

YEAR 1 PRIMARY CURRICULUM
FOUNDATION SUBJECTS
2016-2017



St. Gregory's Catholic Academy

Design and Technology

Statutory	Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a range of tools and equipment to perform practical tasks.		Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.		Explore and evaluate a range of existing products. Build structures, exploring how they can be made stronger, stiffer and more stable. Design and make a flotation craft Car designers	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Design and Technology Milestones	<p>To master practical skills</p> <p>Food Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients.</p> <p>Materials Cut materials safely using tools provided. Measure and mark out to the nearest centimetre. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p> <p>Textiles Shape textiles using templates. Join textiles using running stitch. Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</p> <p>Electricals and electronics Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).</p> <p>Computing Model designs using software.</p> <p>Construction Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</p> <p>Mechanics Create products using levers, wheels and winding mechanisms.</p> <p>To design, make, evaluate and improve Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses. Use software to design.</p> <p>To take inspiration from design throughout history Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created.</p>					
Year 1 Reading and Writing Opportunities	Labels Lists Drawing templates	Recipes Instructions labels	Labels Maps	Evaluations Design briefs Lists Labels		

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Art and Design

Statutory	<p>Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>		<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>		<p>Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	
Year 1 Art and Design Milestones	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>To develop ideas Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop</p> <p>To master techniques:</p> <p>Drawing Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines.</p> <p>Collage Use a combination of materials that are cut, torn and glued. Sort and arrange materials.</p> <p>Sculpture Use a combination of shapes. Include lines and texture.</p> <p>Painting Mix primary colours to make secondary. Use thick and thin brushes.</p> <p>Textiles Use dip dye techniques (eg tie dye sunflowers). Join materials using glue and/or a stitch..</p> <p>Digital media Use a wide range of tools to create different textures, lines, tones, colours and shapes.</p> <p>Print Use repeating or overlapping shapes. Mimic print from the environment (e.g. Christmas wrapping paper). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints</p> <p>To take inspiration from the greats (classic and modern) Use some of the ideas of artists studied to create pieces Describe the work of notable artists, artisans and designers.</p>					
Year 1 Reading, Writing and ESB Opportunities	<p>Write descriptions Write lists. Write captions. Write instructions. Present information.</p>		<p>Write descriptions Write lists. Write captions. Write instructions. Write glossaries. Present information.</p>		<p>Write labels. Write lists. Write captions. Write instructions. Write glossaries. Present information.</p> <p>Write non chronological report</p>	

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History

Statutory	The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality. Famous people from Stoke on Trent		Changes within living memory Changes in homes, entertainment etc...		The lives of significant individuals in the past who have contributed to national and international achievements. Compare Queen Victoria and Elizabeth II	
Year 1 History Milestones	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>To investigate and interpret the past Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented.</p> <p>To build an overview of world history Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.</p> <p>To understand chronology Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use dates where appropriate.</p> <p>To communicate historically Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>					
Year 1 Reading, Writing and ESB Opportunities	Write narrative diaries. Write recounts. Write glossaries Real events .	Write labels. Write lists. Write captions Present information. Different purposes	Write stories and plays that use the language of fairy tales and traditional tales. Write recounts. Write nonsense and humorous poems and limericks. Real events Poetry	Write stories set in places pupils have been. Write recounts. Write non-chronological reports Write glossaries. Personal experiences	Write stories that mimic significant authors. Write labels. Write lists. Write captions Different purposes	Write stories with imaginary settings. Write stories and plays that use the language of fairy tales and traditional tales. Write stories that mimic significant authors. Write recounts. Write poems that use pattern, rhyme and

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Geography

Statutory	Place Knowledge; Understand geographical similarities and differences, human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Skills and Fieldwork; Use simple compass directions. Use simple fieldwork and observational skills to study the geography of their school. Human and Physical Geography; Use basic geographical vocabulary.		Human and Physical Geography; Use basic geographical vocabulary to refer to features.		Locational Knowledge; Name and locate the world's seven continents and five oceans. Skills and Fieldwork; Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. Human and Physical Geography; Use basic geographical vocabulary to refer to features.	
Year 1 Geography Milestones	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>To investigate places Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans.</p> <p>To investigate patterns Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify land use around the school</p> <p>To communicate geographically Use basic geographical vocabulary to refer to: Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. Key human features, including: city, town, village, factory, farm, house, office and shop. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>					
Year 1 Reading, Writing and ESB Opportunities	Write labels. Write lists. Write captions. Present information	Write instructions.	Write labels. Write lists. Write captions.	Write non-chronological reports.	Write non-chronological reports.	Write stories set in places pupils have been.

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PE

Statutory	Perform dances using simple movement patterns. Develop fundamental movement skills including running, jumping, throwing and catching.		Extend their agility, balance and co-ordination, individually and with others.	Participate in team games, developing simple tactics for attacking and defending	Engage in competitive sport, in increasingly challenging situations.	Climbing wall
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 PE Milestones	<p>To develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p>Games Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate</p> <p>Dance Copy and remember moves and positions. Move with careful control and coordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea.</p> <p>Gymnastics Copy and remember actions. Move with some control and awareness of space. Link two or more actions to make a sequence. Show contrasts (such as small/tall, straight/curved and wide/narrow). Travel by rolling forwards, backwards and sideways. Hold a position whilst balancing on different points of the body. Climb safely on equipment. Stretch and curl to develop flexibility. Jump in a variety of ways and land with increasing control and balance.</p>					

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Computing

Statutory	Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions		Create and debug simple programs		Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	
Year 1 Computing Milestones	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>To code (using Scratch)</p> <ul style="list-style-type: none"> • Motion Control motion by specifying the number of steps to travel, direction and turn. • Looks Add text strings, show and hide objects and change the features of an object. • Sound Select sounds and control when they are heard, their duration and volume. • Draw Control when drawings appear and set the pen colour, size and shape. • Events Specify user inputs (such as clicks) to control events. • Control Specify the nature of events (such as a single event or a loop). • Sensing Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?). <p>To connect Participate in class social media accounts. Understand online risks and the age rules for sites.</p> <p>To communicate Use a range of applications and devices in order to communicate ideas, work and messages.</p> <p>To collect Use simple databases to record information in areas across the curriculum.</p>					
Year 1 Reading, Writing and ESB Opportunities						

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Music

Statutory	Use voices expressively and creatively by singing songs and speaking chants and rhymes Experiment with, create, select and combine sounds using the inter-related dimensions of music		Play tuned and un-tuned instruments musically		Listen with concentration and understanding to a range of high-quality live and recorded music	
Year 1 Music Milestones	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>To perform Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch.</p> <p>To compose Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases.</p> <p>To transcribe Use symbols to represent a composition and use them to help with a performance.</p> <p>To describe music Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p>					
Year 1 Reading, Writing and ESB Opportunities	Write flashcards – high and low to use in musical activities.	Draw a story map and add sounds.	Create a music display. Children to write labels and captions.	Write topic words and matching notation underneath.	Create a mind map – pictures and key words to describe a piece of music.	