

Year One - Key Skills Planner 2020-21

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Ourselves</b>	<b>Heroes and Villains</b>	<b>Weather</b>	<b>Toys</b>	<b>Homes and Houses</b>	<b>Traditional Tales</b>
Story/ author	Nick Sharratt		Shirley Hughes		Jill Murphy	
Literacy Focus	1. <b>Labels, lists &amp; captions;</b> 'All about me' ( <i>Link to Mr Men &amp; Little Miss book</i> ) 2. <b>Stories with predictable phrasing;</b> You choose ( <i>My favourite things; food etc.</i> )	1. <b>Stories with familiar settings;</b> Ouch! I need a plaster! & <b>Non-chronological report;</b> Florence Nightingale 2. <b>Retell-</b> Guy Fawkes/ Bonfire night	1. <b>Poetry;</b> Out and About: A first book of poems 2. <b>Recount;</b> seasons walk	1. <b>Stories with familiar settings:</b> Dogger 2. <b>Instructions;</b> How to work a toy	1. <b>Stories with familiar settings;</b> Peace at last 2. <b>Recount;</b> Local walk observation	1. <b>Traditional stories;</b> Hansel and Gretel 2. <b>Poetry</b> (character description?); Rhyming couplets, Winnie the Witch
Maths	White Rose catch up curriculum	White Rose catch up curriculum	White Rose catch up curriculum	White Rose catch up curriculum	White Rose catch up curriculum	White Rose catch up curriculum
LOtC	Linked to areas of the curriculum based on need due to lockdown and catch up	Linked to areas of the curriculum based on need due to lockdown and catch up	Linked to areas of the curriculum based on need due to lockdown and catch up	Linked to areas of the curriculum based on need due to lockdown and catch up	Linked to areas of the curriculum based on need due to lockdown and catch up	Linked to areas of the curriculum based on need due to lockdown and catch up
Science	<p><b>Working scientifically</b></p> <p><b>Observing closely</b></p> <p>1. Can they talk about what they see, touch, smell, hear or taste?</p> <p>2. Can they use simple equipment to help them make observations?</p> <p><b>Performing Tests</b></p> <p>3. Can they perform a simple test?</p> <p>4. Can they tell other people about what they have done?</p> <p><b>Identifying and Classifying</b></p> <p>5. Can they identify and classify things they observe?</p> <p>6. Can they think of some questions to ask?</p> <p>7. Can they answer some scientific questions?</p> <p>8. Can they give a simple reason for their answers?</p> <p>9. Can they explain what they have found out?</p> <p><b>Recording findings</b></p> <p>10. Can they show their work using pictures, labels and captions?</p> <p>11. Can they record their findings using standard units?</p> <p>12. Can they put some information in a chart or table?</p>					

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	<p><b><u>Humans</u></b></p> <ol style="list-style-type: none"> <li>1. Can they name the parts of the human body that they can see?</li> <li>2. Can they draw &amp; label basic parts of the human body?</li> <li>3. Can they identify the main parts of the human body and link them to their senses?</li> </ol> <p><b><u>Animals</u></b></p> <ol style="list-style-type: none"> <li>4. Can they name the parts of an animal's body?</li> <li>5. Can they name a range of domestic animals?</li> <li>6. Can they point out some of the differences between different animals?</li> <li>7. Can they sort photographs of living things and non-living things?</li> <li>8. Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates)</li> <li>9. Can they describe how an animal is suited to its environment?</li> <li>10. Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores?</li> <li>11. Can they classify animals by what they eat? (carnivore, herbivore, omnivore)</li> <li>12. Can they compare the bodies of different animals?</li> </ol>	<p><b><u>Seasonal Changes</u></b></p> <ol style="list-style-type: none"> <li>13. Can they observe changes across the four seasons?</li> <li>14. Can they name the four seasons in order?</li> <li>15. Can they observe and describe weather associated with the seasons?</li> <li>16. Can they observe and describe how day length varies?</li> </ol>	<p><b><u>Everyday materials (classifying and grouping)</u></b></p> <ol style="list-style-type: none"> <li>17. Can they sort materials into groups by a given criteria?</li> <li>18. Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock</li> <li>19. Can they distinguish between an object and the material from which it is made?</li> <li>20. Can they describe materials using their senses?</li> <li>21. Can they describe materials using their senses, using specific scientific words?</li> <li>22. Can they explain what material objects are made from?</li> <li>23. Can they explain why a material might be useful or a specific job?</li> <li>24. Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching?</li> </ol>	<p><b><u>Plants</u></b></p> <ol style="list-style-type: none"> <li>25. Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant?</li> <li>26. Can they identify and name a range of common plants and trees?</li> <li>27. Can they recognise deciduous and evergreen trees?</li> <li>28. Can they name the trunk, branches and root of a tree?</li> <li>29. Can they describe the parts of a plant (roots, stem, leaves, and flowers)?</li> </ol>
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Computing			<p><b><u>E-Safety</u></b></p> <ol style="list-style-type: none"> <li>1. Can I create, name and date my digital creative work?</li> <li>2. Can I safely search for images online?</li> <li>3. Do I understand how to communicate safely online?</li> <li>4. Do I understand what personal information I need to keep safe?</li> <li>5. Can I explore how to use email safely to communicate?</li> <li>6. Can I use my safety knowledge to help others make good choices online?</li> </ol> <p><b><u>Computing and coding</u></b></p> <ol style="list-style-type: none"> <li>7. Can they recognise that devices and on-screen objects can be controlled by sequences of actions or instructions?</li> <li>8. Can they understand what an algorithm is and the need for precise instructions to implement it?</li> <li>9. Can they recognise the actions that will result from a sequence of instructions?</li> <li>10. Can they physically follow and give instructions to move around/make something?</li> </ol> <p><b><u>Technology and our lives</u></b></p> <ol style="list-style-type: none"> <li>11. Can they recognise ways in which technology is used in a range of work environments? e.g. supermarkets, industry, police, hospitals etc</li> <li>12. Can they describe the purpose of a range of household technologies?</li> </ol>	<p><b><u>Working with data</u></b></p> <ol style="list-style-type: none"> <li>13. Can they understand and describe data handling by sorting, classifying or grouping various objects progressing from practical activities to the use of ICT? E.g. practically sorting fruit into colours, types or shapes, and then on-screen.</li> <li>14. Can they use ICT to sort and sequence objects?</li> <li>15. Can they use simple graphing programs to produce pictograms and other simple graphs?</li> </ol>	<p><b><u>Digital creation</u></b></p> <ol style="list-style-type: none"> <li>16. Can they use a digital camera and iPad tools to capture images?</li> <li>17. Can they learn how to resize and manipulate (pre-uploaded) images?</li> <li>18. Can they create simple presentations for different purposes?</li> <li>19. Do they know that ICT can be used to communicate ideas in different ways e.g. text, images, and sound?</li> <li>20. Can they talk about their use of text, graphics and sound?</li> </ol>	<p><b><u>Basic skills and the internet</u></b></p> <ol style="list-style-type: none"> <li>21. Can they typing using two hands?</li> <li>22. Can they switch on and Shut down?</li> <li>23. Can they log on/off?</li> <li>24. Can they open/close programs?</li> <li>25. Can they control the mouse?</li> <li>26. Can they use the cursor for different purposes?</li> <li>27. Can they use the keys on the keyboard for different purposes?</li> </ol>
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Art	<p><b><u>Drawing</u></b></p> <ol style="list-style-type: none"> <li>1. Can they communicate something about themselves in their drawing?</li> <li>2. Can they create moods in their drawing?</li> <li>3. Can they draw using pencil and crayons?</li> <li>4. Can they draw lines of different shapes and thickness, using 2 different grades of pencil?</li> </ol>	<p><b><u>Painting</u></b></p> <ol style="list-style-type: none"> <li>5. Can they communicate something about themselves in their painting?</li> <li>6. Can they create moods in their painting?</li> <li>7. Can they choose to use thick and thin paintbrushes as appropriate?</li> <li>8. Can they paint a picture of something they can see?</li> <li>9. Can they name the primary and secondary colours?</li> </ol> <p><b><u>Printing</u></b></p> <ol style="list-style-type: none"> <li>10. Can they print with sponges, vegetables and fruit?</li> <li>11. Can they print on to paper and textiles?</li> <li>12. Can they design their own printing blocks?</li> <li>13. Can they create their own repeating pattern?</li> </ol> <p><b><u>Knowledge</u></b></p> <ol style="list-style-type: none"> <li>14. Can they describe what they can see and like in the work of another artist?</li> <li>15. Can they ask sensible questions about a piece of art?</li> </ol>	<p><b><u>Use of IT</u></b></p> <ol style="list-style-type: none"> <li>14. Can they use a simple painting program to create a picture?</li> <li>15. Can they go back and change their picture?</li> <li>16. Can they use tools like fill and brushes in a painting package?</li> </ol> <p align="center">- <b>Do as part of computing</b></p>		<p><b><u>Textiles</u></b></p> <ol style="list-style-type: none"> <li>17. Can they sort threads and fabrics?</li> <li>18. Can they group threads and fabrics by colour and texture?</li> <li>19. Can they weave with fabric and thread?</li> </ol>	<p><b><u>3D</u></b></p> <ol style="list-style-type: none"> <li>20. Can they add texture by using tools?</li> <li>21. Can they make different kinds of shapes?</li> <li>22. Can they cut, roll and coil materials like clay, dough or plasticine?</li> </ol> <p><b><u>Collage</u></b></p> <ol style="list-style-type: none"> <li>23. Can they cut and tear paper for their collages?</li> <li>24. Can they gather and sort the materials they will need?</li> </ol>
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DT		<ol style="list-style-type: none"> <li>1. Can they describe how something works?</li> <li>2. Can they talk with others about how they want to construct their product?</li> <li>3. Can they make simple plans before making objects, e.g. drawings, arranging pieces of...</li> <li>4. Can they select appropriate resources and tools for their building projects?</li> <li>5. Can they think of some ideas of their own?</li> <li>6. Can they explain what they want to do?</li> <li>7. Can they use pictures and words to plan?</li> <li>8. Can they explain what they are making?</li> <li>9. Can they explain which tools are they using?</li> <li>10. Can they make simple plans before making objects, e.g. drawings, arranging pieces of... Can they make a structure/model using different materials?</li> <li>11. Can they talk about their own work and things that other people have done?</li> <li>12. Can they describe how something works?</li> <li>13. Can they talk about their own work and things that other people have done?</li> <li>14. Can they talk with others about how they want to construct their product?</li> <li>15. Can they select appropriate resources and tools for their building projects?</li> <li>16. Can they make simple plans before making objects, e.g. drawings, arranging pieces of...</li> <li>17. Can they make a structure/model using different materials?</li> </ol>			<ol style="list-style-type: none"> <li>18. Can they describe how different textiles feel?</li> <li>19. Can they make a product from textiles gluing?</li> </ol>	<ol style="list-style-type: none"> <li>20. Can they cut food safely?</li> <li>21. Can they describe the texture of foods?</li> <li>22. Do they wash their hands and make sure surfaces are clean?</li> <li>23. Can they think of interesting ways of decorating food they have made, e.g. cakes?</li> </ol>
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Geography			<ol style="list-style-type: none"> <li>1. Can they answer questions about the weather?</li> <li>2. Can they keep a weather chart?</li> <li>3. Can they explain why they would wear different clothes at different times of the year?</li> <li>4. Can they tell something about the people who live in hot and cold places?</li> <li>5. Can they explain what they might wear if they lived in a very hot or a very cold place?</li> <li>6. Can they explain the main features of a hot and cold place?</li> <li>7. Can they explain how the weather changes with each season?</li> </ol>	<ol style="list-style-type: none"> <li>8. Can they answer some questions using different resources, such as books, the internet and...</li> <li>9. Can they identify the four countries making up the United Kingdom?</li> <li>10. Can they name some of the main towns and cities in the United Kingdom?</li> <li>11. Can they point out where the equator, North Pole and South Pole are on a globe or atlas?</li> </ol> <p style="text-align: center;">- Toys from around the world – looking at world map</p>	<ol style="list-style-type: none"> <li>12. Can they say what they like about their locality?</li> <li>13. Can they sort things they like and don't like?</li> <li>14. Can they think of a few relevant questions to ask about locality?</li> <li>15. 10. Can they tell someone their address?</li> <li>16. Can they describe a locality using words and pictures?</li> <li>17. Can they name key features associated with a town or village, e.g. church, farm shop, house?</li> <li>18. Can they say what they like about their locality?</li> <li>19. Can they sort things they like and don't like?</li> <li>20. Can they think of a few relevant questions to ask about locality?</li> <li>21. Can they tell someone their address?</li> <li>22. Can they describe a locality using words and pictures?</li> <li>23. 14. Can they name key features associated with a town or village, e.g. church, farm shop, house?</li> </ol>	
History		<ol style="list-style-type: none"> <li>1. Can they give a plausible explanation about what an object was used for in the past?</li> <li>2. Do they appreciate that some famous people have helped our lives be better today?</li> <li>3. Can they answer questions using an artefact/photograph provided?</li> <li>4. Can they retell a familiar story set in the past?</li> <li>5. Do they recognise that we celebrate certain events, such as bonfire night, because of what happened in the past?</li> <li>6. Can they recognise that a story that is read to them may have happened a long time ago?</li> </ol> <p style="text-align: center;">- <b>Do as part of English</b></p>	<ol style="list-style-type: none"> <li>7. Do they know that some objects belonged to the past?</li> <li>8. Can they use words and phrases like: old, new and a long time ago?</li> <li>9. Can they tell me about things that happened when they were little?</li> <li>10. Can they explain how they have changed since they were born?</li> <li>11. Can they begin to identify the main differences between new and old objects?</li> <li>12. Can they identify objects from the past, such a vinyl records?</li> <li>13. Can they ask and answer questions about old and new objects?</li> <li>14. Can they spot old and new things in a picture?</li> <li>15. Can they put up to three objects in chronological order (recent history)?</li> </ol>	<ol style="list-style-type: none"> <li>16. Do they understand that we have a queen who rules us and that Britain has a queen?</li> </ol> <p style="text-align: center;">- Cover as a stand alone lesson for the Queen's 94<sup>th</sup> birthday (21.04.1926) to give the chn some context.</p>		

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Music		<ol style="list-style-type: none"> <li>1. Can they clap short, rhythmic patterns?</li> <li>2. Can they copy sounds?</li> <li>3. Can they repeat short rhythmic patterns?</li> <li>4. Can they make a sequence of sounds?</li> <li>5. Can they say how a piece of music makes them feel?</li> <li>6. Can they say whether they like or dislike a piece of music?</li> <li>7. Can they respond to different mood in music?</li> <li>8. Can they show sounds by using pictures?</li> </ol>			<ol style="list-style-type: none"> <li>9. Can they use their voice to speak/sing/chant?</li> <li>10. Do they join in with singing?</li> <li>11. Do they look at their audience when they are performing?</li> <li>12. Can they make different sounds with their voice?</li> <li>13. Can they identify changes in sound?</li> </ol>	<ol style="list-style-type: none"> <li>14. Can they use instruments to perform?</li> <li>15. Can they make different sounds with instruments?</li> <li>16. Can I change the sound?</li> <li>17. Can they choose sounds to represent different things?</li> <li>18. Can they recognise repeated patterns?</li> <li>19. Can they follow instructions about when to play or sing?</li> </ol>
PE	<ol style="list-style-type: none"> <li>1. Can they copy actions?</li> <li>2. Can they move with control and care?</li> <li>3. Can they evaluate their own and others actions?</li> <li>4. Can they describe how their body feels before, during and after an activity?</li> </ol>	<ol style="list-style-type: none"> <li>1. Can they copy actions?</li> <li>2. Can they move with control and care?</li> <li>3. Can they evaluate their own and others actions?</li> <li>4. Can they describe how their body feels before, during and after an activity?</li> </ol>	<ol style="list-style-type: none"> <li>9. Can they roll a piece of equipment?</li> <li>10. Can they hit a ball with a bat?</li> <li>11. Can they catch with both hands?</li> <li>12. Can they throw in different ways?</li> <li>13. Can they kick in different ways?</li> </ol>		<ol style="list-style-type: none"> <li>14. Can they make their body tense, relaxed, curled and stretched?</li> <li>15. Can they control their body when travelling and balancing?</li> <li>16. Can they copy sequences and repeat them?</li> <li>17. Can they roll in different ways?</li> <li>18. Can they climb safely?</li> </ol>	<ol style="list-style-type: none"> <li>5. Can they move to music?</li> <li>6. Can they copy dance moves?</li> <li>7. Can they make up a short dance?</li> <li>8. Can they move around the space safely?</li> </ol>

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PSHE	<ol style="list-style-type: none"> <li>1. How they can contribute to life of classroom and school.</li> <li>2. Help construct and agree to follow group, class and school rules and know how these rules help them.</li> <li>3. Know they belong to different communities and groups such as family and school.</li> <li>4. Ways in which we are the same as other people and what we have in common with everyone else.</li> </ol>	<ol style="list-style-type: none"> <li>5. Know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</li> <li>6. About special people who work in their community and who are responsible for looking after them and protecting them, how you contact special people including 999 in an emergency.</li> </ol>	<ol style="list-style-type: none"> <li>7. What constitutes and how to maintain a healthy lifestyle including the benefits of physical activities, rest, healthy eating and dental hygiene.</li> <li>8. Recognise what they like and dislike, how to make informed choices that improve physical and emotional health, to recognise choices have good and not so good consequences.</li> <li>9. Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</li> </ol>	<ol style="list-style-type: none"> <li>10. Recognise they have a responsibility to keeping themselves and others safe, when to say 'yes' or 'no' or 'I'll ask' or 'I'll tell', including knowing that they do not need to keep secrets.</li> <li>11. Importance of and how to maintain personal hygiene.</li> <li>12. Good and not so good feelings, a vocabulary to describe feelings to others and develop simple strategies for managing these.</li> <li>13. Communicate feelings to others and to recognise how others show feelings and how to respond.</li> <li>14. Recognise their behaviour can affect others.</li> <li>15. recognise whats fair and unfair, kind and unkind, what is right or wrong.</li> <li>16. Share opinions on things that matter to them and explain their views through discussions with one other person and whole class.</li> </ol>	<ol style="list-style-type: none"> <li>17. To listen to other people and play and share cooperatively (including how to resolve arguments through negotiation).</li> <li>18. Identify how to respect similarities and differences between people.</li> <li>19. Recognise when people are being unkind to them or others and know how to respond and who to tell.</li> </ol>
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RE		<p><b>Key Question: 1.1 Who is a Christian and what do they believe?</b>  <b>(Introduction of RE)</b>  <b>(Nativity)</b></p> <ol style="list-style-type: none"> <li>1. Can they talk about simple ideas about Cristian beliefs (Such as God and Jesus)?</li> <li>2. Can they re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</li> <li>3. Can they talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>4. Can they ask some questions about believing in God and offer some ideas of their own (C1).</li> <li>5. Can they identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion?</li> <li>6. Can they retell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers?</li> </ol>	<p><b>Key Question: 1.5 What makes some places sacred?</b>  <b>(Visit to church)</b></p> <ol style="list-style-type: none"> <li>7. Can they identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3)</li> <li>8. Can they talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</li> <li>9. Can they ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</li> </ol>	<p><b>Key Question: 1.6 How &amp; why do we celebrate special and sacred times</b>  <b>(Easter)</b></p> <ol style="list-style-type: none"> <li>10. Can they identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</li> <li>11. Can they retell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</li> <li>12. Can they ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</li> <li>13. Can they collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1)</li> </ol>	<p><b>Key Question: 1.7: What does it mean to belong to a faith community?</b>  <b>(Class discussions – experiences, wedding, Christening etc)</b></p> <ol style="list-style-type: none"> <li>14. Can they recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3)</li> <li>15. Can they give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</li> <li>16. Can they identify two ways people show they belong to each other when they get married (A1).</li> <li>17. Can they respond to examples of co-operation between different people (C2)</li> </ol>	
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