

St Anne's Primary School

Year 1 Learning Objectives

Science

- To talk about what they <see, touch, smell, hear or taste>
- To use simple equipment to help them make observations
- To perform a simple test
- To tell other people about what they have done
- To identify and classify things they observe
- To think of some questions to ask
- To answer some scientific questions
- To give a simple reason for their answers
- To explain what they have found out
- To show their work using pictures, labels and captions
- To record their findings using standard units
- To put some information in a chart or table
- **To find out by watching, listening, tasting, smelling and touching**
- **To give a simple reason for their answers**
- **To talk about similarities and differences**
- **To explain what they have found out using scientific vocabulary**
- **To use ICT to show their working**
- **To make accurate measurements**
- To name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant
- To identify and name a range of common plants and trees
- To recognise deciduous and evergreen trees
- To observe and collect different types of plants
- To name the trunk, branches and root of a tree
- To describe the parts of a plant (roots, stem, leaves, flowers)
- **To name the main parts of a flowering plant**
- To point out some of the differences between different animals
- To sort photographs of living things and non-living things
- To identify and name a variety of common animals (birds, fish, amphibians, reptiles, mammals, invertebrates)
- To describe how an animal is suited to its environment
- To identify and name a variety of common animals that are carnivores, herbivores and omnivores
- To understand that there are different stages in the human life cycle.
- To name the parts of the human body
- To draw & label basic parts of the human body
- To identify the main parts of the human body and link them to their senses
- To name the parts of an animal's body
- To name a range of domestic animals
- To classify animals by what they eat (carnivore, herbivore, omnivore)
- To compare the bodies of different animals
- **To begin to classify animals according to a number of given criteria**
- **To point out differences between living things and non-living things**
- **To name some parts of the human body that cannot be seen**
- **To say why certain animals have certain characteristics**

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- **To name a range of wild animals**
- To distinguish between an object and the material from which it is made
- To describe materials using their senses
- To describe materials using their senses, using specific scientific words
- To explain what material objects are made from
- To explain why a material might be useful for a specific job
- To name some different everyday materials e.g. wood, plastic, metal, water and rock
- To sort materials into groups by a given criteria
- To explain how solid shapes can be changed by squashing, bending, twisting and stretching
- **To describe things that are similar and different between materials**
- **To explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate**
- **To explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate**
- To observe changes across the four seasons
- To name the four seasons in order
- To observe and describe weather associated with the seasons
- To observe and describe how day length varies
- **To observe features in the environment and explain that these are related to a specific season**
- **To observe and talk about changes in the weather**
- **To talk about weather variation in different parts of the world**

ICT

- To create a simple series of instructions - left and right
- To record their routes
- To understand forwards, backwards, up and down
- To put two instructions together to control a programmable toy
- To begin to plan and test a Bee-bot journey
- To capture images with a camera
- To print out a photograph from a camera with help
- To record a sound and play it back
- To enter information into a template to make a graph
- To talk about the results shown on a graph
- To recognise what an email address looks like
- To join in sending a class email
- To use the @ key and type an email address
- To word process ideas using a keyboard
- To use the spacebar, back space, enter, shift and arrow keys
- To print out a page from the internet
- To record pupils' voices as a voice over?
- To use a teacher prepared photo story to create a slideshow of photos

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RE

- To understand what it means to belong
- To investigate ways in which they belong to different groups and their families
- To look at idea of religious/non- religious families and how (religious) members do things and wear things to show that they belong
- To learn about baptism
- To look at other religions and humanists (baby naming ceremonies)
- To look at Jesus' baptism
- To learn what is meant by something that is precious
- To talk about things that are special to them
- To think about special wrapped gifts that they have received and also consider that some gifts cost nothing but can still be precious
- To identify the important people in the nativity story
- To learn about the nativity story and think about the gifts that were brought to Jesus
- To explore the gifts Christians give and receive
- To look at gifts that are given and why they are given
- To find out how can we be gift givers
- To think about what gifts they could give to others
- To find out what qualities Jesus give Christians
- To introduce some of the qualities that Christians believe Jesus brought to the world, e.g. hope, happiness, joy, peace, safety

History

- To put up to three objects in chronological order (recent history)
- To use words and phrases like: 'old', 'new' and 'a long time ago'
- To tell me about things that happened when they were little
- To know that some objects belonged to the past
- To use words and phrases like: 'very old', 'when mummy and daddy were little'
- To use the words 'before' and 'after' correctly
- To say why they think a story was set in the past
- To appreciate that some famous people have helped our lives be better today
- To explain why certain objects were different in the past, eg, iron, music systems, televisions
- To explain differences between past and present in their life and that of other children from a different time in history
- To ask and answer questions about old and new objects
- To spot old and new objects in a picture
- To answer questions using an artefact/ photograph provided
- To give a plausible explanation about what an object was used for in the past
- To begin to identify the main differences between old and new objects
- To answer questions using a range of artefacts/ photographs provided
- To identify objects from the past, such as vinyl records

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Geography

- To answer questions using a weather chart
- To make plausible predictions about what the weather may be like later in the day or tomorrow
- To tell someone their address
- To explain the main features of a hot and cold place
- To describe a locality using words and pictures
- To explain how the weather changes with each season
- To name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'
- To identify and plan an improvement for the local area
- To name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'
- To begin to explain why they would wear different clothes at different times of the year
- To tell something about the people who live in hot and cold places
- To explain what they might wear if they lived in a very hot or a very cold place
- To name different jobs that people living in their area might do
- To identify the four countries making up the United Kingdom
- To name some of the main towns and cities in the United Kingdom
- To point out where the equator, north pole and south pole are on a globe or atlas
- To name a few towns in the south and north of the UK

PE

- To copy actions
- To repeat actions and skills
- To move with control and care
- To talk about what they have done
- To describe what other people did
- To describe how their body feels before, during and after an activity
- To move to music
- To copy dance moves
- To perform some dance moves
- To make up a short dance
- To move around the space safely
- To throw underarm
- To roll a piece of equipment
- To hit a ball with a bat
- To move and stop safely
- To catch with both hands
- To throw in different ways
- To kick in different ways

Spanish

N/A

PSHCE

- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- To share their opinions on things that matter to them and explain their views
- To recognise, name and deal with their feelings in a positive way
- To think about themselves, learn from their experiences and recognise what they are good at
- To set simple goals
- To take part in discussions with one other person and the whole class
- To take part in a simple debate about topical issues
- To recognise choices they can make, and recognise the difference between right and wrong
- To agree and follow rules for their group and classroom, and understand how rules help them
- To realise that people and other living things have needs, and that they have responsibilities to meet them
- To recognise that they belong to various groups and communities, such as family and school
- To know what improves and harms their local, natural and built environments and about some of the ways people look after them
- To contribute to the life of the class and school
- To realise that money comes from different sources and can be used for different purposes
- To make simple choices that improve their health and wellbeing
- To maintain personal hygiene
- To know how some diseases spread and can be controlled
- To know about the process of growing from young to old and how people's needs change
- To know the names of the main parts of the body (Science, Spiral Curriculum)
- To recognise that all household products, including medicines, can be harmful if not used properly
- To recognise rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe
- To recognise how their behaviour affects other people
- To listen to other people, and play and work cooperatively
- To identify and respect the differences and similarities between people
- To recognise that family and friends should care for each other

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- To realise that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying

Art

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Drawing

- To draw lines of different shapes and thicknesses
- To use pencils chalk and charcoal
- To use coloured pencils applying appropriate colour

Collage

- To cut and tear paper, textiles and card
- To mix paper and other materials with different textures and appearances
- To ensure cutting skills are precise
- To use shapes, textures, colours and patterns in my collages
- To say how other artists have used texture, colour, pattern and shape in their work

Painting

- To mix primary colours to make secondary colours
- To add white to colours to make tints
- To add black to colours to make tones
- To name the primary colours

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- To say how an artist has used colour

Modelling

- To add texture to my models using tools
- To make a clay animal
- To form simple shapes by rolling, flattening, cutting, etc

Printing

- To look at print making in the environment (e.g. wallpapers, fabrics, etc)
- To look at how artists and designers have used colour, shapes and lines to create patterns
- To print by pressing, stamping and rubbing
- To make a coloured print
- To create a print in response to the work of an artist or designer

Textiles

- To use glue to join fabrics
- To colour fabric using fabric paint or pens

Design technology

- To think of some ideas of their own
- To explain what they want to do
- To use pictures and words to plan
- To explain what they are making
- To explain which tools are they using
- To describe how something works
- To talk about their own work and things that other people have done
- To cut food safely
- To describe the texture of foods
- To wash their hands and make sure that surfaces are clean
- To think of interesting ways of decorating food they have made, eg, cakes
- To describe how different textiles feel
- To make a product from textiles by gluing
- To make a product which moves
- To cut materials using scissors
- To describe the materials using different words
- To say why they have chosen moving parts
- To make a structure/model using different materials
- To make work tidy
- To make their model stronger if it needs to be
- To talk with others about how they want to construct their product
- To select appropriate resources and tools for their building projects
- To make simple plans before making objects, e.g. drawings, arranging pieces of construction before building

Music

- To use their voice to speak/sing/chant
- To join in with singing
- To use instruments to perform
- To look at their audience when they are performing
- To clap short rhythmic patterns
- To copy sounds
- To make loud and quiet sounds
- To know that the chorus keeps being repeated
- To make different sounds with their voice
- To make different sounds with instruments
- To identify changes in sounds
- To change the sound
- To repeat (short rhythmic and melodic) patterns
- To make a sequence of sounds
- To show sounds by using pictures
- To tell the difference between long and short sounds
- To tell the difference between high and low sounds
- To give a reason for choosing an instrument
- To respond to different moods in music
- To say how a piece of music makes them feel
- To say whether they like or dislike a piece of music
- To choose sounds to represent different things
- To recognise repeated patterns
- To follow instructions about when to play or sing
- To tell the difference between a fast and slow tempo
- To tell the difference between loud and quiet sounds
- To identify two types of sound happening at the same time