

Year 1 – Science

KS1 Statutory requirements (suggestions in square brackets are non-statutory)

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:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions

gathering and recording data to help in answering questions.

Autumn	Spring	Summer
<p>Plants</p> <ul style="list-style-type: none"> • Can you identify and name common wild/garden plants? • Do you know the difference between deciduous and evergreen? • Can you explore the local environment for plants in different habitats? • Can you observe flowers and vegetables that you have grown? • Can you identify the structure of a plant? • Can you observe how plants change over time? <p>Statutory requirements -</p> <p>Pupils should be taught to:</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 describe the basic structure of a variety of common flowering plants, including trees. 	<p>Humans</p> <ul style="list-style-type: none"> • Do you know the names of the main body parts? • Can you use your senses to compare textures/sounds/smells? • Can you draw and label the human body? • Can you talk about the senses in relation to body parts? • Can you discuss similarities between animals and humans? <p>Statutory requirements -</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<p>Everyday Materials</p> <ul style="list-style-type: none"> • Can you distinguish between an object and the material it is made from? • Can you identify and name a variety of everyday materials? • Can you group materials accordingly e.g. wood, plastic, glass, metal, water, rock? • Can you describe the physical properties of a variety of everyday materials? • Can you compare and group together materials according to similar properties? <p>Statutory requirements –</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>

Autumn	Spring	Summer
<p>Seasonal Changes</p> <ul style="list-style-type: none"> • Can you talk about the weather and the seasons? • Can you observe changes across the four seasons? • Can you collect data about the weather? • Can you discuss day length as the seasons change? • Can you describe the weather at different times of the year? <p>Statutory requirements</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ observe changes across the four seasons <p>observe and describe weather associated with the seasons and how day length varies</p>	<p>Animals</p> <ul style="list-style-type: none"> • Can you identify and name common animals? • Can you group animals according to fish, amphibian, reptile, bird and mammal? • Can you explore how animals live in their habitats in the local environment? • Do you know the range of animals that people keep as pets? • Can you compare similarities and differences between different animal types? <p>Statutory requirements</p> <p>Pupils should be taught to:</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) 	

Year 1 – Art & Design

KS1 Statutory requirements

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

Autumn	Spring	Summer
<p>Printing</p> <ul style="list-style-type: none"> • Create own simple repeating patterns • Draw and print own designs • Simple symmetry <p>Medium: fingers, hands, vegetables, card, wood, string, polystyrene</p>	<p>Pattern</p> <ul style="list-style-type: none"> • Create pictures by painting with objects • Develop impressed images by adding decorative detail • Relief printing e.g. string • Imprint onto range of textures <p>Medium: paint, print, dyed collage (paper and fabric)</p>	<p>Form</p> <ul style="list-style-type: none"> • Use hands and tools to build • Use playdoh, clay, magic sand, food stuff, recycled materials • Cut shapes using scissors • Carve into media • Make simple joins by manipulating materials or pasting <p>Medium: 3D, malleable materials</p>

One of the areas must include a focus artist

Year 1 – Computing

KS1 Statutory requirements

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school

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.

Autumn	Spring	Summer
Navigating Web Pages <ul style="list-style-type: none">• Create• Organise• Store digital content electronically	Data and Information <ul style="list-style-type: none">• 2D presentation of information graphically e.g. photos, graphs	Hardware to Software <ul style="list-style-type: none">• Camera to program
Art Software <ul style="list-style-type: none">• Use art programme to design a picture	Film Making <ul style="list-style-type: none">• Stop Go Animation	Internet Services <ul style="list-style-type: none">• Explore WWW – online games

Year 1 – Design & Technology

KS1 Statutory requirements (suggestions in square brackets are non-statutory)

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

- use the basic principles of a healthy and varied diet to prepare dishes

understand where food comes from.

Autumn	Spring	Summer
<p>Cooking</p> <ul style="list-style-type: none"> • Design and prepare a food item – No heat 	<p>Product</p> <ul style="list-style-type: none"> • Design and make a textile product e.g. puppet 	<p>Moving Mechanism</p> <ul style="list-style-type: none"> • Design and make a product to include a lever/slider

Year 1 – Geography

KS1 Statutory requirements (suggestions in square brackets are non-statutory)

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

Human and physical geography

- 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
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
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Autumn	Spring	Summer
<p>Human and Physical Geography – <i>Identify seasonal and daily weather patterns in the UK. (N.B. Location knowledge and vocabulary, Geographical skills and field work – on going)</i></p> <p>Aspect: Seasons and Weather</p> <p><i>Experiences:</i></p> <ul style="list-style-type: none"> • Splash in puddles • Weather diary/visual charts • Re-enact weather forecasts • Dress teddy for different weather – make clothes 	<p>Place Knowledge – <i>Understand geographical similarities and difference through studying the human and physical geography of a small area of the UK. (N.B. Location knowledge and vocabulary, Geographical skills and field work – on going)</i></p> <p>Aspect: Local Area</p> <p><i>Experiences:</i></p> <ul style="list-style-type: none"> • Visit Castleford Town Centre • Traffic surveys • Interview council worker • Visit from rugby players 	<p>Human and Physical Geography – <i>The location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (N.B. Location knowledge and vocabulary, Geographical skills and field work – on going)</i></p> <p>Aspect: North Pole</p> <p><i>Experiences:</i></p> <ul style="list-style-type: none"> • Walk along and label large scale maps • Plan routes/distances • Annotate photographs • Construct keys

Year 1 – History

KS1 Statutory requirements (suggestions in square brackets are non-statutory)

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

significant historical events, people and places in their own locality.

Autumn	Spring	Summer
<p>Changes in living memory - where possible should be used to reveal aspects of change in national life</p> <p>Aspect: My Family</p> <p><i>Experiences:</i></p> <ul style="list-style-type: none"> • Interview family members • Look at photographs 	<p>Significant historical events, people and places in their own locality</p> <p>Aspect: Famous Sports People</p> <p><i>Experiences:</i></p> <ul style="list-style-type: none"> • Wakefield Wildcats • Castleford Tigers • Leeds United • Leeds Headingley 	<p>Changes in living memory - where possible should be used to reveal aspects of change in national life</p> <p>Aspect: Holidays</p> <p><i>Experiences:</i></p> <ul style="list-style-type: none"> • Interview train/bus driver • Visit traditional/modern train station • Travel agency role play

Year 1 – Music

KS1 Statutory requirements

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Autumn	Spring	Summer
<p>Through topic related activities, children are taught and given opportunities to:</p> <ul style="list-style-type: none"> • Perform Music - <i>Children learn to sing and use their voices</i> • Appreciate Music – <i>Listen to, review and evaluate genres, styles and traditions</i> • Compose Music – <i>Pitch, duration, tempo, timbre, texture and structure</i> 	<p>Through topic related activities, children are taught and given opportunities to:</p> <ul style="list-style-type: none"> • Perform Music - <i>Children learn to sing and use their voices</i> • Appreciate Music – <i>Listen to, review and evaluate genres, styles and traditions</i> • Compose Music – <i>Pitch, duration, tempo, timbre, texture and structure</i> 	<p>Through topic related activities, children are taught and given opportunities to:</p> <ul style="list-style-type: none"> • Perform Music - <i>Children learn to sing and use their voices</i> • Appreciate Music – <i>Listen to, review and evaluate genres, styles and traditions</i> • Compose Music – <i>Pitch, duration, tempo, timbre, texture and structure</i>

Year 1 – Physical Education

KS1 Statutory requirements

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending

perform dances using simple movement patterns.

Autumn		Spring		Summer	
Autumn 2	Spring 1	Spring 2	Autumn 2	Spring 1	Spring 2
Gymnastics (Val Sabin)	Dance (Val Sabin)	Gymnastics (Val Sabin)	Gymnastics (Val Sabin)	Dance (Val Sabin)	Gymnastics (Val Sabin)
Team Games (Val Sabin)	<i>Skills – running, jumping, throwing and catching</i>	Team Games (Val Sabin)	Team Games (Val Sabin)	<i>Skills – running, jumping, throwing and catching</i>	Team Games (Val Sabin)