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.

Year One

Subject	Skills and Objectives

Art & Design **Level 1** **Art is split into different art forms. For each form of Art there are four processes and then the appropriate skills and objectives for the year group. These can be taught at any point in the year, but try not to repeat the art form more than once per year, unless there is clear progression.*	

	Create	**To use a range of materials creatively to design and make products.** • To respond to ideas and starting points (stories, rhymes, objects, the natural world).
	Communicate	**To use drawing to develop and share ideas, experiences and imagination.**
	Using techniques to create effect	**To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.** • To draw lines of different shapes and thicknesses. • To draw with pencils, crayons, chalk to experiment with line, thickness, shapes and texture (eg cross hatching). • To describe the shapes and patterns they see. • To colour in neatly, following the lines very carefully.
	Appreciate artists who inspire and influence us	**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.**
	Create	**To use a range of materials creatively to design and make products.** • To respond to ideas and starting points (stories, rhymes, objects, the natural world).
	Communicate	**To use painting to develop and share ideas, experiences and imagination.**
	Using techniques to create effect	• To use thick and thin paint brushes. • To use ready mixed or powder paints to show ideas. • To paint pictures of what I see. To paint within my drawn lines.
	Appreciate artists who inspire and influence us	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

Collage Working above: Working below:	Create	**To use a range of materials creatively to design and make products.** • To respond to ideas and starting points (stories, rhymes, objects, the natural world).
	Communicate	**To use collage to develop and share ideas, experiences and imagination.**
	Using techniques to create effect	• To explore and experiment with lots of collage materials. • To cut and tear paper, textiles and card for collages. • To sort and arrange collage materials for a purpose.
	Appreciate artists who inspire and influence us	**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**
	Create	**To use a range of materials creatively to design and make products.** • To respond to ideas and starting points (stories, rhymes, objects, the natural world).
	Communicate	**To use 3D art to develop and share ideas, experiences and imagination.**
	Using techniques to create effect	• To use clay, dough, plasticine. • To add texture to models. **To make shapes from rolled up paper, straws, paper and card.**
	Appreciate artists who inspire and influence us	**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.**
	Create	**To use a range of materials creatively to design and make products.** • To respond to ideas and starting points (stories, rhymes, objects, the natural world).
	Communicate	**To use printing to develop and share ideas, experiences and imagination.**
	Using techniques to create effect	• To use printing tools such as fruit, vegetables, and sponges. • To print onto fabric or paper. **To make my own printing blocks, eg. String patterns or plasticine shapes.**
	Appreciate artists who inspire and influence us	**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.**

Textiles	Create	**To use a range of materials creatively to design and make products.**
Working above:		• To respond to ideas and starting points (stories, rhymes, objects, the natural world).
	Communicate	**To use textiles to develop and share ideas, experiences and imagination.**
Working below:	Using techniques to create effect	• To sort threads and fabrics. • To group fabrics and threads by colour and texture. • To make weavings with fabrics or threads. **To make a fabric by weaving or 'teasing' out wool.**
	Appreciate artists who inspire and influence us	**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.**

Music	*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.*
	<u>Key Vocabulary is to be taught in Key Stage One:</u>

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

Working above:	Controlling sounds through singing and playing (Performing)	• Use voices expressively and creatively by singing songs and speaking chants and rhymes. • Play untuned instruments musically. • Have the opportunity to learn a musical instrument. • Follow instructions on how and when to play to sing or play an instrument. • Imitate changes in pitch (high and low) • Make and control long and short sounds, using voices and instruments. • Take notice of others when performing. • With help, clap longer rhythms. • Experiment with, create, select, and combine sounds using the inter-related dimensions of music. • Perform, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.
Working below:		

Working above: Working below:	**Create and develop musical ideas (Composing)**	• Make a sequence of long and short sounds with help. • With help, clap longer rhythms. • Make sounds that are different (loud and quiet, high and low etc) • Create, select and combine sounds using inter-related dimensions of music
Working above: Working below:	Respond and reviewing (Appraising)	• Choose sounds to represent different things (ideas, thoughts, feelings, moods etc) Show that they can hear different moods in music.
Working above: Working below:	Listen, understand and appreciate a range of music. Apply knowledge and understanding.	• Listen with concentration and understanding to a range of high-quality live and recorded music. • Listen to, and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians. • Respond to different moods in music • Know how some sounds are made and changed. • Use voice in different ways to create different effects. • Listen out for different sounds

D&T	*D&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.)*

Level 1	**To know, understand and use the skills needed to design and make in a range of relevant contexts, including the home and school.**

Assessment / Evaluation	Unit 1:……………………………………. Working above: Working below:	Unit 1:……………………………………. Working above: Working below:	Unit 1:……………………………………. Working above: Working below:

Design:
- Design purposeful, functional appealing products for themselves based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing templates and where appropriate ICT.

Make:
- Use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).
- Use a wide range of materials and components, including construction materials, textiles and food ingredients according to their characteristics.

Evaluate:
- Explore and evaluate a range of existing products.
- Evaluate their ideas against design criteria.

Technical knowledge:
- Build structures, exploring how they can be made stronger, stiffer and more stable.

Geography	*Geography must be taught in order, i.e. a first, then b…, c….
	Throughout Geography topics: *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.
Year 1, a	**Develop Knowledge about our Locality.**
Working above: Working below:	
Year 1, b	**Develop Knowledge about the United Kingdom**
Working above: Working below:	

Year 1, c	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.
Working above:	
Working below:	

History	*History must be taught in order, i.e. a first, then b…
Year 1, a	Changes within living memory, where appropriate these should be used to reveal change in national life.
Working above:	
Working below:	
Year 1, b	Events beyond living memory that are significant nationally or globally or events commemorated through festivals or anniversaries

Working above: Working below:	• To understand and make links with events past and present. • To use words related to chronology, e.g. yesterday, last week, a long time ago, a very long time ago, before I was born, • To understand how to put a few events in order of when they happened • To ask questions about objects and pictures related to an event using before and after • To find out facts about an event from books, listening to stories and looking at objects from or about the past. • To make suggestions why people may have acted as they did • Recall events from the past by drawing, writing or talking about them.
Science	*Science topics can be taught in any order.
Year 1	Working Scientifically
Working above:	

Working below:	• using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions 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. 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. They should ask people questions and use simple secondary sources to find answers. 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. 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
Year 1	Plants
Working above:	

Working below:	habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. 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.
Year 1	**Animals, including humans.**
Working above:	
Working below:	

	according to what they eat; and using their senses to compare different textures, sounds and smells.
Year 1	Everyday materials
Working above: Working below:	• 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 Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil. Pupils might work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella? … for lining a dog basket? … for curtains? … for a bookshelf? … for a gymnast's leotard?

Year 1	Seasonal changes
Working above: Working below:	• observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day length varies Pupils should observe and talk about changes in the weather and the seasons. Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses. Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.

Subject	Skills and Objectives
Computing	

	Using a computer Working above: Working below:	To become skilful in using different tools to control technology. To understand the purpose of, and begin to use a range of different technology. To begin to develop typing speed and accuracy to enable independent access to 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 Working above: Working below:	To understand that information comes from different sources e.g. books, web sites, TV etc To understand that ICT can give access quickly to a wide variety of resources To talk about their use of ICT and the Internet and other methods to find information To be able to explore a variety of electronic information as part of a given topic To know buttons/icons can represent different functions e.g. record, pause, play • 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	To start to understand that messages can be sent electronically over distances. • Contribute ideas to a class email and together respond to messages- this can be to real life of 'fictitious' characters.

		Working above:	
		Working below:	
	Creating and Publishing Working above: Working below:	**To use technology to combine text with photographs, graphics and drawings.** **To create their own text based content, including adding basic effects to sections of text.** • Add text to photographs, graphics, drawings and sound using a computer. • 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.	

	Digital media
	Working above:
	
	Working below:
		To know they can explore sound and music using technology and that they can create sound using computer programs.
		To know they can record sound using ICT that can be stored and played back
		To take photographs for a range of different purposes.
		To understand that video can be recorded using technology and to begin to record video.
		To understand that a range of different technology can be used to record sounds.
		     • Use a computer to compose and record basic rhythms.
		     • Continue to take photographs for a range of different purposes.
		     • Begin to record video
		     • Begin to record sounds using a range of different tools.	

	Programming and control
	
	Working above:
	
	Working below:
		To use ICT to begin to organise items.
		To begin to use technology to create graphs and pictograms, recognising there is a link between data collected and the information presented on screen.
		     • Use ICT to sort objects into groups according to a give criteria, or criteria which the child identifies themselves.
		     • Begin to use technology to create graphs and pictograms	

	Modelling and simulation
	
	Working above:
		To understand computers can represent real or fantasy situations
		To understand computer representations allows the user to make choices and that different decisions produce different outcomes
		     • Understand that computers and technology can be used to represent and model situations.
		     • Use an art package or drag and drop software to create a representation of a real or a fantasy situation
		     • Explore a simulation to support a given topic and talk about what happens and why	

	Working below:	
	Using Data Working above: Working below:	**Use ICT to sort objects into groups according to a give criteria, or criteria which the child identifies themselves.** **Begin to use technology to create graphs and pictograms** - Use ICT to sort objects into groups according to a give criteria, or criteria which the child identifies themselves. - Begin to use technology to create graphs and pictograms