

# Key Knowledge Skills and Expectations for Year 1 (2020-2021)

(Any statements highlighted in yellow are the knowledge we want this year group to remember going forward)

*Red italic font is challenge*

## Science

### Observing closely

- Talk about what they <see, touch, smell, hear or taste>.
- Use simple equipment to help them make observations.

*• Find out by watching, listening, tasting, smelling and touching.*

### Performing Tests

- Perform a simple test.
- Tell other people about what they have done.

*• Give a simple reason for their answers.*

### Identifying and Classifying

- Identify and classify things they observe.
- Think of some questions to ask.
- Answer some scientific questions.
- Give a simple reason for their answers.
- Explain what they have found out.

*• Talk about similarities and differences.  
• Explain what they have found out using scientific vocabulary.*

### Recording findings

- Show their work using pictures, labels and captions.
- Record their findings using standard units.
- Put some information in a chart or table.

*• Use ICT to show their working.  
• Make accurate measurements.*

### Animals, including humans

- Point out some of the differences between different animals.
- Sort photographs of living things and non-living things.
- Identify and name a variety of common animals. (birds, fish, amphibians, reptiles, mammals, invertebrates)
- Describe how an animal is suited to its environment.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Begin to classify animals according to a number of given criteria.*
- Point out differences between living and non-living things.*

### Seasonal Changes

- Observe changes across the four seasons.
- Name the four seasons in order.
- Observe and describe weather associated with the seasons.
- Observe and describe how day length varies.

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- Name the parts of the human body that they can see.
- Draw & label basic parts of the human body.
- Identify main parts of the human body & link to their senses.
- Name the parts of an animal's body.
- Name a range of domestic animals.
- Classify animals by what they eat. (carnivore, herbivore, omnivore)
- Compare the bodies of different animals.
- Name some parts of the human body that cannot be seen.*
- Say why certain animals have certain characteristics.*
- Name a range of wild animals.*

### Everyday materials (classifying and grouping)

- Distinguish between an object and the material from which it is made.
- Describe materials using their senses, using specific scientific words.
- Explain what material objects are made from.
- Explain why a material might be useful for a specific job.
- Name some different everyday materials e.g. wood, plastic, metal, water and rock, and know their properties
- Sort materials into groups by a given criteria.
- Explain how solid shapes can be changed by squashing, bending, twisting and stretching.
- Describe things that are similar and different between materials.*
- Explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate.*
- Explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate.*

### Plants

- Name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant.
- Identify and name a range of common wild and garden plants and trees.
- Recognise deciduous and evergreen trees.
- Name the trunk, branches and root of a tree.
- Describe the parts of a plant (roots, stem, leaves, flowers).
- Name the main parts of a flowering plant.*

## History

### Chronological understanding

- Put up to three objects in chronological order (recent history).
- Use words and phrases like: old, new and a long time ago.
- Tell me about things that happened when they were little.
- Recognise that a story that is read to them may have happened a long time ago.
- Know that some objects belonged to the past.
- Retell a familiar story set in the past.
- Explain how they have changed since they were born.

- Put up to five objects/events in chronological order (recent history).
- Use words and phrases like: very old, when mummy and daddy were little.
- Use the words before and after correctly.
- Say why they think a story was set in the past.

### Knowledge and interpretation

- Appreciate that some famous people have helped our lives be better today.
- Know about a famous person from the locality and explain why they are famous.
- Know the name of a famous person, or a famous place, close to where they live.
- Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago.
- Understand that we have a queen who rules us and that Britain has had a king or queen for many years.
- Begin to identify the main differences between old and new objects or events, e.g. main differences between their school days and that of their parents.
- Identify objects from the past, such as vinyl records and toys – know how these were different from their own
- Explain why certain objects were different in the past, e.g. iron, music systems, televisions.
- Tell us about an important historical event that happened in the past.
- Explain differences between past and present in their life and that of other children from a different time in history.
- Know who will succeed the queen and how the succession works.

### Historical enquiry

- Ask and answer questions about old and new objects.
- Spot old and new things in a picture.
- Answer questions using artefacts/ photographs provided.
- Give a plausible explanation about what an object was used for in the past.
- Answer questions using a range of artefacts/ photographs provided.
- Find out more about a famous person from the past and carry out some research on him or her.

## Geography

### Geographical Enquiry

- Say what they like about their locality.
- Sort things they like and don't like.
- Answer some questions using different resources, e.g. books, internet and atlases.
- Think of a few relevant questions to ask about a locality.
- Answer questions about the weather.
- Keep a weather chart - Know and recognise the main weather symbols

- Answer questions using a weather chart.
- Make plausible predictions about what the weather may be like later in the day or tomorrow.

### Physical Geography

- Know their address, including postcode.
- Explain the main features of a hot and cold place.
- Describe a locality using words and pictures.
- Know which is the hottest and coldest season in the UK.
- Explain how the weather changes with each season.
- Name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'.
- Know the main differences between city, town and village.
- Know N, E, S and W on a compass.

- Name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'.

### Human Geography

- Begin to explain why they would wear different clothes at different times of the year.
- Tell something about the people who live in hot and cold places.
- Explain what they might wear if they lived in a very hot or a very cold place.

- Name different jobs that people living in their area might do.

### Geographical Knowledge

- Identify the four countries making up the UK and the 3 main seas that surround the UK
- Name some of the main towns and cities in the UK.
- Point out where the equator, north pole and south pole are on a globe or atlas.

- Name a few towns in the south and north of the UK?

## Computing

### Algorithms and Programs

- Create a simple series of instructions -left and right.
- Record their routes.
- Understand forwards, backwards, up and down.
- Put two instructions together to control a programmable toy.
- Begin to plan and test a Bee-bot journey.

### Data Retrieving and Organising

- Capture images with a camera.
- Print out a photograph from a camera with help.
- Record a sound and play it back.
- Enter information into a template to make a graph.
- Talk about the results shown on a graph.
- Create, store and retrieve digital content.

### Communicating

- Recognise what an email address looks like.
- Join in sending a class email.
- Use the @ key and type an email address.
- Word process ideas using a keyboard.
- Use the spacebar, back space, enter, shift and arrow keys.
- Print out a page from the internet.

• Record pupils' voices as a voiceover.

• Use a teacher prepared photo story to create a slideshow of photos.

### Knowledge & understanding

- Understand the different methods of communication (e.g. email, online forums etc).
- Know you should only open email from a known source.
- Know the difference between email and communication systems such as blogs and wikis.
- Know that websites sometimes include pop-ups that take them away from the main site.
- Know that bookmarking is a way to find safe sites again quickly.
- Begin to evaluate websites and know that everything on the internet is not true.
- Know that it is not always possible to copy some text and pictures from the internet.
- Know that personal information should not be shared online.
- Know they must tell a trusted adult immediately if anyone tries to meet them via the internet
- Know how technology is used in and outside school

### Skills

- Follow the school's safer internet rules.
- Use the search engines agreed by the school.
- Act if they find something inappropriate online or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc).
- Use the internet for learning and communicating with others, making choices when navigating through sites.
- Send and receive email as a class.
- Recognise advertising on websites and learn to ignore it.
- Use a password to access the secure network.
- Know where to go for help if concerned.

## Art

### Drawing

- Communicate something about themselves in their drawing.
- Create moods in their drawings.
- Draw using pencil and crayons.
- Draw lines of different shapes and thickness, using 2 different grades of pencil.

### 3D/ Textiles

- Add texture by using tools.
- Make different kinds of shapes.
- Cut, roll and coil materials such as clay, dough or plasticine.

### Painting

- Communicate something about themselves in their painting.
- Create moods in their paintings.
- Choose to use thick and thin brushes as appropriate.
- Paint a picture of something they can see.
- Name the primary and secondary colours.

### Collage

- Cut and tear paper and card for their collages.
- Gather and sort the materials they will need.

### Printing

- Print with sponges, vegetables and fruit.
- Print onto paper and textile.
- Design their own printing block.
- Create a repeating pattern.

### Use of IT

- Use a simple painting program to create a picture.
- Use tools like fill and brushes in a painting package.
- Go back and change their picture if necessary.

### Textiles

- Sort threads and fabrics?
- Group fabrics and threads by colour and texture?
  - Weave with fabric and thread?

### Knowledge

- Describe what they can see and like in the work of another artist/craft maker/designer.
- Ask sensible questions about a piece of art.

## Design Technology

### Developing, planning and communicating ideas

- Think of some ideas of their own.
- Explain what they want to do.
- Use pictures and words to plan.

### Working with tools, equipment, materials and components to make quality products

- Explain to others what they are making.
- Choose appropriate tools and resources and explain why these have been chosen.

### Evaluating processes and products

- Describe how something works.
- Explain what works well and not so well in the model they have made
- Talk about their own work and things that other people have done.

### Breadth of study

#### Cooking and nutrition

- Cut food safely.
- Describe the texture of foods.
- Wash their hands and make sure that surfaces are clean.
- Think of interesting ways of decorating food they have made, eg, cakes.

#### Textiles

- Describe how different textiles feel.
- Make a product from textiles by gluing.

#### Mechanisms

- Make a product which moves.
- Cut materials using scissors.
- Describe materials using different words.
- Say why they have chosen moving parts.

#### Use of materials

- Make a structure/model using different materials.
- Ensure work is tidy.
- Make their model stronger if it needs to be.

#### Construction

- Talk with others about how they want to construct their product
- Select appropriate resources and tools for their building projects.
- Make simple plans before making objects, e.g. drawings, arranging pieces of construction before building.

## Music

### Performing

- Use their voice to speak/sing/chant.
- Join in with singing.
- Use instruments to perform.
- Look at their audience when they are performing.
- Clap short rhythmic patterns.
- Copy sounds.

- *Make loud and quiet sounds.*
- *Know that the chorus keeps being repeated.*

### Composing

- Make different sounds with their voice.
- Make different sounds with instruments.
- Identify changes in sounds.
- Change the sound.
- Repeat (short rhythmic and melodic) patterns.
- Make a sequence of sounds.
- Show sounds by using pictures.
- *Tell the difference between long and short sounds.*
- *Tell the difference between high and low sounds.*
- *Give a reason for choosing an instrument.*

### Appraising

- Respond to different moods in music.
- Say how a piece of music makes them feel.
- Say whether they like or dislike a piece of music.
- Choose sounds to represent different things.
- Recognise repeated patterns?
- Follow instructions about when to play or sing.
- *Tell the difference between a fast and slow tempo.*
- *Tell the difference between loud and quiet sounds.*
- *Identify two types of sound happening at the same time.*

## PE & Dance

### Acquiring and Developing Skills

- Copy actions.
- Repeat actions and skills.
- Move with control and care.

### Dance

- Move to music.
- Copy dance moves.
- Perform some dance moves.
- Make up a short dance.
- Move around the space safely.

### Evaluating and Improving

- Talk about what they have done.
- Describe what other people did.

### Games

- Throw underarm.
- Roll a piece of equipment.
- Hit a ball with a bat.
- Move and stop safely.
- Catch with both hands.
- Throw in different ways.
- Kick in different ways.

### Health and Fitness

- Describe how their body feels before, during and after an activity.

### Gymnastics

- Make their body tense, relaxed, curled and stretched.
- Control body when travelling and balancing.
- Copy sequences and repeat them.
- Roll, curl, travel and balance in different ways.
- Climb safely.
- Stretch in different ways.

### Dance

- *Perform more complicated combinations of movement fluently and with control.*
  - *Perform clearly and expressively.*
  - *Show an awareness of phrasing and music.*
- *Choose movements that show a clear understanding of the dance idea.*
- *Say why their heart beats faster and their temperature rises when dancing.*
  - *Talk about dance using a range of descriptive language.*

## MFL

### Examples and Signposting in Red

#### Listening and responding

- Understand simple classroom commands.
- Understand short statements.
- Understand simple questions.
- Understand clearly spoken speech.

*May need a lot of help, e.g. gesture and repetition.*

*Bonjour, je m'appelle Madame xx. Comment t'appelles tu?*

*Je m'appelle xxxx*

*Ca va?*

*Très bien / mal / comme ci comme ça.*

*Au revoir!*

*Children role play meeting and greeting.*

*Understand classroom commands*

*Levez-vous, Asseyez-vous, Levez la main, Ecoutez, Repetez, Silence, (use visuals and ask children to do actions). Teacher gives instructions and children repeat.*

*Play the game 'Jacques Dit' (Simon says?)*

*Numbers - 1 - 10*

*Colours - Rouge, Bleu, Vert, Jaune*

*Days of the week*

#### Speaking

- Answer with a single word.
- Answer with a short phrase.

*Pronunciation may be approximate, and may need considerable support from a spoken model and from visual cues.*

*See column 1*

#### Reading and responding

- Read and understand a single word.

*Presented in clear script in familiar context. May need visual cues.*

*Change French calendar daily online*

*Day: lundi, mardi, mercredi etc*

*Date: lundi, le 6 mars etc*

*Month: janvier, fevrier, mars etc*

*Weather: Il fait beau or il fait froid or il fait chaud (fine, cold or hot)*

*French date on the board daily*

*Remember all days and months start with a lower case letter*

#### Writing

- Copy a single word correctly.
- Label items.
- Choose the right words to complete a phrase.
- Choose the right words to complete a short sentence.

*Matching exercises e.g.*

*crickweb.co.uk*

*primarygamesarena*

*french-games.net (beginners and intermediate)*

*digitaldialects.com*

*SALUT*