

# Queen Boudica Primary School

## Year 1 Skills Map



<p><b><u>Science</u></b> Electricity Animals &amp; Humans Uses of Everyday Materials Plants Seasonal Changes</p>	<p><b><u>History</u></b> Events commemorated through festivals or anniversaries Changes within living memory Significant historical events, people and places in own locality</p>	<p><b><u>Geography</u></b> Locational Knowledge: Four constituent countries of UK and capital cities Place Knowledge: Small area of UK Human &amp; Physical Geography: UK daily weather patterns and other human/physical features of UK Geographical Skills &amp; Fieldwork: The school and it's grounds</p>
<p><b><u>Art</u></b> Drawing Painting Collage Sculpture (Celebrations) Printing (Toy Story wall paper and/or Ourselves) Van Gogh / Monet (Art in Bloom)</p>	<p><b><u>SUGGESTED PROJECTS</u></b> <b>WHEELS ON THE BUS</b> <b>CELEBRATIONS</b> <b>ROBOTS / TOY STORY</b> <b>ART IN BLOOM</b> <b>DOWN ON THE FARM</b></p>	<p><b><u>Computing</u></b> Communicating the Digital World: Take a picture Write a simple presentation Exploring the Digital World Explore the Internet Shaping the Digital World: Follow instructions to navigate a programmable toy E-Safety Turn off devices Keeping quiet about personal info</p>
<p><b><u>Design &amp; Technology</u></b> Electricals &amp; Electronics Construction Materials Food &amp; Nutrition</p>	<p><b><u>Languages</u></b> Topic linked language areas: Vehicles Animals Colours Numbers to 10 Fruits Days of the Week</p>	<p><b><u>Music</u></b> Vivaldi: The Four Seasons – (link to science changing seasons) Bach (Baroque) Christmas Production</p>
<p><b><u>PE</u></b> Team Games &amp; Multi-skills: Ball Skills &amp; Games: VS Y1 Unit 1, Throwing &amp; Catching: VS Y1 Unit 2, Bat &amp; Ball Skills: VS Y1 Unit 3 and Developing Partnerwork: VS Y1 Unit 4 Movement: Gymnastics (x3): Val Sabin Y1 or LCP KS1 Units Dance (x3): Val Sabin Y1 or LCP KS1 Units</p>	<p><b><u>RE</u></b> Special people Special symbols and objects Special things in nature</p>	<p><b><u>PSHE</u></b> Me and My Feelings Me and Making a Positive Contribution Me and Medicines and Drugs Me and Keeping Safe Me and My Relationships Me and Growing and Changing Me and My Healthy Lifestyle</p>

The focus areas for each subject are recorded on this page so coverage is clear and these should be linked to projects. Maths and English focus areas are recorded on the skills map (next page); however every skill is not recorded in this overview since they are too numerous. Skills are therefore detailed in medium and short term planning for these subjects.

# YEAR 1 CURRICULUM SUBJECT SKILLS MAP

Our curriculum responds to the needs and experiences of our children through challenging, inspiring and engaging them with what matters, and most importantly, it prepares children for the future.

<b>COMMUNITY</b> (our school, local and wider global communities and global dimensions)	<b>CREATIVE THINKING</b> (encouraging inquisitiveness, problem solving and enquiry based learning)	<b>CONFIDENT &amp; RESILIENT LEARNERS</b> (a focus on children's self-esteem and developing a growth mind-set)
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## English

**Poetry:** Nursery Rhymes (including recital) and Using the Senses (pattern and rhyme)

**Narrative:** Key Stories; Traditional Tales and Books with Predictable Phrases

**Non-Fiction:** Information Texts (lists, labels and captions); Instructions; Recounts (first person) and Letters and Invitations

## Maths

- Number
- Counting
- Place Value
- Addition and Subtraction (mental methods)
- Multiplication and Division (mental methods)
- Fractions
- Measurement
- Use and Apply( in practical contexts a range of measures, including time)
- Use of Measuring Tools
- Language of Time
- Geometry
- Position and Direction
- Properties of Shape

## Science

### Working Scientifically

- to ask simple questions
- to begin to say what they think will happen eg. "I think that..."
- to test ideas suggested to them
- to perform simple tests
- to identify and classify
- to make observations using appropriate senses
- to make some measurements using non-standard measures
- to present some findings in simple (given) tables or a tally chart
- to communicate observations orally, by labelling and in simple writing
- in some cases to say what their observations show, and whether it was what they expected
- to draw simple conclusions and explain what they did

### Biology

- to identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen
- to identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen
- to identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers
- to identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates
- to describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets)
- to identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

### Physics

- to observe changes across the four seasons
- to observe and describe weather associated with the seasons and how day length varies
- to identify common appliances that run on electricity
- to construct a simple series electrical circuit

### Chemistry

- to distinguish between an object and the material from which it is made
- to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock
- to describe the simple physical properties of a variety of everyday materials
- to compare and group together a variety of everyday materials on the basis of their simple physical properties

<h2>Art &amp; Design</h2> <p>Respond to ideas and starting points.</p> <p>Explore ideas and collect visual information.</p> <p>Explore different methods and materials as ideas develop.</p> <p>Describe the work of notable artists, artisans and designers.</p> <p>Use some of the ideas of artists studied to create pieces.</p> <p>Use thick and thin brushes.</p> <p>Create colour wheels.</p> <p>Use a combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials.</p> <p>Mix materials to create texture.</p> <p>Use techniques such as rolling, cutting, moulding and carving.</p> <p>Use a variety of tools inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk etc.</p> <p>Colour (own work) neatly following the lines.</p> <p>Draw lines of different sizes and thickness.</p> <p>Mimic print from the environment (e.g. wallpapers).</p> <p>Press, roll, rub and stamp to make prints.</p> <p>Use repeating or overlapping shapes.</p> <p>Use objects to create prints (e.g. fruit, vegetables or sponges).</p> <p>Use a wide range of tools to create different textures, lines, tones, colours and shapes.</p>	<h2>Design &amp; Technology</h2> <p>Cut materials safely using tools provided.</p> <p>Measure and mark out to the nearest centimetre.</p> <p>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p> <p>Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p> <p>Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).</p> <p>Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</p> <p>Cut, peel or grate ingredients safely and hygienically.</p> <p>Measure or weigh using measuring cups or electronic scales.</p> <p>Assemble or cook ingredients.</p> <p>Explore objects and designs to identify likes and dislikes of the designs.</p> <p>Suggest improvements to existing designs.</p> <p>Explore how products have been created.</p> <p>Design products that have a clear purpose and an intended user.</p> <p>Make products, refining the design as work progresses.</p> <p>Use software to design.</p>
<h2>History</h2> <p>Observe or handle evidence to ask questions and find answers to the past</p> <p>Ask questions such as: what was it like for people? What happened? How long ago?</p> <p>Describe historical events</p> <p>Describe changes that have happened in the locality of the school throughout history</p> <p>Recount changes that have occurred in their own lives</p> <p>Label time lines with words or phrases such as: past, present, older and newer</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time</p>	<h2>Geography</h2> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, forest, mountain, ocean, river, and weather.</p> <p>key human features, including: city, town, and village.</p> <p>Use locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p>
<h2>Music</h2> <p>Take part in singing.</p> <p>Imitate changes in pitch.</p> <p>Make long and short sounds, using voices and instruments.</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make sounds that are very different (long and short, loud and quiet, high and low).</p> <p>Repeat short rhythmic phrases.</p> <p>Repeat short melodic phrases.</p> <p>Choose sounds that represent different things (ideas, thoughts, feelings, moods etc).</p> <p>Change sounds in response to symbols displayed.</p> <p>Listen to range of high-quality music.</p> <p>Begin to move to the beat of the music.</p> <p>Show they can hear different moods in music.</p>	<h2>RE</h2> <p>Recognise and name features of religious life and practice</p> <p>Recall some events in religious stories and festivals</p> <p>Recognise and name some religious artefacts, places and practises</p> <p>Name some religious symbols</p> <p>Talk about their own experiences and feelings</p> <p>Identify the things that are important and of concern in their own lives and others</p> <p>Ask questions about puzzling aspects of life</p> <p>Talk about their own values in relation to right and wrong</p> <p>Explain how actions affect others</p>

The skills for each subject for the whole year are listed on this year group skills map. The skills chosen for each term, most of which will be taught through projects in a cross-curricular theme, are highlighted when they are covered. The subject skills maps provide details of where support and extension can be provided for children where needed. Some skills will be an ongoing focus throughout the year.

Autumn: Blue Spring: Pink Summer: Green Ongoing: Yellow

## Computing

Discuss sharing personal information.

Create class email showing what information is personal and allowed and what is not.

Use VLE blogging how information can be viewed by others.

Learn the importance of turning power off to save energy when not used. (lights, beebots, ipads, laptops remember to turn off).

Use a mouse, pen or finger to move and place items accurately in paint software.

Use a digital microscope or tablet/ visualiserto look at objects closely.

Create/follow instructions (algorithms) to navigate programmable toys (and other children) around a course.

Explore outcomes when individual buttons are pressed on a robot.

Become familiar and correct use of the keyboard – spacebar, backspace, return, shift (for capital letters - not caps lock), return.

Take a picture with a camera/tablet

With support save and retrieve documents in own folder.

Write simple sentence format text (size, font, colour).

With support, add text, picture, blog on VLE.

With support use buttons, menus and hyperlinks to navigate web sites, Learning Platform or other areas of stored information (e.g. Espresso, Education city, DBPrimary).

Access different information using a range of equipment to research a topic (sound recorders, website, TV, DVD)

## Languages

Perform finger rhymes and sing songs

Listen with care focussing attention on the speaker

Repeat words modelled by the teacher

Join in with story telling using pictures and actions

Use physical response, mime and gesture to convey meaning and show understanding

Be inquisitive about languages

Learn respect for one another

Build positive attitudes to languages and culture

## PE

Recognise the terms 'opponent' and 'team mate.'

Begin to use rolling, hitting, running, jumping, catching and kicking skills in combination.

Develop tactics.

Lead others when appropriate.

Copy and remember moves and positions.

Move with careful control and co-ordination

Link 2 or more actions to perform a sequence.

Choose movements to communicate a mood feeling or idea.

Copy and repeat actions.

Move with some control and awareness of space.

Link 2 or more actions to make a sequence.

Show contrasts (i.e. small/tall.)

Travel by moving forwards, backwards and sideways.

Perform balances on different parts of the body.

Use equipment safely.

Stretch and curl to develop flexibility.

Jump in a variety of ways and land with increasing control and balance.

## PSHE Education

### Me and My Feelings

About some of the things that help people to feel good about their days.

To identify what makes they feel good about their days.

About some of the things that might make people feel not so good about their days.

A vocabulary of 'not so good' feelings.

About what they can do to make themselves feel better when they are feeling 'not so good'.

About how it might feel to be scared or uneasy.

About what they could do if they were feeling scared or uneasy.

That all feelings are ok, but not all behaviours are ok.

a vocabulary of angry feelings

Some appropriate strategies for managing angry feelings.

A vocabulary for feeling good.

To recognise what they are good at.

### Me and Making a Positive Contribution

That all humans have needs; what some of these needs are.

That all animals have needs; what some of these needs are.

That all animals should be treated with respect.

That pets need to be cared for.

About how they can take responsibility for caring for pets.

That wild animals have needs.

That humans have a responsibility to ensure the well-being of wild animals and about how they can help.

About how the needs of domestic and wild animals differ.

About how humans can be responsible for the care of wild animals.

About how human development affects animal habitats.

About human responsibilities towards other species and their habitats.

about how living things and the environment are interconnected

### Me and Medicines and Drugs

About medicines that people might need when they are ill.

About who is a safe person to give medicines.

About different kinds of medicines e.g. liquids, sprays, creams, drop.

About where medicines come from.

That all medicines have drugs in them and this makes them dangerous and not to take anyone else's medicine.

That some people need to take medicines regularly to stay well.

What to say to a grown up if someone you know needs their medication.

About places in and around the home where people put medicines and other dangerous substances.

About how to keep safe around medicines and household substances.

### Me and Keeping Safe

To say who they are and where they live.

Safety rules to stop them from getting lost.

Safe ways of getting help when lost, including managing their feelings:

How to identify safe people in their community and ask them for help.

About possible dangers of household equipment.

About rules and ways of keeping safe around household equipment.

About possible dangers they might encounter during their outdoor activities and rules for keeping safe around these.

Some key questions to ask themselves to help stay safe.

About how to identify safe places and people.

That they have a right not to be afraid or hurt.

About people who might threaten their safety and strategies for staying safe.

About strategies for dealing with persuasion to taste, touch or take something because someone tells them to.

About how we know we are getting better.

A vocabulary for 'feeling better'.

### Me and My Relationships

That there are physical attributes and feelings that they all share.

That we are alike in many ways but that each of us is unique and special.

To view difference and diversity positively.

About how it might feel to be left out.

We have a right not to be afraid or hurt.

That difference is not an excuse for bullying.

About the value of being a friend and having friends.

About what friends do with and for each other.

Skills for getting on with each other: cooperating as part of a group.

About ways that we can show care and support for others.

How to recognise how other people are feeling and act accordingly.

### Me and Growing and Changing

that humans produce babies that grow into children and then into adults

about some of the things that children can do for themselves that babies cannot

About what animals and babies need to grow.

To identify some of the people who have helped them to grow and what these people did to help them.

That we all have memories about being younger; these memories are special to us and our families.

How it feels to do something for the first time.

To celebrate their achievements.

That there are lots of things to learn as they grow up.

that they will need effort, practice and help to learn these skills

### Me and My Healthy Lifestyle

About how healthy people look and feel.

What messages healthy people might give us.

About the things that healthy people do to keep healthy.

About what activities could make up a healthy day.

About what they can do to keep themselves healthy and some choices they can make.

About people who help them to stay healthy and what they might do.

About the importance of sun protection.

About ways that they can take care of themselves in the sun.

About the importance of exercise for physical and emotional health.

About what exercise they can do for good health