Knowledge about our Locality.</b>
Working above:	<ul style="list-style-type: none"> <li>• Draw a simple map of the classroom</li> <li>• that all pupils have a personal address and that they travel to school</li> <li>• their sense of place in relation to home and school</li> <li>• to describe a route</li> <li>• to recognise some of the physical and human features in their locality</li> <li>• study the school and its grounds, using simple field work and observational skills.</li> <li>• draw a simple map of the local area/school and use and construct basic symbols in a key.</li> <li>• to describe the location of features and routes on a map</li> <li>• to describe the features of the local environment</li> <li>• to express views on the features</li> <li>• Tell each other what you like/dislike about a place, using words, pictures, bar charts and pictograms.</li> <li>• that changes occur in the locality</li> <li>• to identify some of the uses of land and buildings in their locality</li> <li>• to understand that these uses are linked to the work people do</li> <li>• about the need for leisure activities and the types of facilities available</li> <li>• how places change for better or worse over time</li> </ul>
Working below:	
<b>Year 1, b</b>	<b>Develop Knowledge about the United Kingdom</b>
Working above:	<ul style="list-style-type: none"> <li>• Know that I live in the British Isles and mark on a map where I live.</li> <li>• Use simple compass directions (North, South, East and West).</li> <li>• Use locational and directional language, (for eg. Near, far, left, right) to describe the location of features and routed on a map.</li> <li>• Know that the United Kingdom is an island and is surrounded by sea.</li> <li>• Know the four countries of the United Kingdom.</li> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries</li> </ul>
Working below:	

<b>Year 1, c</b>	<b>Begin to understand geographical similarities and differences through studying the Human and Physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</b>
Working above:	<ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>• Keep a simple weather chart and understand that weather changes each day.</li> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>• identify hot and cold areas of the world.</li> </ul>
Working below:	<ul style="list-style-type: none"> <li>• To know that countries have different weather patterns (ie. Some are hot, some are cold).</li> </ul>
<b>History</b>	*History must be taught in order, i.e. a first, then b...
<b>Year 1, a</b>	<b>Changes within living memory, where appropriate these should be used to reveal change in national life.</b>
Working above:	<ul style="list-style-type: none"> <li>• To understand the difference between things that happened in the past and the present.</li> <li>• To use words related to chronology, e.g. yesterday/when I was a baby, last week, a long time ago, a very long time ago.</li> <li>• To know things that happened to themselves and other people in the past.</li> <li>• To find out about aspects of the past through oral sources parts of stories, information books, posters, TV programmes, video clips museum visits.</li> </ul>
Working below:	<ul style="list-style-type: none"> <li>• To use resources to decide whether an object is old or new and describe the characteristics of old and new objects.</li> <li>• To sort objects in different ways</li> <li>• To sequence objects in time</li> <li>• To communicate what they have learned about events from the past by drawing, writing or talking about them.</li> </ul>
<b>Year 1, b</b>	<b>Events beyond living memory that are significant nationally or globally or events commemorated through festivals or anniversaries</b>

Working above:	<ul style="list-style-type: none"> <li>• To understand and make links with events past and present.</li> <li>• To use words related to chronology, e.g. yesterday, last week, a long time ago, a very long time ago, before I was born,</li> <li>• To understand how to put a few events in order of when they happened</li> <li>• To ask questions about objects and pictures related to an event using before and after</li> <li>• To find out facts about an event from books, listening to stories and looking at objects from or about the past.</li> <li>• To make suggestions why people may have acted as they did</li> <li>• Recall events from the past by drawing, writing or talking about them.</li> </ul>
Working below:	
<b>Science</b>	*Science topics can be taught in any order.
<b>Year 1</b>	<b>Working Scientifically</b>
Working above:	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> </ul>

<p>Working below:</p>	<ul style="list-style-type: none"> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions</li> </ul> <p>Pupils in years 1 and 2 should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions.</p> <p>They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships.</p> <p>They should ask people questions and use simple secondary sources to find answers.</p> <p>They should use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.</p> <p>These opportunities for working scientifically should be provided across years 1 and 2 so that the expectations in the programme of study can be met by the end of year 2. Pupils are not expected to cover each aspect for every area of study</p>
<p>Year 1</p>	<p>Plants</p>
<p>Working above:</p>	<ul style="list-style-type: none"> <li>• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <p>Identify and describe the basic structure of a variety of common flowering plants, Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their</p>

<p>Working below:</p>	<p>habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted.</p> <p>They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example, the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</p>
<p>Year 1</p>	<p>Animals, including humans.</p>
<p>Working above:</p>	<ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p>Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.</p>
<p>Working below:</p>	<p>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p> <p>Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals</p>





	<ul style="list-style-type: none"> <li>• To talk about what they have done and describe what others have done.</li> <li>• To describe how the body feels during an activity.</li> <li>• To decide where to stand to make a game difficult for the other team.</li> <li>• To perform dance moves and put them together to make a short dance.</li> <li>• To show rhythm.</li> <li>• To choose the best movements to show different ideas carefully with control.</li> <li>• To use space safely.</li> </ul>
<p><b>Year 1</b></p>	<p><b>To participate in team games, developing simple tactics for attacking and defending as well as developing basic movement in running, jumping, throwing and catching</b></p>
	<ul style="list-style-type: none"> <li>• To copy actions and repeat and explore skills.</li> <li>• To move with some control and care.</li> <li>• To talk about what they have done and describe what others have done.</li> <li>• To describe how the body feels during an activity.</li> <li>• To know how to exercise safely by looking for space.</li> <li>• To throw or roll a ball/hoop.</li> <li>• To hit a ball with a bat.</li> <li>• To move to catch or collect, and stop.</li> <li>• To throw and kick a ball in different ways.</li> <li>• To decide where to stand to make a game difficult for the other team.</li> </ul>

## Year 1 - Computing

### Using a computer

- Continue to develop their familiarity with a computer and keyboards
- Continue to develop their skills in using a mouse and/or trackpad to control a computer/laptop.
- Begin to develop their typing speed, using a range of games and programs in school. Children should also be encouraged to play these games at home.
- Continue exposure to a range of technology, including cameras, tablets, microphones/recording devices and computers.

### Using the internet

- Recognise that not all information is useful some information is more useful
- Use web based resources to find answers to questions
- Develop questions about a specific topic and use information to answer those questions
- Begin to navigate within a website using hyperlinks and menu buttons to locate information
- Begin to manipulate information using copy and paste for a specific purpose
- Enter given text into a search engine to find specific given web sites
- Understand that web sites have a specific address e.g. www.bbc.co.uk/
- Locate links to web sites from Favourites or saved hyperlinks, intranet or from the Learning Platform
- Use basic information from the internet.

Communicating and collaborating online	Creating and Publishing	Digital media	Programming and control	Modelling and simulation	Using Data
<ul style="list-style-type: none"> <li>• Contribute ideas to a class email and together respond to messages- this can be to real life of 'fictitious' characters.</li> </ul>	<ul style="list-style-type: none"> <li>• Add text to photographs, graphics, drawings and sound using a computer.</li> <li>• Use simple authoring tools to create their own content and begin to add basic effects to sections of text, changing the font size and colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a computer to compose and record basic rhythms.</li> <li>• Continue to take photographs for a range of different purposes.</li> <li>• Begin to record video</li> <li>• Begin to record sounds using a range of different tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Use ICT to sort objects into groups according to a give criteria, or criteria which the child identifies themselves.</li> <li>• Begin to use technology to create graphs and pictograms</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that computers and technology can be used to represent and model situations.</li> <li>• Use an art package or drag and drop software to create a representation of a real or a fantasy situation</li> <li>• Explore a simulation to support a given topic and talk about what happens and why</li> </ul>	<ul style="list-style-type: none"> <li>• Use ICT to sort objects into groups according to a give criteria, or criteria which the child identifies themselves.</li> <li>• Begin to use technology to create graphs and pictograms</li> </ul>