



Year 1						
Science	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning Objectives	<p><i>Who Am I?</i></p> <p>I can identify the different parts of the human body</p> <p>I can identify which body parts are associated with each sense</p>	<p><i>Polar Adventures</i></p> <p>I can name animals that are birds, fish and mammals</p> <p>I can name common animals that are carnivores, herbivores and omnivores</p> <p>I can describe and compare different common animals</p> <p>I can describe the properties of everyday materials that are transparent, translucent, opaque, waterproof flexible</p> <p>I can compare and group materials that are transparent, translucent, opaque, waterproof, flexible</p>	<p><i>Treasure Island</i></p> <p>I can identify and name a variety of plants</p> <p>I can identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals</p> <p>I can describe and compare the structure of a fish with humans and some other animals</p> <p>I can describe the simple physical properties of a variety of everyday materials</p>	<p><i>Celebrations</i></p> <p>I can distinguish between an object and the material from which it is made</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>I can describe the simple physical properties of a variety of everyday materials</p> <p>I can identify and describe the basic structure of a variety of common plants, including roots, stem/trunk, leaves and flowers</p>	<p><i>On Safari</i></p> <p>I can identify and name a variety of common invertebrates</p> <p>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>I can describe and compare the structure of a variety of common invertebrates</p>	<p><i>Holidays</i></p> <p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>I can distinguish between an object and the material from which it is made</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>I can describe the simple physical properties of a variety of everyday materials</p> <p>I can describe and compare the structure of a fish with humans and some other animals</p>
Key Learning Outcomes & Assessment Criteria	<p><i>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Animals, including humans)</i></p> <p><i>Ask simple questions and recognise that they can be answered in different ways (Year 1 focus). (Working Scientifically)</i></p>	<p><i>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Animals, including humans)</i></p> <p><i>Identify and classify (Year 1 focus). (Working Scientifically)</i></p>	<p><i>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Animals, including humans)</i></p> <p><i>Describe the simple physical properties of a variety of everyday materials. (Materials)</i></p> <p><i>Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Materials)</i></p> <p><i>Use simple equipment to observe closely (Year 1 focus). (Working Scientifically)</i></p>	<p><i>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</i></p> <p><i>Identify and describe the basic structure of a variety of common flowering plants, including trees</i></p> <p><i>Distinguish between an object and the material from which it is made. (Materials)</i></p> <p><i>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Materials)</i></p> <p><i>Perform simple tests (Year 1 focus). (Working Scientifically)</i></p>	<p><i>Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Animals, including humans)</i></p> <p><i>Use his/her observations and ideas to suggest answers to questions (Year 1 focus). (Working Scientifically)</i></p>	<p><i>Ensure assessments of all Year 1 Attainment Targets are complete</i></p>
History	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning Objectives	<p>I can sort transport into 'then' and 'now' (pictures)</p> <p>I can place transport in chronological order (pictures)</p> <p>I can notice similarities and differences between transport now and in the past</p> <p>I can write labels using the transport words I've learned</p>		<p>I can use pictures and objects to find out about the past</p> <p>I know some facts about Queen Elizabeth II and Queen Victoria</p> <p>I can identify similarities and differences between the ways of life then (Queen Victoria) and now (Queen Elizabeth II)</p>	<p>I use words and phrases to talk about the past (e.g. now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young)</p>		<p><i>I can ask questions about the past</i></p> <p><i>I can use pictures, souvenirs, postcards and interviews to find out about the past (and compare GD)</i></p> <p><i>I can write sentences to tell people what I have found out about the past</i></p>



	I can write sentences about what I have found out about transport in the past					
Learning Outcomes & Assessment Criteria	<p><i>Chn describe some simple similarities and differences between artefacts. (Historical enquiry)</i></p> <p><i>Chn sort artefacts from 'then' and 'now'. (Historical enquiry)</i></p> <p><i>Chn place known events and objects in chronological order. (Chronological understanding)</i></p> <p><i>Chn talk, draw or write about aspects of the past. (Organisation and communication)</i></p>		<p><i>Chn find answers to some simple questions about the past from simple sources of information. (Historical enquiry)</i></p> <p><i>Chn identify some similarities and differences between ways of life in different periods. (Understanding of events, people and changes)</i></p>	<p><i>Chn use common words and phrases relating to the passing of time. (Chronological understanding)</i></p> <p><i>Chn understand key features of events. (Understanding of events, people and changes)</i></p>		<p><i>Chn sequence events and recount changes within living memory. (Chronological understanding)</i></p> <p><i>Chn ask and answer relevant basic questions about the past. (Historical enquiry)</i></p> <p><i>Chn relate his/her own account of an event and understand that others may give a different version. (Historical interpretations)</i></p>
Geography	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning Objectives		<p>I can describe the UK's seasonal changes and daily weather patterns</p> <p>I know the 5 climate zones are determined by how near or far you are from the equator</p> <p>I can locate hot and cold parts of the world</p>	<p>I can use pictures, plans, photographs and aerial photographs of castles to identify their features</p>	<p>I can use maps and atlases</p> <p>I can locate the world's continents</p> <p>I can locate countries within continents</p> <p>I know about African and Asian elephants' habitats and their similarities and differences</p>	<p>I can identify basic human and physical features (road, River Thames, school, church, flats, houses, shop, office, park, gardens). (Sorting pictures/photographs of surrounding area and landmarks?)</p> <p>I understand <i>bird's eye view</i></p> <p>I use simple observation skills to study the school garden</p> <p>I can make a simple map of the school garden using <i>bird's eye view</i></p>	<p>I know where in the UK London is</p> <p>I know where I live in London</p>
Learning Outcomes & Assessment Criteria	<p><i>Understand how some places are linked to other places e.g. roads, trains. (Locational knowledge)</i></p>	<p><i>Describe seasonal weather changes. (Human and physical geography)</i></p> <p><i>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. (Human and physical geography)</i></p>	<p><i>Use simple maps, e.g. large scale, pictorial etc. (Geographical skills and fieldwork)</i></p> <p><i>Name, describe and compare familiar places. (Place knowledge)</i></p> <p><i>Link their homes with other places in their local community. (Place knowledge)</i></p>	<p><i>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. (Geographical skills and fieldwork)</i></p> <p><i>Name and locate the world's seven continents and five oceans. (Locational knowledge)</i></p>	<p><i>Use simple observational skills to study the geography of the school and its grounds. (Geographical skills and fieldwork)</i></p> <p><i>Use simple maps of the local area e.g. large scale, pictorial etc. (Geographical skills and fieldwork)</i></p> <p><i>Make simple maps and plans e.g. pictorial place in a story. (Geographical skills and fieldwork)</i></p> <p><i>Know about some present changes that are happening in the local environment e.g. at school. (Place knowledge)</i></p> <p><i>Suggest ideas for improving the school environment. (Place knowledge)</i></p>	<p><i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. (Locational knowledge)</i></p> <p><i>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes. (Geographical skills and fieldwork)</i></p>



Art	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Learning Objectives</p> <p>I can draw and paint a vehicle</p> <p>I can use my imagination to respond to different pictures I choose what picture I would like to produce</p> <p>I can identify shapes in my chosen picture</p> <p>I can draw lines to make different shapes (e.g. drawing around shapes, freehand, with ruler?)</p> <p>I can use my sketchbook to practice drawing shapes I can explore painting with thick and thin brushes and their functions (ready mixed paint?)</p> <p>I know when to use thick and thin brushes (edges and insides)</p> <p>I can paint my picture with care to stay inside the lines</p> <p>I can label my work</p>	<p>I can be creative with printing and rubbing</p> <p>I can identify patterns in nature</p> <p>I know about sculpture Andy Goldsworthy and can discuss his work</p> <p>I can create repeating patterns by printing and rubbing</p> <p>I can use found objects and basic tools</p> <p>I can say what I like about my work</p>	<p>I can draw a fairy-tale castle</p> <p>I can look closely at pictures of castles for ideas</p> <p>I can draw my castle using lines of different shapes and thicknesses</p> <p>I can draw my castle using crayons and/or pencils</p> <p>I can colour my castle carefully (using pencils, pastels or crayons)</p> <p>I colour in the same direction</p> <p>I create an even coverage</p> <p>I stay inside the lines</p> <p>I can say what I could improve next time</p>	<p>I can paint a picture of Elmer the Elephant</p> <p>I know who Kandinsky was and can recognise his work</p> <p>I can develop patterns using line, shape and form in my drawing</p> <p>I can name the primary colours</p> <p>I can mix paint colours for my artwork (mix primary colours to make secondary colours)</p> <p>I can say what I did well and what I can improve</p>	<p>I can draw plants, fruits and vegetables</p> <p>I can draw objects from observation achieving greater detail</p> <p>I use lines of different shapes, thicknesses and intensity</p> <p>I can draw with crayons and pencils</p> <p>I can colour my drawings carefully using pencils, pastels, crayons and/or a mixture of these</p> <p>I colour in the same direction</p> <p>I create an even coverage</p> <p>I stay inside the lines</p> <p>I can share my work with a partner</p>	<p>I can make a sand painting</p> <p>I know what texture is and can describe it</p> <p>I can use sand to add texture to my collage</p> <p>I can select and cut paper, card and textiles to give my collage texture</p> <p>I can use glue carefully</p> <p>I can say what I like about other children's work</p>	
<p>Learning Outcomes & Assessment Criteria</p>	<p><i>Explore mark-making using a variety of tools. (Techniques)</i></p>	<p><i>Make marks in print using found objects and basic tools and use these to create repeating patterns. (Techniques)</i></p>	<p><i>Know the names of tools, techniques and elements that he/she uses. (Learning)</i></p>	<p><i>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. (Techniques)</i></p>	<p><i>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. (Techniques)</i></p>	<p><i>Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines. (Techniques) Sort, cut and shape fabrics and experiment with ways of joining them. (Techniques)</i></p>
DT	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Learning Objectives</p> <p>I can make a 3d junk-model of a London vehicle</p> <p>I know the features of different vehicles</p> <p>I can think of ideas to design my product (with help)</p> <p>I can use simple pictures and labels to describe what I want to do</p> <p>I can explore materials and say why I have chosen these (considering strength or shape, etc.)</p> <p>I can explore appropriate ways to fasten materials together</p> <p>I can add wheels and axels to</p>	<p>I can make a bird feeder</p> <p>I can identify the features that bird feeders need</p> <p>I can think of ideas to design my bird feeder</p> <p>I can use pictures and labels to describe what I want to do</p> <p>I put my ideas into practice</p> <p>I can select and use a range of appropriate tools to make my bird feeder</p> <p>I can talk about my bird feeder (Does it work?)</p>	<p>I can make my own fairy-tale castle</p> <p>I can name some features of castles and palaces</p> <p>I can think of ideas to design my castle and put my ideas into practice</p> <p>I can use pictures and labels to describe what I want to do</p> <p>I can explore, describe and select appropriate materials for my castle</p> <p>I have found out how to make materials for my structure stronger by folding, joining or rolling</p> <p>I can talk about my own and others' work. (What is the same / different?)</p>	<p>I can design and make an elephant mask</p> <p>I think of ideas to design my mask and put my ideas into practice</p> <p>I use pictures and words to describe what I want to do</p> <p>I can select and use a range of appropriate tools</p> <p>I use materials creatively to add 3d features to my mask and fasten them so they stay in place (e.g. make shapes from rolled up paper, card and straws, add party horns and art supplies, etc.)</p> <p>I can describe and explain my work</p>	<p>I know where food comes from. (Simple sorting – garden, ground, trees, animals).</p> <p>I can design and make a watering can</p> <p>I know what features watering cans need (e.g. essential/non- essential)</p> <p>I think of lots of ideas when designing my product and pick the best one</p> <p>I use pictures and sentences to describe what I want to do</p> <p>I can mark out the holes and cuts I need</p> <p>I can decorate my watering can</p> <p>I can describe my watering can and</p>	<p>I can make a seaside in a bottle</p> <p>I can prepare a healthy fruit salad.</p> <p>I know fruit and vegetables are a healthy food group</p> <p>I wash my hands and keep work surfaces clean when preparing food</p> <p>I use knives safely to cut food (with help)</p> <p>I know what features seashores have (e.g. essential/non- essential)</p> <p>I think of lots of ideas when designing my product and pick the best one</p> <p>I use pictures and sentences to describe what I want to do</p>	



	<p>my vehicle</p> <p>I can finish my structure ensuring it looks neat and tidy</p> <p>I can say what I like about my work</p>				<p>explain how it works</p>	<p>I can mark out the holes and cuts I need My mini seaside has a good finish</p> <p>I can describe and explain my seaside in a bottle</p>
<p>Learning Outcomes & Assessment Criteria</p>	<p><i>Use a range of simple tools to cut, join and combine materials and components safely. (Processes)</i></p> <p><i>Use wheels and axles in a product. (Processes)</i></p>	<p><i>Ask simple questions about existing products and those that he/she has made. (Processes)</i></p> <p><i>Experiment with different materials to design and make products. (Learning)</i></p> <p><i>Create simple designs for a product. (Processes)</i></p>	<p><i>Make structures by joining simple objects together. (Techniques)</i></p> <p><i>Build structures, exploring how they can be made stronger, stiffer and more stable. (Processes)</i></p>	<p><i>Use pictures and words to describe what he/she wants to do. (Processes)</i></p> <p><i>Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. (Processes)</i></p>	<p><i>Say where some food comes from and give examples of food that is grown. (Cooking and Nutrition)</i></p> <p><i>Ask simple questions about existing products and those that he/she has made. (Processes)</i></p> <p><i>Experiment with different materials to design and make products. (Learning)</i></p>	<p><i>Talk about what he/she eats at home and begin to discuss what healthy foods are. (Cooking and Nutrition)</i></p> <p><i>Use simple tools with help to prepare food safely. (Cooking and Nutrition)</i></p> <p><i>Use artwork to record ideas, observations and experiences. (Learning)</i></p> <p><i>Explain what he/she likes about the work of others. (Learning)</i></p>
<p>Music & Dance</p>	<p>Term 1</p>	<p>Term 2</p>	<p>Term 3</p>	<p>Term 4</p>	<p>Term 5</p>	<p>Term 6</p>
<p>Learning Objectives</p>	<p>Music: What can I hear? (Transport)</p> <p>I can listen for pitch</p>	<p>Dance: The Seasons</p> <p>I can dance inspired by the seasons</p>	<p>Dance: Jack and the Beanstalk – Story Time dance</p> <p>I can tell a story through dance</p>	<p>Dance: Elephants</p> <p>I can dance inspired by elephants</p>	<p>Dance: Life cycle of a flower</p> <p>I can represent the life cycle of a flower through dance</p>	<p>Music: Oh I do like to be beside the seaside</p> <p>I take part in singing</p> <p>I follow instructions on how and when to sing or play an instrument</p> <p>I can make and control long and short sounds, using voices and instruments</p> <p>I take notice of others when I am performing</p>
<p>Learning Outcomes & Assessment Criteria</p>	<p><i>Understand that pitch describes how high or low sounds are. (Music)</i></p>	<p><i>Listen to music with sustained concentration. (Music)</i></p> <p><i>Find the pulse whilst listening to music and using movement. (Music)</i></p> <p><i>Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse. (Music)</i></p>	<p><i>Use the correct musical language to describe a piece of music. (Music)</i></p> <p><i>Recognise different instruments. (Music)</i></p> <p><i>Discuss feelings and emotions linked to different pieces of music. (Music)</i></p>	<p><i>Understand that pitch describes how high or low sounds are. (Music)</i></p> <p><i>Understand that tempo describes how fast or slow the music is. (Music)</i></p> <p><i>Understand that dynamics describe how loud or quiet the music is. (Music)</i></p>	<p><i>Use the correct musical language to describe a piece of music. (Music)</i></p> <p><i>Recognise different instruments. (Music)</i></p> <p><i>Discuss feelings and emotions linked to different pieces of music. (Music)</i></p>	<p><i>Listen to, copy and repeat a simple rhythm or melody. (Music)</i></p> <p><i>Learn and perform chants, rhythms, raps and songs. (Music)</i></p> <p><i>Work and perform together with others as an ensemble or as a group singing. (Music)</i></p> <p><i>Learn to follow the conductor or band leader. (Music)</i></p> <p><i>Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture. (Music)</i></p>