

Year 1 End Points

<u>Subject</u>	<u>Objectives</u> What will the children be able to know and do?
History	<u>Toybox over time</u> <ul style="list-style-type: none"> • To know how some toys have changed within living memory and beyond • Use a timeline to chronologically order toys from past to present
	<u>Astronauts over time</u> <ul style="list-style-type: none"> • To be able to describe a significant historical event- the first moon landing • Name a selection of significant astronauts- Helen Sharman, Neil Armstrong, Tim Peake and Buzz Aldrin • To name a significant person from our locality • To know and explain that the first moon landing significantly changed our lives
	<u>First flight</u> <ul style="list-style-type: none"> • Use a timeline to explore the lives of the Wright brothers and Amelia Earhart • Compare Amelia Earhart's life to that of the Wright brothers
Geography	<u>Local Geography</u> <ul style="list-style-type: none"> • Use aerial photographs to locate Crossflatts on a map • Name some of the human and physical features of Crossflatts • Be able to create a simple map of the local area using a simple key • Be able to follow a simple map

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Art	<u>The UK</u> <ul style="list-style-type: none">• Name the four countries of the UK and locate them on a map• Name the capital cities of the UK and locate them on a map• Identify the UK's surrounding seas.
	<u>Seasons</u> <ul style="list-style-type: none">• To know that seasons change and what the four seasons are.• Identify typical seasonal and daily weather patterns in the United Kingdom
	<u>Drawing- Self portrait</u> <ul style="list-style-type: none">• Create a self portrait• To create a painting in the style of a local artist• Develop proficiency in creating lines, shape and shade.• Demonstrate control over media
	<u>Printing</u> <ul style="list-style-type: none">• Make marks in print with a variety of objects, including natural and made objects.• Carry out different printing techniques- monoprint, block, relief and resist printing.
	<u>Painting- Creating a starry night - Van Gogh</u> <ul style="list-style-type: none">• Develop the ability to control paint and brush.• Know and name both primary and secondary colours.• Understand warm/cold colours.• Mix, use and apply secondary colours in their work.• Explore white/black added to paint colours.

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	<p><u>Sculpture- Create a clay dragon's eye</u></p> <ul style="list-style-type: none"> • Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. • Explore shape and form. • To design and create a sculpture from imagination, experience or observation.
DT	<p><u>Textiles- Create a fabric face</u></p> <ul style="list-style-type: none"> • Create and use a template. • Create a simple design to explain what they intend to do. • Create a fabric face with support by joining pieces of fabric together and add features using appropriate materials and techniques. • Attach two pieces of fabric together using a variety of methods and add features using appropriate materials and joining techniques. • Evaluate their product saying what they like and what they could improve.
	<p><u>Food- Create a fruit salad</u></p> <ul style="list-style-type: none"> • Know how to eat a healthy and varied diet. • Use the basic principles of a healthy diet to prepare dishes. • Follow a simple recipe with some guidance. • Work with close adult supervision to use a range of tools safely to prepare a fruit salad • Explain that the food they eat can be split into different groups and know they should eat a balance of foods, including fish, to have a healthy and varied diet
	<p><u>Structure</u></p> <ul style="list-style-type: none"> • Recognise the positives about an existing product and any problems. • Draw a simple design. • With support, build a structure • Test their own product. • Explore an existing product and describe its problems and positives.

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Computing

Computer Science

- Understand and create simple algorithms.
- Understand that digital devices can be controlled by simple commands

Data Handling

- Sort, organise and classify objects based on their properties.
- Represent and interpret simple data as pictograms.

Media

- Communicate simple ideas through the use of text, images and sounds.
- Understand sound and music can be created using a range of simple technology

Computer Science

- Create and debug simple programs & algorithms to achieve an outcome.
- Recognise common uses of technology in and beyond school and understand they are controlled by programs

Media

- Record sound using simple technologies and play back the recordings.
- Create an image/animation in a simple graphics application.
- Capture images using a range of technologies and share with others.

E Safety

- I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).
- I can describe who would be trustworthy to share this information with; I can explain why they are trusted.
- I can explain how passwords are used to protect information, accounts and devices.
- I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).
- I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.
- I can explain how passwords can be used to protect information, accounts and devices.

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R.E.	<p><u>Respond to questions about the meanings of stories</u></p> <ul style="list-style-type: none"> • Talk about books which are special to them and books which are special to Muslims and Christians - the bible and Quran • Notice how some books are special to religious believers, and talk about how they are treated • Recall and talk about some religious stories <p><u>Special events</u></p> <ul style="list-style-type: none"> • Name some celebrations and talk about how these are celebrated • Talk about their experiences and feelings connected to celebrations or customs • Notice what happens and respond to questions about the meanings of religious celebrations <p><u>What does it mean to belong?</u></p> <ul style="list-style-type: none"> • Talk about places of worship and the objects and symbols they might see. • Notice what happens in special places or on special occasions and respond to questions about this <p><u>How and why do we care for others?</u></p> <p>Recall and talk about some religious stories</p> <ul style="list-style-type: none"> • Respond to questions about stories • Respond with ideas about how to care for others <p><u>Who brought messages about god and what did they say?</u></p> <ul style="list-style-type: none"> • Recall and name some of the early figures in the Old Testament, retelling stories and talking about figures such as Noah, Abraham, Isaac, Jacob and Joseph. • Retell, respond to questions and suggest meanings for stories about the birth of Jesus. • Talk about how Christians believe Jesus is special and call him the 'Son of God'.
PSHCE	<p><u>Family and relationships</u></p> <ul style="list-style-type: none"> • Understands that families can include a range of people. • Understands what people like to do with friends and who their own friends are. • Understand that friendships have problems and how to solve them.

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- Understands how the actions of others can affect people
- Can describe what people might look like if they are feeling: angry, scared, upset, worried. Can identify ways of responding to this by either offering help or giving them space.
- Is able to explain what a stereotype is.

Safety and the changing body

- Knows a number of adults in school and knows that they should speak to an adult if they are ever worried or feel uncomfortable
- Understands ways to keep safe and not get lost as well as steps to take if they do get lost
- Knows the number for the emergency services and their own address.
- Understands that some types of physical contact is never acceptable.
- Understands that there are hazards in houses and how these can be avoided.
- Understands that people do jobs which help keep us safe and what some of those jobs are.
- Can explain how rest and relaxation affects our bodies, including mental functions.
- Knows the three things they need to do when out in the sun to keep safe.
- Knows people can be allergic to certain things and how to help with an allergic reaction.

Citizenship

- Understands the rules in the classroom and school and why these are important.
- Understands that different animals need different types of care.
- Understands some of the needs of babies and young children.
- Understands that we all belong to different groups and can identify some groups they belong to.

Economic wellbeing

- Understands how children might get money and different ways to keep money safe including the use of banks and building societies.
- Understands that people can make different choices about spending or saving.
- Understands the range of jobs that exist in school and that different skills are needed for these jobs.

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P.E.

Gymnastics

- Can perform 'like' actions in a sequence and to carry and set up apparatus safely
- Can perform shapes on large and small body parts and to take off and land and use shape in our jumps
- Can travel on feet, showing good body tension and know how to create different levels in our performance.
- Can move on, off and over apparatus and use the 'Magic Chair' landing.
- Can rock on different parts of our body and rock using shape.
- Can perform specific point balances such as 'h' and 'y' balance and perform actions at the same time as others.
- Can perform actions one person after the other and turn and jump, quarter, half turn.

Hit catch run

- Can select a space to throw, to roll a ball into and can track and collect a rolling ball.
- Can catch a ball to stop an opponent from scoring and work as a team to score points.
- Can run between bases to score points and can use our hands to hit a ball.
- Can catch a ball over a short distance and begin to hit a ball with power
- Can position ourselves in the path of the ball and can field a ball to a base
- Can catch a high ball and can stop other teams from scoring points.

Dance

- Can show moods and feelings we would experience in the jungle and can move as if we were living in the jungle.
- Can create and perform movements which show friendship and to to perform leading and following movements.
- Can perform a short dance with a clear start, middle and end and use repeated actions in our dance

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- Can perform actions to well-known nursery rhymes.
- Can march in time to the beat and turn while marching and, to march in time as a group.
- Can perform actions in canon and to perform a short dance using canon.
- Can perform in rounds in different groups

Send and return

- Can stay on our toes to move quickly to the ball and identify which hand is dominant in a game.
- Know the basic rules of serving to our partner and develop agility and use it in a game.
- Can use the correct grip to hit a self-fed ball and use the ready position in a rally
- Can send the ball over a net to our partner and track and stop a moving object using both hands.
- Know why different muscles are important when playing games.
- Send balls accurately from different positions, e.g. kneeling or sitting.
- Can spot space in the playing area and hit the ball there.

Attack, Defend and shoot

- Can kick the ball over long and short distances and to stop a ball with control using the foot.
- Can work as a team to keep the ball and bounce a ball with my partner.
- Can bounce the ball while we are moving (dribbling and to pass the ball forward in a game.
- Can find our pulse on our wrists. 2. to move side to side to defend a goal. 3. to bounce a ball with control to ourselves. 4. to aim at different targets. 5. to adapt to a game with changing rules. 6. to play in the best defensive position in a game

Run, jump and throw

- Can start and stop moving at speed and use our arms when running at different speeds.
- Can take off on two feet to jump at distance.

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	<ul style="list-style-type: none"> • Can use the correct technique to throw different objects for distance and show improvement in our throwing. • Can use different ways to recognise the start and end of an activity e.g. whistle. • Can develop stamina when running and core strength to improve throwing. • Can stride and jump for height. • Can choose the best starting position for running quickly
Music	<p>All about me - Pulse and rhythm</p> <ul style="list-style-type: none"> • Clap the rhythm of their name. • Clap in time to music. • Sing the overall shape of a melody. • Play in time to music. • Copy and create rhythms based on word patterns. • Play on the pulse. <p>Vocal and body sound</p> <ul style="list-style-type: none"> • Create movements that match the music, explaining why they are moving in that way. • Identify descriptive sounds within the music. • Recreate and then adapt descriptive sounds heard using their voice or body. • Make appropriate instrument choices to represent a descriptive sound. • Control instruments and voices to make both quiet and loud sounds. • Follow simple instructions during a group performance. • Create their own graphic score and play from it.

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- Make more than one sound on their instrument and with their voice

Pitch and tempo

- Explain what pitch means.
- Identify whether a note is higher or lower.
- Create a pattern using two pitches, then play or sing it.
- Explain what tempo means.
- Identify simple tempo changes in music.
- Perform a pattern that gradually gets faster (accelerando).
- Contribute to a group composition and performance by creating, selecting, combining and performing sounds.
- Suggest improvements to their work.

Musical vocabulary

- Make movements that are appropriate to the pulse and tempo of a piece of music.
- Choose instruments with appropriate timbre to represent sparkling fishes.
- Respond to dynamic changes in a piece of music.
- Create pitches and rhythms.
- Perform a layer of the music within an overall piece.
- Define all the musical terms from this unit.

Classic music, dynamics and tempo

- Observe others and try to play appropriately.
- Sing in time from memory, with some accuracy.
- Play either a call and/or a response role in time with another pupil.
- Keep a steady pulse.

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- Improvise, using their instrument, to a given stimulus.