

## Year 1 – Curriculum Skills

### Art and Design

- Has planned and made a product to a simple specification, and evaluated it afterwards
- Is able to demonstrate variety and increasing control in drawing and painting
- Is able to decorate in a number of ways e.g. using colour, pattern, texture
- Can describe the work and distinctive style of one or two important artists

### Computing

- Understands the importance of giving clear, precise, logical instructions
- Can create a simple programme
- Knows how to save, open and store simple digital content
- Knows a range of important uses of IT
- Understands and respects privacy and knows why some uses of the computer are discouraged

### Design Technology

- **Design** - Can plan a product on the basis of its use, purpose and appeal
- **Make** - Can choose appropriate materials and tools to make a product
- **Evaluate** - Can evaluate existing products against given criteria
- **Technical knowledge** - Can build and improve structures e.g. to be stable
- **Cooking and nutrition** - Knows where food comes from

### Geography

#### **Locational knowledge**

- can name & locate the world's 7 continents and 5 oceans on a map

#### **Place knowledge**

- can describe the characteristics of one area of the UK

#### **Human & physical geography**

- can describe the seasons and weather patterns of the UK
- knows the geographical terms for common physical features

#### **Geographical skills & fieldwork**

- can find the UK, continents, oceans and other places studied on a map and knows the points of the compass.

### History

#### **Changes within living memory**

- can identify people, practices or articles (such as parents, favourite toys) that have changed in one's own memory and consider why that change has occurred.

#### **Events beyond living memory**

- can describe a famous event that happened before one's own time, know when it happened and say why it was important

#### **Significant individuals**

- can name a handful of famous men and women, say when they lived and what they did that was important
- **Local history** - can name a significant local person (place or event) and why it/he/she is considered important

### Physical Education

- Can run, jump, throw and catch well enough to join in sports that use them
- Can join in team games, playing by the rules and supporting the team
- Can join in a dance, responding to music or rhythm or following a pattern

### Music

- **Perform** - Joins in singing simple songs, chants and rhymes & can work with others to combine sounds to accompany a song or chant or to create a short rhythmic piece
- **Compose** - has worked out how to make different sounds and rhythms from a range of different instruments
- **Listen** - can attend to different types of music and describe them in basic terms