

<p>Plants</p> <ul style="list-style-type: none"> Identify and name a variety of common wild sand garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. 	S C I E N C E	<p>Animals including humans</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. <p>YELLOW = CYCLE A</p>
<p>Everyday materials</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 Compare and group together a variety of everyday materials on the basis of their simple physical properties 		<p>Working Scientifically (Statutory)</p> <ul style="list-style-type: none"> 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
<p>Seasonal Change</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. 		
<p>ART</p> <ul style="list-style-type: none"> To use line to represent objects seen, remembered or imagined To explore mark-making using thick brushes, foam and sponge brushes To investigate tone by drawing light/ dark lines, light/ dark patterns, light/dark shapes To be able to repeat patterns, random or organised, with a range of blocks 	<p>Year 1 Curriculum Skills Coverage CYCLE A</p>	<p>MUSIC</p> <ul style="list-style-type: none"> Identify tempo and Dynamics, Identify pitch. Repeat back basic rhythms' Sing using dynamics. Play simple rhythms on tuned and untuned instruments. Perform own sound and combine them with others Choose the best percussion instrument to use for particular tasks Choose a pattern of notes to play
<p>History</p>		<p>Geography</p>
<ul style="list-style-type: none"> Sequence events or objects in chronological order Begin to use appropriate terminology such as past, then and now Begin to describe similarities and differences in artefacts Obtain ideas about the past from pictures and other sources Sort artefacts into now and then Write simple sentences to describe an event or period of time Communicate understanding in simple language Can recount stories from the past. 	<p><u>Location Knowledge</u></p> <ul style="list-style-type: none"> To name and locate the four countries and capitals of the UK <p><u>Knowledge and Interpretation</u></p> <ul style="list-style-type: none"> To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> To identify seasonal and daily weather patterns in the united kingdom To use basic geographical vocabulary to refer to key physical features and human features <p><u>Geographical Skills and Field work</u></p> <ul style="list-style-type: none"> To use world maps, atlases and globes to identify the UK and its countries To use simple fieldwork and observational skills to study geography of their school and its grounds and the key human and physical features of its surrounding environment 	

I C T	Information Technology <ul style="list-style-type: none"> To follow age-appropriate links provided by the teacher to research information To use a program to create a simple document 	P E P	Games <ul style="list-style-type: none"> Pass a ball accurately to a partner over a variety of distances Perform a range of rolling, throwing, striking, kicking, catching and gathering skills – with control Make simple decision on when and where to run Participate in team games, developing simple tactics for attacking and defending Make simple decisions about where and when to run Choose and use tactics to suit different situations
	Digital Literacy <ul style="list-style-type: none"> To talk about uses of technology at home and school To understand that they should tell an adult if they see or hear anything worrying online To understand that some information is personal. 		Dance & Gymnastics <ul style="list-style-type: none"> Explore, remember and repeat dance actions including gesture, travelling and stillness Compose and perform dance using short phrases Use movement to reflect mood Remember, repeat and link gymnastics and still movements Use simple apparatus safely and with confidence Improve their work using information they have gained by watching and listening

DESIGN AND TECHNOLOGY

F O R E S T A N D F A R M S C H O O L	DESIGN AND TECHNOLOGY <ul style="list-style-type: none"> To design purposeful, functional and appealing products for themselves and others To draw from their own experiences to help generate ideas To suggest ideas and explain what they are going to do To identify a target group for what they are going to design and make To model their ideas in card and paper To develop their design ideas applying findings from their earlier research 	Cooking & Nutrition <ul style="list-style-type: none"> To begin to understand that all food comes from plants and animals To know how to name and sort foods into five food groups in the Eatwell plate To know basic food handling, hygienic practices, preparing food and personal hygiene. <p>See also Science 'Animals including humans' objectives. <u>All Children will – grow fresh produce/ produce a product to sell/ Plan and cater for an event for the outside community.</u></p>
	<ul style="list-style-type: none"> To make their design using appropriate techniques With help, to measure, mark, cut and shape a range of materials To use tools eg scissors, needles, pinsette To assemble, join and combine materials and components together using a variety of temporary methods eg: glue, masking tape To use simple finishing techniques to improve the appearance of their product 	Wellbeing <ul style="list-style-type: none"> To encourage curiosity and exploration and use of all senses To empower children in the natural environment To increase co-operation with peers To encourage spatial awareness, motor development and problem solving skills To review and recognise their own personal achievements
	<ul style="list-style-type: none"> To evaluate their product by discussing how well it worked To evaluate their product as they are developed, identifying strengths and possible changes they might make To evaluate their product by asking questions about what they have made and how they have done it. 	