



St Martin's School

Art - Year 1

All children should know each part of the following sections:

Skills

1. Drawing

- To use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.
- To use a sketchbook to gather and collect artwork.
- To begin to explore the use of line, shape and colour.

2. Painting

- To use a variety of tools and techniques including the use of different brush sizes and types.
- To mix and match colours to artefacts and objects.
- To work on different scales.
- To mix secondary colours and shades.
- To use different types of paint.
- To create different textures e.g. use of sawdust.

3. Textiles

- To use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.
- To be able to thread a needle, cut, glue and trim material.
- To create images from imagination, experience or observation.
- To use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.

4. 3D Art

- To manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.
- To explore sculpture with a range of malleable media, especially clay.
- To experiment with, construct and join recycled, natural and man-made materials.
- To explore shape and form.

5. Artist appreciation

- To record and explore ideas from first-hand observation, experience and imagination.
- To ask and answer questions about the starting points for their work, and develop their ideas.
- To explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.

6. D.T.

- To make their design using appropriate techniques
- To be able to help measure, mark out, cut and shape a range of materials
- To use tools eg scissors and a hole punch safely
- To assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape
- To select and use appropriate fruit and vegetables, processes and tools
- To use basic food handling, hygienic practices and personal hygiene
- To use simple finishing techniques to improve the appearance of their product



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Computing - Year 1

All children should know each part of the following sections:

<i>Skills</i>

1 Computing

- To understand basic algorithms
- To understand that computer programs follow instructions
- To create and debug simple programs

2 Digital Creativity

- To use basic app and web skills safely to create photography and ebooks
- To use technology purposefully to create, organise, store, manipulate and retrieve digital content

3 Digital productivity

- To create a story using technology
- To type simple text

4 Digital Citizenship and Technology

- To use the internet and a search engine to do some basic research
- Use technology safely and respectfully



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Geography - Year 1

All children should know each part of the following sections:

Skills

1 Geographical enquiry

- To ask and respond to simple closed questions posed by teacher.
- To use information books/pictures as sources of information.
- To investigate their surroundings
- To make observations about where things are e.g. within school or local area.

2 Positional awareness

- To follow directions (up / down, left / right, forwards / backwards).

3 Map work

Drawing maps

- To draw picture maps of imaginary places and from stories.

Representation

- To use own symbols on imaginary map.

Using maps

- To use a simple picture map to move around the school.
- To recognise that it is about a place.

Scale / distance

- To use relative vocabulary (e.g. bigger / smaller, like / dislike).

Perspective

- To draw around objects to make a plan.

Map knowledge

- To learn names of some places within / around the UK and other countries that have been visited- e.g. towns (Bournemouth), cities (London), countries (England, Wales, France).

Style of map

- To explore picture maps and globes.



St Martin's School

History - Year 1

All children should know each part of the following sections:

<i>Skills</i>

1. Chronological understanding

- Sequence events in their life.
- Sequence 3 or 4 artefacts from distinctly different periods of time
- Match objects to people of different ages

2. Range and depth of historical knowledge

- Recognise the difference between past and present in their own and others lives
- They know and recount episodes from stories about the past

3. Interpretations of history

- Use stories to encourage children to distinguish between fact and fiction
- Compare adults talking about the past – how reliable are their memories?

4. Historical enquiry

- Find answers to simple questions about the past from sources of information e.g. artefacts



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PE - Year 1

All children should know each part of the following sections:

Skills

Throwing and Catching

- Throw a ball accurately to a target using increasing control
- Explore throwing and catching in different ways
- Hit a ball with control using an appropriate object

Footwork and Floor

- To be confident and keep themselves safe in the space in which an activity/game is being played
- Explore and use skills, actions and ideas individually and in combination to suit the game that is being played

Team Games

- Show ability to work with a partner in throwing and catching games
- Begin to apply basic movements in a range of activities
- Work individually and with others
- Engage in cooperative physical activities
- Engage in competitive physical activities (both against self and against others)
- Participate in team games
- Understand how to use equipment safely
- Explore and use skills, actions and ideas individually and in combination to suit the game that is being played

Field and Track

- Learn skills of running, jumping and throwing with a range of equipment
- Vary speed of running based on commands given
- Use comparative language i.e. faster, longer, and be able to physically demonstrate this

Striking and Fielding

- To be confident and keep themselves safe in the space in which an activity/game is being played
- Explore and use skills, actions and ideas individually and in combination to suit the game that is being played
- Show ability to work with a partner in throwing and catching games
- Choose and use skills effectively for particular games
- Throw a ball accurately underarm to a target using increasing control
- Show increasing control when rolling an object, using a technique
- Hit a ball with control using an appropriate object
- Explore throwing and catching in different ways



St Martin's School

PSHE - Year 1

All children should know each part of the following sections:

Skills

- What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.
- To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health.
- To recognise that choices can have good and not so good consequences.
- To communicate their feelings to others, to recognise how others show feelings and how to respond.
- 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.
- To help construct, and agree to follow, group and class rules and to understand how these rules help them.
- How to contribute to the life of the classroom.
- That they belong to various groups and communities such as family and school.
- That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.
- The importance of and how to maintain personal hygiene.
- About the process of growing from young to old and how people's needs change.
- That household products, including medicines, can be harmful if not used properly. • About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends). 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 recognise how their behaviour affects other people.
- To recognise what is fair and unfair, kind and unkind, what is right and wrong.
- To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.



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Religious Education - Year 1

All children should know each part of the following sections:

Skills

➤ Beliefs and teachings

Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.

Children can:

- a Begin to describe some of the main beliefs of a religion;
- b Recognise and identify the main festivals of a religion.

➤ Rituals, ceremonies and lifestyles

Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.

Children can:

- a Recognise and start to name religious artefacts, places and practices;
- b Identify religious rituals and ceremonies and the meaning of them, beginning to include their own experiences of them;
- c observe when practices and rituals are featured in more than one religion or lifestyle.

➤ How beliefs are expressed

Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.

Children can:

- a Name religious symbols and begin to understand the meaning of them;
- b Become familiar with important religious stories;
- c listen to religious stories and suggest meanings in the story.

➤ Time to reflect and personal growth

Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.

Children can:

- a identify things that are important in their lives;
- b begin to ask questions about the puzzling aspects of life;
- c begin to notice similarities and differences between people.

➤ Values (in your own life and others lives)

Children look at and appreciate how many people's values are an important aspect of

St Martin's School Year 1 Skills

their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.

Children can:

- a observe how actions can affect other people;
- b begin to understand that they have their own choices to make.



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Science - Year 1

All children should know each part of the following sections:

Skills

During Year 1, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- performing simple tests
- observing closely, using simple equipment
- gathering and recording data to help in answering questions
- identifying and classifying
- using their observations and ideas to suggest answers to questions