









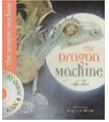
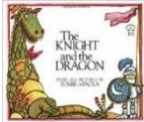


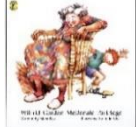





## Race Leys Infant School: Year 1 Curriculum Skills Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<b>On the Move</b>		<b>Fire! Fire!</b>	<b>Towers and Turrets</b>	<b>Bedworth</b>	<b>Seaside</b>
Experiences	Remembrance/ Bonfire Night/Diwali/Harvest Christmas		fires service visit	science week Mothering Sunday World Book day Easter Shakespeare week castles day Warwick castle trip	visit Bedworth and the park Mayor's café and nursery	Well-being week
POSSIBLE Books/ Artwork	 Funny Bones  Only one you  You be you  Mrs Armitage on wheels 	 Vincent Van Gogh – Starry Night	  Non Fiction books Samuel Pepys (Diary) <a href="http://www.fireoflondon.org.uk/game/">http://www.fireoflondon.org.uk/game/</a>	 Warwick castle  Motte and Bailey  The Dragon Machine  The Knight and Dragon		 Hokusai “Wave”  Magic Box by Kit Wright  Wilfred Gordon by Mim Fox

	Hundred double decker bus			 <p>Paul Klee castle and sun</p>		
<b>PSHE</b>	<p>I can talk about how to contribute to the life of the classroom to make it a happy learning place</p> <p>I can talk about how I behave affects others</p> <p>I listen to others and work cooperatively</p> <p>I can describe how I grow from young to old and how needs change.</p> <p>I can name my feelings</p> <p>I recognise how others show feelings and work hard to respond appropriately</p> <p>I can identify similarities and differences between people</p> <p>I can name some of the different groups and communities I belong to</p> <p>I know what I like and dislike and can tell others</p> <p>I can suggest a physical activity to help me to be healthy</p> <p>I can suggest an activity to make me feel calm</p> <p>I can name some household products, including medicines, that can be harmful if not used properly</p>	<p>I can talk about why some activities improve my emotional health</p> <p>I learn that my choices have consequences.</p> <p>To know some strategies for managing my feelings.</p> <p>I begin to talk about what is fair and unfair, kind and unkind, and what is right and wrong.</p> <p>I have some words I can use to resolve simple arguments through negotiation.</p> <p>I can name different types of bullying/ teasing and that these are wrong and unacceptable</p> <p>I can talk about how I can hurt people's feelings and bodies</p> <p>I can see when people are kind or unkind to me or others and what to do and say</p>	<p>I can talk about an experience that helped me to learn to change something</p> <p>I can celebrate my strengths and link this to feeling proud</p> <p>I set myself a simple but challenging goal with the help of my teacher</p> <p>I can use the term 'power of yet' when thinking about challenges, which I need to practice.</p> <p>I can talk about how I need to keep myself safe and when to say yes and no and to tell/ask if I feel worried</p> <p>I can explain what kind of contact is ok or not ok and I know how to respond to this</p> <p>I can say what is meant by privacy and how I have the right to keep things private</p> <p>I can explain the difference between secrets and nice surprises</p> <p>I can relate my uncomfortable feelings to my early warning signs</p> <p>I recognise that they share a responsibility for keeping myself and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell'</p>	<p>I can celebrate my strengths and explain them to others</p> <p>I know about feelings and how some make me feel good and some make me feel uncomfortable</p> <p>I know about opportunities I can take part in eg after school club choir clubs out of scho</p> <p>I learn how to maintain personal hygiene and remember to wash my hands when I need</p> <p>I use a tissue properly and dispose of it</p> <p>I learn how germs spread and can tell you how I can help to stop this</p> <p>I can talk about how I might help other people who have a difficulty eg charity days</p>	<p>I can talk about ways I can resist teasing or bullying</p> <p>I can talk about how if I witness bullying, who I can go and how to get help.</p> <p>I can talk about why my family and class group are special</p> <p>I can talk about why another group I belong to might be special eg art club, football, dancing etc.</p>	<p>I can identify and respect differences between and similarities between people.</p> <p>I know different forms a family can take</p> <p>I know people belong to different groups and communities</p> <p>I can share opinions on things that matter to me and explain why all about me</p>

	<p>I can say what I do if I come across them I know that I can bring money to school and I can save to get a book</p> <p>I can talk about how book shop helps me save and why this is a good idea</p> <p>I know that I can help others and show that I care eg harvest</p>		<p>I recognise physical differences know similarities and differences between boys and girls and name body parts We have fire service in in spring 1 I can name the 'special people' who work in my community and who are responsible for looking after me and protecting me I can say how I contact those special people when I need their help, including dialling 999 in an emergency</p>			
<p><b>Science</b> (remember to include working scientifically objectives in each lesson)</p>	<p>I can identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>I can describe and show how to make something move e.g. push and pull.</p> <p>I can compare how different things move.</p> <p>I can describe and explain changes in movement as a result of an action.</p> <p>I can observe changes across the four seasons.</p>	<p>I can observe changes across the four seasons.</p>	<p>I can observe changes across the four seasons.</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 compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>I can observe changes across the four seasons.</p>	<p>I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>I can identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>I can observe changes across the four seasons.</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 observe changes across the four seasons.</p>

	I can observe and describe the weather associated with the seasons and how the day length varies.	I can observe and describe the weather associated with the seasons and how the day length varies.	I can observe and describe the weather associated with the seasons and how the day length varies.	I can observe and describe the weather associated with the seasons and how the day length varies.	I can observe and describe the weather associated with the seasons and how the day length varies.	I can observe and describe the weather associated with the seasons and how the day length varies.
<b>Ongoing Science – Working scientifically Across KS1</b>	<p><b>Ask simple questions</b> I can ask simple questions stimulated by my exploration of my world. I can begin to know that questions can be answered in different ways. I can talk about what I am exploring or trying to find out. I can notice a change and find out what will happen to something if it is left for a longer time.</p> <p><b>Observe closely using simple equipment</b> I can make observations of animals and plants. I can explain why some things occur, and talk about changes. I can observe closely using all senses.</p> <p><b>Perform simple tests</b> I can carry out a simple comparative test or exploration comparing 2 or 3 things by direct observation or comparison. I can measure using non-standard measures. I am introduced to standard measures for temperature, mass, length</p> <p><b>Identify and classify</b> I can match things and organisms that are the same. I can identify things and organisms that are similar. I can identify differences between things and organisms. I can begin to sort using observations of similarities and differences using my own criteria.</p> <p><b>Use observations and ideas to suggest answers to questions</b> I can say what happened. I can say if something seems to have made a difference. I can make comparisons and order results (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>). I can explain why I have put things and organisms in the same group.</p> <p><b>Gather and record data to help in answering questions</b> I can choose to record in my own way talking about what it shows. I can place things in sorting hoops based on my own sorting criteria. I can talk about any changes that happened during the investigation that the recording shows.</p>					
<b>History</b>	<p>I can sequence three events in their own life.</p> <p>I can recognise that some objects belong in the past.</p> <p>I can identify objects from the past, such as vinyl records.</p> <p>I can label simple timelines with events and people.</p>	<p>I understand what a famous person did.</p> <p>I am beginning to understand that we commemorate certain events because of the significance of what happened many years ago.</p> <p>I can ask and answer questions about the past from objects or pictures.</p>	<p>I am beginning to describe an historical event that happened years ago.</p> <p>I can describe what a famous person did.</p> <p>I can begin to identify the main differences between old and new.</p> <p>I can ask and answer simple questions about the past from objects or pictures.</p> <p>I can listen to a story to encourage me to distinguish between fact and fiction.</p>			<p>I can talk about events from my own past and how I have changed.</p>

			<p>I recognise that stories I hear may have happened a long ago.</p> <p>I can give a plausible explanation about what an object was used for in the past.</p>			
<b>Ongoing History (Across ks1)</b>	<p>I use everyday words and phrases such as old, new, a long time ago, now, later, past, present, yesterday, tomorrow, fact, fiction, monarchy.</p> <p>I can use pictures, stories, artefacts, books, videos, photos, internet.</p>					
<b>Geography</b>	<p>I can identify seasonal and daily weather patterns in the United kingdom.</p>		<p>I can name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>I can use world maps, atlases and globes to identify the United Kingdom and its countries.</p>		<p>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment.</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>I can devise a simple map.</p> <p>I can use the vocabulary of near and far to describe the location of features and routes on a map.</p>	
<b>Ongoing Geography</b>	<p>I can identify seasonal and daily weather patterns in the United kingdom.</p> <p>Vocabulary: beach, cliff, coast, sea, hill, season, weather, house, office, shop, town, city, village, farm, port, harbour, near, far</p>					

<p><b>Computing</b></p>	<p><b>Digital Literacy and Technologies</b>  <b>"Our Techno-World"</b>  I am beginning to understand the scope of what technology is. I am beginning to acknowledge the use of technologies in the wider world. I am beginning to make use of age appropriate technologies.</p>	<p><b>Digital Literacy: "Looking after the digital Me"</b>  I can use technology safely and respectfully. I know what to do if I do not feel safe using technology    I can log on and off the school network safely.</p>	<p><b>PROGRAMMING</b>  Computational thinking &amp; Logical Reasoning    I understand that an algorithm is a set of instructions.    I can create a simple algorithm (non-digitally and digitally)  I can create algorithms (digitally and non- digitally)    I understand the term de-bugging and am able to de-bug my own algorithms</p>			<p><b>DATA HANDLING</b>  <b>"Information fun-time"</b>  To use internet to research/find information.  To experience simple data collection.  To use collated data to create a pictogram  To use pictogram to make sense of collated data.</p>		
<p><b>Ongoing Computing (e-safety)</b></p>	<p><b><u>Self-Image and Identity</u></b>    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.</p>	<p><b><u>Online Relationships</u></b>    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.</p>	<p><b><u>Online Reputation</u></b>    I can identify ways that I can put information on the internet. I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first.</p>	<p><b><u>Online Bullying</u></b>    I can describe how to behave in the real world and online in ways that do not upset others and can give examples.</p>	<p><b><u>Managing Online Information</u></b>    I can give simple examples of how to find information (e.g. search engine, voice activated searching). 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.</p>	<p><b><u>Health, wellbeing and lifestyle</u></b>    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.</p>	<p><b><u>Privacy and Security</u></b>    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 am beginning to understand how passwords can be used to protect information and devices.</p>	<p><b><u>Copyright and Ownership</u></b>    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').</p>

<p><b>Art</b></p>	<p><b>Drawing:</b> I can use different materials for non-structured mark making</p> <p>I can draw shapes and lines of different sizes and thickness to represent observations and ideas.</p> <p>I can stay within drawn lines when colouring.</p> <p>I am beginning to record some pattern and texture by adding dots and lines.</p> <p><u>Medium</u> (pencils, chalks, felts, colouring pencils, charcoal, pastels).</p>	<p><b>Painting</b> I experiment with adding white to colours to make tints.</p> <p><b>Medium</b> (brushes in different shapes and sizes, poster paint, <b>powder paints</b>,</p>	<p><b>3d Sculpture:</b> I can form simple basic 3D shapes to represent observed ideas using techniques such as rolling, cutting, moulding</p> <p>I can use tools to add pattern and texture.</p> <p><u>Medium</u> clay</p>	<p><b>Painting</b> I can select different brush sizes and shapes for different purposes.</p> <p>I can mix primary colours.</p> <p>I experiment with adding black to colours to make tones.</p> <p><u>Medium</u> (brushes in different shapes and sizes, poster paint, <b>powder paints</b>,</p> <p><b>Printing</b> I can apply ink or paint to a printing block.</p> <p>I can print evenly and gently.</p> <p><u>Medium</u> Blocks, any found objects, foam shapes</p>	<p><b>Collage</b> I am beginning to select a range of coloured and textured paper to represent ideas.</p> <p>I can draw a simple shape and cut around the lines. I can cut around the corners of basic shapes. I can cut basic shapes without a pre-drawn outline.</p> <p>I can apply glue without waste.</p> <p>I can combine materials to achieve texture</p> <p><u>Medium</u> (Coloured paper, tissue paper, newspaper, scraps Fabric, scissors, PVA glue and glue spreaders)</p>	<p><b>Painting</b> I am beginning to stay within drawn lines when using a thin brush.</p> <p>I can rinse the brush and remove excess water.</p> <p><u>Medium</u> <b>water colour</b>, water pots)</p>
<p><b>On-going Art</b></p>	<p><b>Evaluating</b> I can give opinions on and describe the features of a range of artists' work. I can identify similarities and differences between artists work. I can say what I like/dislike about my own work and give a reason why</p> <p><b>Vocabulary</b> Line, hatch, cross hatch, smudge, stamp, print, pattern, join, smooth, rough, primary colour, red, yellow, blue, warm, cold,</p>					
<p><b>Design Technology</b></p>		<p><b>Mechanisms</b> I know about the simple working characteristics of materials and components.</p> <p>I can begin to use ICT where appropriate to develop ideas.</p> <p>I know about the movement of simple</p>		<p><b>Structures</b> I can make a structure/model using different materials beginning to explore how they can be made stronger.</p> <p>I can begin to measure, mark out, cut and shape materials and then begin to assemble, join and combine materials with support.</p> <p>I can begin to use simple finishing techniques to improve the appearance of a product.</p>	<p><b>Cooking and nutrition</b> I can begin to group food according to its sensory characteristics.</p> <p>I know that all food comes from plants and animals.</p> <p>I know how to name and sort foods into the five groups in the Eatwell Plate.</p>	

		<p>mechanisms such as wheels and axels.</p> <p>I can begin to use the correct technical vocabulary for projects.</p> <p>I can begin to measure, mark out, cut and shape materials and components and then begin to assemble, join and combine materials and components with support.</p> <p>I can begin to use simple finishing techniques appropriately, including those from art and design.</p>			<p>I can prepare some simple dishes (fruit) using techniques safely and with developing accuracy e.g. cutting and peeling.</p> <p>I can assemble, join and combine food with support.</p> <p>I can begin to use finishing techniques effectively (presentation).</p>	
<p><b>On-going DT</b></p>	<p><b>Designing</b>          Begin to generate ideas by drawing on their own experiences and existing products.          Explain what product they are designing and making and who it is for.          Begin to use simple design criteria.          Begin to describe their ideas by talking, drawing pictures and adding labels where appropriate.</p> <p><b>Making</b>          Select from a range of appropriate tools and equipment according to their characteristics.          Begin to understand the correct vocabulary to describe the tools and processes.          Follow procedures for safety and hygiene with support from the teacher.          Begin to use a range of materials and components, including construction materials and kits, food ingredients and mechanical components.</p> <p><b>Evaluate</b>          Begin to explore and evaluate existing projects:</p> <ul style="list-style-type: none"> <li>• what products are</li> <li>• who products are for</li> <li>• what products are for</li> <li>• how products work</li> <li>• how products are used</li> <li>• where products might be used</li> <li>• what materials products are made from</li> <li>• what they like and dislike about products</li> </ul>					



	Begin to evaluate their own projects: • make simple judgements about their products and ideas against design criteria.					
<b>Music</b>	I understand and recognise the difference between pulse and rhythm. I know how pulse, rhythm and pitch work together. I know that when we rap we use pulse and rhythm but when we add pitch we have a song.	I can sing entire songs. I enjoy performing, solo and or in a group, developing singing voice and sense of occasion (Working on diction and posture).	I can play/sing in different styles. I can identify mixed musical styles (Latin, Pop, Blues, Baroque, Bhangra, Folk and Funk, Irish).	I can play/sing in different styles. I can identify Latin and mixed musical styles (Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion)	I can create and use my own lyrics	I can reflect upon what I have learnt and decide what to perform. (Western Classical Music /The language of music)
<b>Ongoing Music</b>	<p><b>On going:</b> <b>Listen and Appraise:</b> I am beginning to recognise styles, find the pulse, recognise instruments, listen, and discuss other dimensions of music. I am beginning to internalise, understand, feel and know how the dimensions of music work together (pulse, rhythm, pitch, tempo, dynamics)</p> <p><b>Singing:</b> I am beginning to sing in a group/band/ensemble.</p> <p><b>Playing:</b> I am beginning to play a classroom instrument in a group/band/ensemble.</p> <p><b>Improvisation:</b> I am beginning to explore and create my own responses, melodies and rhythms.</p> <p><b>Composition:</b> I am beginning to create my own responses, melodies and rhythms and record them in some way to work together in a group/band/ensemble</p> <p><b>Perform:</b> I am beginning to work together in a group/band/ensemble and perform to each other and an audience.</p>					
<b>PE</b>	<u>Send and return</u> To master basic sending and receiving techniques. I can throw a medium sized ball - over arm and under arm. I can receive a ball with basic control. I can roll a ball to an end target. I can kick a ball with increasing accuracy to an end target. I can kick a ball with graded pressure. I can dribble a ball I can balance a ball on a racket.	<u>Gymnastics</u> I can travel in different directions with control and fluency (side to side, up and down). I can travel in different ways, showing clear transitions between movements. I can link combinations of movements and shapes with control. I can balance on a piece of apparatus working at different heights. I can explore and creates different pathways and patterns. Guided peer coaching through talk and demonstration.	<u>Dance</u> I can respond to range of stimuli. I can explore basic movements and body patterns. I can link 2 dance movements together. I can remember simple movements and dance steps. I can link movements to sounds and music. Guided peer coaching through talk and demonstration.	<u>Attack, defend, shoot 1</u> I can participate in a game with an opposing side. I can control a ball within a game setting with a degree of accuracy. I can use hands to control a ball with increasing accuracy. I can play a game following a set of rules. Guided peer coaching through talk and demonstration.	<u>Hit catch run</u> To master basic sending and receiving techniques. I can throw a medium sized ball accurately - over arm and under arm. I can receive a ball with basic control. Guided peer coaching through talk and demonstration.	<u>Run, jump, throw</u> I can use varying speeds when running. I can explore footwork patterns. I can improve my arm mobility. I can improve my short distance running by improving my body position. I can skip without a rope. I can jump for height and from height. Guided peer coaching through talk and demonstration.

	<p>I can make a two handed strike.</p> <p>I am beginning to develop hand-eye coordination.</p> <p>Guided peer coaching through talk and demonstration.</p>					
<p>RE</p>	<p><u>1.1 Who is a Christian and what do they believe?</u> I can talk about some simple ideas about Christian beliefs, God and Jesus. I can retell stories that show how Christians try to behave.  I can retell a story that shows what Christians might think about God (Noah)  I can recognise some Christian symbols and images used that express an idea about God.  I recognises the importance of religious artefacts.  I can talk about the importance of the Harvest festival.  <u>1.6 How and why Christians celebrate special times.</u> I can describe how a religion shows how to care for each other</p>	<p><u>1.2 Who is a Muslim and what do they believe?</u> Introduction to Islam and what Muslims believe Allah is like.  I can talk about some simple ideas about Muslim beliefs about God,  I recognise some of the 99 Names of Allah. (Al Khaaliq - creation)  I recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like.  I can recognize some of the religious symbols belonging to Islam  I can discuss the importance of the 5 pillars of Islam  I know how Muslims celebrate Ramadan and how this might make them feel (October)  <u>1.6 How and why do Christians celebrate Christmas?</u></p>	<p><u>1.1 Who is a Christian and what do they believe?</u> I can recognise and name some symbols from Christianity and Islam. I can suggest what these might mean and their importance to believers  I can Look at Christian artefacts and say, what they tell Christians about God.  I can say what the Bible tells Christians about God.  <u>1.2 Who is a Muslim and what do they believe?</u> I can talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad  I can re-tell a story about the life of the Prophet Muhammad  I recognise and describe the significance of particular objects and places to Muslims.  I can identify objects in a Mosque and say how</p>	<p><u>1.1/1.2 Who is a Christian/ Muslim and what do they believe?</u> I can compare the similarities between stories told by Christians' and Muslims - Jonah and the ants  I can compare stories from different religions.  <u>1.1 Who is a Christian and what do they believe?</u>  I can retell a story that shows what Christians believe about God and share what a story about God might mean  I can talk about why God and Jesus are important for Christian people  I can talk about and ask some thoughtful questions about how the Bible influences Christians  <u>1.6 How and why do Christians celebrate Easter?</u> I can describe simply some Christian beliefs about Jesus.</p>	<p><u>1.5 What makes some places sacred?</u> I can recognise, name and describe some religious artefacts, places and practices.  I can identify religious artefacts and explain how and why they are used.  I can describe religious buildings and explain how they are used.  <u>1.6 How and why do Muslims celebrate Eid?</u> I can say how Muslims celebrate Eid-ul-Fitr and how this might make them feel. (24<sup>th</sup> May 2020)  I can say why places of worship are important to the local community.  I can identify objects in a church and say how they are used and what they mean to believers (church visit)  I can talk about an object that is used in worship, saying how it is</p>	<p><u>1.7 What does it mean to belong to a faith community?</u> I can ask questions about puzzling aspects of life.  I can relate emotions to some of the experiences of religious figures.  I can think about why symbols of belonging matter to believers  I can give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean  I can identify two ways people show they belong to each other when they get married</p>

		<p>I can say what Christians believe about Christmas.</p> <p>I can describe some of the main festivals or celebrations of a religion - sharing the Christmas story.</p> <p>I can identify some ways Christians celebrate Christmas.</p> <p>I can re-tell stories connected with Christmas and say why these are important to believers</p> <p>I can identify religious artefacts relating to Christmas</p> <p>I can collect examples of what people do, give, sing, remember or think about at the religious celebrations and say why they matter to believers</p> <p><u>1.8 How should we care for others and the world and why does it matter?</u> I can think about how I should care for others</p>	<p>they are used and what they mean to believers.</p>	<p>I can talk about ways in which Jesus was a special person who Christians believe is the Son of God</p> <p>I can identify some ways Christians celebrate Easter</p> <p>I can re-tell stories connected with Easter and say why these are important to believers I can collect examples of what people do, give, sing, remember or think about at the religious celebrations and say why they matter to believers</p>	<p>used and how it shows what people believe</p> <p>I can ask appropriate and respectful questions of believers.</p>	
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