

Plants <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	Animals including humans <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. 	
Everyday materials <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 		Working Scientifically <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 	
Seasonal Change <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. 			
ART <ul style="list-style-type: none"> To become aware of form, feel , texture, pattern and weight. To sort according to specific qualities eg warm, cold, shiny, smooth To sort, collect, discuss and pull apart cloths and threads. 		Year 1 Curriculum Skills Coverage CYCLE B	MUSIC <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
History		Geography	
<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. 		Location Knowledge <ul style="list-style-type: none"> To name and locate the worlds 7 continents and 5 oceans Knowledge and Interpretation <ul style="list-style-type: none"> To understand geographical similarities and differences through studying the human and physical geography in a non-European country Human and Physical Geography <ul style="list-style-type: none"> To identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the equator and North and South poles. To use basic geographical vocabulary to refer to key human and physical features. Geographical Skills and Field work <ul style="list-style-type: none"> To use simple compass directions To use aerial photographs 	

I C T	Computer Science <ul style="list-style-type: none"> To understand that an algorithm is step by step set of instructions To produce the behaviour of a programmed toy. 	M 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		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>	
		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"> Generate ideas by drawing on their own and other people's experiences To develop their design ideas through discussion, observation, drawing and modelling To identify a purpose for what they intend to design and make To identify simple design criteria to make simple drawings and label parts. 	
		<ul style="list-style-type: none"> Begin to select tools and materials: use vocabulary to name and describe them To measure, cut and score with some accuracy To use hand tools safely and appropriately To assemble, join and combine materials in order to make a product. 	
		<ul style="list-style-type: none"> To evaluate against their design criteria To evaluate their products as they are developed, identify strengths and possible changes they might make Talk about their ideas saying what they like and dislike about them. 	

