

## Year 1 Spring Term Skills and Knowledge

At Moorside Primary School our approach to our teaching and learning is through a skill based curriculum. Below are the subjects and skills being taught in the spring term:

### **Science – Everyday materials and Seasons**

#### ***Essential skills and knowledge***

- To distinguish between an object and the material from which it is made
- To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock
- To describe the simple physical properties of a variety of everyday materials
- To compare and group; together a variety of everyday materials on the basis of their simple physical properties
- *To observe changes across the four seasons*
- *To observe and describe weather associated with the seasons and how day length varies*

#### ***Communication skills***

- To discuss the properties of materials e.g. hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy
- To discuss the properties of materials e.g. waterproof/not waterproof, absorbent/not absorbent, opaque/transparent
- To use observations and ideas to suggest answers to questions
- *To talk about changes in the weather and seasons*

#### ***Working together- collaborative skills***

- To follow instructions
- To share equipment with others safely
- *To work with others to make displays about seasonal changes*

#### ***Problem solving***

- To find out about the characteristics of some common materials
- To help make a test about materials and say what has been found out

#### ***Application of number***

- To sort and group objects, materials and living things

### **Science – Plants and Seasons**

#### ***Essential skills and knowledge***

- To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- To identify and describe the basic structure of a variety of common flowering plants, including trees
- *To observe changes across the four seasons*
- *To observe and describe weather associated with the seasons and how day length varies*

#### ***Communication skills***

- To ask simple questions and recognise that they can be answered in different ways
- To observe closely, using simple equipment
- To perform simple tests
- To identify and classify
- To use observations and ideas to suggest answers to questions
- *To talk about changes in the weather and seasons*

#### ***Working together- collaborative skills***

- To follow instructions
- To share equipment with others safely
- To work with a partner to find something out
- To listen to other people's ideas
- *To work with others to make displays about seasonal changes*

#### ***Problem solving***

- To help set up an experiment to find out what a plant needs to grow
- To perform simple tests to explore questions

#### ***Application of number***

- To fill in charts about what I see
- With some help, to make up a chart about what I have been investigating

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- To count how many times I see something
- To gather and record data to help in answering questions
- To use simple measurements to gather data and explain what I have found out

#### **Information Technology**

- To take effective pictures with a hand held device to record observations
- To use photographs and videos to observe and compare change over time in plants

#### **Computing – Network and Internet**

##### **Programming and making things work with understanding**

- To write simple ideas and make lists
- To use names for ICT components such as mouse
- To use technology purposefully to create, organise, store, manipulate and retrieve digital content
- To recognise that technology can help to collect data
- To recognise common uses of information technology beyond school
- To use different input devices to store information (camera, mp3 players)

##### **Network and Internet**

- To recognise ICT around me
- To explore information from various ICT sources
- To know that information comes in different forms
- To begin to experiment with simple research finding using the internet
- To understand there are different ways to send a message
- To know how to communicate online – with support - independently

#### **Physical Education**

##### **Gymnastics - Developing skills**

- To perform simple gymnastics movements (jump, roll, travel, climb, still)
- To use space safely, being aware of others and apparatus

##### **Gymnastics - Making and applying**

- To make up and perform simple gymnastic movement phrases
- To perform and link basic gymnastic actions
- To perform movements with some control and accuracy

##### **Gymnastics - Physical and mental**

- To know the difference between tension and relaxation
- To carry apparatus safely, with guidance

##### **Gymnastics - Evaluate and improve**

- To watch and describe a basic gymnastic phrase using accurate language

##### **Gymnastics - Main progression points:**

- To copy and explore (Shown body actions to repeat and experiment with)
- To choose movements to make short phrase (2/3 movements)
- To practise simple movements jump, roll, travel, and climb
- To make up and perform simple movement phrases - 2/3 actions

##### **Invasion Games - Developing skills**

- To move fluently, changing direction and speed easily without collision
- To get in line with the ball to receive

##### **Invasion Games - Making and applying**

- To know how to aim and hit into a space
- To use and change skills to win games
- To use space to my advantage

##### **Invasion Games - Physical and mental**

- To describe what it feels like when breathing faster during exercise
- To explain why running and playing games is good for me

##### **Invasion Games - Evaluate and improve**

- To watch others' movements carefully
- To describe what I have done or seen others do
- To copy what I see and say why it is good.

##### **Invasion Games - Main progression points:**

- To carry out basic actions - roll a ball, throw it underarm, kick it and strike it, just making connection

- To aim and hit into a good space (3-5m areas)

### **History – Great fire of Newcastle (Events beyond living memory)**

#### ***Historical knowledge (constructing the past and sequencing the past)***

- To use past and present when describing events
- To point out some similarities and differences between the ways of life different people living at the time being studied
- To talk or write about features, events, people and themes from the past including some detail
- To place events, objects, themes and people from history on a timeline
- To use some "historical period" terms
- To place a number of events, objects, themes and people from topics studied on a timeline
- To talk or write about the past, including detail, ideas which show some understanding of before and after this at local level
- To use dates and historical period terms accurately
- To use century and decade and begin to understand this
- To understand BC and AD
- To talk and write about the past, including good detail, putting ideas in context (chronological and scale)
- To use a timeline to sequence local, national and international events as well as historical periods

#### ***History concepts (change and development, cause and effect, significance and interpretations)***

- To give some reasons for and results of historical events, situations and changes
- To suggest which people and causes and consequences of change are more important
- To describe and make some links between events, situations and changes within and between different periods and societies
- To show an understanding of aspects of the past beyond living memory
- To explain which causes and consequences are the most significant

#### ***Historical enquiry (planning and carrying out historical enquiry/using sources of evidence)***

- To identify primary and secondary sources of evidence
- To suggest some reasons why there are different accounts and interpretations of the past
- To make good use of dates and historical terms when talking about what has been learnt
- To explain my evaluation of particular pieces of information and particular sources
- To select, organize and use relevant information to produce structured work, making appropriate use of dates and terms

### **Geography – UK capital cities**

#### ***Location and place knowledge***

- To talk about places I have seen in books, videos, and internet
- To understand the concept of close and far
- To name and locate the four countries of the United Kingdom
- To name and locate the four countries and capital cities of the United Kingdom
- To name, locate and identify characteristics of the four countries of the United Kingdom
- To name some of the main towns and cities in the United Kingdom
- To name, locate and identify the surrounding seas of the United Kingdom and its surrounding seas

#### ***Geographical enquiry***

- To answer some questions using different resources such as books, the internet and atlases
- To record what has been seen, in simple ways, including pictures and diagrams with labels
- To use digital cameras to record what is seen
- To collect simple statistics – longest, shortest and highest
- To use world maps, atlases and globes to identify the United Kingdom

### **Art and design – Lord Armstrong – John Dobson designer**

#### ***Developing, planning and communicating ideas***

- To draw a simple observational drawing
- To draw a picture of the correct size and proportion for the size of the paper

#### ***Working with tools, equipment, materials and components to make quality products***

- To begin to use a sketch book

#### ***Evaluating processes and products***

- To describe how something works
- To talk about what I have done
- To talk about what other people have done
- To talk about my work and things

#### ***Drawing and painting***

- To use a pencil to draw
- To draw lines of different shapes and thickness

#### ***Printing and sketch books***

- To use a sketch book to record simple ideas and drawings
- To share my work with others

#### ***3D/ Collage and textiles***

- To make different kinds of shape

#### ***Knowledge***

- To describe what I see and like in the work of another artist/ craft maker/ designer

### **Design and Technology – Mechanisms and structures – winding (incy wincy)**

#### ***Developing, planning and communicating ideas***

- To generate ideas, and plan what to do next, using experience of materials and components
- To use knowledge of some working characteristics of materials when designing
- To use wheels, slides and levers in plans

#### ***Working with tools, equipment, materials and components to make quality products***

- To explain what is being made
- To explain which tools will be used
- To know the features of some familiar products
- To practice skills before using them
- To use simple finishing techniques

#### ***Evaluating processes and products***

- To explain how something works
- To recognize the characteristics of familiar products
- To know how some moving objects work
- To identify materials and mechanisms in familiar products
- To talk about how a moving object works

#### ***Mechanisms and structures***

- To make simple models, not necessarily with a purpose
- To use simple construction kits – e.g. Lego
- To make a product which moves
- To cut materials using scissors
- To describe the materials using different words
- To say why I have chosen moving parts
- To make a structure/model using different materials
- To make my model stronger if it needs to be
- To talk with others about how I want to construct my product
- To select the appropriate resources and tools for my building projects
- To make simple plans before making objects, e.g. drawings
- To arrange pieces of construction before building

### **Music – Singing**

#### ***Elements of music (Listening and understanding)***

- **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

#### ***Applying and understanding***

- To say what I like and dislike
- To show some imagination in the use of sound
- To identify how sounds can be made in different ways e.g. sung, body, instrumental, environmental, electronic

#### ***Controlling***

- To use my voice in different ways

- To sing simple songs from memory and imitate changes in pitch
- To develop control of diction and dynamics when speaking, singing songs
- To develop control of diction and dynamics when and chanting
- To build and develop rhythmic and melodic memory through extending repertoire of songs, rhymes
- To create simple accompaniments
- To copy simple rhythm patterns
- To take account of musical instructions when rehearsing and performing
- To rehearse and perform individually, in pairs and as a class

**Creating**

- To explore and enjoy how sounds can be made and changed

**Responding and reviewing**

- To build an appropriate musical vocabulary and use when talking about music
- To show some imagination in the use of sound

**RE**

**Spring 1 RE – Teaching through stories**

**Spring 2 RE – Easter**

**PSHE – Relationships**

- To communicate their feelings to others, to recognise how others show feelings and how to respond
- To recognise that their behaviour can affect other people
- To know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
- To recognise what is fair and unfair, kind and unkind, what is right and wrong
- To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- To identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
- To know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help