



Year One

Programmes of Study

Monitoring and Assessment

Coverage

As each skill/objective is taught within a subject unit (key objective), they must be highlighted to show coverage. Different colours will be used to represent each term.

Key:

Autumn	Blue
Spring	Green
Summer	Orange

Assessment

At the end of each unit, teachers must highlight the key objective (*Overall title at the top of the unit, which encompasses all of the skills/objectives covered and is written in bold*), to show the following:

Green – 85% or above have achieved skills/objectives

Orange – 65-84%

Red – below 65%

Teachers must also record the names of children who are working above or below age-related in the left hand box.

Any children that are working above or below, should be taught the appropriate skills/objectives (i.e. teachers must plan from a range of year group programmes of study), and referenced within weekly planning.

Year One

Subject	Skills and Objectives	
Art & Design <i>* Art is split into different art forms. For each form of Art there are four processes and then the appropriate skills and objectives for the year group. These can be taught at any point in the year, but try not to repeat the art form more than once per year, unless there is clear progression.</i>		
Drawing Working above: Working below:	Create	To use a range of materials creatively to design and make products. <ul style="list-style-type: none"> To respond to ideas and starting points (stories, rhymes, objects, the natural world).
	Communicate	To use drawing to develop and share ideas, experiences and imagination.
	Using techniques to create effect	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <ul style="list-style-type: none"> To draw lines of different shapes and thicknesses. To draw with pencils, crayons, chalk to experiment with line, thickness, shapes and texture (eg cross hatching). To describe the shapes and patterns they see. To colour in neatly, following the lines very carefully.
	Appreciate artists who inspire and influence us	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.
Painting Working above: Working below:	Create	To use a range of materials creatively to design and make products. <ul style="list-style-type: none"> To respond to ideas and starting points (stories, rhymes, objects, the natural world).
	Communicate	To use painting to develop and share ideas, experiences and imagination.
	Using techniques to create effect	<ul style="list-style-type: none"> To use thick and thin paint brushes. To use ready mixed or powder paints to show ideas. To paint pictures of what I see. To paint within my drawn lines.
	Appreciate artists who inspire and influence us	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
Collage	Create	To use a range of materials creatively to design and make

Working above: Working below:		<p>products.</p> <ul style="list-style-type: none"> To respond to ideas and starting points (stories, rhymes, objects, the natural world).
	Communicate	To use collage to develop and share ideas, experiences and imagination.
	Using techniques to create effect	<ul style="list-style-type: none"> To explore and experiment with lots of collage materials. To cut and tear paper, textiles and card for collages. To sort and arrange collage materials for a purpose.
	Appreciate artists who inspire and influence us	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
3D Working above: Working below:	Create	<p>To use a range of materials creatively to design and make products.</p> <ul style="list-style-type: none"> To respond to ideas and starting points (stories, rhymes, objects, the natural world).
	Communicate	To use 3D art to develop and share ideas, experiences and imagination.
	Using techniques to create effect	<ul style="list-style-type: none"> To use clay, dough, plasticine. To add texture to models. <p>To make shapes from rolled up paper, straws, paper and card.</p>
	Appreciate artists who inspire and influence us	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.
Printing Working above: Working below:	Create	<p>To use a range of materials creatively to design and make products.</p> <ul style="list-style-type: none"> To respond to ideas and starting points (stories, rhymes, objects, the natural world).
	Communicate	To use printing to develop and share ideas, experiences and imagination.
	Using techniques to create effect	<ul style="list-style-type: none"> To use printing tools such as fruit, vegetables, and sponges. To print onto fabric or paper. <p>To make my own printing blocks, eg. String patterns or plasticine shapes.</p>
	Appreciate artists who inspire and influence us	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.
Textiles	Create	To use a range of materials creatively to design and make

Working above:		<p>products.</p> <ul style="list-style-type: none"> To respond to ideas and starting points (stories, rhymes, objects, the natural world).
	Communicate	To use textiles to develop and share ideas, experiences and imagination.
Working below:	Using techniques to create effect	<ul style="list-style-type: none"> To sort threads and fabrics. To group fabrics and threads by colour and texture. To make weavings with fabrics or threads. <p>To make a fabric by weaving or 'teasing' out wool.</p>
	Appreciate artists who inspire and influence us	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.

Music	<p><i>Music runs throughout the year. It is up to the teacher to plan out how this is to be taught progressively throughout each year group.</i></p> <p><u>Key Vocabulary is to be taught in Key Stage One:</u></p>															
	<table border="1"> <thead> <tr> <th>Word</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td>pitch</td> <td>recognise and respond to high and low sounds</td> </tr> <tr> <td>duration</td> <td>recognise and respond to steady beat in music heard and performed, and long and short sound patterns</td> </tr> <tr> <td>dynamix</td> <td>identify and respond to loud, quiet and silence</td> </tr> <tr> <td>tempo</td> <td>identify and respond to fast and slow</td> </tr> <tr> <td>texture</td> <td>recognise and respond to one sound and to many sounds combined</td> </tr> <tr> <td>timbre</td> <td>identify wooden, metal, skinned and electronic instruments and their properties by sound</td> </tr> <tr> <td>structure</td> <td>understand and identify musical echoes, repeating patterns, and beginning, middle, end</td> </tr> </tbody> </table>	Word	Definition	pitch	recognise and respond to high and low sounds	duration	recognise and respond to steady beat in music heard and performed, and long and short sound patterns	dynamix	identify and respond to loud, quiet and silence	tempo	identify and respond to fast and slow	texture	recognise and respond to one sound and to many sounds combined	timbre	identify wooden, metal, skinned and electronic instruments and their properties by sound	structure
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Working above:	Controlling sounds through singing and playing (Performing)	<ul style="list-style-type: none"> Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play untuned instruments musically. Have the opportunity to learn a musical instrument. Follow instructions on how and when to play to sing or play an instrument. Imitate changes in pitch (high and low) Make and control long and short sounds, using voices and instruments. Take notice of others when performing. With help, clap longer rhythms. Experiment with, create, select, and combine sounds using the inter-related dimensions of music. Perform, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.

D&T	<p><i>D&T is taught once per term. It is up to the teacher to take these objectives/skills below and plan out what will be designed and made, in accordance with your topics, following the process below each time. Remember to ensure teaching of, application of and consolidation of skills, as well as progression from unit to unit. (Remember some more able chn will progress to the level 2 skills, which can be obtained from the Year 2 PoS.)</i></p>		
Level 1	<p>To know, understand and use the skills needed to design and make in a range of relevant contexts, including the home and school.</p>		
Assessment / Evaluation	<p>Unit 1:.....</p> <p>Working above:</p> <p>Working below:</p>	<p>Unit 1:.....</p> <p>Working above:</p> <p>Working below:</p>	<p>Unit 1:.....</p> <p>Working above:</p> <p>Working below:</p>
	<p>Design:</p> <ul style="list-style-type: none"> • Design purposeful, functional appealing products for themselves based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing templates and where appropriate ICT. 		
	<p>Make:</p> <ul style="list-style-type: none"> • Use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing). • Use a wide range of materials and components, including construction materials, textiles and food ingredients according to their characteristics. 		
	<p>Evaluate:</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Evaluate their ideas against design criteria. 		
	<p>Technical knowledge:</p> <ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable. 		

Geography	*Geography must be taught in order, i.e. a first, then b..., c....
	<p>Throughout Geography topics:</p> <p><i>use basic geographical vocabulary to refer to:</i></p> <ul style="list-style-type: none"> • 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.
Year 1, a	Develop Knowledge about our Locality.
Working above:	<ul style="list-style-type: none"> • Draw a simple map of the classroom • that all pupils have a personal address and that they travel to school • their sense of place in relation to home and school • to describe a route • to recognise some of the physical and human features in their locality • study the school and its grounds, using simple field work and observational skills. • draw a simple map of the local area/school and use and construct basic symbols in a key. • to describe the location of features and routes on a map • to describe the features of the local environment • to express views on the features • Tell each other what you like/dislike about a place, using words, pictures, bar charts and pictograms. • that changes occur in the locality • to identify some of the uses of land and buildings in their locality • to understand that these uses are linked to the work people do • about the need for leisure activities and the types of facilities available • how places change for better or worse over time
Working below:	
Year 1, b	Develop Knowledge about the United Kingdom
Working above:	<ul style="list-style-type: none"> • Know that I live in the British Isles and mark on a map where I live. • Use simple compass directions (North, South, East and West). • Use locational and directional language, (for eg. Near, far, left, right) to describe the location of features and routed on a map. • Know that the United Kingdom is an island and is surrounded by sea. • Know the four countries of the United Kingdom. • use world maps, atlases and globes to identify the United Kingdom and its countries
Working below:	

Year 1, c	Begin to understand geographical similarities and differences through studying the Human and Physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
Working above:	<ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom. • Keep a simple weather chart and understand that weather changes each day. • use world maps, atlases and globes to identify the United Kingdom and its countries • identify hot and cold areas of the world. • To know that countries have different weather patterns (ie. Some are hot, some are cold).
Working below:	
History	*History must be taught in order, i.e. a first, then b...
Year 1, a	Changes within living memory, where appropriate these should be used to reveal change in national life.
Working above:	<ul style="list-style-type: none"> • To understand the difference between things that happened in the past and the present. • To use words related to chronology, e.g. yesterday/when I was a baby, last week, a long time ago, a very long time ago. • To know things that happened to themselves and other people in the past. • To find out about aspects of the past through oral sources parts of stories, information books, posters, TV programmes, video clips museum visits. • To use resources to decide whether an object is old or new and describe the characteristics of old and new objects. • To sort objects in different ways • To sequence objects in time • To communicate what they have learned about events from the past by drawing, writing or talking about them.
Working below:	
Year 1, b	Events beyond living memory that are significant nationally or globally or events commemorated through festivals or anniversaries

Working above:	<ul style="list-style-type: none"> • To understand and make links with events past and present. • To use words related to chronology, e.g. yesterday, last week, a long time ago, a very long time ago, before I was born, • To understand how to put a few events in order of when they happened
Working below:	<ul style="list-style-type: none"> • To ask questions about objects and pictures related to an event using before and after • To find out facts about an event from books, listening to stories and looking at objects from or about the past. • To make suggestions why people may have acted as they did • Recall events from the past by drawing, writing or talking about them.
Science	*Science topics can be taught in any order.
Year 1	Working Scientifically
Working above:	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying

Working below:

- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

Pupils in years 1 and 2 should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions.

They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships.

They should ask people questions and use simple secondary sources to find answers.

They should use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.

These opportunities for working scientifically should be provided across years 1 and 2 so that the expectations in the programme of study can be met by the end of year 2. Pupils are not expected to cover each aspect for every area of study

Year 1

Plants

Working above:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees

Identify and describe the basic structure of a variety of common flowering plants, Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their

<p>Working below:</p>	<p>habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted.</p> <p>They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example, the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</p>
<p>Year 1</p>	<p>Animals, including humans.</p>
<p>Working above:</p>	<ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.</p>
<p>Working below:</p>	<p>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p> <p>Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare</p>

different textures, sounds and smells.

Year 1

Everyday materials

Working above:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

Working below:

Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil.

Pupils might work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ... for lining a dog basket? ... for curtains? ... for a bookshelf? ... for a gymnast's leotard?

