



**Layer 2: Stanbridge Primary School Knowledge,  
Understanding and Skills  
Year 1**



**SCIT – Science and Technology**

<b>Science – AT1</b>	<b>Science – AT2, AT3, AT4</b>	<b>ICT</b>
<p><b>Planning</b> To be able to ask simple questions and recognise that they can be answered in different ways.</p> <p><b>Obtaining and Presenting Evidence</b> To be able to identify objects. To be able to perform simple tests. To be able to observe closely, using simple equipment.</p> <p>To be able to perform simple tests.</p> <p><b>Considering Evidence and Evaluating</b></p> <p><b>Planning</b> To be able to ask simple questions and recognise that they can be answered in different ways.</p> <p><b>Obtaining and Presenting Evidence</b> To be able to gather and record data to help answer a question.</p> <p>To be able to make simple measurements with equipment (non-statutory).</p> <p><b>Considering Evidence and Evaluating</b> To be able to record simple data in order to answer a question. To be able to identify and classify To be able to observe carefully, using simple equipment</p> <p><b>Planning</b> <b>Obtaining and Presenting Evidence</b> To be able to record data in a table. To be able to record data in simple</p>	<p><b>Seasonal changes</b> To be able to observe and describe weather associated with the seasons and how day length varies.</p> <p>To be able to observe changes across the four seasons.</p> <p><b>Everyday materials</b> To be able to distinguish between an object and the material from which it is made</p> <p>To be able to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>To be able to describe the simple physical properties of a variety of everyday materials.</p> <p>To be able to compare and group together a variety of everyday materials on the basis of their physical properties.</p> <p><b>Animals, including humans</b> To be able to identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</p> <p>To be able to identify and name a variety of common animals that are carnivores, herbivores and omnivores. To be able to describe and</p>	<p><b>Acceptable Use</b> <b>Going Places Safely</b> Pupils learn that they can go to exciting places online, but they need to follow certain rules to remain safe.</p> <p><b>A-B-C Searching</b> Pupils search for pictures online by clicking on letters of the alphabet. They learn that directory sites with alphabetical listings offer one way to find things on the Internet.</p> <p><b>Keep It Private</b> Pupils learn that many websites ask for information that is private and discuss how to responsibly handle such requests.</p> <p><b>My Creative Work</b> Pupils are introduced to the concept of having ownership over creative work. They practice putting their name and date on something they produce.</p> <p><b>Sending Email</b> Pupils explore how they can use email to communicate with real people within their schools, families, and communities.</p> <p><b>Media Skills</b></p> <ul style="list-style-type: none"> <li>• Use different brushes and tools (including fill and shapes) in a paint program to create pictures</li> <li>• Take a range of digital images and choose the best focused to share with an audience</li> <li>• Record sounds and their voice on digital devices for a specific purpose e.g. to go with a story.</li> <li>• Write sentences using a word processing program, using index fingers on a keyboard, spaces between words, return / enter to start a new line and backspace to delete as they go.</li> <li>• Add content to a page by selecting from an image and word bank and save their work.</li> <li>• Be supported to film something and watch it</li> </ul>



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<p>ways (Venn diagram). To be able to record data in simple ways (chart). To be able to observe closely, using simple equipment.</p> <p><b>Considering Evidence and Evaluating</b> To be able to sort and group animals with some help (non-statutory).</p> <p><b>Planning</b> To be able to ask simple questions and recognise the ways in which they can be answered.</p> <p><b>Obtaining and Presenting Evidence</b> To be able to observe closely.</p> <p>To be able to observe carefully using simple equipment.</p> <p><b>Considering Evidence and Evaluating</b></p> <p>To be able to use parts of the plant to identify and classify it. To be able to use simple features of a plant to sort and group them (non-statutory)</p>	<p>compare the structure of a variety of common animals. To be able to identify, name draw and label the basic parts of the human body. To know which part of the body is associated with each sense</p> <p><b>Plants</b> To be able to identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.</p> <p>To be able to identify and name a variety of common plants.</p> <p>To be able to classify trees as deciduous and evergreen.</p>	<p>back. <b>Impact of Technology</b></p> <ul style="list-style-type: none"> <li>Recognise where technology is used at home and at school</li> <li>Know that there is a range of technology used at home and at school</li> <li>Describe some of the benefits with using technology at home and school</li> <li>Identify parts of a computer and what they are for</li> <li>Describe some of the issues with using technology</li> <li>Know how the use of technology at home and school have changed over time</li> <li>Know about the types of technology that can be used to communicate</li> </ul> <p><b>Programming</b></p> <ul style="list-style-type: none"> <li>Follow and give instructions using forward, backward and whole, half, quarter and three quarter turns.</li> <li>Control remote controlled and programmable toys using direction and turn.</li> <li>Predict the effect of a given instruction on a programmable toy.</li> <li>Plan and test a sequence of instructions</li> <li>Debug a sequence of instructions given to a programmable toy by testing.</li> <li>Know that controlling a programmable toy is more precise than a remote controlled toy.</li> <li>Use an on screen resource to replicate movements of a programmable toy.</li> <li>Plan and test a sequence of instructions on screen.</li> <li>Use direction and turn cards to plan and record</li> </ul>
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		<p>an algorithm to achieve a purpose using a remote controlled toy.</p> <ul style="list-style-type: none"> <li>• Predict what a given algorithm will do related to a real life context</li> <li>• Write their own algorithm relating to a real life context.</li> <li>• Debug a given algorithm.</li> </ul> <p><b>Data Handling</b></p> <ul style="list-style-type: none"> <li>• Take observational photographs to find out about something</li> <li>• Use video and sound recording devices to record data to answer questions.</li> <li>• Sort and group pictures and objects by given and own criteria in a number of different ways</li> <li>• Match pictures and grouped objects to name labels</li> <li>• Ask questions to show what they want to find out</li> <li>• Record information using tallying and tables</li> <li>• Contribute to creating a pictogram</li> <li>• Create their own pictogram</li> <li>• Answer questions about a pictogram by counting.</li> </ul>
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**HUMS – Geography, History, RE**

Geography	History	RE
<p>Location knowledge</p> <ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> <li>• Ge12 use globes, maps and plans</li> <li>• Ge14 use secondary sources of information</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – Katie Morag; Isle</li> </ul>	<ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul> <p>Hi4 Place events and objects into chronological order.</p> <p>Hi5 Use common words and phrases relating to the passing of time.</p> <ul style="list-style-type: none"> <li>• events beyond living memory that are significant nationally or globally e.g. the Gunpowder Plot</li> </ul> <p>Hi6 Know episodes from stories about the past</p>	<p><b>Christianity-</b> Thinking about God</p> <p><b>Background Story/ Information</b></p> <p>Christians believe that God created the world and all living things, and that we should care for this world. They believe that each human being is unique made in God's image, and that God is a loving father to all.</p> <p><b>Skills</b></p> <p>Interpretation Analysis and evaluation Communication</p> <p><b>Key Questions</b></p>



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<p>of Struay</p> <p>Ge11 use fieldwork skills [for example, recording information on a school plan or local area map]</p> <p>Ge15 make maps and plans [for example, a pictorial map of a place in a story].</p> <p>Ge8 Ask geographical questions [for example, 'What is it like to live in this place?']</p> <p>Ge14 use secondary sources of information</p> <p style="text-align: center;">Human and physical geography</p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom</li> </ul> <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Ge8 Ask geographical questions [for example, 'What is it like to live in this place?']</p> <p>Ge9 Recognise and observe physical and human features</p> <p>Ge 10 Express their own views about people, places and environments [for example, about litter in the school]</p> <p>Ge 14 use secondary sources of information</p> <p style="text-align: center;">Geographical skills and fieldwork</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Ge12 use globes, maps and plans</p> <ul style="list-style-type: none"> <li>use simple compass directions</li> </ul>	<p>Hi5 Use common words and phrases relating to the passing of time.</p> <p>Hi7 Use sources of information to find out about the past.</p> <p>Hi8 Recount episodes from stories about the past.</p> <ul style="list-style-type: none"> <li>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 e.g. Elizabeth I and Queen Victoria, (kings &amp; Queens)</li> <li>significant historical events, people and places in their own locality (Brunel)</li> </ul> <p>Hi8 Recount episodes from stories about the past.</p> <p>Hi6 Know episodes from stories about the past</p> <p>Hi5 Use common words and phrases relating to the passing of time.</p> <p>Hi7 Use sources of information to find out about the past.</p>	<p>What might God be like? What do Christians believe about God? What do I think about God? What faith stories help people to understand what God is like?</p> <p><b>Islam – Thinking about God</b></p> <p><b>Background Story/ Information -</b> Muslims believe in the oneness of God (Allah). Allah has no equal or no partner. The aim of the Muslim believer is to submit to the will of Allah. Muslims believe that Allah is the Creator of the world (but separate from the world) and that he alone should be worshipped</p> <p><b>Skills</b></p> <p>Interpretation Analysis and evaluation Communication</p> <p><b>Key Questions</b></p> <p>What do Muslims believe about Allah? What do I think about God? What questions do I have about the natural world? What can I learn from some Muslim stories?</p> <hr/> <p><b>Caring for Myself, Caring for Others</b></p> <ul style="list-style-type: none"> <li>What do religious stories teach about friendship and care for others?</li> <li>What do religious stories mean to members of the faith community?</li> <li>Who is important to me and why?</li> <li>How do people care for me? How do I care for others?</li> </ul> <hr/> <p><b>For Christmas and Easter planning please refer to agreed syllabus Learning objectives</b> Pupils should learn</p> <ul style="list-style-type: none"> <li>to identify and describe changes that have occurred in their own experience and how they felt about them.</li> <li>that the Easter story explores the theme of change for the friends of Jesus.</li> <li>that Jesus's resurrection links to the theme of New Life at Easter.</li> </ul> <p><b>Learning Outcomes</b></p> <p>Pupils should be able to:</p>
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<p>(North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map Ge12 use globes, maps and plans</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Ge15 make maps and plans [for example, a pictorial map of a place in a story].</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Ge11 use fieldwork skills [for example, recording information on a school plan or local area map]</p> <p>Ge8 Ask geographical questions [for example, 'What is it like to live in this place?']</p>	<ul style="list-style-type: none"> <li>talk about a change that has occurred in their own life or the lives of someone close to them, and how they felt.</li> <li>talk about how the friends of Jesus felt.</li> </ul> <p>talk about how the story of Jesus's resurrection links with New Life at Easter.</p> <p>Year 1 - Gifts and Giving</p> <p>Why did the wise Men bring gold, frankincense and myrrh to Jesus?</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>identify that gifts can be expressions of love and do not have to have monetary value.</li> <li>identify the gifts that the wise men brought to Jesus.</li> <li>talk about gifts that they have given and received</li> <li>talk about the Christian belief that Jesus was God's gift to the world.</li> </ul>
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### Creative Development – Art, Music, DT

Art			Music	DT
Drawing	Painting	Collage & Mixed Media		
<p><b>Focus:</b> Mark making, blending and rubbing. Observational drawing. Tone, blending and rubbing.</p> <p><i>Using ends, sides, pressing lightly, pressing hard, making thin and thick lines.</i></p> <p><i>Draw overall shape and show some detail within. Shading.</i></p> <p>Comparing types of crayon, comparing crayon on</p>	<p><b>Focus:</b> Colour. Primary/secondary shades of colour.</p> <p>Recognise and name primary and secondary colours.</p> <p>Mix the above through experimentation and in a structured lesson. Making paint lighter and darker.</p> <p>Mixing thick and thin.</p> <p>Wet brush/ dry</p>	<p><b>Focus:</b> Paper collage. Colour mixing. Mixed media. Found materials. Working as a group.</p> <p><i>Crushing and tearing, selecting from a range provided. Selecting appropriate types and shapes of paper. Overlapping media. Using glue/ paste to attach to base. Using 2 or 3 media on the same piece of work.</i></p> <p>To create 2D/3D work with 2 or 3 media by crushing, tearing, selecting, overlapping papers/</p>	<p><b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</b></p> <ul style="list-style-type: none"> <li>Speak and chant short phrases</li> <li>Find their singing voice and develop and awareness of pitch over a small range of notes.</li> <li>Sing in time.</li> <li>Make changes in their voices to express different moods/feelings.</li> <li>Co-ordinate actions to go with songs.</li> <li>Sing a variety of songs both accompanied and unaccompanied.</li> <li>Sing echo songs.</li> <li>Sing simple songs from memory.</li> </ul>	<p><b>Technical Knowledge Focus:</b> Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.</p> <ul style="list-style-type: none"> <li>Experience of cutting soft fruit and vegetables using appropriate utensils. Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</li> <li>Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The eatwell plate</i>.</li> <li>Know and use technical and sensory vocabulary relevant to the project.</li> </ul>



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<p>different types of paper/ surface.</p> <p>Tonal work, highlights and shadows. Record details of observations.</p> <p>Discussion of own and positive response to friends work.. Discuss techniques used.</p> <p><b><u>Art and Design over arching focus:</u></b> <b>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.</b></p>	<p>brush.</p> <p>Wet paper/ dry paper. Use range of tools to apply paint.</p> <p>Discussion of own and positive response to friends work. Discuss colours used.</p>	<p>plastic films.</p> <p>Discussion of own and positive response to friends work. Discuss media used.</p>	<p><b>Play tuned and untuned instruments musically.</b></p> <ul style="list-style-type: none"> <li>• Play and explore instruments by shaking, scraping, rattling, tapping etc.</li> <li>• Start and stop together.</li> <li>• Begin to develop a sense of beat using instruments and body percussion.</li> <li>• Respond to symbols or hand signs.</li> <li>• Explore and play loud, quiet and silence.</li> <li>• Copy a simple rhythm pattern or a number of beats played on an instrument.</li> <li>• Play along to music showing a developing awareness of beat.</li> <li>• Play with a sense of purpose, e.g. marching music.</li> <li>• Match selected sounds with pictures of instruments. E.g. tambourine.</li> </ul> <p><b>Listen with attention to detail and recall sounds with increasing aural memory.</b></p> <ul style="list-style-type: none"> <li>• Listen to a piece of music and move in time to its steady beat.</li> <li>• Identify simple repeated patterns.</li> <li>• Recognise the sounds of class percussion instruments use in the classroom – identify and name them.</li> <li>• Match selected sounds from listening only.</li> <li>• Join in with body percussion pattern games and songs.</li> <li>• Identify structure in music – a beginning and ending.</li> </ul> <p><b>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</b></p> <ul style="list-style-type: none"> <li>• Sort and explore how sounds can be organised, e.g. wood, metal, shaker (timbre)</li> <li>• Explore different sounds made by the voice and hands (timbre)</li> <li>• Make high and low sounds (pitch)</li> <li>• Make long and short</li> </ul>	<p><b>Design:</b> Design appealing products for a particular user based on simple design criteria.</p> <ul style="list-style-type: none"> <li>• Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.</li> <li>• Communicate these ideas through talk and drawings.</li> </ul> <p><b>Make:</b> Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</p> <ul style="list-style-type: none"> <li>• Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</li> </ul> <p><b>Evaluate:</b> Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.</p> <ul style="list-style-type: none"> <li>• Evaluate ideas and finished products against design criteria, including intended user and purpose.</li> </ul> <p><b>Structures</b> <b>Prior learning</b></p> <ul style="list-style-type: none"> <li>• Experience of using construction kits to build walls, towers and frameworks.</li> <li>• Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card.</li> <li>• Experience of different methods of joining card and paper.</li> </ul> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</li> <li>• Develop, model and communicate their ideas through talking, mock-ups and drawings. <b>Making</b></li> <li>• Plan by suggesting what to do next.</li> <li>• Select and use tools, skills and</li> </ul>
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			<p>sounds (duration)</p> <ul style="list-style-type: none"> <li>• Make loud and quiet sounds (dynamics)</li> <li>• Make fast and slow sounds (tempo)</li> </ul> <ul style="list-style-type: none"> <li>• Create a beginning and ending to a piece (structure)</li> <li>• Add sound effects to a story, e.g. peace at last</li> <li>• Choose musical sound effects to follow a story line or match a picture</li> <li>• Begin to use symbols to portray the sounds they have made.</li> </ul>	<p>techniques, explaining their choices.</p> <ul style="list-style-type: none"> <li>• Select new and reclaimed materials and construction kits to build their structures.</li> <li>• Use simple finishing techniques</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.</li> <li>• Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Know how to make freestanding structures stronger, stiffer and more stable.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>
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### Personal, Emotional & Physical Development – PE, PSHE

PSHE	PE
	Real PE
<p><b>Developing Confidence and responsibility and making the most of their abilities.</b></p> <p>3a) to recognise how their behaviour affects other people;</p> <p>3b) to listen to other people and work and play cooperatively;</p> <p><b>Developing a healthy, safer lifestyle</b></p> <p>. (simple food choices/sleep patterns)</p> <p>. (washing hands and bodies)</p> <p>(sneezing, coughing, saliva, undressed wounds, unclean hands)</p> <p>(head, shoulders, knees, toes, legs, arms)</p>	<p>Unit 1: Personal Skills (Coordination) To explore floor movement patterns; side step, hop, gallop including combining side steps with reverse pivots and front pivots. (Static Balance) To explore small base balancing: balancing on dominant/either leg 10/30 seconds,</p> <p>Unit 2: Social Skills (Dynamic Balance to Agility) To explore jumping and landing: jump forwards/backwards/side-to-side, with rhythm, 2-feet to 2-feet. (Static Balance- Seated) To explore seated balance: balance with no hands or no feet, pick up objects and balance on body, pass objects between feet or hands.</p> <p>Unit 3: Cognitive Skills (Dynamic Balance) To explore dynamic balance activities: lift knees to a 90 degree angle whilst moving, movement with opposite arm and leg in rhythm. (Static Balance- Small Base) To explore small base balance: standing with both feet facing forwards and lifting heels, stand on heels, stand on a low beam, raise body in a controlled way with heels or toes.</p> <p>Unit 4: Creative Skills (Ball skills) To explore ball skills: roll a ball along the floor using 1 hand or 2, roll a ball around my body. (Counter Balance in Pairs) To explore counter balance activities: can rock forwards and backwards while holding hands, rock side-to-side while holding hands, counter balance with 1 hand, stand on a long base and lean back.</p> <p>Unit 5: Applying Physical Skills (Coordination With Equipment) To explore coordination with equipment activities, roll a</p>



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#### **PSHE - Preparing to play an active role as citizens**

2c and that they have responsibilities to meet them.

. 2d) that they belong to various groups and communities, such as family and school.

#### **Developing good relationships and respecting differences between people**

4b) that family and friends should care for each other.

. 2e) to contribute to the life of the class and the school.

2d) that they belong to various groups and communities, such as family and school.

large ball, roll a small ball, catch a ball from a rebound with variety of difference. (Agility- Reaction/Response) To explore agility: reaction/response activities: react to catching a ball after 2 bounces from a range of distances, catch with both hands, catch balls of different sizes (tennis ball).

#### Unit 6: Health and Fitness

(Agility- Ball Chasing) To explore agility-ball chasing activities, roll, chase and collect a ball facing the opposite direction, chase and turn over either shoulder, chase a ball rolled by a partner.

(Static Balance- Floorwork) To explore static balance; hold a mini-front support position on my knees, hold a support with 1 arm/1leg, hold a support and raise legs towards the ceiling.