

Geography
Our local area - Where do I live?
 Geography (geographical enquiry)
 Year 1 (expected):
 I can say what I like about my locality.
 I can think of a few relevant questions to ask about a locality.
 I can answer questions about the weather.
 I can keep a weather chart.
 Year 1 (exceeding):
 I can answer questions using a weather chart.
 I can make plausible predictions about what the weather may be like later in the day or the next day.

Geography (physical)
 Year 1 (expected):
 I can tell someone my address.
 I can explain the main features of a hot and cold place.
 I can describe a locality using words and pictures.
 I can explain how the weather changes with each season.
 Year 1 (exceeding):
 I can name key features associated with a town or village.

Geography (human)
 Year 1 (expected):
 I can begin to explain why they would wear different clothes at different times of the year.
 I can tell something about the people who live in hot and cold places.
 I can explain what I might wear in a hot or cold place.
 Year 1 (exceeding):
 I can name different jobs that people in my area might do.

Mathematics
Geometry
 I can recognise 3D shapes.
 I can recognise 2D and 3D shapes in different orientation.
 I can use positional language.

Measures
 I can measure and begin to record capacity and volume.
 I can compare, describe and solve practical problems for capacity and volume.

Number
 I can count to and across 100, forwards and backwards, starting at 0 or 1 or from any given point.
 I can write numbers from 1-20 in words.

Addition and Subtraction
 I can read and interpret mathematical statements involving +, - and = signs.
 I can solve simple one-step problems involving addition and subtraction, using concrete objects and pictorial representations, and missing number problems.

Science
Animals
 Science (working scientifically)
 Year 1 (expected):
 I can think of some questions to ask.
 I can answer some scientific questions.
 I can give simple reasons for my answers.
 Year 1 (exceeding):
 I can give a reason for my answers.
 I can talk about similarities and differences.

Science (animals and humans)
 Year 1 (expected)
 I can point out some differences between animals.
 I can identify and name a variety of common animals e.g. birds, fish, amphibians, reptiles and mammals.
 I can describe how an animal is suited to its environment.
 I can identify and name a variety of common animals that are herbivores, carnivores and omnivores.
 I can name a range of domestic animals.
 I can compare bodies of different animals.
 Year 1 (exceeding)
 I can begin to classify animals according to a number of criteria.
 I can say why certain animals have certain characteristics.
 I can name a range of wild animals.

Seasonal Change
 Science (seasonal change)
 Year 1 (expected):
 I can observe changes across the four seasons.
 I can observe and describe weather associated with the seasons.
 I can name the four seasons
 I can observe and describe how day length varies,
 Year 1 (exceeding):
 I can observe features in the environment and explain that these are related to a specific season.
 I can observe and talk about changes in the weather.

**Could an elephant meet
 a polar bear?**
 Year 1
 Spring 1

English
Key Texts: The fox and the star, Betty and the yeti
Transcription
 - I can spell words containing each of the phonemes I have been taught.
 - I can spell common exception words.
Vocabulary, Grammar and Punctuation
 - I can leave finger spaces between words.
 - I am beginning to punctuate my sentence with a capital letter and a full stop.
 - I am beginning to use question marks and exclamation marks.
 - I can use capital letters for the names of people, places, days of the week and I.
 - I can join words and clauses using 'and'.
Handwriting
 - I am beginning to form lower case letters in the correct direction.
 - I can form capital letters.
 - I understand which letters belong to which handwriting families.
Composition
 - I can say out loud what I am going to write about.
 - I can compose a sentence before writing it.
 - I can sequence sentences to form short narratives.
 - I can re-read what I have written to check it makes sense.
 - I can use familiar plots to structure stories.

DT
Moving Pictures
 I can make a product which moves.
 I can cut using scissors.
 I can use different materials.
 I can say why I have chosen moving parts.

**Could an elephant meet
a polar bear?
Year 1
Spring 1**

P.E

Dance
PE (dance)

Year 1 expected:

- I can explore and perform basic body actions.
- I use different parts of the body singly and in combination.
- I show some sense of dynamic, expressive and rhythmic qualities in my own dance.
- I choose appropriate movements for different dance ideas.
- I can remember and repeat short dance phrases and simple dances.
- I move with control.
- I vary the way I use the space.
- I describe how my lungs and heart work when dancing.
- I can describe basic body actions and simple expressive and dynamic qualities of movement.

PSHE

Health & Wellbeing

- What can I do to stay healthy? e.g. Diet, exercise, rest, dental health.
- What can I learn from my experiences? What are my strengths? What would I like to achieve?
- How do people's needs change as they get older? What do I need now that I didn't need as a baby?

MFL

Unit 1

MFL (listening and responding)

Year 1 expected:

- I can understand simple classroom commands.
- I understand short statements.
- I understand simple questions.
- I understand clearly spoken speech.

MFL (speaking)

Year 1 expected:

- I can answer with a single word.
- I can answer with a short phrase.

Computing

E-Safety

How do I stay safe online?

Computing - E-safety (knowledge and understanding)

KS1 expected:

- a) I know that personal information should not be shared online.
- b) I know I must tell a trusted adult immediately if something upsets me online.

Computing - E-safety (skills)

KS1 expected:

- a) I can act if I find something inappropriate online or something I am unsure of. e.g. by identifying people who can help.

Art

Printmaking

Year 1 (expected)

- I can print with sponges, vegetables and fruit.
- I can print onto paper.
- I can design my own

Music

Exploring Pulse and Rhythm

Performing

Year 1 (expected):

- I can use instruments to perform,
- I can clap short rhythmic patterns.

Year 1 (exceeding):

- I can make loud and quiet sounds.

Composing

Year 1 (expected):

- I can repeat short rhythmic patterns.

Year 1 (exceeding):

- I can tell the difference between short and long sounds.

Appraising

Year 1 (expected):

- I can recognise repeated patterns.
- I can follow instructions about when to play and sing.

R.E.

Judaism

- I can begin to identify some of the beliefs of Judaism.
- I can begin to retell some stories within Judaism.
- I can begin to identify some ways in which Jews worship and celebrate special events.
- I can begin to use some religious words.
- I can begin to show some awareness of how some aspects are the same in both Christianity and Judaism e.g. all have a special place of worship.
- I can begin to express my views and give simple reasons in response to my learning about the beliefs, teachings and practices in Judaism.
- I can begin to reflect on my own beliefs, values and feelings in relation to what I have learnt about Judaism.
- I can begin to show awareness of and be sensitive to the thoughts, feelings, beliefs and experiences of others in relation to what they have learnt about Judaism.