

## Year 1 Autumn 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 autumn term:

### **Science – Animals including humans focusing on the human body and Seasons**

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

- To identify and name the basic parts of the human body and say which part of the body is associated with each sense
- To draw and label the basic parts of the human body and say which part of the body is associated with each sense
- *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 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 use senses to help solve problems

### **Science – Animals including humans focusing on animals and Seasons**

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

- To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- To identify and name a variety of common animals that are carnivores, herbivores and omnivores
- To describe and compare the structure of a variety of common animals such as fish, amphibians and reptiles
- To describe and compare the structure of a variety of common animals such as birds and mammals including pets
- *To observe changes across the four seasons*
- *To observe and describe weather associated with the seasons and how day length varies*

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

- To raise own questions about the world around me
- To communicate findings in a range of ways using simple scientific language
- *To talk about changes in the weather and seasons*

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

- *To work with others to make displays about seasonal changes*

#### ***Information Technology***

- To use a computer to draw pictures of what has been seen
- To sort out data and present it as a pictogram
- To make independent choices about where text and pictures are placed when explaining results

### **Computing – Bee-bot programming**

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

- To remember and recall information seen on screen
- To record own voice and that of others
- To repeat a series of actions for a purpose
- To move objects around on a screen
- To repeat a series of actions for a purpose
- To recognise things around them which respond to signals and instructions
- To use a simple art program
- To understand what algorithms are and how they are implemented as programs on digital devices
- To know that programs execute by following precise and unambiguous instructions

- To create and debug simple programs
- To use logical reasoning to predict the behaviour of simple programs
- To create a story algorithm
- To direct a Bee-Bot through a simple algorithm
- To understand that an algorithm is a series of instructions
- To use a screen turtle
- To understand buttons for commands
- To use programmable toys for a purpose
- To correct errors in adult generated programs using a floor robot

### **Physical Education**

#### ***Dance - Developing skills***

- To copy and explore basic body actions demonstrated by my teacher
- To choose movements to make into my own dance phrases

#### ***Dance - Making and applying***

- To know where my heart is and why it beats faster
- To link movement to moods, ideas and feelings

#### ***Dance - Physical and mental***

- To practise and repeat my dance phrase with some control
- To copy simple movement patterns from others

#### ***Dance - Evaluate and improve***

- To use simple dance vocabulary to describe movement
- To respond to different stimuli with a range of actions

#### ***Dance - 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 make up and perform simple movement phrases - 2/3 actions

#### ***Striking/fielding - Developing skills***

- To roll, throw strike and kick with some control
- To get in line with the ball to receive

#### ***Striking/fielding - 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

#### ***Striking/fielding - 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

#### ***Striking/fielding- 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.

#### ***Striking/fielding - 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 – Schools in the past (changes within living memory)**

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

- To answer questions about the past linked to own experiences
- To understand about time passing through birthdays
- To arrange objects in order of age
- To use a wide range of 'time' terms including: now, then
- To use past and present when describing events
- To point out some similarities and some differences between the ways of life different people living at the time learnt about

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

- To describe similarities and differences in society, culture and religion in Britain at local and national levels
- 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 similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past societies

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

- To talk about what an artefact is
- To explain own evaluation of particular pieces of information and particular sources
- To use my sources to ask relevant questions to extend learning

**Geography – Local environment**

***Geographical knowledge (Location)***

- To say what is liked about where is lived and tell the address
- To sort things liked and disliked about where is lived
- To describe places using characteristics and simple vocabulary e.g. house, street, wood
- To talk about what is liked and disliked about the school grounds and its surrounding environment
- To talk about what locality means
- To describe different types of buildings

***Physical and Human Geography***

- To describe a locality using words and pictures

***Geographical enquiry***

- To use simple blocked maps and plans
- To make simple plans and talk about them
- To mark the location of the school on a simple local map
- To sort things liked and disliked about a locality looking at the key features
- To think of a few relevant questions to ask about a locality

**Art and design – Maryanne Moodie (craftmaker)**

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

- To plan and select the different resources needed

***Evaluating processes and products***

- To talk about what has been done
- To say feelings about own work

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

- To add texture by using tools
- To make different kinds of shapes
- To cut, roll and coil materials such as clay, dough or plasticine

***Textiles***

- To sort and group threads and fabrics by colour and texture
- To weave with fabric and thread

***Use of ICT***

- To use simple painting program to create a picture
- To use tools like fill and brushes in a painting package
- To go back and change a picture

***Knowledge***

- To describe what is seen and like in the work of another artist/ craft maker/ designer
- To talk about what an artist is and what they do
- To talk about the work of craft makers
- To talk about the work of a range of artists and craft makers

**Design and Technology – Textiles (cutting and sticking)**

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

- To think of some own ideas
- To explain intention

***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 join two materials together, often with glue

- To use scissors to cut, sometimes with help

**Evaluating processes and products**

- To talk about own work and things that other people have done
- To use simple terms to talk about own and others' work
- To use like and dislike when evaluating or describing

**Textiles**

- To describe how different textiles feel
- To make a product from textiles by gluing
- To measure out and cut fabric
- To use a simple template for cutting out

**Music – Benjamin Britten**

**Elements of music (listening and understanding)**

- Timbre: identify wooden, metal, skinned and electronic instruments and their properties by sound
- Structure: understand and identify musical echoes, repeating patterns and beginning, middle and end
- To listen carefully and respond to what is heard

**Applying and understanding**

- To verbally recall what has been heard with simple vocabulary – loud, soft, high and low
- To identify how sounds can be made in different ways e.g. sung, body, instrumental, environmental, electronic
- To say what is liked and disliked

**Controlling**

- To use the 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

**Responding and reviewing**

- To build an appropriate musical vocabulary and use when talking about music

**RE**

**Autumn 1 RE – Expressions of belonging**

**Autumn 2 RE – Meanings within Christmas and Hannuka**

**PSHE – Living in the wider world**

- To know how they can contribute to the life of the classroom and school
- To help construct, and agree to follow, group, class and school rules and to understand how these rules help them
- To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)
- To know that they belong to different groups and communities such as family and school
- To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency