

Year 1 curriculum objectives

History	Geography	Art & Design	DT	Computing	Music
Sequence events, photos etc from different periods in their life.	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.	Identify a purpose and intended audience for what they intend to design and make.	Use a device to create and retrieve digital sounds.	Know how pulse, rhythm & pitch work together
Describe memories of key events in their life.				Use a range of simple tools to manipulate images.	
Begin to describe similarities and differences in artefacts.		Record and explore ideas from first-hand observation, experience and imagination	Identify simple design criteria.	Explore information from a variety of sources (electronic, paper based etc.).	Listen to a variety of music from different styles, traditions and times.
Create timelines.					
Communicate findings through drawing, drama/role play, ICT and writing	Recognise that a map is about a place and follow a route on a map	Understand the basic use of a sketchbook and work out ideas for drawings.	Cut, shape and join fabric to make a simple garment. Use basic sewing techniques.	Begin to type on a keyboard.	Explore and create music using classroom instruments
Study events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	Identify seasonal and daily weather patterns in the UK	Stitch, knot and use other manipulative skills e.g. thread a needle, cut, glue and trim material.	Talk about their ideas, saying what they like and dislike about them.	Begin to understand how to stay safe on the internet.	Start using correct but basic musical language to describe music they listen to and express their feelings about it.
	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Review what they and others have done and say what they think and feel about it. E.g. annotate sketchbook.	Make their design using appropriate techniques.	Predict the behaviour of simple programs.	Begin to demonstrate an understanding of the differences between pulse, rhythm and pitch.
Study the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	Locate and name on UK map major features e.g. London, River Thames, home location, seas.	Use a variety of tools e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.	Evaluate their product by asking questions about what they have made and how they have gone about it.	Control a device on and off screen.	
				Present data using a simple graph.	Sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm
Describe some significant historical events, people and places in their own locality	Name and locate the world's seven continents and five oceans.	Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.		Know that there are different inputs to a computer.	Create your own simple melodies within the context of the song that is being learnt Practise, rehearse and present performances with awareness of an audience.
				Play a simple game and use a simple simulation, making choices and observing the results	

Visitor assemblies/workshops & PHSE assemblies

NSPCC assembly 10 th September	Black History Month 3 rd October	Diwali class assembly 5 th October	Bonfire Night assembly 5 th November	Anti-bullying Week 10 th November (class assembly)
Remembrance 11 th November	Children in Need 15 th November	Safer Internet Day 11 th February	International Women's Day 6 th March	Purim assembly 9 th March
Sport Relief 18 th March	Easter Bonnet assembly 31 st March	Autism Awareness Day 2 nd April	St George's Day 23 rd April	RSPCA Week 1 st May
UNICEF Day for Change May tbc	Parkfield Literary Festival 19 th May	World Environment Day 5 th June	National Smile Day 19 th June	

Personal Development					
PHSE lesson	Visitor assembly/workshop	No Outsiders in a Faith Community		My Happy Mind	Across the curriculum
PHSE assembly	NSPCC assembly			Rights Respecting	
Health & Wellbeing (Autumn)		Relationships (Spring)		Living in the Wider World (Summer)	
Identify people who look after them, their family networks, who to go to if they are worried and how to attract their attention		Identify their special people (family, friends, carers), what makes them special and how special people should care for one another		Know how they can contribute to the life of the classroom and school	
Understand the importance of, and how to, maintain personal hygiene		Offer constructive support and feedback to others		Identify ways in which we are all unique; understand that there has never been and will never be another "me"	
Know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity and rest		Celebrate my family		To know that we all do things in different ways	
Explain how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading		Be proud of my family		To understand how we share the world	
Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'		Identify & respect the difference and similarities between people		Identify ways in which we are the same as all other people; what we have in common with everyone else	
Communicate their feelings to others, to recognise how others show feelings and how to respond		Recognise that their behaviour can affect other people		To like the way I am	
Know the rules for, and ways of, keeping physically and emotionally safe including responsible ICT use and online safety		Recognise different types of teasing and bullying, to understand that these are wrong and unacceptable		Learn about the 'special people' who work in their community and how people contact those special people when they need their help, including dialling 999 in an emergency.	
Explore what positively and negatively affects their physical, mental and emotional health		Recognise what is fair and unfair, kind and unkind, what is right and wrong		Recognise that money comes from different sources and can be used for different purposes, including the concepts of spending and saving	
Know that our bodies work in different ways					
Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals					
Talk about change and loss and the associated feelings (including moving home, losing toys, pets or friends)					
Explore the process of growing from young to old and how people's needs change					
British Values					
Democracy	The Rule of Law	Respecting others	Mutual Respect and Tolerance		
Our School Council	Class Rules	Respecting myself	Respecting others		
What does the council do? Why is it important that we are represented? Presentation of manifestos by candidates Election	Why do we need rules? Who should make the rules? What rules are important to us? Agree a class charter	Covered by <i>No Outsiders for a Faith community</i>	Covered by <i>No Outsiders for a Faith community</i>		