

## Graffham CE Infant School YEAR 1 – Curriculum Progression of Knowledge and Skills

		Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Cycle A</b>	Once upon a time	Fire Fire	Dust and Deserts	Space	Heroes and Villains	Mini- beasts
	<b>Key Texts</b>	The Three Little Pigs	The Great Fire	Meerkat Mail	Man on the Moon	The Twits	Superworm
	<b>Cycle B</b>	Magical Tales	Ice and Water	Down Under	Inventions and Potions	The Great Outdoors	Food Glorious Food
	<b>Key Texts</b>	Peter Pan/Jack and The beanstalk	Titanic Texts	Where the forest meets the sea	George’s Marvellous Medicine	10 Seeds	Oliver’s Vegetables
<b>Science</b>	<b>Materials and senses</b>	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				
	<b>Seasonal Change</b>		Autumn/Winter observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies		Spring observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies		Summer observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies
	<b>Animals including humans</b>			Year 1 – Animals including humans identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Year 1 - Animals including humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		

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				identify and name a variety of common animals that are carnivores, herbivores and omnivores			
	<b>Plants</b>					Year 1 Plants identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Year 1 Plants identify and describe the basic structure of a variety of common flowering plants, including trees
Geography	<b>Mapping and fieldwork</b>	Use different maps in small world  Collect and use natural objects to create maps  Direction – Up, down, left, right.		Make simple sketches of maps  Add details to a teacher map.	Wide range of experiences and questions about places	Model making Looking at floor plans and interior maps  Annotated drawings	Mapping school in relation to local places
	<b>People and identity</b>			How do people move around the world? Where do my family live in the country/world?	Be able to record their feeling about a place		Talk about people and places that are important to them
	<b>Place</b>		Looking at physical features ice caps and poles icebergs hot and cold places			Features of the school grounds and similarities and differences.	Human features, visit local facilities i.e. village church and shop (Local heroes)
	<b>Locational Knowledge</b>		Name the four counties of the UK and the one we live in Name the capital cities of the UK and the seas around them	Name place in the topic (Australia/Africa)		Recap of Graffham and places on a map that they know	Take digital photos of the local area and sequence them using more geographical vocab to talk about a place.
	<b>Climate and Weather</b>	Investigate environmental issues which are important to them	AUTUMN Seasons and their impact and changes.	WINTER Seasons and their impact and changes.		SPRING Seasons and their impact and	SUMMER Seasons and their impact and changes.

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	<b>(INVESTIGATION – Linked to Science over time)</b>		Investigate weather through observation and record seasonal changes in school grounds and the local area	Investigate weather through observation and record seasonal changes in school grounds and the local area.		changes. Investigate weather through observation and record seasonal changes in school grounds and the local area.	Investigate weather through observation and record seasonal changes in school grounds and the local area
<b>History</b>	<b>Historical enquiry</b>	Answer questions about an artefact and why it was used in the past.  To explore through historical enquiry.				Find answers to simple questions about the past from different secondary sources of information e.g. Books	
	<b>Chronological understanding</b>		Begin to develop an awareness of the past and place objects and events in order and explain that some belong is the past.				
	<b>Knowledge interpretation</b>				Explain how some people from the past have made our lives better today e.g. inventors	Describe the difference between the present and the past in their own and other people's lives.  Use common words and phrases relating to the passing of time.	
	<b>Identity and diversity</b>	To choose stories to link to different times and different people in different cultures		To identify that people with similarities and differences across race, gender culture and faith all live together.  Making simple			

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				observations about these.			
<b>ART</b>	<b>Drawing</b>	Explore mark making and starts to build mark making vocabulary	Use line to represent objects		Using line to represent objects seen and imagine using pencil, graphite, pen, chalk soft pastel wax and charcoal		
	<b>Painting</b>	Using large and small brushes and begin to work on larger scales		Begin to add some texture to paint e.g. sand  Apply drawing experiences to painting	Name the primary colours and discover to make secondary colours.		
	<b>Printing</b>	Print with a range of hard and soft materials e.g. corks and sponges		Printing exploring pattern, line, shape and texture		Begin to explore fruit and veg printing	Make simple prints e.g. mono printing
	<b>3D</b>		Manipulating malleable materials  Using techniques including rolling joining kneading.  Explore sculpture with a range of malleable media (Modroc)				Using techniques example rolling joining kneading.  Explore sculpture with a range of malleable media (Clay)
	<b>Textiles</b>					Apply fabrics by glue/stitching.  Use a wide variety of media and photocopied material, fabric, tissue, magazines, crepe paper.  Cut and shape	

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						fabrics using scissors	
<b>Religious Education</b>	<b>Theology</b>		Retell a simple account of at least one story used by one religion or world view (Nativity, Diwali)		Give an example of how a religion or world view have beliefs that guide their everyday lives	Consider the children you have in your class and their heritage through stories.  Recognise stories that are used by at least one religion or world view contain a range of beliefs e.g believe in God or Dharma (Buddhism)	
	<b>Philosophy</b>	Give a simple reason by using the word 'because', when talking about belief  Ask questions about the world around them and talk about these questions		Use religious and belief stories to show how they impact on behaviour e.g. deciding what is right and wrong			
	<b>Diversity and identity</b>		Recognise that some people have different beliefs and follow different religions		Recognise some symbols and artefacts and practises used in the local area.		

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<b>Physical Education</b>	<b>Games</b>	Explore different ways of using a ball  Learn to work with others in pairs or a team			Talk about what our bodies do during exercise e.g. breathing  Participate in team games, attack and defend in simple teams		
	<b>Gymnastics and Dance</b>			Explore jumps 1 to 2 2 to 2 etc  Explore different rolls and balance on different body parts			
	<b>Net and Wall Games</b>		Use a racket to send a ball.  Play 1 v 1 2v 2 games based on tennis  Learn body position and swing movements				
	<b>Striking and Fielding</b>					Batting movements with static ball. Roll bounce ball to partner	
	<b>Athletics</b>						Focus on sportsmanship

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<b>Computing</b>	<b>Digital Literacy</b>	Uses technology safely  Recognises common uses of information technology		Keeps personal information private			
	<b>ICT</b>				Uses technology purposefully to retrieve digital content  Uses technology purposefully to store digital content	Uses technology purposefully to create digital content	
	<b>Computer Science</b>			Understands what algorithms are			Creates simple programs
<b>Music</b>	<b>Compose</b>		Choose musical sound effects to follow a storyline/match a picture			Use graphics/symbols to portray the sounds made	
	<b>Playing and moving to rhythm</b>	Move clap play in time with a steady beat Use voice expressively to sing songs and chant rhymes		Play a rhythm with the help of the rhythmic pattern of a spoken sentence		Sequence symbols to make a simple structure (score) compose own	

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				Imitate a rhythmic pattern.  Recognise simple rhythm notation		sequence of sounds without help and perform	
	<b>Singing</b>	Understand the importance of good vocal health and posture		Through physical movement understand the concept of pitch and understand the importance of pitch matching			
	<b>Musical Instruments</b>				Play classroom percussion instruments correctly and accurately.  Follow simple hand signals indicating loud/quiet and start/stop playing		Play back a simple rhythmic/ melodic phrase on a tuned instrument e.g. recorder or ukulele
<b>Design Technology</b>	<b>Cooking and Nutrition</b>		Use simple tools with adult supervision		Use simple tools with adult supervision	Talk about what they eat at home and identify healthy foods	Use simple tools with adult supervision  Be able to say where some food comes from and give examples of food that is grown.
	<b>Developing, planning and communicating ideas</b>			Use pictures and words to explain what they want to do			



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				Create simple designs for a product			
	<b>Working with tools, equipment, materials and components to make products</b>		Use a range of simple tools to cut and join materials safely.	Select and use a range of tools and equipment to perform practical tasks like cutting shaping, joining and finishing			
	<b>Evaluating processes and products</b>		Ask simple questions about existing products and products they have made				
	<b>Mechanisms and Constructions</b>		Build structures exploring how they can be made stronger and more stable		Explore the use of levers and sliders		