

Skills Overview



Year group	Year 1
Staff	RB, SR, JC, CR

Use the skills progression document to populate this overview

Topic	1	2	3	4
Theme	Who am I?	Explore the World	Who Inspires me?	Food?
Value	Honesty/ Responsibility	Self Belief/ Respect	Perseverance	Happiness
Primary Focus	History	Geography	Art	DT
Vehicle	Marvellous Me	Terrific Toys	Colourful Characters/Once upon a time	Exciting Environment
Trips	Kipper's Snowy Day (the MAC) - Thurs 28th Nov Local trip—library/park	Cannock Chase Toy Museum—Wed 29th Jan Build a bear	Maypole Dance Workshop -Traditional Tale Workshop/ball	Weston Bodenham Trip to market.
Assessment				

Skills

		1	2	3	4
Knowledge and understanding with the world	History	<ul style="list-style-type: none"> Sequence events in their life Match objects to people of different ages Recognise the difference between past and present in their own and others lives Communicate their knowledge through: drawing pictures, drama and role play 	<ul style="list-style-type: none"> Sequence 3 or 4 artefacts from distinctly different periods of time Compare adults talking about the past – how reliable are their memories? Find answers to simple questions about the past from sources of information e.g. artefacts, Communicate their knowledge through: discussion and making models 	<ul style="list-style-type: none"> They know and recount episodes from stories about the past Use stories to encourage children to distinguish between fact and fiction Communicate their knowledge through: Writing and using ICT 	<ul style="list-style-type: none"> Match objects to people of different ages - who would have enjoyed what at the seaside? Communicate their knowledge through: Writing and using ICT
	Geography	<ul style="list-style-type: none"> follow directions (left/ right/ near/ far) and can draw a simple picture map. 	<ul style="list-style-type: none"> use relative vocabulary e.g. bigger/ smaller. identify the UK and its countries and surrounding seas using world maps, atlases and globes with support. (santa) use aerial photographs to recognise geographical features. (santa—present drop) 	<ul style="list-style-type: none"> suggest my own symbols for real and/ or imaginary maps. 	<ul style="list-style-type: none"> Recognise and make observations to study the geography of the school e.g. drawing pictures, taking photographs, collecting simple data, examining school site, and Weston beach—comparing what problems the environment faces. I can use aerial photographs to recognise geographical features. - use aerial photographs of the school to find where the edible garden is going to be.
	Science	<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. Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense. Describe and compare the basic structure of common animals. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies . 	<ul style="list-style-type: none"> Parts of a plant 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
Expressive art and design	Art/ Music	<ul style="list-style-type: none"> Recognise that ideas can be expressed in art work. Experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them). <p>Explore the use of the voice in different ways such as speaking, singing and chanting.</p> <p>Play instruments showing an awareness of others.</p> <p>Reflect on music and say how it makes people feel, act and move.</p> <p>(David Bowie,</p> <p>Respond to different composers and discuss different genres of music.</p>	<ul style="list-style-type: none"> Try out a range of materials and processes and recognise that they have different qualities Use materials purposefully to achieve particular characteristics or qualities. <p>Reflect on music and say how it makes people feel, act and move.</p> <p>Respond to different composers and discuss different genres of music.</p> <p>(</p>	<ul style="list-style-type: none"> How to recognise and describe some simple characteristics of different kinds of art, craft and design. The names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use. <p>Reflect on music and say how it makes people feel, act and move.</p> <p>Respond to different composers and discuss different genres of music.</p>	<ul style="list-style-type: none"> Show interest in and describe what they think about the work of others. Reflect on music and say how it makes people feel, act and move. <p>Respond to different composers and discuss different genres of music.</p> <p>(ELO, Queen)</p>
	Design and Technology	<ul style="list-style-type: none"> Draw on their own experience to help generate ideas 	<ul style="list-style-type: none"> Suggest ideas and explain what they are going to do Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape Evaluate their product by asking questions about what they have made and how they have gone about it 	<ul style="list-style-type: none"> Model their ideas in card and paper Make their design using appropriate techniques With help measure, mark out, cut and shape a range of materials Use tools eg scissors and a hole punch safely Evaluate their product by discussing how well it works in relation to the purpose Use simple finishing techniques to improve the appearance of their product 	<ul style="list-style-type: none"> Identify a target group for what they intend to design and make Evaluate their products as they are developed, identifying strengths and possible changes they might make Develop their design ideas applying findings from their earlier research Use tools eg scissors and a hole punch safely Use basic food handling, hygienic practices and personal hygiene Select and use appropriate fruit and vegetables, processes and tools Select and use appropriate fruit and vegetables, processes and tools

Communication and language	Computing	<ul style="list-style-type: none"> Work with others and with support to contribute to a digital class resource which includes text, graphic and sound. Use a range of simple tools in a paint package / image manipulation software to create / modify a picture. Chose suitable sounds from a bank to express their ideas. As a class or individually with support, children use a simple pictogram or painting program to develop simple graphical awareness / one to one correspondence. Show an awareness of the range of devices and tools they encounter in everyday life 	<ul style="list-style-type: none"> Record short speech. Contribute ideas to a class email to another class / school etc. They show an awareness of different forms of information 	<ul style="list-style-type: none"> They show an awareness of different forms of information Make simple choices to control a simple simulation program. 	<ul style="list-style-type: none"> As a class exercise children explore information from a variety of sources (electronic, paper based, observations of the world around them, etc.). Show an awareness that what they create on a computer or tablet device can be shown to others via another device (e.g. printer, projector, Apple TV)
	PSHE	<ul style="list-style-type: none"> Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. Children can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body. They can explain that people grow from young to old. JIGSAW 	<ul style="list-style-type: none"> Children can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell). JIGSAW 	<ul style="list-style-type: none"> JIGSAW 	<ul style="list-style-type: none"> JIGSAW
Physical development	PE	<ul style="list-style-type: none"> Multi-skills/basketball Participate in team games, developing simple tactics for attacking and defending. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. 	<ul style="list-style-type: none"> Gymnastics and ball skills Perform dances using simple movement pattern Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. 	<ul style="list-style-type: none"> Gymnastics and ball skills Perform dances using simple movement pattern Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. 	<ul style="list-style-type: none"> Athletics and tennis. Participate in team games, developing simple tactics for attacking and defending. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
English	Texts	<ul style="list-style-type: none"> What did I look like when I was a baby. Stating school. There's going to be a baby Funny bones Peace at last. 	<ul style="list-style-type: none"> Stick Man The Dinosaur that popped Christmas Dogger Whatever Next Cops and Robbers 	<ul style="list-style-type: none"> Little Red Riding hood Hansel and Gretel The Gingerbread man Three Billy Goats Gruff. (Roald Dahl—Revolting Rhymes) 	<ul style="list-style-type: none"> George saves the world by lunchtime. Litterbug Doug The little gardener
	Writing	<ul style="list-style-type: none"> Who I am sentences Senses sentences. 	<ul style="list-style-type: none"> Toy wish lists/Santa list Lists for materials 	<ul style="list-style-type: none"> Labels for character types—good/evil. Traditional tales - creating own stories. 	<ul style="list-style-type: none"> Writing letters Making adverts and packaging for bags. Writing a postcard
Maths	Maths	<ul style="list-style-type: none"> Comparing heights of children Order size of animals Time—years, months, when we were born, seasons we were born in. Pictogram for senses work. 	<ul style="list-style-type: none"> 2D and 3D shapes for everyday objects. Everyday positional language through movements and dance routines. 	<ul style="list-style-type: none"> Everyday direction language, turns linked to map work and dances. 	<ul style="list-style-type: none"> Pictogram of data from foodie questionnaire
	RE	<ul style="list-style-type: none"> Talk about things that happen to me. Talk about what is important to me and to other people. 	<ul style="list-style-type: none"> Remember a Christian story and talk about it. 	<ul style="list-style-type: none"> Talk about what I find interesting or puzzling. 	<ul style="list-style-type: none"> Use the right names for things that are special to Christians and Jews. Recognise religious art, symbols and words, and talk about them.