Every child Every chance Every day

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Weddington Curriculum Expectations

WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE YEAR 1

HISTORY	GEOGRAPHY	ART & DESIGN	D AND T
• Children will be able to confidently describe characteristics of certain toys - Confidently sequence 3 or 4 artefacts from distinctly different periods of time • Children will be able to explore how toys have changed over time • Explore simple toys from the past • Understand basic concepts of chronology by sequencing toys from different time periods • Be able to recognise similarities and differences between past and present toys in terms of materials, design and function - Match objects to people of different ages • Children will be engaged in hands-on activities with replicas or illustrations of historical toys to stimulate imaginative play and observation skills • Children's vocabulary will be developed, related to historical toys and their uses • Children will be introduced to inspirational figures from history who have made significant contributions to society - Be curious and recount episodes from stories about the past - Curiously find answers to simple questions about the past from sources of information eg. artefacts • Children will be able to confidently discuss famous inventors, scientists, explorers, artists and leaders from different time periods and cultures. - Compare adults talking about the past (how reliable are their memories?) • Explore the achievements and impact of historical figures in various fields, such a science, literature, exploration and human rights • Understand the concepts of records and achievements • Be able to discuss and reflect on the qualities and characteristics of history makers, such a perseverance, courage and creativity. • Children will be inspired to think about their own potential to make a positive difference in the world	• Understand the difference between hot and cold countries and why – temperature, Climate, clothing. • Identify and track daily weather patterns in the UK. • Know the names and locations of the four countries and capital cities of the UK. • Know places near the Equator are often hot and places close to the poles are often cold. • Understand that people's lives can be different in different parts of the world through a study comparing our local area and Australia. • Know about my school, my street, my house, and my route to school – simple mapwork. • Know the names and locations of the UK's countries - main UK towns and cities.	• Use a range of materials creatively to design and make products, exploring colour, pattern, texture, line, shape, and form • Draw from observation and imagination, using lines and shapes to represent objects and adding simple detail • Mix primary colours to create secondary colours and explore light and dark tones using different tools • Use a variety of techniques (drawing, painting, printing, collage, and simple sculpture) with increasing control • Cut, shape, join, and combine materials to create both flat and simple 3D artwork • Create simple prints and repeating patterns using a range of objects • Develop ideas from first-hand experiences, imagination, and the work of artists, designers, and craft makers • Talk about their own work and the work of others, describing what they like and making simple comparisons • Begin to make links between their own work and that of artists (e.g. use of colour, style, subject) • Work safely and appropriately with a range of tools and materials • Show creativity, confidence, and enjoyment when exploring and creating independently and with others	• Design purposeful, functional and appealing products for themselves and others. • Select from and use a range of tools and techniques to perform practical tasks eg cutting, joining, finishing • Select from and use a wide range of materials including textiles • Generate and develop ideas through talking, drawing and ICT • Be taught how to cook and apply the principles of nutrition and healthy eating. • Understand where food comes from.



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		RE • Pupils explore whether a person's worldview can be recognised through their actions. • They understand that people can share similar beliefs but express them in different ways. • Pupils learn that sacred texts are important sources of belief and can hold strong authority for some people. • They recognise that sacred texts can be interpreted in different ways and that interpretations may change over time. • Pupils understand that ideas about right and wrong often come from ancient texts or past philosophers. • They begin to explore what shapes a worldview and how it is expressed, celebrated, and shared.	**COMPUTING** **Introduction to Purple Mash** • I know how to safely explore Purple Mash, including what it is and how it is used, what an avatar is, where to find and use the Tools area, that work must be saved and is stored in 'My Work', what 2Dos are (tasks set by a teacher), and that "hand in" means submitting work in a digital system. **Data Explorers** • I know how to develop mouse, keyboard and basic computing skills using creative tools, including grouping items by shared properties in different ways, using criteria to group and sort, understanding that sorting organises items based on criteria, that digital tools can be used for grouping and sorting, that this helps organise and collect data, that data is information collected (e.g. from experiments or observations) and used to answer questions, and that pictograms represent data using images. **Technology Around Us** • I know how to define and understand technology in school and everyday life, including that it is created by humans to solve problems or make tasks easier, that digital technology uses computers or electronic systems, that it is invented for a purpose, the names of key parts of a computing device (e.g. screen, keyboard, mouse), and that technology should be used safely and respectfully. **Creative Computing** • I know how to develop mouse, keyboard and basic computing skills using creative tools, including that different tools create different effects (e.g. brush, fill, eraser), colours can be selected and changed, a mouse or touchscreen controls movement on screen, drag and drop moves objects, the 2DIY tool is used to create simple games, jigsaw games match pieces to complete images, placing games involve moving items to correct locations, games can be controlled using different inputs (touchscreen, mouse, keyboard), need to be planned before creation, and can include images that are created and reused.



			Making Beats • I know how to use tools such as 2Explore and 2Beat to create digital music, including that music can be made using instruments or computers, what a musical instrument is, that beat is the steady pulse and melody is the tune, that sounds can be layered and combined, that music can be created for a purpose (e.g. to match a scene or mood), and that tempo means speed and volume means loudness. **Creating & Following Instructions** • I know how to use basic logical thinking in preparation for coding, including that an algorithm is an ordered set of instructions, a program is an algorithm written for a computer, changing the order of instructions can change the outcome, and debugging means finding and fixing errors in instructions or programs. **Coding** • I know how to create a simple program using code blocks, including that instructions can be represented using symbols, programs are made from code blocks, objects are elements within a program and actions are what they do, events control object behaviour, outputs are what a computer produces (e.g. sound, image, movement), code runs in a specific order, the Design view is used to create and edit projects, and properties (e.g. scale) change how objects look or behave. **Digital Literacy** • Through targeted PSHE and computing lessons, alongside ongoing learning discussions, children understand how to respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.



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SCIENCE-Teach discretely but link where relevant)	**CORE SKILLS** Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.		
Animals including Humans: - Describe part of the body is associated with each sense. - identify and name a variety of common animals that are carnivores, herbivores and omnivores **Everyday Materials:** - 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 **Seasonal Changes – ALL SKILL** **Plants** - 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.	**READING** • To apply their phonic knowledge and skills to decode words. • To read accurately by blending sounds in unfamiliar words containing taught GPCs. • To respond with the correct sound to graphemes for all 40+ phonemes. • To read words containing taught GPCs and -s, -es, -ing, -ed, -er, -est suffixes. • To read words with contractions (I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s). • To read some common exception words. • To progress through the RWI scheme, aiming to complete Year 1 at the end of Blue level texts. • To check that the text makes sense to them when they read and correct inaccurate reading. • To explain their understanding of what is read to them. • To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • To be encouraged to link what they have read to their own experiences. • To become very familiar with key stories, fairy stories and traditional tales, confidently retelling them and considering their particular characteristics. • To discuss the significance of the title and events with developing confidence. • To identify/explain key aspects of fiction and non-fiction texts, such as characters, titles and information.	**WRITING** • To sit correctly at a table, holding a pencil comfortably and correctly. • To begin to form lower case letters in the correct direction, starting and finishing in the right place. • To use a capital letter for names of people, places, days of the week and for the personal pronoun 'I'. • To begin to use capital letters, full stops, question marks and exclamation marks. • To confidently say out loud what they are going to write about. • To understand how words can combine to make sentences. • To write a sequence of sentences to form a short narrative – using their imagination. • To join words and clauses using 'and.' • To use simple adjectives to describe and be courageous with using new words. • To leave spaces between words. • To write clearly demarcated sentences. • With support, to re-read what they have written to check that it makes sense and make simple changes. • To understand regular plural noun suffixes -s or -es e.g dog/dogs). • To understand that suffixes can be added to verbs where no change is needed in the root word e.g. helping, helped etc. • To understand how the prefix -un changes the meaning of verbs and adjectives e.g. unkind. • Use standard forms of verbs, e.g. go/went	**MATHS** **Previous Reception experiences and counting within 100** • Count within 100, forwards and backwards, starting with any number. **Comparison of quantities and part–whole relationships** • Count within 100, forwards and backwards, starting with any number. • Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = **Numbers 0 to 5** • Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =. • Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. **Recognise, compose, decompose and manipulate 2D and 3D shapes** • Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. • Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations. **Numbers 0 to 10** • Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =.



	• To participate in discussion about what is read to them, taking turns and listening to what others say. • To discuss word meanings, and to be curious when exploring new words, linking new meaning to those already known. • To draw on what they already know or on background information and vocabulary provided by the teacher. • To recognise and confidently join in with predictable phrases and make simple predictions. • To make inferences on the basis of what is being said and done. • To recognise – capital letters, full stops, question marks, exclamation marks. • To read aloud with developing pace and expression, e.g. to pause at a full stop or begin to raise voice for a question. • To know the difference between fiction and non-fiction texts.		• Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. **Additive structures** • Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. **Addition and subtraction facts within 10** • Develop fluency in addition and subtraction facts within 10. **Numbers 0 to 20** • Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =. **Unitising and coin recognition** • Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.

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HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 1					
MONSTERS (History) (Toys through History)	**MONSTER (Geography) (Countries of the UK)**	**COMMOTION IN THE OCEAN (History)**	**RUMBLE IN THE JUNGLE (Geography)**	**HISTORY MAKERS AND RECORDS BREAKERS (History)**	**HISTORY MAKERS AND RECORDS BREAKERS (Geography)**
• Toy timeline • Children will be able to confidently describe characteristics of certain toys • Children will be able to explore how toys have changed over time • Explore simple toys from the past • Understand basic concepts of chronology by sequencing toys from different time periods • Be able to recognise similarities and differences between past and present toys in terms of materials, design and function • Children will be engaged in hands-on activities with replicas or illustrations of historical toys to stimulate imaginative play and observation skills • Children's vocabulary will be developed, related to historical toys and their uses.	• Know the names and locations of the four countries and capital cities of the UK. • Know the names and locations of the UK's countries - main UK towns and cities.	• David Attenborough • Children will be introduced to inspirational figures from history who have made significant contributions to society • Children will be able to confidently discuss famous inventors, scientists, explorers, artists and leaders from different time periods and cultures. • Explore the achievements and impact of historical figures in various fields, such a science, literature, exploration and human rights	• Understand the difference between hot and cold countries and why – temperature, Climate, clothing. • Know places near the Equator are often hot and places close to the poles are often cold. • Understand that people's lives can be different in different parts of the world through a study comparing our local area and Australia.	• Florence Nightingale • Amelia Earhart • Children will be introduced to inspirational figures from history who have made significant contributions to society • Children will be able to confidently discuss famous inventors, scientists, explorers, artists and leaders from different time periods and cultures. • Explore the achievements and impact of historical figures in various fields, such a science, literature, exploration and human rights	• Know about my school, my street, my house, and my route to school – simple mapwork.



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EXPRESSION

MUSIC

- Use my voice to speak, sing and chant.
- Use instruments to perform.
- Clap short rhythmic patterns.
- Make different sounds with my voice and with instruments.
- Repeat short rhythmic and melodic patterns.
- Make a sequence of sounds.
- Respond to different moods in music.
- Say whether I like or dislike a piece of music.
- Play an instrument
- Follow instructions when to play and sing.

FRENCH

- Join in with songs and rhymes.
- Respond to a simple command.
- Answer with a single word.
- Answer with a short phrase.
- Ask a question.
- Name people, places and objects.
- Use set phrases.
- Choose the right word to complete a phrase.
- Read and understand single words.
- Read and understand short phrases.
- Use simple dictionaries to find the meaning of words.
- Write single words correctly.
- Label a picture.

Copy a simple word or phrase.

PHYSICAL EDUCATION

GAMES

- Can throw underarm.
- Can hit a ball with a bat.
- Can move and stop safely.
- Can throw and catch with both hands.
- Can throw and kick in different ways.
- Can begin to show spatial awareness.

GYMNASTICS/DANCE

- Can make my body curled, tense, stretched and relaxed.
- Can control my body when travelling and balancing.
- Can copy sequences and repeat them.
- Can roll, curl, travel, balance in different way
- Can link together actions

VALUES

SCHOOL VALUES:

- Mindfulness
- Perseverance
- Respect
- Reflection
- Truth
- Aspiration
- Inspiration

BRITISH VALUES:

- Democracy
- Rule of Law
- Individual Liberty
- Respect & Tolerance

Where possible link examples of these values to topic/thematic work

School Vision:
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KEY VOCABULARY

HISTORY

- 'past' 'present' 'older' 'newer' , 'then', 'now'
- Use words and phrases such as: a long time ago, recently, when my parents were children, years, to describe the passing of time.
- Use days, weeks and months to describe when events happened.

Context specific vocabulary e.g. Wright brothers, Crimean War, underground, pilot, plane, Vaccine

GEOGRAPHY

- beach, forest, hill, mountain, ocean, river, season, weather, city, town, village, shop
- Equator, North & South Poles
- England, Scotland, Wales, Northern Ireland
- Australia
- Seasons
- Sunny, cloudy, rainy, windy, stormy, snowy, frosty
- Near, far, next to, between
- Aerial photograph

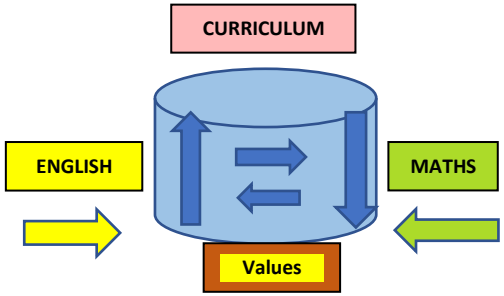
CULTURAL CAPITAL

Ensuring that every child is equipped with the essential key skills and knowledge they need to be independent and make an effective contribution to society in their future lives through their:-

Core skills in English and Maths
Creativity – Art & Design, DT, Expressive Arts
History and Heritage – History, Cultural heritage
Understanding the World – Geog., Current Affairs
Discovery – Science, Technology/Computing
Values and Personal Skills – inc. British Values.

CURRICULUM SCHEMA

- Link Learning through topics and subjects.
- Ensure progression of skills and knowledge.
- Consolidate & revise skills and knowledge.
- Reinforce Key specific vocabulary.



PSHE

Promoting the PSHE curriculum as well as Values & Cultural Capital

My healthy self:

- Name the six basic emotions and recognise them using face and body clues.
- Explain that people can feel different emotions in the same situation and give simple reasons why
- Describe emotions as comfortable or uncomfortable
- Describe how feelings can change and vary in strength.
- Identify what makes them feel calm, relaxed or excited.
- Explain why rest and enjoyable activities are good for wellbeing.
- Identify what might make themselves and others feel worried, annoyed or upset and suggest ways to feel better.
- See how they feel and identify trusted adults who help when feelings feel difficult.

Connecting with others:

- Describe what makes them special.
- Notice what makes others special.
- Identify how families should love and care



				• Name places and people that make them feel safe • Identify the qualities of a good friend • Choose kind, polite ways to solve disagreements. • Explain how speaking kindly and politely can make people feel • Demonstrate kind and respectful behaviour when working in a group. **The online world:** • Recognise different ways to go online in everyday life. • Understand that many online activities can also be done in person and being online can sometimes distract us from those activities • Recognise that polite behaviour is the same as polite behaviour in person • Explain why it is important to balance screen time within person activities • Recognise when something online is not meant for children and how to stop and tell a trusted adult. • Can explain simple ways to help stay safe online **Citizenship:** • Name some things that babies and young children need and explain how adults care for them • Describe ways that they can help to care for a baby or a younger child • Name some needs of different animals and give examples of how people can care for them • Explain ways to help look after the school environment. • Share ideas respectfully and give reasons for their opinions • Name people who help look after the school and local environment and explain why their work is important. • Give examples of rules that can help people, animals and places. • Explain simply how rules help. **Health protection:**



				• Describe germs as tiny living things that can spread between people and surfaces and cause illness. • Accurately demonstrate the correct handwashing routine, ensuring all parts of the hands are cleaned • Choose suitable clothing for different weather conditions • Describe how to stay safe in hot weather • Name a range of health workers and ways that they can help prevent illness. • Describe signs that they may be unwell using simple words or actions • Recognise that telling an adult helps them keep safe and healthy • Identify which injuries need to be reported to an adult • Recognise when an injury or illness is an emergency • Knowing that 999 should be called in a medical emergency. **Staying safe:** • Identify common items in the home that are safe and unsafe for children and explain simply how they would cause harm • Name things that are safe or unsafe to put in their body • Describe and use simple safety rules in familiar places such as home or school • Recognise some basic body clues or warning signs that might show them they feel worried, unsafe or uncomfortable. • Describe how to stay safe near roads • Follow the steps 'Stop, look, listen' • Name some trusted adults at home and say who they could go to for help in different places • Use simple, clear phrases to ask a trusted adult for help.



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				CULTURAL CAPITAL
DANCE AND DRAMA				
DANCE: • I can improvise freely and translate ideas from a stimulus into movement. • I can share and create phrases with a partner and small group • can repeat, remember and perform phrases. **Cross curricular Music:** –Spanish or Italian. Music – from Italy; Vivaldi : The Four Seasons; Vikiong /Nordic Music - 'Ivar's Revenge' Compose music to create sounds of the desert.	**DRAMA:** • **Dress as characters from a story or event** • **Improvise a scene from an event.** • **Hot seat –questioning** • **character from event** **#Interview each other in character** **Cross Curricular Drama:** • Acting out & role play Greek myths;			• Global warming – melting of the Ice caps Global warming – (Continents, Poles) • Litter and protection of the environment – (Our locality, route to school). • What do we mean by 'united'? (United Kingdom) • Diversity, determination – (Mary Seacole) Carbon emissions – (Transport)

