



Old Dalby C of E Primary School

End of year expectations

Year 1

<p>History</p> <ul style="list-style-type: none"> - Use common words and phrases relating to the passage of time eg past, present, future, older, newer, before, after - Ask questions about the past, what was it like for people? How long ago? - Observe evidence to ask and answer questions about the past - Talk about some historical events - Start to use a timeline 	<p>Key Vocabulary</p> <p>Changes Legacy Past Present Future Evidence</p>
<p>Geography</p> <ul style="list-style-type: none"> - Talk about weather patterns in the UK and hot and cold places around the world eg the equator, Antarctica and Arctic - Understand the difference between man-made and natural geographical features - Use the four points of the compass to describe where different geographical features are in relation to each other - Look at different forms of evidence and ask questions - Make observational drawings of their location 	<p>Key Vocabulary</p> <p>Community Village City Town Map Land Ocean Sea Water Near Far 4 Compass points Seasons Mountains</p>
<p>Science</p> <ul style="list-style-type: none"> - Ask simple questions and suggest different ways to answer them - Make observations, using simple equipment - With support, perform simple tests - With support, identify and group a range of objects/creatures/plants etc - Make predictions and use own ideas to answer questions - With support, gather and record evidence and findings to answer questions 	<p>Key Vocabulary</p> <p>Observe Predict Test Group Measure Record Equipment</p>
<p>Art and design</p> <ul style="list-style-type: none"> - Explore a range of media and recognise different outcomes - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - Explore a range of techniques using colour, pattern, texture, line, shape, form and shape - Explore the work of a range of artists, craft makers and designers and make links to their own work 	<p>Key Vocabulary</p> <p>Chalk Charcoal Brush Pencil Paint Sketch Mould Observe Artist Texture</p>



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	<p>Pattern Line Shape Artist</p>
<p>Computing With support:</p> <ul style="list-style-type: none"> - Understand what algorithms are; how they are implemented as programmes on digital devices and that programmes execute by following precise and unambiguous instructions - Create and debug simple programmes - Use logical reasoning to predict the behaviour of simple programmes - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Recognise common uses of IT beyond school - Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other technologies 	<p>Key Vocabulary Algorithm Programme Digital device Instructions Debug Execute Internet</p>
<p>Design and technology</p> <ul style="list-style-type: none"> - Design purposeful, appealing products for themselves based on a set of design criteria - Generate and communicate their ideas through a variety of means, including drawings and models - With support, select from and use a range of tools and equipment to perform practical tasks eg cutting, shaping, joining and finishing - With support, select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics - Explore a range of existing products - With support, build structures, exploring how they can be made stronger, stiffer and more stable - Explore mechanisms - With support, use the basic principles of a healthy and varied diet to prepare dishes - Understand where food comes from 	<p>Key Vocabulary Design Product Function Tools Criteria Evaluate Mechanism Cutting Shaping Joining Finishing Structure Construction Diet Healthy</p>
<p>Music</p> <ul style="list-style-type: none"> - Take part in singing, accurately following the melody - Begin to play untuned instruments musically - Recognise changes in tempo and pitch - Create short musical patterns - Sequence sound to create an overall effect - With support, use symbols and images to represent their composition 	<p>Key Vocabulary High Low Loud Soft Rhythm 8 count</p>



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<ul style="list-style-type: none"> - Listen with concentration to a range of high quality, live and recorded music 	<p>Pattern Compose</p>
<p>Physical Education</p> <p>Dance</p> <ul style="list-style-type: none"> - Copies and explores basic movements and body patterns - Further develop various levels whilst travelling around - Uses space well and negotiates space clearly - Remembers simple movements and dance steps - Links movements to sounds and music. - Responds to range of stimuli. <p>Gymnastics</p> <ul style="list-style-type: none"> - Copies and explores basic movements with some control and coordination. - Can perform different body shapes. (tuck, straddle, pike, lung and arch) - Performs at different levels - Can perform a 2 footed jump - Can use equipment safely - Balances with some control - Can link 2-3 simple movements - To follow keysteps 1 floor, body and vault. <p>Games</p> <ul style="list-style-type: none"> - Can travel in a variety of ways including running and jumping. - Beginning to perform a range of throws. - Receives a ball with basic control - Beginning to develop hand-eye coordination - Show awareness of boundaries and rules - Participates in simple games <p>Athletics</p> <ul style="list-style-type: none"> - Can run at different speeds. - Can jump from a standing position - Performs a variety of throws with basic control. <p>Evaluating</p> <ul style="list-style-type: none"> - Can comment on own and others performance - Can give comments on how to improve performance. - Use appropriate vocabulary when giving feedback. <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> - Can describe the effect exercise has on the body 	<p>Key Vocabulary</p> <p>8count Levels Space Warm up Cool down Stretching</p> <p>tuck straddle pike teddy roll pencil roll forward roll dish roll soft knees climbing alternate feet balancing take off landing flight box splits coordination pointed toes passing catching dribble control jogging sprinting jumping throwing teamwork blood flowing around the body quicker heart beats quicker underarm overarm</p>



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<ul style="list-style-type: none"> - Can explain the importance of exercise and a healthy lifestyle. 	
<p>Religious Education</p> <ul style="list-style-type: none"> - Describe some of the main religious festivals of the calendar year - Describe some of the teachings of Christianity and one other religion - Name some of the important places of worship nearby - Recognise and name some religious symbols - Identify the things and people who are important their own lives - Begin to talk about what helps them to make their own choices - Talk about how their decisions and actions may affect others - Ask questions about religion they learn about - Recognise the school Christian values in themselves and others 	<p>Key Vocabulary</p> <p>Believe Religion Tradition Festival Church Cross Mosque Gurdwara Christianity Family Bible Holy Special</p>
<p>SRE and Values</p> <p>Kind hearts:</p> <ul style="list-style-type: none"> - What family means - Who are the people who can support them - What friendship is - How to take turns - Simple self-care techniques, personal hygiene to prevent health and well-being problems - Can play with a group of children and share resources (F) - Can accept that they, and others, can have more than one friend (F) <p>Courageous Spirits:</p> <ul style="list-style-type: none"> - Development and practice of resilience - The importance of honesty and truthfulness - Keeping passwords private - Can be independent and have a go at tasks on their own (C) - Know how to stay safe within our community (Com) 	<p>Key Vocabulary</p> <p>Family Friends Share Health Clean Resilience Honesty Courage Love Feel Private Community</p> <p>EYFS vocab and:</p> <p>Creativity Curiosity Risk taking Perseverance Passion for learning Acceptance Self-esteem</p>