

Year 1 Autumn

DT

- Sort, cut and share fabrics to produce a simple product
- Understand the stages of the design process
- Create simple designs for a product against a design criterion
- Use pictures and words to describe what they want to do
- Ask simple questions about existing products against a design criteria and those that they have made
- Begin to evaluate their products as they are developed to identify strengths and possible changes
- Explore simple colouring of fabric using printing and fabric crayons
- Use scissors appropriately to cut and shape fabric
- Explore the use of simple running stitch

LIFESKILLS

Understanding their place in the world

- Understand how to dispose of litter and the concept of recycling
- Understand rules and types of rules
- Understand the concept of free and fair vote
- Know about different roles and jobs that can be carried out

Safety

- Know and use the correct terminology for the sexual organs
- Understand body parts that are personal and how to keep yourself safe (PANTS)
- Understand how to keep yourself safe (stranger danger) and people who can be trusted
- Water safety and the role of the RNLI
- Understand which strangers you can and cannot trust
- Understand which adults at home and in school you can speak to if you feel unsafe
- To look and recognise potential dangers in and out of home
- To know how to handle dangerous equipment safely
- To know to wipe cuts for germs
- To know about the recovery position and be able to demonstrate this

Wellbeing

- Recognise everyone has different emotions
- Tell someone how I feel when asked
- Know what mental wellbeing is
- Understand that you have a range of emotions
- Recognise situations that can affect your emotions
- Know that it is good to talk about your emotions and what has caused you to feel this way
- To understand the 5 point emotional scale and beginning to recognise what affects this.
- Understand that many areas can affect mental health and discuss areas that promote good mental health
- Explore a range of self help techniques to help with mental wellbeing

PE

Games

Autumn 1 - Rugby
Autumn 2 - Basketball

Strength and movement

Autumn 1 - Athletics - Throwing and catching
Autumn 2 - Dance

SCIENCE

Seasonal changes

- Observe changes across the four seasons observe and describe weather associated with the. Seasons and how day length varies

Planning and predicting

- Be able to discuss what they are trying to find out
- Suggest what might happen. Suggest easy to test ideas
- Begin to recognise different ways in which you may answer a scientific question

Investigating and observing

- Make observations using appropriate senses
- Explore their 5 senses
- Make simple comparisons and groupings including the based on own criteria
- Use their observations and ideas to suggest answers to questions and draw conclusions
- With support carry out simple tests and experiments
- Use of simple secondary sources to find answers to questions they have
- Use scientific equipment appropriately and understand its purpose

Recording analysing and evaluating

- Communicate findings in simple ways using photographs, drawing and direct comparisons
- Suggest whether something seems to have made a difference
- Gathering and recording data to help in answering questions

Maths in science

- Complete pictograms and simple charts to show findings

ART

- Understand how to create painting using poster paint and a range of colours you have made
- Understand how to use a variety of different media to create a drawing
- Create a collage using various materials
- Create a simple structure using malleable materials
- Artists and designers who use the different studied movements and techniques in their work
- Make marks in print using found objects and basic tools and use these to create repeating patterns
- Shape and model materials
- Identify the primary colours and how which colours to make secondary colours
- Artists and designers who use different studied movements and techniques in their work
- Use a variety of tools
- Explore mark making using a variety of tools
- Know how to clean brushes correctly and store brushes
- Use tools and equipment to explore malleable media
- Use scissors appropriately with the correct grip
- Look at and talk about own work and that of other artists and the techniques they have used
- Compare their work to that of artists and designers

RELIGION AND WORLDVIEWS

Christianity:

Autumn 1 - Does God want Christians to look after the world?

Autumn 2 - What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem

- Express their own experiences and feelings recognising what's important in their own life
- Recognise interesting / puzzling aspects of life
- Express what is of value and concerns to themselves and others in relation to matters of right and wrong

HISTORY

- Changes within living memory (based on personal experiences)
- Significant historical events, people and places in their own locality: Grace Darling and the development of the RNLI
- Sequence known in events in chronological order using timelines
- Sequence known objects in chronological order
- Can describe events distinguishing between past, present and future
- Can identify similarities and differences between ways of life in different periods
- Identify historical source and be able to retrieve information from it

GEOGRAPHY

Locational knowledge

- Identify the difference between a country and a continent, sea and a river on a Map

Place knowledge

- Understand geographical features of their local area through studying the human and physical geography. Compare similarities and differences to other parts of their local area (e.g. coast vs Rising Run Country Park)
- Identify seasonal and daily weather patterns in the UK
- Use basic geographical vocabulary to refer to and identify the main features of: Key physical features including: beach, cliff, coast, sea, river, season and weather
- Ask simple geographical questions
- Use simple maps to name, locate and identify characteristics of the UK countries and capital cities
- Use locational and directional languages to describe the location of features and routes
- Use simple maps and plans with keys and symbols of their School and surrounding areas
- Use vocabulary of everyday geographical terms
- Can identify and talk about changes that are happening in their local environment

DIGITAL LITERACY

- Use the Camera app and consider subjects, colour and composition.
- Add elements into a Keynote project and explore the format options.

COMPUTING

- Use of BeetBots and early coding skills.

ONLINE SAFETY

Negative online interactions

- examples of information that is personal to someone (e.g. where s I can describe how to behave online in ways that do not upset others and can give examples.

Privacy and Security

- I can explain that passwords are used to protect information, accounts and devices.
- I can recognise more detailed someone lives and goes to school, family names).
- I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.

Managing online information

- I can give simple examples of how to find information using digital technologies e.g. search engines, voice activated searching. I know/understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe/ a joke.
- I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.