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# **Exminster Community Primary School**

## **Year One**

# Context

**The most important part of any curriculum is the children and therefore we believe in a very child led curriculum. On the following pages you will find a range of skills and knowledge that we will support your children in learning but this will be done in a context driven by the children.**

**Before the start of the new term teachers share with the children the skills and knowledge that they need to teach them and then ask them to come up with ideas about what they want to know about the different areas and the topics and themes that could be used. We call this 'Pupil Voice'. Teachers then use these ideas to begin to plan for that term.**

**Planning however is not a fixed entity and if the class starts to take a theme/topic in a particular direction the teachers will follow these interests.**

**Each term you will be provided with a curriculum letter which will outline the skills and knowledge which the children will be learning along with the theme/topic that will link much of the work together.**

## Mathematics

Foundational/ Conceptual	Power Statements	Curriculum Code	Achievement Statements
Foundational	Y	npv	I can say what is one more and one less of a given number (Links to ELG 11)
Foundational		npv	I can recognise odd and even numbers
Foundational	Y		I can read numbers from 1 to 20 in numerals (Links to ELG 11)
Foundational	Y		I can write numbers 1 to 20 in words (Links to ELG 11)
Foundational	Y	npv	I can write numbers from 1 to 20 in numerals (Links to ELG 11)
Foundational		npv	I can count aloud up to 100, starting from any number
Foundational		npv	I can count aloud backwards from 100, starting from any number
Foundational		npv	I can read and write numbers up to 100 in numerals
Foundational	Y	x/÷	I can count in twos, fives and tens up to 100
Foundational	Y	m	I can name the value of different coins and notes
Foundational		m	I can say today's date
Foundational	Y	m	I can say the days of the week and the months of the year in order
Foundational	Y	m	I can tell the time when it is o'clock and half past the hour
Foundational		pos	I can recognise and say the names of common 3-D shapes like cuboids, cubes, pyramids and spheres
Foundational	Y	pos	I can recognise and say the names of common 2-D shapes like rectangles, squares, circles and triangles
Conceptual	Y	npv	I can use objects and draw pictures to show numbers including a number line (Links to ELG 11)
Conceptual	Y	npv	I can say what these words mean and use them in my work: equal to, more than, less than, most, least
Conceptual		+/-	I can use objects, pictures and my knowledge of number facts to help me to solve addition and subtraction problems to 20
Conceptual	Y	+/-	I can add and subtract 1- and 2-digit numbers to 20
Conceptual	Y	+/-	I can read, write and work out questions involving addition (+), subtraction (-) using concrete objects and pictorial representations
Conceptual	Y	x/÷	I can work out doubles of numbers up to 10 by using and counting objects (Links to ELG 11)
Conceptual	Y	x/÷	I can work out half of even numbers up to 20 by sharing or grouping objects and counting them (Links to ELG 11)
Conceptual		fr	I can name and find $\frac{1}{2}$ of a shape, an object or a quantity of objects
Conceptual		fr	I can name and find $\frac{1}{4}$ of a shape, an object or a quantity of objects
Conceptual	Y	m	I can say if objects are longer or shorter, taller or shorter or long or short when I measure them (Links to ELG 12)
Conceptual	Y	m	I can say if an object is heavier or lighter than another object (Links to ELG 12)
Conceptual		m	I can say if a container with water in it is full or empty, a quarter full or a quarter empty
Conceptual	Y	m	I can say if an action was slower or quicker than another action (Links to ELG 12)
Conceptual		m	I can put words about time events in order e.g. before, after, first, today, yesterday, tomorrow, morning, afternoon, evening
Conceptual		m	I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); volume and capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels
Conceptual		pdm	I can describe the position and direction of two objects using words like left, right, inside and outside, forwards and backwards
Conceptual	Y	pdm	I can describe the movement of an object using the words whole, half, quarter and three-quarter turns.

## Reading

Foundational/ Conceptual	Power Statements	Curriculum Code	Achievement Statements
Foundational	Y	c	I can recite some simple rhymes and poems
Foundational	Y	d	I can pause my reading at a full stop
Foundational	Y	d	I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes (Links to ELG 9)
Foundational	Y	d	I can give alternative sounds for graphemes (Links to ELG 9)
Foundational	Y	d	I can blend sounds to read unfamiliar words containing the GPCs I have been taught (Links to ELG 9)
Foundational	Y	d	I can read most year 1 common exception words (Links to ELG 9)
Foundational	Y	d	I can read words with common GPCs that end with –s, –es, –ing, –ed, –er and –est
Foundational	Y	d	I can read accurately some words of two or more syllables that contain the grapheme-phoneme correspondences (GPCs) I have learnt
Foundational		d	I can read words with contractions and understand that the apostrophe shows me where letters have been omitted
Foundational		d	I can read at an age equivalent level of 6 years or more (as measured on a normative test)
Foundational	Y	d	I can read aloud a familiar text at my level at a rate of 50 words per minute
Conceptual		c	I join in with parts of familiar texts, especially repeated parts or rhymes
Conceptual	Y	c	I can answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to me.
Conceptual	Y	c	I can tell if a sentence I have read does not make sense
Conceptual		c	I can talk about a book, poem or rhyme that I like or dislike and say why
Conceptual	Y	c	I can answer simple questions about the book I have read
Conceptual		c	I can take part in discussions about books, taking turns, listening and responding to others
Conceptual		c	I can talk about how a text I listen to links with my own experience e.g. whether s/he has done something similar
Conceptual		c	I can talk about how a text I listen to is like other rhymes, poems or stories
Conceptual	Y	c	I can talk about how a text I have read is like other rhymes, poems or stories
Conceptual	Y	c	I can talk about some of the events in a story and sequence them
Conceptual		c	I can re-tell fairy stories and traditional tales and talk about what happens in them
Conceptual		c	I can talk about the meanings of some simple words e.g. how they link to words I already know
Conceptual		c	I can talk about why the book has the title that it does
Conceptual	Y	c	I can suggest something that might happen next in a story I am reading
Conceptual	Y	c	I can make simple deductions from what people say or do in a story e.g. why they did something
Conceptual	Y	c	I can find where I have read up to in a book

## Writing

Foundational/ Conceptual	Power Statements	Curriculum Code	Achievement Statements
Foundational	Y	h	I can sit at a table and hold my pencil correctly (links to ELG 4)
Foundational	Y	h	I can form lower-case letters in the correct direction, starting and finishing in the right place (links to ELG 4)
Foundational	Y	h	I write from left to right (links to ELG 10)
Foundational	Y	h	I know which letters are formed in the same way (e.g. a,c,d,g,o,q)
Foundational	Y	h	I can write capital letters (links to ELG 4)
Foundational	Y	h	I can write the digits 0-9
Foundational	Y	h	I can write so that most people can read my writing (links to ELG 10)
Foundational	Y	h	I can form lower-case letters of the correct size relative to one another in some of my writing
Foundational	Y	h	I can use spacing between words
Foundational		h	I make sure all of my letters are on the line
Foundational	Y	t	I can write the letters of the alphabet in response to hearing the sounds (links to ELG 10)
Foundational		t	I can name the letters of the alphabet
Foundational	Y	t	I can segment spoken words into phonemes and represent these by graphemes, spelling some correctly
Foundational	Y	t	I can spell words using the 40+ phonemes
Foundational	Y	t	I can write the sounds '-ff', '-ll', '-ss', '-zz', '-ck'
Foundational	Y	t	I can write the sounds '-nk', '-tch', '-ve'
Foundational		t	I can segment words and make an attempt at spelling them e.g. tr/ip, fin/ish/ing
Foundational	Y	t	I can spell the common exception words for Y1 (the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our)
Foundational		t	I can spell the days of the week
Foundational	Y	t	I can write simple sentences dictated by my teacher
Foundational	Y	vgp	I can mostly remember to use a capital letter to start my sentences
Foundational		vgp	I can mostly remember to use a capital letter for names and for 'I'
Foundational		vgp	I can use a capital letter for all the days of the week
Foundational	Y	vgp	I can mostly remember to use a full stop to end my sentences
Foundational		vgp	I can use all of the key words to explain the grammar in my writing (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark)
Conceptual	Y	c	I can say out loud what I am going to write about
Conceptual	Y	c	I can say a sentence before I write it
Conceptual	Y	c	I can write two or three sentences about the same topic
Conceptual	Y	c	I can read what I have written to check it makes sense
Conceptual	Y	c	I can talk about what I have written
Conceptual	Y	c	I can read my writing aloud so that I can be heard by my teacher and my friends
Conceptual	Y	t	I can add '-s' to a word to make it plural
Conceptual		t	I can add different endings to adjectives that don't need to change (e.g. grander/grandest, fresher/freshest)
Conceptual	Y	vgp	I can write most of my work in simple sentences (links to ELG 10)

<b>Conceptual</b>	<b>Y</b>	<b>vgp</b>	<b>I can say if a sentence is a question and add a question mark when reminded</b>
Conceptual		vgp	I can say if a sentence is an exclamation and add an exclamation mark when reminded
<b>Conceptual</b>	<b>Y</b>	<b>vgp</b>	<b>I can use joining words e.g. 'and', 'or' and 'but'</b>
<b>Conceptual</b>	<b>Y</b>	<b>vgp</b>	<b>I can add different endings to verbs that don't need to change (e.g. helping, helper, helped)</b>
<b>Conceptual</b>	<b>Y</b>	<b>vgp</b>	<b>I can add un- to the beginnings of words to change their meanings (e.g. unkind, undo, untie)</b>

## Statutory Spelling List

Form spellings from these objectives:

**The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck** off, well, miss,

**The /ŋ/ sound spelt n before k** bank, think, honk, sunk

**Division of words into syllables** pocket, rabbit, carrot, thunder, sunset

**-tch** catch, fetch, kitchen, notch, hutch

**The /v/ sound at the end of words** have, live, give

**Adding s and es to words (plural of nouns and the third person singular of verbs)** cats, dogs, spends, rocks, thanks, catches

**Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word** hunting, hunted, hunter, buzzing, buzzed, buzzer,

**Adding -er and -est to adjectives where no change is needed to the root word** grander, grandest, fresher, freshest, quicker, quickest

**ai** rain, wait, train, paid, afraid

**oi** oil, join, coin, point, soil

**ay** day, play, say, way, stay

**oy** boy, toy, enjoy, annoy

**a-e** made, came, same, take, safe

**e-e** these, theme, complete

**oa** boat, coat, road, coach, goal

**oe** toe, goes

**ou** out, about, mouth, around, sound

**ow (/aʊ/)** now, how, brown, down, town

**ow (/əʊ/)** own, blow, snow, grow, show

**ue** blue, clue, true, rescue, Tuesday

**ew** new, few, grew, flew, drew, threw

**ie (/aɪ/)** lie, tie, pie, cried, tried, dried

**ie (/i:/)** chief, field, thief

**igh** high, night, light, bright, right

**or** for, short, born, horse, morning

**ore** more, score, before, wore, shore

**aw** saw, draw, yawn, crawl

**i-e** five, ride, like, time, side                      **o-e** home, those, woke, hope, hole

**u-e** June, rule, rude, use, tube, tune    **ar** car, start, park, arm, garden

**ee** see, tree, green, meet, week

**a (/i:/)** sea, dream, meat, each, read (present tense)

**ea (/ɛ/)** head, bread, meant, instead, read (past tense)

**er (/ɜ:/)** (stressed sound): her, term, verb, person

**er (/ə/)**(unstressed *schwa* sound): better, under, summer, winter, sister

**ir** girl, bird, shirt, first, third

**ur** turn, hurt, church, burst, Thursday

**oo (/u:/)** food, pool, moon, zoo, soon

**oo (/ʊ/)** book, took, foot, wood, good

**au** author, August, dinosaur, astronaut

**air** air, fair, pair, hair, chair

**ear** dear, hear, beard, near, year

**ear (/ɛə/)** bear, pear, wear

**are (/ɛə/)** bare, dare, care, share, scared

**Words ending -y (/i:/ or /ɪ/)** very, happy, funny, party, family

**New consonant spellings**

**ph** dolphin, alphabet, phonics, elephant

**wh** when, where, which, wheel, while

**Using k for the /k/ sound** Kent, sketch, kit, skin, frisky

**Adding the prefix -un** unhappy, undo, unload, unfair, unlock

**Compound words** football, playground, farmyard, bedroom, blackberry

**Common exception words**



## Spoken Language

<b>Strand</b>	<b>Objective</b>
Speaking	Listen and respond appropriately to adults and their peers.
Speaking	Ask relevant questions to extend their understanding and knowledge.
Speaking	Use relevant strategies to build their vocabulary .
Speaking	Articulate and justify answers, arguments and opinions.
Speaking	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
Speaking	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Speaking	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Speaking	Speak audibly and fluently with an increasing command of Standard English.
Speaking	Participate in discussions, presentations, performances, role play, improvisations and debates.
Speaking	Gain, maintain and monitor the interest of the listener(s).
Speaking	Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Speaking	Select and use appropriate registers for effective communication.

## Science

Observing Closely	Performing Tests	Identifying and Classifying	Recording Findings
<ul style="list-style-type: none"> <li>• Can they talk about what they &lt;see, touch, smell, hear or taste&gt;?</li> <li>• Can they use simple equipment to help them make observations?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they perform a simple test?</li> <li>• Can they tell other people about what they have done?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify and classify things they observe?</li> <li>• Can they think of some questions to ask?</li> <li>• Can they answer some scientific questions?</li> <li>• Can they give a simple reason for their answers?</li> <li>• Can they explain what they have found out?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they show their work using pictures, labels and captions?</li> <li>• Can they record their findings using standard units?</li> <li>• Can they put some information in a chart or table?</li> </ul>
Greater Depth			
<ul style="list-style-type: none"> <li>• Can they find out by watching, listening, tasting, smelling and touching?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they give a simple reason for their answers?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they talk about similarities and differences?</li> <li>• Can they explain what they have found out using scientific vocabulary?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use ICT to show their working?</li> <li>• Can they make accurate measurements?</li> </ul>

Plants	Animals, including humans	
<ul style="list-style-type: none"> <li>• Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant?</li> <li>• Can they identify and name a range of common plants and trees?</li> <li>• Can they recognise deciduous and evergreen trees?</li> <li>• Can they name the trunk, branches and root of a tree?</li> <li>• Can they describe the parts of a plant (roots, stem, leaves, flowers)?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they point out some of the differences between different animals?</li> <li>• Can they sort photographs of living things and non-living things?</li> <li>• Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates)</li> <li>• Can they describe how an animal is suited to its environment?</li> <li>• Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name the parts of the human body that they can see?</li> <li>• Can they draw &amp; label basic parts of the human body?</li> <li>• Can they identify the main parts of the human body and link them to their senses?</li> <li>• Can they name the parts of an animal's body?</li> <li>• Can they name a range of domestic animals?</li> <li>• Can they classify animals by what they eat? (carnivore, herbivore, omnivore)</li> <li>• Can they compare the bodies of different animals?</li> </ul>
Greater Depth		
<ul style="list-style-type: none"> <li>• Can they name the main parts of a flowering plant?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they begin to classify animals according to a number of given criteria?</li> <li>• Can they point out differences between living things and non-living things?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name some parts of the human body that cannot be seen?</li> <li>• Can they say why certain animals have certain characteristics?</li> <li>• Can they name a range of wild animals?</li> </ul>

### **Everyday materials (classifying and grouping)**

- Can they distinguish between an object and the material from which it is made?
- Can they describe materials using their senses?
- Can they describe materials using their senses, using specific scientific words?
- Can they explain what material objects are made from?
- Can they explain why a material might be useful for a specific job?
- Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock
- Can they sort materials into groups by a given criteria?
- Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching?

### **Greater Depth**

- Can they describe things that are similar and different between materials?
- Can they explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate?
- Can they explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate?

### **Seasonal Changes**

- Can they observe changes across the four seasons?
- Can they name the four seasons in order?
- Can they observe and describe weather associated with the seasons?
- Can they observe and describe how day length varies?

### **Greater Depth**

- Can they observe features in the environment and explain that these are related to a specific season?
- Can they observe and talk about changes in the weather?
- Can they talk about weather variation in different parts of the world?

## Computing

We are Treasure Hunters	We are TV chefs	We are Painters
<ul style="list-style-type: none"> <li>• Can they understand that a programmable toy can be controlled by inputting a sequence of instructions?</li> <li>• Can they develop and record sequences of instructions as an algorithm?</li> <li>• Can they program the toy to follow their algorithm?</li> <li>• Can they debug their programs?</li> <li>• Can they predict how their programs will work?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they break down a process into simple, clear steps as in an algorithm?</li> <li>• Can they use different features of a video camera?</li> <li>• Can they use a video camera to capture moving images?</li> <li>• Can they develop collaboration skills?</li> <li>• Can they discuss their work and think about how it can be improved?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use the web safely to find ideas for an illustration?</li> <li>• Can they select and use appropriate painting tools to create and change images on a computer?</li> <li>• Can they understand how this use of ICT differs from using paint and paper?</li> <li>• Can they create an illustration for a particular purpose?</li> <li>• Can they save, retrieve and change their work?</li> <li>• Can they reflect on their work and act on feedback received?</li> </ul>
We are Collectors	We are Storytellers	We are celebrating
<ul style="list-style-type: none"> <li>• Can they find and use pictures on the web?</li> <li>• Can they group images on the basis of yes/no questions?</li> <li>• Can they organise images into more than two groups according to clear rules?</li> <li>• Can they sort images according to some criteria?</li> <li>• Can they ask and answer yes/no questions about their images?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use sound recording equipment to record sounds?</li> <li>• Can they develop skills in saving and storing sounds on the computer?</li> <li>• Can they understand how a talking book differs from a paper-based book?</li> <li>• Can they talk about and reflect on their use of ICT?</li> <li>• Can they share recordings with an audience?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they develop basic keyboard skills, through typing and formatting text?</li> <li>• Can they develop basic mouse skills?</li> <li>• Can they use the web to find and select images?</li> <li>• Can they develop skills in storing and retrieving files?</li> <li>• Can they develop skills in combining text and images?</li> <li>• Can they discuss their work and think about whether it could be improved?</li> </ul>

**PE**

<b>Dance</b>	<b>Gymnastics</b>	<b>Games</b>
<ul style="list-style-type: none"><li>• perform basic body actions</li><li>• use different parts of the body singly and in combination</li><li>• show some sense of dynamic, expressive and rhythmic qualities in their own dance</li><li>• choose appropriate movements for different dance ideas</li><li>• remember and repeat short dance phrases and simple dances</li><li>• move with control</li><li>• vary the way they use space</li><li>• describe how their lungs and heart work when dancing</li><li>• describe basic body actions and simple expressive and dynamic qualities of movement</li></ul>	<ul style="list-style-type: none"><li>• show basic control and coordination when travelling and when remaining still</li><li>• choose and link 'like' actions</li><li>• remember and repeat these actions accurately and consistently</li><li>• find and use space safely, with an awareness of others</li><li>• identify and copy the basic actions of gymnasts</li><li>• use words such as rolling, travelling, balancing, climbing</li><li>• make their body tense, relaxed, stretched and curled</li><li>• describe what they do in their movement phrases</li></ul>	<ul style="list-style-type: none"><li>• use basic underarm, rolling and hitting skills</li><li>• sometimes use overarm skills</li><li>• intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency</li><li>• sometimes catch a beanbag and a medium-sized ball</li><li>• track balls and other equipment sent to them, moving in line with the ball to collect it</li><li>• throw, hit and kick a ball in a variety of ways, depending on the needs of the game</li><li>• choose different ways of hitting, throwing, striking or kicking the ball</li><li>• decide where to stand to make it difficult for their opponent</li><li>• describe what they and others are doing</li><li>• describe how their body feels during games</li></ul>

## History

### Topics to be covered:

- Bonfire Night - Guy Fawkes
- Old and new Objects/Family History

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> <li>• Can they put up to three objects in chronological order use words and phrases like old, new and a long time ago?</li> <li>• Can they recognise that a story that is read to them may have happened a long time ago?</li> <li>• Can they retell a familiar story set in the past?</li> <li>• Can they explain how they have changed since they were born?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they appreciate that some famous people have helped our lives be better today?</li> <li>• Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?</li> <li>• Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they ask and answer questions about old and new objects?</li> <li>• Can they answer questions using an artefact/photograph provided?</li> <li>• Can they give a plausible explanation about what an object was used for in the past?</li> </ul>
Greater Depth		
<ul style="list-style-type: none"> <li>• Can they put up to five objects/events in chronological order (recent history)?</li> <li>• Can they use the words before and after correctly?</li> <li>• Can they say why they think a story was set in the past?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?</li> <li>• Can they tell us about an important historical event that happened in the past?</li> <li>• Can they explain differences between past and present in their life and that of other children from a different time in history?</li> <li>• Do they know who will succeed the queen and how the succession works?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they answer questions using a range of artefacts/ photographs provided?</li> <li>• Can they find out more about a famous person from the past and carry out some research on him or her?</li> </ul>

## Geography

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> <li>• Can they say what they like about their locality?</li> <li>• Can they sort things they like and don't like?</li> <li>• Can they answer some questions using different resources, such as books, the internet and atlases?</li> <li>• Can they think of a few relevant questions to ask about a locality?</li> <li>• Can they answer questions about the weather?</li> <li>• Can they keep a weather chart?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they tell someone their address?</li> <li>• Can they explain the main features of a hot and cold place?</li> <li>• Can they describe a locality using words and pictures?</li> <li>• Can they explain how the weather changes with each season?</li> <li>• Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they begin to explain why they would wear different clothes at different times of the year?</li> <li>• Can they tell something about the people who live in hot and cold places?</li> <li>• Can they explain what they might wear if they lived in a very hot or a very cold place?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify the four countries making up the United Kingdom?</li> <li>• Can they name some of the main towns and cities in the United Kingdom?</li> <li>• Can they point out where the equator, north pole and south pole are on a globe or atlas?</li> </ul>
Greater Depth			
<ul style="list-style-type: none"> <li>• Can they answer questions using a weather chart?</li> <li>• Can they make plausible predictions about what the weather may be like later in the day or tomorrow?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name different jobs that people living in their area might do?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name a few towns in the south and north of the UK?</li> </ul>

## RE

### **Who are we? Theme: Myself**

This enquiry explores ideas of what it is to be human and relates them to religious and other beliefs.

- (a) Who and what is special to me? (People, places, experiences, feelings, stories, objects, beliefs, values)
- (b) Who and what supports and guides us? (People, experiences, feelings, beliefs, values, ideas)
- (c) What makes us joyful, peaceful, wonder, reflective, happy and sad? (Experiences, places, celebrations, stories, songs and, for some people, prayers)
- (d) How might stories, prayers and songs help us understand more about ourselves and ideas about God?

### **Why are some times special? Theme: Celebrations**

This enquiry explores those aspects of life on earth which are reflected in the pattern of religious and other practices and festivals.

- (a) What special times and seasons can I remember? Why were these times special?
- (b) Why are some festivals and celebrations special? · When do they happen? · What do they remember? · What do people do and why?
- (c) What special objects might be used in festivals and celebrations?
- (d) How might some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives?

### **Where do we belong? Theme: Belonging**

This enquiry explores ideas of those aspects of human nature which relate to the practices of religion and belief communities

- (a) Where do I belong? (Feelings, experiences)
- (b) Where do people belong? (Family, local community, group, club, place, country, faith)
- (c) What do people do because they belong to a faith or belief community?
- (d) How might ideas of family and community be reflected in our own lives?



## Art

Drawing	Painting	Printing	Textiles
<ul style="list-style-type: none"> <li>• Can they draw using pencil and crayons?</li> <li>• Can they draw lines of different shapes and thickness, using 2 different grades of pencil?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they choose to use thick and thin brushes as appropriate?</li> <li>• Can they paint a picture of something they can see?</li> <li>• Can they name the primary and secondary colours?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they print onto paper and textile? E.G. using sponges, vegetables and fruit.</li> <li>• Can they design their own printing block?</li> <li>• Can they create a repeating pattern?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they group fabrics and threads by colour and texture?</li> <li>• Can they weave with fabric and thread?</li> </ul>
3D	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> <li>• Can they add texture by using tools?</li> <li>• Can they make different kinds of shapes?</li> <li>• Can they cut, roll and coil materials such as clay, dough or plasticine?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they cut and tear paper and card for their collages?</li> <li>• Can they gather and sort the materials they will need?</li> <li>• Can they hold a pair of scissors and cut away from their body moving the paper?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use a simple painting program to create a picture?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe what they can see and like in the work of another artist/craft maker/designer?</li> <li>• Can they ask sensible questions about a piece of art? 1 artist per year</li> </ul>

**DT**

<b>Developing, planning and communicating ideas</b>	<b>Working with tools, equipment, materials and components to make quality products</b>	<b>Evaluating processes and products</b>	
<ul style="list-style-type: none"> <li>• Can they think of some ideas of their own?</li> <li>• Can they explain what they want to do?</li> <li>• Can they use pictures and words to plan?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain what they are making?</li> <li>• Can they explain which tools are they using?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe how something works?</li> <li>• Can they talk about their own work and things that other people have done?</li> </ul>	
<b>Breath of Study</b>			
<b>Cooking and Nutrition</b>	<b>Textiles</b>	<b>Use of materials</b>	<b>Construction</b>
<ul style="list-style-type: none"> <li>• Can they cut food safely?</li> <li>• Can they describe the texture of foods?</li> <li>• Do they wash their hands and make sure that surfaces are clean?</li> <li>• Can they think of interesting ways of decorating food they have made, eg, cakes?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe how different textiles feel?</li> <li>• Can they make a product from textiles by gluing?</li> <li>• Can they join textiles to make something?</li> <li>• Can they cut textiles?</li> <li>• Can they explain why they chose a certain textile?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make a structure/model using different materials?</li> <li>• Is their work tidy?</li> <li>• Can they make their model stronger if it needs to be?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they talk with others about how they want to construct their product?</li> <li>• Can they select appropriate resources and tools for their building projects?</li> <li>• Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?</li> </ul>

## Music

Performing	Composing (including Notation)	Appraising
<ul style="list-style-type: none"> <li>• Can they use their voice to speak/sing/chant?</li> <li>• Do they join in with singing?</li> <li>• Can they use instruments to perform?</li> <li>• Do they look at their audience when they are performing?</li> <li>• Can they clap short rhythmic patterns?</li> <li>• Can they copy sounds?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make different sounds with their voice?</li> <li>• Can they make different sounds with instruments?</li> <li>• Can they identify changes in sounds?</li> <li>• Can they change the sound?</li> <li>• Can they repeat (short rhythmic and melodic) patterns?</li> <li>• Can they make a sequence of sounds?</li> <li>• Can they show sounds by using pictures?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they respond to different moods in music?</li> <li>• Can they say how a piece of music makes them feel?</li> <li>• Can they say whether they like or dislike a piece of music?</li> <li>• Can they choose sounds to represent different things?</li> <li>• Can they recognise repeated patterns?</li> <li>• Can they follow instructions about when to play or sing?</li> </ul>
Greater Depth		
<ul style="list-style-type: none"> <li>• Can they make loud and quiet sounds?</li> <li>• Do they know that the chorus keeps being repeated?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they tell the difference between long and short sounds?</li> <li>• Can they tell the difference between high and low sounds?</li> <li>• Can they give a reason for choosing an instrument?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they tell the difference between a fast and slow tempo?</li> <li>• Can they tell the difference between loud and quiet sounds?</li> <li>• Can they identify two types of sound happening at the same time?</li> </ul>