

# Curriculum Skills

Year 1

## Science Skills Year 1

### Working Scientifically

**Over the year, pupils should be given the opportunity to take part in a range of scientific enquiry: observation over time, pattern seeking, identifying & grouping, comparing and research using secondary sources.**

**Can I ask simple questions and know that there can be more than one answer? (K)**  
**K Can I use simple equipment to look very closely at things so I can understand them better? (K)**

Can I test things in simple ways?

**Can I identify different things in Science and group similar ones together? (K)**

Can I use what I have seen and think to help me when I answer questions?

Can I find information and write it down which helps me when I have to answer questions?

### Plants

Can I name some plants that I often see in the garden and countryside as well as some trees that drop their leaves and some that don't?

Can I understand the inside of some plants and trees and how they grow which I can explain to others?

### Everyday Materials

Do I know that the name of an object and name the material it is made from will be different?

Do I know the name of some materials I see everyday, including wood, plastic, glass, metal, water, and rock?

Can I describe the simple physical properties of a variety of everyday materials?

Can I compare the simple physical properties of a variety of everyday materials and group similar ones together?

### Seasonal Changes

Can I notice and describe the changes that happen from Spring to Summer to Autumn and into Winter?

Do I know what weather we might find in spring, summer, autumn and winter and I know winter days are shorter than summer days?

### Animals

Can I identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammal?

Do I know the names of animals I often see which eat meat, others that eat vegetables and some that eat both?

Can I describe the different shape and form of a number of animals that I often see including my pets?

Do I know the parts of the human body, can draw a picture of it and name the parts. I know which part of the body lets me hear, taste and smell?

## Computing Skills Year 1

### Online and Networking

Can I discuss with my teacher which websites I have been on?  
Can I explore a website by clicking on buttons, arrows, menus and hyperlinks?  
Can I navigate 'back' by clicking on the 'back' button?  
Can I complete a search under the supervision of adults?  
Can I begin to understand that technology can be used in and out of school?  
Can I suggest technology I may use at home and say what it is for?

### E-Safety

In all work:  
Can I make decisions about whether or not statements or images found on the internet are likely to be true?  
Can I identify different devices that can go on the internet, and separate those that do not?  
**Can I explain what to do if I find any pictures online that I don't like? (K)**  
Can I understand why I need to be careful when searching the internet?

### Basic Skills

In all work:  
Can I type using a keyboard?  
Can I control the pointer using the mouse pad or mouse?  
Can I maximize or minimize a document?  
Can I turn a laptop or device on myself?  
Can I begin to understand how to shut down a computer?

### Multimedia

Using a range of programs:  
Can I use a digital device to generate ideas for my work?  
Can I use various tools to create images on a device?  
Can I manipulate and move images on the screen?  
Can I change the way a picture looks using a device or program?  
Can I take a photograph using the iPad and say what it is for?

### Digital Creativity

Using different technologies:  
**Can I use images I have taken to make something purposeful? (K)**  
Can I make a video for a purpose?

### Programming

Using programs:  
Can I give a simple sequence of instructions?  
**Can I put together some instructions to control a programmable toy (i.e. BeeBot)? (K)**  
Can I explore the outcomes when instructions are given in a sequence?  
Can I say what might make my instructions better?  
Can I use words like 'program' for a set of instructions?

## Art Skills Year 1

### Artists & Movements

### Drawing

### Painting

Key objectives:

Can I explore the work of artists, craft makers and designers from different times and cultures for differences and similarities

*Note: A range of artists should be studied including female artists, artists from other cultures, artists working today and historical artists.*

*Due care and attention should be paid to the content of images and artwork, and the manifestos of artists to assess whether they are suitable for use in the classroom.*

*Suggested methods for researching the work of artists/designers/craftspeople are:*

- Gallery visits
- Museum visits
- Location visits
- Library research
- Internet research

*Studies of artists work:*

Romero Britto

South American weaving

Georgia O'Keefe

**Key Skills:**

**Can I make marks with a range of media, e.g. pencil, felt pens, charcoal, chalks, oil pastels, paint, crayons etc.? (K)**

Can I talk about and describe shapes? E.g. my shape has curved/straight/wavy lines.

Can I make a collection of outline shapes by looking and drawing?

Can I understand the concept of objects being 'in front of' other objects and link this to shapes overlapping in my drawings?

**Developing ideas (sketchbooks):**

Can I begin to create a sketchbook?

Can I begin to record my observations?

### Printing

**Use paint or ink to :**

Can I experiment with different printing techniques? For example using hands, feet, sponges, fruit, and vegetables.

Can I make rubbings to collect textures and patterns?

Can I print with a range of hard and soft materials? E.g. corks, sponges etc.

**Techniques:**

I can control paint when drawing with a paintbrush?

Can I begin to use a variety of tools and techniques, including different brush sizes and types?

**Colour development:**

**Can I explore what happens when I mix the primary colours together? (K)**

Can I mix different primary colour paints to create the colour that I require?

### Sculpture/Modelling

**Collage focus:**

Can I cut or tear different materials?

Can I weave with paper or other materials?

**Mixed media sculpture:**

Can I make shapes from rolled up paper, straws, paper and card?

**Can I experiment with clay, dough and plasticine? (K)**

## Design & Technology Skills Year 1

Technical Knowledge		Cooking & Nutrition	
<p>Can I build freestanding structures, exploring how they can be made stronger, stiffer and more stable (folding, joining or rolling)?</p> <p>Can I explore and use mechanisms in my products (e.g. levers and sliders)?</p> <p>Can I cut neatly using scissors?</p>		<p>Can I prepare food safely and hygienically?</p> <p>Can I use knives safely to cut food with help?</p> <p>Can I use a mixing bowl to prepare a mixture?</p> <p>Can I cook a variety of predominantly savoury dishes?</p> <p>Can I use a range of cooking techniques?</p> <p>Can I talk about where food comes from?</p>	
Design		Make	
<p>Can I design a product that has a purpose and a function?</p> <p>Can I design a product that is appealing?</p> <p>Can I follow design criteria?</p> <p>Can I talk about familiar products and what I'd like to change?</p> <p>Can I talk about my ideas?</p> <p>Can I use models, pictures and words to describe my design?</p> <p>Can I explain which tools and materials I will need?</p> <p>Can I use ICT where appropriate?</p>		<p>Can I select tools and materials from a range offered by the teacher?</p> <p>Can I measure, mark out, cut (using scissors) and shape materials?</p> <p>Can I assemble, join and combine materials, using glue, staples, etc.?</p> <p>Can I use simple finishing techniques?</p>	
		Evaluate	
		<p>Can I explore and evaluate a range of existing products?</p> <p>Can I say what I like about my work and other people's work?</p> <p>Can I explore and evaluate a range of existing products?</p> <p>Can I identify where my evaluations have led to improvements in my products?</p>	

## Geographical Skills Year 1

### Human & Physical Geography

- Can I understand basic geographical vocabulary - physical and human geography?
- Can I give 2 examples of physical geography in local area?
- Can I give 2 examples of human geography in local area?

*Can I explain how people damage the environment? (Global Dimensions)*

### Location & Place

- Can I explain what a country is?
- Can I explain what a capital city is?
- Can I locate the UK within Europe?
- Can I name the four countries of the UK?
- Can I locate the four countries of the UK?
- Can I identify characteristics of the four countries in the UK?
- Can I name the capital cities of the UK?
- Can I locate the capital cities of the UK?
- Can I identify characteristics of the capital cities of the UK?
- Can I locate the UK's surrounding seas?
- Can I understand how the 4 countries in the UK represent themselves?
- Can I understand geographical similarities and differences of a small area within the UK?

### Geographical Skills & Fieldwork

- Can I use simple geographical terms to refer to features on a map?
- Can I use positional language to describe?
- Using a map, can I follow a simple route from school to a familiar place?
- Can I draw a plan of the school depicting a simple route with a clear start and finish point?
- Can I match ground shot pictures within a local area?
- Can I use a map to locate countries of the UK? (1:1250)
- Can I use a globe to accurately find the countries of the UK?
- Can I use an atlas to accurately find the countries of the UK?

## Historical Skills Year 1

### Historical Enquiry

Can I ask and answer questions about old and new objects?

**Can I spot old and new things in a picture? (K)**

Can I identify objects from the past, such as vinyl records?

Can I answer questions using an artefact/photograph provided?

Can I give a plausible explanation about what an object was used for in the past?

Can I ask questions about my familiar world? (Global Dimensions)

### Organisation and communication

Can I communicate my knowledge and understanding in a variety of ways?

Can I discuss what I know?

Can I write about what I know or have found out?

**Can I use ICT/ pictures/ writing to organise historical information? (K)**

### Chronological Understanding

Can I put up to three objects in chronological order (recent history)?

Can I use words and phrases like: old, new and a long time ago?

Can I discuss things that happened when I was little?

Can I recognise that a story that is read to me may have happened a long time ago?

Do I know that some objects belong to the past?

**Can I begin to identify the main differences between old and new objects? (K)**

Can I retell a familiar story set in the past?

Can I explain how I have change since I was born?

### British History

**Knowledge and understanding of Significant events and changes in the past.**

Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?

Do I understand that we have a Queen who rules us and that Britain has had a king or queen for many years?

**Changes within living memory, where appropriate these should be used to reveal aspects of change in national life.**

**A significant Historical event beyond living memory**

**The Great Fire of London, or other events that are celebrated through commemoration festivals or anniversaries.**

## Music Skills Year 1

Games	Singing
<p><b>(K) Can I play musical games to build an understanding of interrelated dimensions of music through repetition?</b> Can I begin to understand that rhythm is long and short sounds that happen over the pulse - the pulse doesn't change but the rhythm does? Can I begin to understand that pitch is high and low sounds?</p>	<p><b>(K) Can I sing songs and melodies musically?</b> Can I learn appropriate songs for age group? (difficulty of words increasing as they progress) Can I listen to a song and learn it as instructed? Can I understand the importance of warming up my voice?</p>
Playing Instruments	Improvisation
<p><b>(K) Can I use classroom percussion, tuned and untuned, to play accompaniments and tunes and to improvise and compose?</b> Can I learn to treat each instrument with respect?</p>	<p>Can I explore and create musical sounds with my voice and instruments? Can I make up own rhythms and melodies and create own rhythmic patterns? Can I start to perform my own rhythms and melodies using my voice and simple instruments?</p>
Composition	Perform
<p><b>(K) Can I start to compose rhythmic sequences?</b> Can I compose rhythmic sequences and notate using graphic or pictorial notation?</p>	<p>Can I understand importance of starting and ending together when performing? Can I begin to work together when performing?</p> <p><i>Can I perform music and use instruments from a range of diverse cultures? (Global Dimensions)</i></p>

## Religious Education SkillsYear 1

Unit 1: 1.10 What does it mean to belong to a faith community Unit 2 1.1 What do Christians believe God is like Unit 3 1.7 Who is Jewish and how do they live? Unit 5 1.2 Who do Christians say made the world? Unit 6 1.9 How should we care for the world and for others, and why does it matter (C, J, NR)

### Making sense of beliefs

#### 1.10 Belonging

Can I recognise that loving others is important in lots of communities?  
Can I say simply what Jesus and one other religious leader taught about loving other people?

#### 1.1 God

Can I identify what a parable is?  
Can I tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father?  
Can I give clear, simple accounts of what the story means to Christians?

#### 1.7 Jews

Can I recognise the words of the Shema as a Jewish prayer?  
Can I re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)?  
Can I give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like?

#### 1.2 Creation

Can I retell the story of creation from Genesis 1:1–2.3 simply?  
Can I recognise that 'Creation' is the beginning of the 'big story' of the Bible?  
Can I say what the story tells Christians about God, Creation and the world?  
**1.9 World and others**  
Can I identify a story or text that says something about each person being unique and valuable?  
Can I give an example of a key belief some people find in one of these stories (e.g. that God loves all people)?  
Can I give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world?

### Understanding the impact

#### 1.10 Belonging

Can I give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences?  
Can I talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas?

#### 1.1 God

Can I give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)?  
Can I give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)?

#### 1.7 Jews

Can I give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)?  
Can I make links between Jewish ideas of God found in the stories and how people live  
Can I give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)?

#### 1.2 Creation

Can I give at least one example of what Christians do to say thank you to God for Creation?

#### 1.9 World and others

Can I give an example of how people show that they care for others (e.g. by giving to

### Making connections

#### 1.10 Belonging

Can I give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean?  
Can I identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)?

#### 1.1 God

Can I think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas?  
Can I give a reason for the ideas they have and the connections they make?

#### 1.7 Jews

Can I talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas?  
Can I give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too?

#### 1.2 Creation

Can I think, talk and ask questions about living in an amazing world?  
Can I give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in?

#### 1.9 World and others

Can I think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world?  
Can I give good reasons why everyone (religious and non-religious) should care for others

charity), making a link to one of the stories?

Can I give examples of how Christians and Jews can show care for the natural earth?

Can I say why Christians and Jews might look after the natural world?

and look after the natural world?

## Personal, Social, Health and Citizenship Education Year 1

### Core Values

Developing risk management  
Understanding personal change and responsibility  
Understanding the dynamics of healthy relationships  
How media, commerce and social issues shape our understanding of the world  
Citizenship and British Values

#### Health & Wellbeing

##### **Can I identify changes? (K)**

Can I use the correct names when talking about external body parts?  
Can I show resilience?

#### Relationships

Can I identify people who take care of me?

Can I identify what makes a good friend?

Can I identify what makes me sad and happy?

Can I identify kindness and understand the meaning of bullying?

**Can I identify how to show kindness to myself and others? (K)**

#### Living in the Wider World

##### **Can I identify school rules? (K)**

Can I identify ways to help others?

Can I identify what I would like and what I need?