



Year One Curriculum Overview

Geography

- I can explain where I live and tell someone my address.
- I can name the four countries in the United Kingdom and locate them on a map.
- I can name some of the main towns and cities in the United Kingdom.
- I can name the capital cities of England, Wales, Scotland and Ireland.
- I can explain some of the main things that are in hot and cold places.
- I can explain the clothes that I would wear in hot and cold places.
- I can explain the facilities that a village, town and city may need and give reasons.
- I can explain how the weather changes throughout the year and name the seasons.
- I can keep a weather chart and answer questions about the weather.
- I can use vocabulary linked to human features including: city, town, village, factory, farm house office.
- I can use vocabulary linked to physical features, including forest, hill, mountain and river.
- I can look at a picture and describe features, including forest, hill, mountain and river.
- I can look at an OS map and identify what some of the symbols are.
- I can use aerial photographs to recognise landmarks and basic human and physical features.
- I can go for a walk in my local environment to identify physical and human features.
- I can create a simple map of my classroom.
- I can use a map to find features in my school environment.
- I can use simple directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

History

- I can explain how I have changed since I was born using time vocabulary
- I can describe memories of key events in my life
- I can sequence events or objects in chronological order
- I can use words and phrases like old, new, past and present in the correct context
- I can talk about what historical sources can tell us about the past
- I can compare pictures or photographs of people or events in the past
- I can distinguish between old and new
- I can talk about changes I have experienced
- I can talk about changes in my local area in the last 100 years.
- I can recognise reasons why people in the past acted as they did and talk about how this has changed the way we do things today
- I can ask and answer questions about old and new objects and begin to describe similarities and differences
- I can explain how some people have helped us to have better lives

Computing (see also: Computer Science on Progression Map)

- I can identify technology
- I can identify a computer and its main parts
- I can use a mouse in different ways
- I can use a key board to type
- I can use the keyboard to edit text
- I can create rules for using technology responsibly
- I can describe what different tools do
- I can use the shape and line tools
- I can make choices when painting a digital picture
- I can explain why I chose the tools I used
- I can use a computer to paint a picture
- I can use a computer to write
- I can add and remove text on a computer
- I can make choices when changing text
- I can label objects
- I can count objects with the same properties
- I can compare groups of objects
- I can answer questions about groups of objects

Music (Also see: Music Progression Map)

- I can improvise simple vocal chants, using question and answer phrases.
- I can use body, vocal and percussion sounds to create musical sound effects and short sequences of sound
- I can listen to music, naming some orchestral instruments expressing my opinion.
- I can walk, move or clap in time with a steady beat with others, changing the speed as the tempo changes.
- I can compare high and low pitch sounds, responding physically.
- I can copy short rhythm patterns led by the teacher
- I can play a simple ostinato pattern.
- I can begin to follow graphic notations and symbols when playing and performing.
- I can sing simple songs, chants and rhymes, singing collectively and at the same pitch
- I can sing simple songs with a small pitch range and use my voice expressively and creatively
- I can explain the meaning of beat, rhythm, pitch, dynamics and tempo
- I can show that sounds can be adapted to change the mood of the music

Art

- I can ask questions about a piece of art.
- I can use a range of materials creatively to design and make products.
- I can create moods in artwork.
- I can show how people feel in paintings and drawings.
- I can name the primary and secondary colours.
- I can use a range of brushes to create different effects in painting.
- I can cut, roll and coil material
- I can create a repeating pattern in print.
- I can use pencils to create lines of different thickness in drawings.
- I can use the correct vocabulary relating to line. (diagonal, bold, vertical, horizontal, cross-hatching)
- I can use the correct vocabulary relating to colour. (complementary, contrasting, cool, warm, shade)
- I can use the correct vocabulary relating to texture. (prickly, shiny, flat, furry, hairy)
- I can use the correct vocabulary relating to tone. (strong, tint, shade, soft, harsh)
- I can use the correct vocabulary relating to pattern. (criss-cross, symmetrical, simple, spaced, busy, complex)
- I can use the correct vocabulary relating to shape and form. (symmetrical, regular, coiled, twisted, rounded, proportioned)
- I can use technology to create a picture.
- I can describe what I can see and give an opinion about the work of an artist.
- I can begin to make links between artists and my work.

Key Learning Themes:

What is my part in my community?

What was life like when my grandparents were children?

Who would live in a house like this?

How does my food get to my plate?

How did humankind take to the skies?

Would you prefer to have feathers, scales or fur?

See also:
English, Maths and PSHE Subject Overviews

R.E. – Key Questions

- CREATION: Who Made the world? What is Harvest and how is it celebrated? What does it mean to belong to a faith community?
- GOD: What do Christians believe God is Like? Who is Jewish and how do they live?
- How should we care for the world and for others, and why does it matter?

Design and Technology

- I can describe how something works.
- I can explore how to make my model stronger
- I can explain to someone else how I want to make my product.
- I can make a simple plan before making
- I can use my own ideas to make something.
- I can understand that different media can be combined to create new effects.
- I can select appropriate tools and equipment for a task.
- I can give an opinion about my finished work.
- I can discuss existing products.
- I can identify healthy and unhealthy choice
- I can use a knife to spread, cut and chop safely
- I can begin to explain the importance of '5 a day'
- I can prepare a healthy sandwich

Science

- I can name a variety of common wild and garden plants.
- I can name the petals, stem, leaf and root of a plant.
- I can name the roots, trunk, branches and leaves of a tree.
- I can name a variety of animals including fish, amphibians, reptiles, birds and mammals.
- I can classify and name animals by what they eat (carnivore, herbivore and omnivore).
- I can sort animals into categories (fish, amphibians, reptiles, birds and mammals).
- I can name a variety of minibeasts and identify their features.
- I can sort living and non-living things.
- I can compare and describe the structure of a variety of animals.
- I can name the parts of the human body that I can see.
- I can link the correct part of the human body to each sense.
- I can distinguish between an object and the material it is made from.
- I can explain the materials that an object is made from.
- I can name wood, plastic, glass, metal, water and rock.
- I can describe the properties of everyday materials.
- I can group objects based on the materials they are made from.
- I can observe and comment on changes in the seasons.
- I can name the seasons and suggest the type of weather in each season

P.E.

- I can throw underarm.
- I can hit a ball with a bat.
- I can move and stop safely.
- I can throw and catch with both hands.
- I can throw and kick in different ways.
- I can make my body curled, tense, stretched and relaxed.
- I can control my body when travelling and balancing.
- I can copy sequences and repeat them.
- I can roll, curl, travel and balance in different ways.
- I can move to music.
- I can copy dance moves.
- I can perform my own dance moves.
- I can make up a short dance.
- I can move safely in a space.
- I can repeat actions and skills.
- I can move with control and care.
- I can use equipment safely.