



The Best That You Can Be...

**Devonshire Primary Academy**

**Year 1 Curriculum 2019-2020**



<p style="text-align: center;"><b>Autumn 1</b> <b>Superheroes!</b></p>	<p style="text-align: center;"><b>Spring 1</b> <b>Moon Zoom</b></p>	<p style="text-align: center;"><b>Summer 1</b> <b>Enchanted Woodland</b></p>
<p style="text-align: center;"><u>Skills</u></p> <p>Science -Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. -Use their observations and ideas to suggest answers to questions: Explain, with help, what they have found out. - Gather and record data to help in answering questions: Talk about their findings and explain what they have found out. (Are your hands and feet/arm span and height the same size?) - Use every day or simple scientific language to ask and/or answer a question on given data.</p> <p>Music I can find the pulse in a piece of music. I can keep a steady pulse I can listen with respect I can listen to a variety of music from different styles</p> <p>Computing Complete simple tasks on a computer by following instructions. Discuss and share how and when they use ICT in everyday life.</p> <p>E safety I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). I can explain why I should always ask a trusted adult before I share any information about myself online. I can explain how passwords can be used to protect information and devices. I can explain rules to keep us safe when we are using technology both in and beyond the home. I can give examples of some of these rules. I can describe what information I should not put online without asking a trusted adult first.</p> <p>DT Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics (MAKE MEMORY BOX)</p>	<p style="text-align: center;"><u>Skills</u></p> <p>Science 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. - Perform simple tests: Follow instructions to perform a simple test individually or in a group. -Observe closely, using simple equipment: Observe objects, materials and living things and describe what they see. - Use simple, non-standard measurements in a practical task. - Identify and classify. <i>Use appropriate scientific language to communicate ideas:</i> Sort and group objects, materials and living things, with help, according to simple observational features.</p> <p>Music I can create a rhythm. I can listen with respect I can listen to a variety of music from different styles</p> <p>DT Design purposeful, functional, appealing products for themselves and other users based on design criteria. (SPACE VEHICLE) Explore and evaluate a range of existing products. (TOYS READY TO CEATE SPACE VEHICLE) Evaluate their ideas and products against design criteria.</p> <p>Computing Make choices to control simple models or simulations Give simple instructions to everyday devices to make things happen.</p> <p>Solve a problem using ICT.</p> <p>E safety</p>	<p style="text-align: center;"><u>Skills</u></p> <p>Science - 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, including trees.</p> <p>Music I can explore music using percussion instruments I can create a pattern that others can copy and join in with</p> <p>Computing Explain that images give information. Say what a pictogram is showing them. Put data into a program (pictogram).Sort objects and pictures in lists or simple tables.</p> <p>E safety I can recognise that there may be people online who could make me feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. I can describe how to behave online in ways that do not upset others and can give examples.</p> <p>Art Drawing and sketching - explore different textures, -observe and draw landscapes -use a variety of drawing tools - pencil, charcoal, inks, chalk, pastels, ICT software - pinch and roll coils and slabs using a modelling media. - weaving</p> <p>PSHE -Know what improves and harms their local, natural and built environments and about some of the ways people look after them.</p> <p>RE Hindu dharma</p>

Art

Drawing and sketching - observe anatomy (faces, limbs)  
-use a variety of drawing tools - pencil, charcoal, inks, chalk, pastels, ICT software  
-carve

PE

- Gy1 Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required  
- Gy2 Show good awareness of space, apparatus and the actions of others - Gy3 Link and repeat basic actions to copy or create and perform a movement phrase with a beginning, middle and end  
-Gy3 Link and repeat basic actions to copy or create and perform a movement phrase with a beginning, middle and end  
-Gy4 Know the difference between tension and relaxation in their body  
-Gy5 Carry and set up equipment safely with help  
-Gy6 Watch, copy and describe a short gymnastic sequence

PSHE

-Recognise what they like and dislike, what is fair and unfair and what is right and wrong.  
-Share their opinions on things that matter to them and explain their views.  
\_ Recognise choices they can make and recognise the difference between right and wrong.  
\_ Contribute to the life of the class and school.  
- Know rules for and ways of keeping safe, including basic road safety, and about people who can help them stay safe.  
-Agree and follow rules for their group and classroom, and understand how rules help them.  
- Know the names of the main body parts.  
- Meet with people (for example, with outside visitors, such as religious leaders, police officers and the school nurse, RNLI.)  
- Know how to make simple choice that improve their health and wellbeing.  
- Ask for help from family, friends, older pupils, the police.  
- Take part in simple class debates about topical issues.  
-Take part in discussions with one person and the whole class.  
-Recognise how their behaviour affects other people.

RE

Christianity-God

I can recognise that information can stay online and could be copied.  
I can explain why work I create using technology belongs to me.  
I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it').  
I can save my work so that others know it belongs to me (e.g. filename, name on content).

RE

Islam

Art

- sort objects according to specific qualities  
- how textiles create things  
- make simple joins  
develop impressed images  
- Relief printing

History

Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

Learn about events beyond living memory that are significant nationally or globally.

PSHE

Learn how to set simple goals.

<p align="center"><u>Cultural Capital</u></p> <p align="center">Sort recycling Who to tell in an emergency. Learn their address phone 999</p>	<p align="center"><u>Cultural Capital</u> Trip to Grundy Art Gallery</p>	<p align="center"><u>Cultural Capital</u> Roll down a hill Make a daisy chain</p>
<p align="center"><u>Enrichment Week</u></p> <p>Seasonal changes: Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Art – Rainbow super hero. -name all the colours - mixing of colours - Find collections of colour -applying colour with a range of tools</p>	<p align="center"><u>Enrichment Week</u></p> <p>Seasonal changes: Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Identify seasonal and daily weather patterns in the United Kingdom.</p>	
<p align="center"><u>Visits</u></p>	<p align="center"><u>Visits</u>  Park View Grundy Art Gallery</p>	<p align="center"><u>Visits</u>  Stanley Park Woodland</p>
<p align="center"><b><u>Autumn 2</u></b></p>	<p align="center"><b><u>Spring 2</u></b></p>	<p align="center"><b><u>Summer2</u></b></p>
<p align="center"><b>Memory Box</b></p>	<p align="center"><b>Bright Lights Big Town.</b></p>	<p align="center"><b>Paws, claws and whiskers.</b></p>
<p align="center"><u>Skills</u></p> <p>Science -Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. -Use their observations and ideas to suggest answers to questions: Explain, with help, what they have found out.</p> <p>Music I can sing to an audience I can sing a variety of simple songs in a group.</p> <p>Geography</p>	<p align="center"><u>Skills</u></p> <p>Music I can sing at a two pitch level</p> <p>Geography Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Use basic geographical vocabulary to refer to:</p>	<p align="center"><u>Skills</u></p> <p>Science 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).</p> <p>Music</p>

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  
Christianity-Jesus

History  
Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

PSHE  
-Share their opinions on things that matter to them and explain their views.  
- Feel positive about themselves (for example having their achievements recognised and by being given positive feedback about themselves.  
- Think about themselves, learn from their experiences and recognise what they are good at.

E safety  
I can use the internet with adult support to communicate with people I know.  
I can explain why it is important to be considerate and kind to people online.

key human features, including: city, town, village, factory, farm, house, office and shop.  
-key physical features, including: forest, hill, mountain, soil, valley, vegetation, season and weather.  
Use world maps, atlases and globes to identify the United Kingdom and its countries.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

DT  
Understand where food comes from.

Build structures, exploring how they can be made stronger, stiffer and more stable.

Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.  
(VEHICLE THEY WOULD FIND IN LONDON)

RE  
Judaism

Art  
- construct  
- use materials to make known objects for a purpose  
- collage  
- symmetry

-Da1 Explore basic body actions  
-Da2 Explore movement skills and create movement patterns in response to stimuli  
-Da3 Respond to different stimuli, copy and explore basic body actions and movement patterns  
-Da4 Recognise how their body feels when still and when exercising  
-Da5 Observe performances and say why they like / dislike it  
-Da6 Create, practice and repeat their own movement phrases with a beginning, middle and end  
-Da7 Evaluate their movement phrases using dance vocabulary

I can play a glock with the notes C and D

Computing  
Show an awareness of information in different formats.

Make decisions about whether or not statements or images found online are likely to be true.

E safety  
I can use the internet to find things out.  
I can use simple keywords in search engines.  
I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened.

RE  
Christianity-Church

Art  
- awareness and discussion of patterns  
- repeating patterns  
- create patterns

History  
Study the pre-historic era, looking at the journey of the dinosaurs.

PSHE  
- Realise that people and other living things have needs and that they have responsibilities to meet them.

<p><u>Cultural Capital</u> Road safety</p>	<p><u>Cultural Capital</u> Know the months of the year.</p>	<p><u>Cultural Capital</u> Visit Park View Habitats and humans talk</p>
<p><u>Enrichment Week</u></p> <p>Seasonal changes: Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p>		<p><u>Enrichment Week</u></p> <p>Seasonal changes: Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p>
<p><u>Visits</u></p>	<p><u>Visits</u></p> <p>Blackpool Beach, Promenade and pier.</p>	<p><u>Visits</u></p> <p>Blackpool Zoo</p>

DT, Geography, Art, Science, History, PE, RE, PSHE, Computing, Music