

## History *The Gunpowder plot*

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- Gunpowder plot.

## Computing

- \* 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

## Geography

### 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

### Human and physical geography

- \* identify seasonal 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

### Human and

## Science

### Plants:

- \* 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.

### Animals, including humans:

- \* 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) \* identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

### Everyday materials:

- \* 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.

### Seasonal Change:

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

Nature and field journals - observations over time of seasonal changes, plants, weather and length of day.

Working scientifically skills

Year 1  
2019-20

## PE

Invasion games, Dance, Gymnastics,  
Net/ wall, Athletics

Master basic movement, e.g. running,  
jumping, throwing, catching, balance,  
agility and co-ordination  
Participate in team games  
Perform dances using simple movement

## Art & Design

- \*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.

## Design Technology

### 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 (sliders) in their products.

### Food & Nutrition

\*use the basic principles of a healthy and varied diet

## Music

Hey You!  
A Christmas Production  
In The Groove  
Rhythm in the way we walk and banana rap  
Round and round  
Your Imagination  
Reflect, rewind and replay

- \*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

**RE** What do people say about God?  
Christianity God  
Christianity Jesus  
Christianity The Church  
Islam  
Hindu Dharama  
Judaism

## PSHE

Core Skills   Sex & Relationships   Economic Well-being and Financial capability  
Emotional Health and Well-being   Keeping Safe   Being Risk taker  
Drug Alcohol and Tobacco Awareness   Healthy Lifestyle   Taking Part   Its  
O.K to tell   Being Different   Anti-bullying