Art Skills	Building on prior learning, children will:
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	• To confidently use a variety of drawing tools with increasing control. • To draw from observation. • To use detail in their drawings.
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	• Identify colours on the colour wheel accurately. • To apply colours with a range of tools. • Explore with mixing secondary colours.
Texture (textiles, clay, sand, plaster, stone)	• To begin to weave. • To sort different textures and talk about them. • To describe the texture of things.
Form (3D work, clay, dough, boxes, wire, paper sculpture)	• To make simple joins. • To use materials to make known objects for a purpose.
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	• To create relief printing. • To create impressed images and patterns.
Pattern (paint, pencil, textiles, clay, printing)	• Creating simple symmetry. • To begin to talk about unity when creating patterns.

Computing Skills	Building on prior learning, children will:
Computer Science	• Predict what will happen in an algorithm using logical reasoning. • Investigate the way algorithms need precise, unambiguous instructions to work • Make algorithms that solve a problem, using simple drawings or diagrams to plan the solution • Improve algorithms, using debugging skills such as checking back through their plan and algorithm.
Information Technology	• Save and retrieve work using an appropriate file name • Manage a device by navigating a range of software and using simple passwords • Input commands by using both hands on a keyboard on any device (including on a tablet), understanding where home keys are and using a wide range of letters, numbers and symbols. • Input commands using a mouse, with an understanding of the difference between left and right click OR use finger control to interact with a tablet (double tap, swipe, pinch zoom) • Experience a wide range of apps and software and use these to create and present ideas. • Evaluate what is good about work and how it could be improved.
Digital Literacy	In addition to our Online Safety curriculum (Education for a Connected World) and objectives taught in the previous year, pupils... • Recognise that devices can be connected via networks. • Understand the ways devices are used in the workplace and the wider world. • Use key words in a search engine to find information.

Design Technology	Building on prior learning, children will:
Design	Textiles (Puppets) • Using a template to create a design for a puppet Mechanisms (Wheels and Axles) • Designing a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move • Creating clearly labelled drawings which illustrate movement
Make	Textiles (Puppets) • Cutting fabric neatly with scissors • Using joining methods to decorate a puppet • Sequencing steps for construction Mechanisms (Wheels and Axles) • Adapting mechanisms Cooking & Nutrition (Smoothies) • Chopping fruit and vegetables safely to make a smoothie • Identifying if a food is a fruit or a vegetable • Learning where and how fruits and vegetables grow
Evaluate	Textiles (Puppets) • Reflecting on a finished product, explaining likes and dislikes Mechanisms (Wheels and Axles) • Testing mechanisms, identifying what stops wheels from turning, • Knowing that a wheel needs an axle in order to move Cooking & Nutrition (Smoothies) • Tasting and evaluating different food combinations • Describing appearance, smell and taste • Suggesting information to be included on packaging
Technical Knowledge	Textiles (Puppets) • Learning different ways in which to join fabrics together: pinning, stapling, gluing Mechanisms (Wheels and Axles) • Using the vocabulary: up, down, left, right, vertical and horizontal to describe movement • Identifying what mechanism makes a toy or vehicle roll forwards • Learning that for a wheel to move it must be attached to an axle Cooking & Nutrition (Smoothies) • Understanding the difference between fruits and vegetables • Describing and grouping fruits by texture and taste

Year 1 Foundation Subjects
Skills Progression

Geography Skills	Building on prior learning, children will:
Location Knowledge	• Name and locate local town.
Place Knowledge	• Observe and describe the human and physical geography of a small area of the United Kingdom.
Human and Physical Geography	• Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. • Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.
Geographical Skills and Fieldwork	• Use maps, atlases and globes to identify the continents and oceans studied at this key stage. • Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps. • Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. • Use simple fieldwork and observational skills to study the geography of their school and its grounds.

History Skills	Building on prior learning, children will:
Chronology	• Sequence events or objects in chronological order
Range and depth of historical knowledge	• Begin to describe similarities and differences in artefacts • Drama – why people did things in the past • Use a range of sources to find out characteristic features of the past
Interpretations of History	• Begin to identify different ways to represent the past (eg photos, stories, adults talking about the past) (photos, BBC website
Historical Enquiry	• Sort artefacts "then" and "now" • Use as wide a range of sources as possible • Speaking and listening (links to literacy) • To ask and answer questions related to different sources and objects
Organisation and Communication	• Communicate their knowledge through discussion, drawing pictures, drama/role play, making models, writing and using ICT *homework*

Music Skills	Building on prior learning, children will:
Listening	• Recognize the difference between a beat and rhythm. • Listen to a piece of music and identify the pitch. • Identify long and short sounds in a piece of music.
Composing	• Create long and short sounds using musical instruments. • Write simple rhythms.
Performing	• Sing a song and clap the beat and rhythm. • Explore instruments and play them quickly/slowly, loudly/quietly.

PSHE Skills	Building on prior learning, children will:
Being Me in My World	• I can recognise the range of feelings when I face certain consequences. • I can recognise how it feels to be proud of an achievement
Celebrating Difference	• I can tell you some ways I am different from my friends. • I understand these differences make us all special and unique.
Dreams and Goals	• I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. • I know how to store the feelings of success in my internal treasure chest.
Healthy Me	• I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. • I can recognise how being healthy helps me to feel happy.
Relationships	• I can tell you why I appreciate someone who is special to me and express how I feel about them.
Changing Me	• I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina. • I respect my body and understand which parts are private.

RE	Building on prior learning, children will:
Believing: Religious beliefs, teachings, sources, questions about meaning, purpose and truth.	• To explain what they have learnt from sacred books. • To explain who is special to them and why they are important in their lives. • To explore different religions and explain which religion they belong to.
Expressing: Religious and spiritual forms of expressing; questions and identity and diversity.	• Explain why some places are sacred. • Discuss what times are special and why. • To identify and share religious symbols of their own.
Living: Religious practices and ways of living; questions about values and commitments.	• Identify how we care for others and why it matters. • Identify what is special in our world.

Science Skills	Building on prior learning, children will:
Planning and Communication and Sources	• Draw simple pictures. • Talk about what they see and do • Use simple charts to communicate findings • Identify key features. • Ask questions
Enquiring and Testing and Obtaining and Presenting Evidence	• Test ideas suggested to them • Say what they think will happen • Use first hand experiences to answer questions • Begin to compare some living things
Observing and Recording	• Make observations using appropriate senses • Record observations • Communicate observations orally, in drawing, labelling, simple writing and using ICT.
Considering Evidence and Evaluating	• Make simple comparisons and groupings • Say what has happened • Say whether what has happened was what they expected

Year 1 Foundation Subjects
Skills Progression