



## Year 1

\* Online Safety threads through every topic

## Science &amp; Foundation Curriculum

Topic →	Space	Muck, Mess & Mixtures	Land Ahoy 'Pirates'	Paws, Claws & Whiskers 'Africa'	Enchanted Woodland & Garden	Towers, Turrets & Tunnels
Local Links	Local climate & weather Autumn in local area Stars I see from my garden	Stephen Hawking - Cambridge Wysing Art gallery Art exhibition for families	Local map work Explore the school and its grounds on a treasure hunt.	Compare Caldecote to African Masai village	Hardwick Woods Hold a plant sale for the school community	Hedingham Castle
Science	Seasonal change Humans	Everyday materials	Use of everyday materials	Animals including humans	Plants and animals	Everyday materials
Art & Design	Collage, Painting	Collage, Painting, Printing	Painting, Drawing, Collage	Printing, Drawing, Sculpture, Mould, Textiles	Drawing, Printing, Sculpture	Sculpture, Painting, Textiles
Computing*	Understanding technology	Digital Literacy Programming	Programming	Understanding technology	Digital Literacy	Digital Literacy
D&T	Materials, Construction and Mechanics	Food	Electrical and electronics, Materials, Construction	Textiles Food	Materials and Construction	Construction and mechanics Textiles Food
Geography	UK weather map World map – hot and cold places	My address and where I live	UK maps – cities and seas N S E W	Similarities & differences between area of UK and non-European country	Local area	Maps –settlements
History	Changes within living memory Significant individuals	Study of significant person in locality	Significant individuals – explorers Compare old and new transport	Changes in living memory: technology, compare old and new things	Caldecote – changes over time	Events beyond living memory – Medieval & Tudor periods
Music	Performing Listening and reviewing	Improvising and Composing Listening and reviewing	Performing Listening and reviewing	Improvising and Composing Listening and reviewing	Performing Listening and reviewing	Improvising and Composing Listening and reviewing
PE	Games: Fundamentals 1 Gymnastics: Jumping Jacks	Dance: Christmas play Gymnastics: continue	Dance: Weather Games: Fundamentals 2	Gymnastics: Rock & Roll Games: continue	Games: Fundamentals – rolling & receiving Athletics	Dance: Moving Worlds Athletics
PSHE	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	Who helps to keep us safe?	What can we do with money?	How can we look after each other and the world?
RE	Who was Jesus?	Why is Christmas important to Christians?	What makes a church a special place for Christians?	Why is Easter important to Christians?	How do stories from the Gurus and the concept of Seva affect Sikh pupils?	How does the Kahlsa influence the lives of Sikh families?



## Character Education - Year 1

### Every Caldecote pupil will:

- Be responsible for the upkeep of a raised bed in the 'garden' along with their class
- Have a chance to 'dress up' for a special occasion at least once every year
- Prepare some food and then eat it as part of a celebration
- Perform in front of your class at least once every year
- Tell your class about your favourite character from a book
- Take part in a performance in the hall
- Compete in a whole school sporting competition at least once a year

### "6 by 6" by the age of 6 years each Year 1 pupil will:

- Bake bread and eat it
- Use a drill and saw
- Go on a treasure hunt
- Create a piece of art for an exhibition
- Meet and hold an exotic pet or animal
- Build and light a fire



## Reading - Year 1

<b>Decoding</b>	<ul style="list-style-type: none"> <li>- apply phonic knowledge to decode words</li> <li>- speedily read all 40+ letters/groups for 40+ phonemes</li> <li>- read accurately by blending taught GPC</li> <li>- read common exception words</li> <li>- read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>- read multi-syllable words containing taught GPCs</li> <li>- read contractions and understanding use of apostrophe</li> <li>- read aloud phonically-decodable texts</li> </ul>	<b>Inference</b>	Discuss the significance of the title and events. Make inferences on the basis of what is being said and done.
<b>Range of Reading</b>	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Encouraged to link what they read or hear read to their own experiences.	<b>Prediction</b>	Predict what might happen on the basis of what has been read so far or implied.
<b>Familiarity of texts.</b>	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognise and join in with predictable phrases.	<b>Authorial Intent</b>	Explain how a writer creates particular effects on readers e.g humour, sadness.
<b>Poetry and Performance</b>	Learn to appreciate rhymes and poems, and to recite some by heart.	<b>Non-Fiction</b>	Discuss that non-fiction books are factual.
<b>Word Meanings</b>	Discuss word meanings, linking new meanings to those already known.	<b>Discussing Reading</b>	Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.
<b>Understanding</b>	Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correcting inaccurate reading.	<b>Book Bands</b>	Pink, Red, <b><u>Yellow, Blue, Green, Orange, Turquoise, Purple.</u></b>



### Year 1 reading assessment

<b>Decoding</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can say quickly the sound of all the letters and letter groups.</li> <li><input type="checkbox"/> I can read new words correctly by blending the letter and letter group sounds I have been taught.</li> <li><input type="checkbox"/> I can read some common exception words and see where the letter sounds are different.</li> <li><input type="checkbox"/> I can use letter sounds to work out and read new words.</li> <li><input type="checkbox"/> I can read words made up of the letter sounds I know and which have the endings: -s, -es, -ing, -ed, -er and -est.</li> <li><input type="checkbox"/> I can read words of more than one syllable using sounds that I have been taught.</li> <li><input type="checkbox"/> I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters.</li> </ul>	<b>Inference</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can discuss the significance of the title and events.</li> <li><input type="checkbox"/> I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.</li> </ul>
<b>Range of Reading</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently.</li> <li><input type="checkbox"/> I can link stories to my own experiences.</li> </ul>	<b>Prediction</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can say what might happen next in a story.</li> <li><input type="checkbox"/> I can predict what might happen next from the illustrations and the text.</li> </ul>
<b>Familiarity of texts.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can recognise and join in with predictable phrases.</li> <li><input type="checkbox"/> I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.</li> </ul>	<b>Authorial Intent</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain how a writer creates particular effects on readers e.g humour, sadness.</li> <li><input type="checkbox"/> I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.</li> </ul>
<b>Poetry and Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced.</li> <li><input type="checkbox"/> I can enjoy and understand rhymes and poems, and can recite some by heart.</li> </ul>	<b>Non-Fiction</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can tell what a non-fiction book is and identify facts.</li> <li><input type="checkbox"/> I can explain why authors might use charts and diagrams.</li> </ul>
<b>Word Meanings</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can begin to show sentence knowledge: self-correcting, substituting words that retain grammatical sense or contextual sense.</li> <li><input type="checkbox"/> I can explain the meaning of words that I know and I can talk about the meaning of new words.</li> <li><input type="checkbox"/> I can use the pictures and words to clarify meaning.</li> </ul>	<b>Discussing Reading</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.</li> <li><input type="checkbox"/> I can make choices about the books I like and explain why.</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading.</li> <li><input type="checkbox"/> I can usually spot if a word has been read wrongly by following the sense of the text.</li> </ul>	<b>Book Bands</b>	Pupils will move on to the next book band through teacher assessment and PM Benchmarking



Writing - Year 1			
Transcription		Composition	
Handwriting	Spelling	Vocabulary, grammar and punctuation	Structure and purpose
<p>Evidence:</p> <ul style="list-style-type: none"> <li>-Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size.</li> <li>-Capital letters formed correctly for some names of people, places and the days of the week.</li> <li>-Some spaces are left between words, although inconsistent.</li> <li>-Most letters sit on the line correctly.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>-Write from memory, simple dictated sentences containing the GPCs and words taught so far.</li> <li>-Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.</li> <li>-Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word.</li> <li>-Spell most common exception words in the YR 1 spelling appendix. -Recognise and spell a set of simple compound words.</li> <li>-Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches.</li> <li>-Name the letters of the alphabet in order.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>-Write sentences or sentence-like structures which can be clearly understood.</li> <li>-Often use 'and' to join words and clauses.</li> <li>-Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.</li> <li>-Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.</li> <li>-Sometimes include adjectives for description.</li> <li>-Begin to use some features of Standard English e.g. I did.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>-Compose sentences orally before writing; talk about where the sentence begins and ends.</li> <li>-Attempt to write appropriately to the task.</li> <li>-Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences.</li> <li>-Compose orally and write simple poems.</li> <li>-Re-read writing to check it makes sense.</li> <li>-Discuss own writing with others; make simple changes where suggested</li> </ul>



<b>Year 1 writers should be able to</b>			
<b>Aspect</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Handwriting</b>	Sit correctly at a table holding a pencil comfortably and correctly Form the digits 0-9 correctly	Form lower case letters in the correct direction, starting and finishing in the right place (cursive kicks and flicks)	Name the letters of the alphabet in order Form capital letters
<b>Composition</b>	Say a sentence out loud before they write it down	Plan writing by saying what they are going to write about Read their own writing aloud so it can be heard by others and check for sense	Sequence sentences to form short narratives Use sequence sentences in chronological order to recount an event/experience
<b>Grammar</b>	Use the personal pronoun 'I'	Use 'and' to join ideas within a sentence	Attempt to use other conjunctions Make sure that word choices are relevant to the context and use word banks to support this Begin to use adjectives to add detail to their sentences
<b>Punctuation</b>	Leave spaces between words Use a capital letter for the start of a sentence	Begin to use other punctuation such as exclamation and question marks Use a full stop accurately	Use capital letters for the names of peoples, places and days of the week
<b>Spelling</b>	Spell unknown words using their phonemes	Use the suffixes –ing, -ed, -er, -est where no change is needed in the spelling of root words Write from memory simple dictated sentences including the words taught so far	Use letter names to show alternative spellings of the same phonemes Spell words that use suffixes for plurals or 3 <sup>rd</sup> person



## Maths - Year 1

<b>Number and place value</b>	<ul style="list-style-type: none"> <li>• Numbers to 10</li> <li>• Numbers to 20</li> <li>• Numbers up to 50</li> <li>• Numbers up to 100</li> <li>• 2 digit numbers; Tens and ones</li> <li>• 0-20 in words</li> <li>• Odd and even numbers</li> </ul>	<b>Addition &amp; subtraction</b>	<ul style="list-style-type: none"> <li>• Addition and subtraction within 10</li> <li>• Addition and subtraction within 20</li> <li>• Addition and subtraction within 50</li> </ul>	<p><b>Calculation</b></p> <p><b>Pupils learn these strategies and use these resources for calculation in Y1</b></p> <ul style="list-style-type: none"> <li>• Part part whole</li> <li>• + - x ÷ = used to record number sentences</li> <li>• Ten frame</li> <li>• Draw number lines – count on and back</li> <li>• Tens and ones – partitioning to add</li> <li>• Pictorial – subtraction by crossing out</li> <li>• Multiplication as repeated addition – adding equal groups</li> <li>• Grouping and sharing objects</li> <li>• Arrays</li> <li>• 100 square</li> </ul>
<b>Multiplication and Division</b>	<ul style="list-style-type: none"> <li>• 2 x tables</li> <li>• 5 x tables</li> <li>• 10 x tables</li> <li>• Introduction to multiplication and division X ÷</li> <li>• Grouping and sharing</li> <li>• Arrays</li> </ul>	<b>Fractions</b>	<ul style="list-style-type: none"> <li>• Introduction to fractions</li> <li>• Introduction to halves and quarters</li> <li>• Half and quarter of a shape and group of objects</li> <li>• <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> notation</li> </ul>	
<b>Measurement</b>	<ul style="list-style-type: none"> <li>• Introduction to time</li> <li>• Introduction to length and height</li> <li>• Introduction to coins and notes</li> <li>• Introduction to mass</li> <li>• Introduction to capacity and volume</li> <li>• Sequencing events</li> <li>• Dates, days of week, months and years</li> </ul>	<b>Geometry</b>	<ul style="list-style-type: none"> <li>• Recognising and naming 2D and 3D shapes</li> <li>• Turns</li> <li>• Left/right</li> <li>• Ordinal numbers</li> <li>• Positions: in front, above, etc</li> </ul>	



### Our Year 1 mathematicians should be able to

#### Number and place value

- Count to and across 100, forward and backward, beginning with 0, or from any given number
- Read and write numbers to 100 in numerals
- Recognise the place value (tens and ones) of each digit in a 2 digit number 0-50
  
- Identify 1 more or 1 less than any given number
- Read and write numbers from 1-20 in words
- Identify odd and even numbers

#### Addition & subtraction

- Read, write and interpret mathematical statements involving + - = signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract 1-digit and 2-digit numbers to 50
- Solve one step problems involving addition and subtraction, using concrete objects and pictorial representations and missing number problems

#### Multiplication and Division

- Count in multiples of 2s, 5s and 10s
- Quickly recall x2, x5 and x10 facts
- Solve one step problems involving multiplication and division, by calculating using concrete objects, pictorial representations and arrays

#### Fractions

- Recognise, find and name a half of an object or group of objects, shape or quantity
- Recognise, find and name a quarter of an object or group of objects, shape or quantity

#### Measurement

- Compare, describe and solve practical problems for lengths and heights: non-standard units and cm
- Compare, describe and solve problems for mass/weight: non-standard units
- Read a simple scale: ruler, weighing scale, measuring jug
- Compare, describe and solve problems for capacity and volume: non-standard units
- Recognise and know the value of different denominations of coins and notes
- Sequence events in chronological order using language: before, after, today, yesterday, morning, etc
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Tell the time using o'clock and half past

#### Geometry

- Identify, name and describe common 2D shapes: square, circle, triangle, rectangle, pentagon, hexagon
- Identify and name common 3D shapes: cube, cuboid, sphere, cylinder, pyramid
- Describe position, direction and movement including half, quarter and three quarter turns, first, second, in-front, under, etc
- Identify right and left turns



Science – Year 1

Area of science		Key question	Big idea	Key Vocabulary	Enquiry type	Working Scientifically
Biology	Plants	Are all plants the same?  What are the parts of a plant?	Living things on Earth come in a variety of different forms	<b>Deciduous</b> <b>Evergreen</b> <b>Blossom</b> <b>Petal</b> <b>Stem</b> <b>Trunk</b> <b>Roots</b>	Grouping and classifying Use secondary sources of information	<input type="checkbox"/> <b>Ask simple questions</b> which begin with does/do, how and what/which e.g. What is a bud? How do the seasons change? Does it snow in the summer? Which materials are waterproof?  <input type="checkbox"/> Recognise that these questions could be <b>answered in different ways</b>  <input type="checkbox"/> <b>Observe</b> closely using <b>simple equipment</b> such as magnifying glasses including bug collectors and binoculars  <input type="checkbox"/> <b>Use discrete data to perform comparative tests</b> to gather data e.g. set up a test to see which material for mopping up water?  <input type="checkbox"/> Know if the test has been successful  <input type="checkbox"/> There is an ability to <b>sort and classify</b>  <input type="checkbox"/> <b>Gather data</b> in line with Year 1 measurement curriculum (non-standard units)  <input type="checkbox"/> Use drawings and simple tables to record results  <input type="checkbox"/> <b>Explain</b> what has been observed using appropriate vocabulary  <input type="checkbox"/> Use observations to <b>suggest reasons ‘why’</b> something has happened  <input type="checkbox"/> Say what has been learned
	Animals including humans	Are we all the same or are we all different?  Are all animals totally different?	Animals need food they can break down which comes either directly by eating plants or by eating other animals Animals vary in many ways	<b>Mammals</b> <b>Amphibians</b> <b>Reptile</b> <b>Carnivore</b> <b>Herbivore</b> <b>Omnivore</b>	Noticing patterns Use secondary sources of information Grouping and classifying things	
Chemistry	Everyday materials	Can we change the shape of a material?	All objects are made of one or more materials There are various ways of bring about change in materials e.g. movement (pushing or pulling) and heating	<b>Float/sink</b> <b>Strong</b> <b>Bendy/stiff</b> <b>Waterproof</b> <b>Squash</b> <b>Liquid</b> <b>See through</b> <b>Mix</b> <b>Melt</b>	Simple comparative test Grouping and classifying things Observing changes over a period of time	
Physics	Seasonal changes	How does the weather change?	The weather changes with the seasons	<b>Seasons</b> <b>Sunrise</b> <b>Sunset</b> <b>Day length</b> <b>Weather</b>	Observing changes over a period of time Noticing patterns Grouping and classifying things	



Area of science		Year 1 Scientists should be able to
Biology	Plants	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use simple charts to name trees and other plants they see regularly (wild and garden plants, deciduous and evergreen trees)</li> <li><input type="checkbox"/> Describe some key features e.g. shape of leaves, colour of the flower/blossom</li> <li><input type="checkbox"/> Point out trees which lost their leaves and those that kept the same the whole year</li> <li><input type="checkbox"/> Point to and name the parts of a plant recognising that they are not always the same e.g. leaves and stems may not be green</li> <li><input type="checkbox"/> Can sort and group parts of plants explaining why e.g. petals vs no petals</li> </ul>
	Animals and humans	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know and classify animals by what they eat (carnivore, herbivore and omnivore)</li> <li><input type="checkbox"/> Name and describe animals from different vertebrate groups (fish, amphibians, reptiles, birds and animals)</li> <li><input type="checkbox"/> Use simple charts to identify unknown animals</li> <li><input type="checkbox"/> Create an imaginary animal labelling its key features</li> <li><input type="checkbox"/> Describe, label and compare the structure of common animals</li> <li><input type="checkbox"/> Name, draw and label parts of a human body that can be seen</li> <li><input type="checkbox"/> Use secondary resources to find out about what animals eat including talking to experts</li> <li><input type="checkbox"/> Use first-hand close observations to make detailed drawings</li> <li><input type="checkbox"/> Use non-standard units to measure body parts e.g. "My arm is x straws long"</li> </ul>
Chemistry	Everyday materials	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and name a variety of everyday materials</li> <li><input type="checkbox"/> Label a picture or diagram of an object made from different materials</li> <li><input type="checkbox"/> Describe and compare the properties of different materials</li> <li><input type="checkbox"/> Sort materials using a range of properties</li> <li><input type="checkbox"/> Choose an appropriate method for testing an object for a particular property</li> <li><input type="checkbox"/> Test evidence to answer questions about properties e.g. which cloth is the most absorbent?</li> <li><input type="checkbox"/> Know the name of the materials an object is made of</li> </ul>
Physics	Seasonal changes	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe and observe weather changes across the four seasons</li> <li><input type="checkbox"/> Collect information on features that change during the year</li> <li><input type="checkbox"/> Use photographs to talk about change overtime</li> <li><input type="checkbox"/> Notice the pattern between the seasons and the varying day lengths</li> <li><input type="checkbox"/> Name the seasons and know about the type of weather in each season</li> <li><input type="checkbox"/> Compare and contrast different plants and how they have changed overtime</li> </ul>



Art & Design - Year 1								
Generate ideas and make								Key Vocab / Learning Concepts
Draw	Paint	Sculpt / 3D	Print	Collage	Mould	Textiles	Digital (covered in computing)	
Use different types of line to represent objects seen, remembered or imagined Use shading techniques Show pattern and texture by adding dots and lines	Explore mark making using a range of objects eg thick brushes, foam, sponge brushes, etc Mix and match colours to artefacts and objects	Use recycled materials to sculpt an object	Use a range of objects to print repeating patterns using paints or ink	Sort materials according to specific qualities eg waterproof, warm, shiny, etc	Use techniques such as rolling, cutting, moulding and carving	Sorts, collects, discusses and pulls apart cloths and threads Simple stitching using long needed to make straight stiches	Change size of brushes in response to ideas	<b>Mark making</b> <b>tone</b> <b>texture</b> <b>shape</b> <b>Primary/secondary colours</b> <b>sea/ landscape</b> <b>Coil, score, slip</b>
Knowledge								
<b>Artists:</b> Vincent Van Gogh, Jackson Pollock, Carl Warner, J W Turner, Kurt Jackson <b>Designer:</b> African traditional art & craft								
Year 1 Artists and Designers should be able to								
<ul style="list-style-type: none"> <li>▪ Can show how people feel in paintings and drawings</li> <li>▪ Can create moods in artwork</li> <li>▪ Can use pencils to create lines of different thickness</li> <li>▪ Can name primary and secondary colours</li> <li>▪ Can create a repeating pattern in print</li> <li>▪ Can cut, roll and coil materials</li> <li>▪ Can describe what they see and give an opinion about the work of an artist</li> <li>▪ Can ask questions about a piece of art</li> <li>▪ Can use IT to create a picture with varying line colour and thickness</li> </ul>								



Computing - Year 1				
Area of Computing	Key Understanding and skills	Vocabulary	Implementation	Online Safety
Computer Science/ IT /Digital Literacy	<p><b>Understanding Technology</b></p> <p>To identify and discuss the types of IT found in the home.</p> <p>To use an appropriate search engine to research themes from the topic.</p> <p>To send and receive an email as a class.</p>	<p><b>Technology</b></p> <p><b>Search</b></p> <p><b>Select Website</b></p> <p><b>Pop up</b></p>	<p>Name and sort types of IT found in the home.</p> <p>Use an appropriate website to select and listen to stories.</p> <p>Use a website to research an element of the class topic.</p> <p>Explain and model how to use email.</p> <p>Send an email as a class.</p>	<p><b>Core Objectives:</b></p> <p>To use technology safely.</p> <p>To keep personal information private.</p> <p><b>Year 1 understanding and skills:</b></p> <p>I follow the schools safer internet agreement.</p> <p>I understand the different methods of online communication eg email.</p> <p>I understand that you only open an email from a known source.</p> <p>I understand that websites can contain pop ups.</p> <p>I understand that I can't always copy a picture or text from the internet.</p> <p>I know to tell a trusted adult if anything on the internet upsets me or if anyone tries to meet me via the internet.</p> <p>I use the search engines agreed by the school.</p> <p>I send and receive email as a class.</p> <p>I can use a password to access the school pupils network</p> <p>I understand to keep passwords private and not to share personal information online.</p> <p><b>Key Vocabulary:</b></p> <p><b>Personal information</b></p> <p><b>Private</b></p> <p><b>Online</b></p> <p><b>Password</b></p> <p><b>Trusted Adult</b></p>
	<p><b>Digital Literacy</b></p> <p>To create, store and retrieve digital content including sound, pictures and word processing.</p> <p>To use the camera to take photographs, retrieve and share images.</p>	<p><b>Log on/off</b></p> <p><b>Save/as</b></p> <p><b>Home Button</b></p> <p><b>Folder</b></p> <p><b>Windows program</b></p> <p><b>Font Size</b></p> <p><b>Delete</b></p> <p><b>Shift</b></p> <p><b>Photo library</b></p> <p><b>Share</b></p> <p><b>Enhance</b></p> <p><b>Camera roll</b></p> <p><b>Print</b></p>	<p>Record sounds and play them back using iPad.</p> <p>Use a Paint program to make a picture.</p> <p>Collect some photos together to make a class presentation/ E Book.</p> <p>Use Word to write a caption.</p>	
	<p><b>Programming</b></p> <p>To understand that programs require precise instructions.</p> <p>To understand what an algorithm is.</p> <p>To create instructions and plan a journey for a programmable robot.</p> <p>To introduce and use Scratch to create a backdrop and Sprite.</p>	<p><b>Program</b></p> <p><b>Programming</b></p> <p><b>Algorithm</b></p> <p><b>Instructions</b></p> <p><b>Turn</b></p> <p><b>Sprite</b></p> <p><b>Back drop</b></p>	<p>Explore what an algorithm is.</p> <p>Plan and create precise instructions for the Bee Bot to follow a route on a map.</p> <p>Log in and make a simple picture on Scratch.</p>	



## Our Year 1 computer users should be able to

### Programming:

- Create a series of instructions
- Plan a journey for a programmable toy

### Understanding Technology:

- Identify common uses of technology
- Log on to/off as a pupil on the school network
- Use a website
- Use a camera
- Record sound and play back
- Send and receive a class email

### Digital Literacy:

- Create and store digital content
- Create, store and retrieve a digital image

### A safe computer user in Year 1

#### Knowledge and Understanding:

- Know that websites sometimes include pop-ups that take them away from the main site
- Begin to evaluate websites and know that everything on the internet is not true
- Know that it is not always possible to copy some text and pictures from the internet
- Know that personal information should not be shared online

#### Skills:

- Follow the school's safer internet rules
- Use search engines agreed by the school
- Recognise advertising on website and learn to ignore it
- Use a password to access a secure network



## Design & Technology - Year 1

### Design, make, evaluate and use technical knowledge

Food	Materials	Textiles	Electrical and Electronics	Construction	Mechanics	Computing	Key Vocab / Learning Concepts
<p>Cut ingredients safely and hygienically</p> <p>Measure using measuring cups</p> <p>Assemble ingredients</p>	<p>Cut materials safely using tools provided</p> <p>Measure and mark out</p> <p>Use techniques such as tearing, cutting, folding</p> <p>Use joining techniques such as gluing, hinges or combining materials to strengthen</p>	<p>Shape textiles using templates</p> <p>Join textiles using running stitch</p>	<p>Diagnose faults in battery operated devices such as low battery</p>	<p>Use materials to practice drilling, screwing, gluing materials to make and strengthen products</p>	<p>Create products using levers and wheels</p>	<p>Model designs using software</p>	<p>Safety</p> <p>Hygiene</p> <p><b>Measure</b></p> <p><b>Battery</b></p> <p><b>Running stitch</b></p> <p><b>Lever</b></p> <p><b>Axil</b></p> <p>Drill</p> <p>Structure</p> <p><b>Stability</b></p>

### Year 1 Designers should be able to

- Use their own ideas to make something
- Describe how something works
- Cut food safely
- Make a product which moves
- Make a model stronger
- Explain to someone else how they want to make their product
- Choose appropriate resources and tools
- Make a simple plan before making something



## Geography - Year 1

**A Year 1 Geographer should be able to:**

1. Know and name the four countries In the UK and locate them on a map
2. Know and name the three main seas that surround the UK
3. Keep a weather chart and answer questions about the weather (including main weather symbols)
4. Know about some of the main things that are In hot and cold places (know what clothes to wear In a hot and cold place)
5. Know how the weather changes throughout the year and name the seasons (hottest and coldest season In the UK)
6. Point to the equator, North and South Pole on an atlas and globe
7. Know some of the features of an Island
8. Know where I live and can tell someone their address (including postcode)
9. Know the four main directions on a compass are North, East, South and West
10. Know what I like and do not like about the place where I live
11. Know the main differences between a city, town and village

Topic ➔	Weather & Seasons	My address & where I live	Maps	UK & non-European Country	Local Woodland	Castles
Skills Covered	3, 4, 5	8	1, 2, 6, 7, 9, 11	1, 2, 4, 5, 7, 10	1, 10, 11	1, 6, 9, 11
Activity Ideas/Context	Make a weather chart Draw weather symbols Look at weather on Earth and In space	Talk about where I live and draw a picture Recite address	Locate countries and capital cities of UK and surrounding seas Give directions using NSEW vocab	Africa vs Caldecote	Trip to hardwick Woods Compare features of local area	Find castles around UK on a map Discuss features
Vocabulary	<b>Weather</b> <b>Season</b> <b>Chart</b> <b>Symbol</b> <b>Earth</b>	<b>Address</b> <b>Live</b> <b>Home</b> <b>House</b> <b>Family</b>	<b>England – London</b> <b>Scotland – Edinburgh</b> <b>Ireland – Dublin</b> <b>Northern Ireland- Belfast</b> <b>Wales – Cardiff</b> <b>English Channel</b> <b>Atlantic Ocean</b> <b>North Sea</b>	<b>Continent</b> <b>Desert</b> <b>Rainforest</b> <b>Savannah</b> <b>Mountain</b>	<b>Cambridge (Caldecote)</b> <b>England</b> <b>United Kingdom</b> <b>Woodland</b> <b>Local</b>	<b>United kingdom</b> <b>Castle</b> <b>Defence</b> <b>Attack</b> <b>Settlement</b>



History - Year 1		
Key Content	<b>Changes within living memory</b> <b>Lives of significant people in the past who have contributed to national and international achievements</b>	<b>Events beyond living memory</b>
Topic	<b>Space</b> Space Exploration	<b>Towers, Turrets &amp; Castles</b> Medieval (from Norman Conquest 1066 – Tudor Period 1485)
Key Vocab	<b>Time line</b> <b>Technology</b> <b>Lunar</b> <b>Nasa</b> <b>Apollo 11</b>	<b>United Kingdom Medieval</b> <b>Castle</b> <b>Defence</b> <b>Attack</b> <b>Settlement</b>
Historical skills	Investigating & Interpreting	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past using sources from the past such as artefacts or photographs.</li> <li>Ask questions: What was it like for people? What happened? How long ago?</li> <li>Use stories to encourage pupils to distinguish between fact and fiction.</li> <li>Discuss what memory is and how reliable it is- for example, compare two adults talking about the same event- can the pupils spot where their memories are different? Why do they think this might be?</li> </ul> <b>See source work guidelines</b>
	Chronology	<ul style="list-style-type: none"> <li>Sequence events in their life and recognise the difference between what is 'past' and what is 'present'.</li> <li>Sequence 3 or 4 artefacts from distinctly different periods of time.</li> <li>Know and recount stories from the topics covered throughout the year.</li> <li>Label timelines with words or phrases such as past, present, older, newer.</li> </ul>
	Communicating & Presenting	<ul style="list-style-type: none"> <li>To use age-related vocabulary:               <ul style="list-style-type: none"> <li><b>A long time ago</b></li> <li><b>When my parents were pupils</b></li> <li><b>Decade</b></li> <li><b>Century</b></li> <li><b>Past</b></li> <li><b>Present</b></li> </ul> </li> <li>Begin to understand what the word 'history' means.</li> <li>Communicate their knowledge through a variety of mediums including discussion, pictures, drama, model-making and writing.</li> </ul>
Significant People/Events	<i>Tim Peake 2015</i> <i>Neil Armstrong 1969</i> <i>Yuri Gagarin 1961</i> <i>Valentina Tereshkova 1963</i> <i>Helen Sharman 1991</i>	



### **Year 1 Historians should**

- Know about and can name many of the changes that have happened since they were born
- Know how to ask and answer questions about old and new objects
- Use words and phrases like: old, new and a long time ago
- Spot old and new things in a picture
- Use words and phrases like: before after, past, present, then and now
- Give examples of things that were different when their grandparents were pupils
- Know about someone famous who was born or lived near Caldecote or Cambridge
- Know why there is a monument to a famous person or event in Cambridge city centre



<b>Music - Year 1</b>			
<b>Featured Composers: Hans Zimmer (1957) &amp; Debussy (1862-1918)</b>			
	<b>Performing</b>	<b>Improvising and Composing</b>	<b>Listening and reviewing</b>
<b>Skills – What?</b>	Sing different songs and chants (using actions) Use voices to create sounds e.g. humming, clicks Start and stop together on direction	Create simple rhythms Make a sequence of sounds Use instruments to reflect a topic or add sound effects to a story	Talk about music heard with appropriate vocabulary Begin to explore how music makes you feel Say whether they like or dislike a piece of music
<b>Inter-related dimensions</b>	<ul style="list-style-type: none"> <li>• Pitch – recognise and respond to high, low and middle sounds</li> <li>• Duration - recognise and respond to a pulse and patterns of long and short sounds</li> <li>• Dynamics – understanding sound and silence</li> <li>• Tempo- understanding fast and slow</li> <li>• Timbre – identify different percussion sounds and how they are made</li> <li>• Texture – recognise and respond to one sound leading to many sounds</li> <li>• Structure – understand beginning, middle and end and use of repetition</li> </ul>		
<b>Possible Coverage</b>	Warm ups and rhythm games Call and response Christmas performance Learn and perform Pirate songs Perform rhythm patterns and class composition based on the story 'Handa's Surprise' Playing African instruments Exploring and playing ocarinas On-going singing assemblies	Creating space sounds using un-tuned percussion and objects Create sounds of the sea using voices, un-tuned and tuned percussion Create a class composition based on 'Handa's Surprise' (Bristol Music) Create sounds of nature using un-tuned and tuned percussion	Space music -Compare Hans Zimmer 'Where we're going' (Interstellar) and Strauss 'Also Sprach Zarathustra' Debussy 'La Mer' African music Medieval music
<b>Key Vocabulary</b>	<b>Verse</b> <b>Chorus</b> <b>Repeat</b> <b>Loud – getting louder</b> <b>Quiet – getting quieter</b> <b>Pulse</b>	<b>Ocarina</b> <b>Tuned/Un-tuned percussion instruments</b> <b>Dynamics – loud/quiet</b> <b>Pitch – high/low</b> <b>Tempo – fast/slow</b> <b>Sound story</b>	<b>Composer</b> <b>Instruments</b> <b>Loud – getting louder</b> <b>Quiet – getting quieter</b> <b>Pitch – high/low</b> <b>Tempo – fast/slow</b>



### Year 1 Musicians should know how to

- use their voice to speak, sing and chant
- use instruments to perform
- clap short rhythmic patterns
- make different sounds with their voice and with instruments
- repeat short rhythmic and melodic patterns
- make a sequence of sounds
- respond to different moods in music
- say whether they like or dislike a piece of music
- choose sounds to represent different things
- follow instructions about when to play and sing



<b>Physical Education - Year 1</b>		
<b>Themes</b>	<b>Skills</b>	<b>Key Vocabulary</b>
<b>Dance</b>		
Moving Words* Weather*	Moving to music independently Copy simple dance moves performed by an adult Move safely in a space Travel across a space in different ways	Crawl Slide Speed
<b>Gymnastics</b>		
Rock and Roll* Jumping Jacks*	Rock with control Stretch and tense own body Bend, stretch, relax and move to create different shaped independently Control body as you move Copy movements and shaped performed by an adult Move along apparatus of different heights	Rock Pencil and egg roll
<b>Games</b>		
Fundamentals units 1 & 2 Fundamentals Rolling and Receiving *	To throw over-arm and under-arm To catch a ball with two hands To kick a ball towards a target To kick and dribble a ball in different ways	Target Over-arm / under-arm
<b>Athletics</b>		
Sprinting Long jump Javelin	To use arms and body position to propel forwards when sprinting To jump forwards swinging arms To travel a variety of objects towards a target (bean bags, javelins)	Stop Forwards / Backwards
<b>Knowledge and understanding of health, fitness and the body</b>		
	To recognise what the body feels like when it is exercising To follow simple warm up instructions To know the difference between balance and strength	Balance Strength Warm-up



## A Year 1 sports person should be able to

### Dance:

- Move to music
- Copy dance moves
- Perform their own dance moves
- Make up a short dance
- Move safely in a space

### Gymnastics:

- Make their body curled, tense, stretched and relaxed
- Control their body when travelling and balancing
- Copy sequences and repeat them
- Roll, curl, travel and balance in different ways

### Games:

- Throw underarm
- Hit a ball with a bat
- Move and stop safely
- Throw and catch with both hands
- Throw and kick in different ways

### General:

- Copy actions
- Repeat actions and skills
- Move with control and care
- Use equipment safely



<b>PSHE - Year 1</b>		
<b>Relationships</b>	<b>Health &amp; Well-Being</b>	<b>Living in the Wider World</b>
<p><b>How am I special and what is special about other people?</b> Beginning and belonging; My family and friends; Anti-bullying MMR 1 + MMR 2</p> <p><b>Can I recognise and show emotions?</b> My emotions MMR 3</p>	<p><b>What helps us stay healthy?</b> My body and growing up; Healthy lifestyles HSL 1 + HSL 3</p> <p><b>What and who helps to keep us safe?</b> Keeping safe (including drug education) HSL 2</p>	<p><b>Who are the people in our class?</b> Identities and diversity c1</p> <p><b>How can we look after each other and our community?</b> Me and my world c2</p>
<b>SMSC (spiritual, moral, social and cultural) development throughout the year</b>		
Mindfulness/ Calming, Reflection times, initiating play in a group, taking turns, sharing, respecting property		
<b>Possible Evidence</b>		
<p>Form positive attachments and friendship. Talk about the lives of people around them and their roles in society. Show an understanding of their own feelings and those of others, and regulate their behavior accordingly. Work and play co-operatively and take turns with others.</p>	<p>Understand the importance of healthy food choices. Show sensitivities to others' needs. Manage their own basic hygiene and personal needs. Explain the reasons for rules and know right from wrong.</p>	<p>Know some similarities or differences between different religions and cultural communities in this country, drawing on their own experiences and what has been read in class.</p>
<b>Key Vocabulary</b>		
<p><b>Bullying</b> <b>Emotion (Happy, Sad, Angry, Worried, Excited)</b> <b>Friends</b> <b>Feelings</b> <b>Safety Circle</b></p>	<p><b>Rules</b> <b>Risk</b> <b>Right</b> <b>Wrong</b> <b>Change</b> <b>(Correct Terminology for body parts)</b></p>	<p><b>Family</b> <b>Home</b> <b>Community</b> <b>Difference</b> <b>Similarity</b></p>



<b>RE - Year 1</b>						
<b>Big Question</b>	Who was Jesus?	Why is Christmas important to Christians?	What makes a church a special place for Christians ?	Why is Easter important to Christians?	How do the stories from the Gurus and concept of seva affect Sikh pupils?	How does the Khalsa influence the lives of Sikh families?
<b>Key Learning</b>	People in Christianity. A great leader and teacher?	Important religious festivals	Places of worship	Important religious festivals	Religious stories and symbols.	Ourselves, our families and our communities.
<b>Key Vocabulary</b>	<b>Christ</b> <b>Jesus</b> <b>Vicar</b> <b>Priest</b>	<b>Advent</b> <b>Christmas</b> <b>Bible</b> <b>Mary</b> <b>Joseph</b>	<b>Church</b> <b>Holy</b> <b>Prayer</b> <b>Worship</b>	<b>Christian / Christianity</b> <b>Hymn</b> <b>Neighbour</b> <b>Good choices / bad choices</b>	<b>Gurdwara</b> <b>Kaur</b> <b>Nishan Sahib</b> <b>One Creator (Ek Oankar),</b> <b>Sikh,</b> <b>Sikhism (Sikhi)</b>	<b>Family life</b> <b>Respect</b> <b>Sharing</b> <b>Khalsa</b>