



Paganel Primary School Curriculum Planning

Year 1

Topics:

Autumn Term – Treasure Island

Spring Term – Time travel

Summer Term – A day in the life of

National Curriculum Knowledge and Skills

Subject	Skills	Knowledge and Understanding
Art and Design	Record ideas and experiences in a sketch book.	Know the names of artists, craft makers and designers.
	Draw from or talk about experiences, creative ideas and observations.	Know the names and describe the features of difference practices and disciplines.
	Describe the sensory properties of a range of different materials and make decisions about which ones to use to make something.	
	Use lines to represent a shape or outline.	
	Apply paint using a range of tools e.g. large brushes, hands, feet, rollers and pads).	
	Handle and manipulate rigid and malleable materials and say how they feel.	
	Create simple mono prints using a range of printing utensils.	
	Cut and tear paper and glue it to a surface.	
	Take a self-portrait or photograph of someone else.	
	Name primary colours and collate colours into groups of similar shades.	
	Create a simple pattern using colours and shapes.	
	Use lines of different thickness.	
	Use modelling materials to create a realistic or imagined form.	
	Outline personal likes or dislikes regarding their own work.	
Identify simple similarities and differences between to work of two artists and make comparisons to own work.		
Subject	Skills	
Computing	Give simple instructions to every day devices to make things happen.	
	Make choices to control simple models of simulations.	

	Solve a problem using ICT.		
	Discuss and share how and when they use ICT in everyday life.		
	Complete simple tasks on a computer by following instructions.		
	Show an awareness of information in different formats.		
	Make decisions about whether or not statements or images found online are likely to be true.		
	Identify different devices that can go online, and separate those that do not.		
	Understand rules around e-safety and know who to tell if something concerns them online.		
	Explain that images can give them information. Say what a pictogram is showing them.		
	Put data into a program (pictogram). Sort objects and pictures in lists or simple tables.		
Subject	Skills	Knowledge and Understanding	
Design and Technology	Planning	Technical Knowledge	Know how to make structures, stronger, stiffer and more stable.
			Know how to use mechanisms e.g. levers, sliders, wheels and axles in their products.
Design and Technology	Making	Select and explain why they have chosen a particular tool for a task.	
		Select and explain their choice of materials, sometimes with help.	
		Explain how to keep safe during a practical task.	
		Explain how they would fix simple products.	
		Cut out shapes from a range of fabrics and papers.	
		Fold, tear, roll and cut paper and card.	
		Cut accurately and safely with scissors.	
		Join appropriately using glue or tape.	
		Build simple structures.	
		Use wheels, axles, levers and sliders.	
		Identify and talk about products that use electricity to make them work.	
		Input random control instructions to simple devices for an unplanned outcome (e.g. making a roamer move).	
		Measure and weigh food items using non-standard measures (e.g. spoons and cups).	
		Identify the main food groups, including fruits and vegetables.	
		Identify the source of common foods.	
		With help, put ideas into practice.	
Evaluation	Describe others' work, including work by professional crafts people and designers and say what they like and dislike about it.		

	Describe how an existing product works.	
	Talk about their own and others' work identifying strengths and areas for development using design criteria.	
	Order products or designs chronologically and begin to explain reasons why they are ordered that way.	
Subject	Skills	Knowledge and Understanding
Geography	Draw a simple picture map (location could be real or fictional) and label particular features.	Name and locate the four countries of the United Kingdom on a map or globe.
	Locate countries on a UK map.	Name and locate the world's seven continents.
	Name, describe and group features of the home/school environment from first hand observation, responding to simple questions.	Use the correct terms for simple geographical features in the local environment, using terms such as: vegetation, season, weather, city, town, village, factory, house, shop etc...
	Use basic geographical knowledge to name physical and human features of places (see appendix 1 at the end of this document).	Describe how pollution affects the local environment.
	Use maps, pictures and stories to find out about different places.	Describe in simple terms how wind or water has affected the geography of an area.
	Use simple locational language, including front, behind, next to, far away and near to, to describe the location of geographical features on a map and in field work.	Answer simple questions about straight forward geographical patterns e.g. what are the busiest times in a park.
	Locate hot and cold areas of the world.	Name the four seasons and describe typical weather conditions for each.
	Collect data during field work such as number of houses, trees etc...	Identify similarities and differences between the local environment and one other place.
	Recognise simple human and physical features on an aerial photograph or simple map, showing awareness that objects look different from above.	Identify and explain changes taking place in the local environment. Ask and respond to questions about places and environments.
Subject	Skills	Knowledge and Understanding
History	Begin to describe similarities and differences between historical artefacts and pictures.	Know the key parts of a story about a significant historical figure.
	Use simple vocabulary to describe the passing of time (e.g. now, then, long ago, before and after).	Know the name of and describe the importance of a local place or landmark.
	Begin to order artefacts and pictures from significantly different time periods.	Know and describe the actions of a significant individual and explain why they acted the way they did.
	Sequence the story of a significant historical figure.	Recognise a significant event from their past and retell this.
	To make comparisons between own life and interests now and those in their early life, recalling significant memories from the past – make links to changes in national life if possible.	
	Ask and respond to simple questions about the past, using sources of information.	
	Use simple source material (e.g.) photographs to answer questions about an event beyond living memory.	
Subject	Skills	Knowledge and Understanding
Music	Listen to a piece of music, identifying if it is fast or slow, happy or sad.	
	Make sounds in different ways, including hitting, blowing and shaking.	

	Talk about songs/pieces of music they enjoy.
	Perform with an awareness of others e.g. taking turns with a partner.
	Sing with a sense of shape and melody.
	Copy a simple rhythm by clapping or using percussion.
	Begin to represent sounds with drawings.
	State what they like or dislike about a piece of music.

Appendix 1

- 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