

Year 1 curriculum TT statements – Foundation subjects

Art

Media and Materials

Significant Artists

Skills

Vocabulary

In pencil, draw lines of different length and thickness	In painting, mix colours to make secondary colours	In painting, use thick and thin brushes to produce lines and shapes	In collage, sort and use a range of materials that are cut, torn and glued	In print, use repeat or overlapping shapes (using objects to create print)
Discuss their own and others' work	Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials	Begin to develop artistic vocabulary eg primary / secondary colour, line, light, dark		

DT

Cooking and Nutrition

Design

Evaluate

Make

Technical Knowledge

Begin to understand where food comes from	Prepare simple dishes using knowledge of healthy food	Design simple products that work and look appealing	Discuss and draw ideas and use ICT to communicate	Explore existing products eg home, school
Discuss own ideas and designs	Use a range of materials and components eg construction, textiles and ingredients	Use a range of tools and equipment to perform practical tasks eg cut, shape, join and finish	Start to build structures, exploring ways to stiffen, stable and strengthen	

Geography

Fieldwork

Human and Physical

Locational Knowledge

Start to use world maps, atlases and globes	Use aerial photos and plans to recognise landmarks	Draw simple maps eg of school grounds	Begin to use basic geographical vocabulary eg town, city, beach, forest, sea, mountain	Talk about daily weather and seasonal weather patterns in the UK
Find hot and cold areas in world using atlases	Name four countries of the UK and their capital cities			

Computing

E safety

Information Technology

Digital Literacy

Computer Science

Develop an understanding of how to use technology safely	Know where to go for help/support when they have concerns about content/contact on internet	Begin to recognise common uses of information technology beyond school	Use technology to create, store and retrieve digital content	Begin to develop an understanding of algorithms
Begin to understand that programs work by following instructions	Create simple programs and begin to debug them	Develop reasoning to predict the behaviour of simple programs		

History

Historical Concepts

Key Vocabulary

Questions

Stories and Sources

Describe and discuss historical events beyond living memory	Describe significant people from the past	Use a timeline to develop chronological language eg past, present, older, newer	Develop understanding of changes within living memory eg toys, homes, transport	Develop understanding of local history eg historical events, people and places
Use historical vocabulary eg past, present, long ago, timeline	Ask some questions about the past	Use artefacts, pictures, stories and online sources to find out about the past	Be introduced to different representations of the past and discuss similarities and differences	

Music

Composition

Listen to

Play and Perform

Review and Evaluate

Experiment with sounds using interrelated dimensions of music eg louder, softer, quicker, slower, simple musical notations	Develop listening skills to some recorded and live music	Begin to use voice expressively	Begin to use voice creatively by singing simple songs	Begin to play tuned and untuned instruments musically
Discuss music they like/dislike				

PE

Communication

Competence

Participation

Performance

Discuss own performances	Discuss how to improve in different physical activities	Practise basic movements including running, jumping, throwing and catching	Develop balance and agility	Participate in team games
Begin to develop simple tactics for attacking and defending	Perform simple dances			

PHSE

Relationships

Keeping and staying safe

Keeping and staying Healthy

Feelings and Emotions

Computer Safety

Hazard watch

Being responsible

Fire Service

Working World

A world without judgement

Growing and Changing

Our World

First Aid

I can talk about people who are special to me and why they are special	I can explain different types of relationships that I have with people	I can explain the term "relationship" and understand what it means	I can explain a healthy relationship	I can explain an unhealthy relationship
I understand the difference between appropriate and inappropriate touch	I can listen and respect another person's point of view	I understand how to be a good friend	I can care about others' feelings as well as my own	I can recognise bullying behaviours and know who to speak to when I need help
I can identify trusted adults who will help me if I am worried about a relationship	I can recognise possible dangers in different environments	I can follow rules to help keep me safe	I can identify people who work in my community who help keep me safe	I can identify how to use the 999 services appropriately
I can recognise an emergency situation	I can identify some warning signs and know what they mean	I can use what I've learned to know how to cross the road safely	I know the difference between safe and risky choices	I know how and who to ask for help
I can brush my teeth every day to keep my mouth healthy	I know it's important to brush my teeth twice a day	I know when and how to wash my hands to help keep me healthy	I can explain why I should keep clean and how to reduce germs and bacteria spreading	I can recognise that it is important to keep clean
I know that I can be responsible for keeping myself healthy	I can list different types of healthy food	I know who we can accept medicine from	I can name and explain some of the emotions I feel	I can list ways to manage my emotions
I can describe the way my emotions make me feel physically. I know when I feel bad and I know when I feel good and how it makes my body feel	I can communicate my feelings with words to help others understand how I feel	I can understand how my feelings might affect other's and how they can affect me	I can explain the feeling of jealousy	I can explain the feeling of worry
I can explain the feeling of grief	I can explain the feeling of anger	I can talk about the potential dangers that can happen if I speak to strangers online	I understand the golden rules to keep myself safe online and can speak about them to others	I understand how and what I do online can affect others
I can identify positive and negative things about using technology	I know who I can speak to if I am worried about my safety on the computer	I understand the risks of sharing images without permission	I can recognise kind and unkind comments online and understand that I do not need to respond	I can explain the word UNSAFE
I can explain the word UNHEALTHY	I can spot possible dangers around me in different environments	I can spot dangers that can affect others, for example younger siblings or my friends	I know which items are dangerous and I can ask an adult to help me if I need to use them	I know to ask a trusted adult before I touch or eat something that might be unsafe

I know that if I spot something that might be dangerous, I am confident that I can report it to a trusted adult	I can talk about how important it is to set goals to help me improve	I know how I can help people around me	I can explain how to be responsible	I can talk about my daily responsibilities and I make sure they are done properly
I understand there are some things that I can improve at	I understand I can get better at an activity or sport by practising	I know who I can ask for help when I need it	I know how to prevent accidents	I can take responsibility for my actions and know that I am responsible for what I do and what I say
I can recognise things that might be dangerous that can cause a fire or serious injury	I can follow simple fire safety rules	I can practise simple ways of staying safe and finding help	I know that is important to be responsible and that my actions and choices can seriously impact others	I know that I should only call 999 when there is an emergency
I can explain what a hoax call is and understand that there can be serious consequences if someone decides to make one	I know that playing with fire or starting a small fire is unsafe and can lead to serious harm and damage	I know that texting while driving can lead to a serious accident and if I see anyone texting and driving, I will share what I have learned with them	I can explain how our needs change as we grow	I can talk about my unique family
I understand why it is important to look after living things	I can explain how to look after living things	I can identify ways to look after the planet	I can explain the meaning of 'reduce, reuse, and recycle'	I can explain why we need money
I can understand different ways I can receive money	I understand there are different ways we can pay for things	I understand why it is important to save money		

RE

Beliefs and Teachings Religious practices and lifestyles Ways of expressing meaning

Human identity, personality and experience Questions of meaning and purpose

Values and commitments

Recount elements of religious stories	Recognise religious objects/places/people/practices	Recognise some religious symbols and use some religious vocabulary correctly	Express his/her own experiences and feelings, recognising what is important in his/her own life	Recognise interesting/puzzling aspects of life
Express what is of value and concern to himself/herself and others in relation to matters of right and wrong				