



Year 1 Objectives

Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	See English curriculum					
Mathematics	See maths curriculum					
Science	Everyday Materials ✓ distinguish between an object and the material from which it is made ✓ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ✓ describe the simple physical properties of a variety of everyday materials ✓ Compare and group together a variety of everyday materials on the basis of their simple physical properties.		Plants ✓ Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. ✓ Identify and describe the basic structure of a variety of common flowering plants. ✓ Identify and name the roots, trunk, branches and leaves of trees. Seasonal Changes ✓ observe changes across the 4 seasons ✓ observe and describe weather associated with the seasons and how day length varies		Animals, including humans ✓ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ✓ identify and name a variety of common animals that are carnivores, herbivores and omnivores ✓ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) ✓ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	
Computing	Exploring Technology ✓ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Algorithms ✓ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions		E-safety ✓ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Coding ✓ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ✓ create and debug simple programs ✓ use logical reasoning to predict the behaviour of simple programs		Digital Design ✓ use technology purposefully to create, organise, store, manipulate and retrieve digital content ✓ recognise common uses of information technology beyond school	
History	✓ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ✓ The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William					

	✓ Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti. ✓ Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. ✓ Significant historical events, people and places in their own locality.					
Geography		✓ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas ✓ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. ✓ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. ✓ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ✓ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment				
RE	✓ learn about different beliefs about God and the world around them ✓ encounter and respond to a range of stories, artefacts, symbols and other religious materials ✓ learn to recognise that religious and other beliefs are expressed in a variety of ways noting similarities where appropriate ✓ begin to use specialist vocabulary ✓ begin to understand the importance and value of religion and belief especially for children and their families and those in their locality ✓ ask relevant questions and develop a sense of wonder about the world, using their imaginations and posing questions ✓ talk about what is important to them and others, valuing themselves, reflecting on their own beliefs, feelings and experiences and developing a sense of what it means to belong. ✓ Explore how religious beliefs and ideas can be expressed through the arts and communicate their response.					
RSHE	See relationships curriculum See physical health and mental wellbeing curriculum					
PE	Health and Fitness/Movement games ✓ develop fundamental movement skills, become increasingly competent and confident ✓ extend their agility, balance and	Gymnastics: Making shapes ✓ master basic movements including jumping as well as developing balance, agility and co-ordination	Dance: Storybook approach ✓ perform dances using simple movement patterns.	Games: Sending, receiving and aiming ✓ participate in team games, developing simple tactics for attacking and defending ✓ master basic movements including running, jumping,	Gymnastics: Families of actions ✓ master basic movements including jumping as well as developing balance, agility and co-ordination	Athletics ✓ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

	coordination, individually and with others			throwing and catching		✓ They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
DT	Design ✓ design purposeful, functional, appealing products for themselves and other users based on design criteria ✓ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ✓ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ✓ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate ✓ explore and evaluate a range of existing products ✓ evaluate their ideas and products against design criteria Technical knowledge ✓ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Design ✓ design purposeful, functional, appealing products for themselves and other users based on design criteria ✓ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ✓ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ✓ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate ✓ explore and evaluate a range of existing products ✓ evaluate their ideas and products against design criteria Technical knowledge ✓ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Design ✓ design purposeful, functional, appealing products for themselves and other users based on design criteria ✓ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ✓ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ✓ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate ✓ explore and evaluate a range of existing products ✓ evaluate their ideas and products against design criteria Cooking and nutrition ✓ use the basic principles of a healthy and varied diet to prepare dishes ✓ understand where food comes from.			
Art and Design	✓ to use a range of materials creatively to design and make products ✓ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ✓ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ✓ taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.					
Music	✓ use their voices expressively and creatively by singing songs and speaking chants and rhymes ✓ play tuned and untuned instruments musically ✓ listen with concentration and understanding to a range of high-quality live and recorded music ✓ experiment with, create, select and combine sounds using the inter-related dimensions of music.					