

End of Year Framework

Year 1



The Humanities

Humanities	Key Subject Concepts	Knowledge	Skills	Key Vocabulary	
<p>History</p> <p>Dinosaurs</p>	<p>Chronology</p> <p>Interpretation and Reasoning</p> <p>Continuity and Change</p> <p>Significant Figures, Monarchy and Rulers</p> <p>Enquiry</p> <p>Local History</p> <p>Invasion, Conflict, Trade and settlement</p> <p>Significant Individuals, Monarchy and Rulers</p> <p>Elizabeth I Queen Victoria Mary Anning Christopher Columbus Edith Cavell</p>	<ul style="list-style-type: none"> I understand that we have a queen who rules us and that Britain has had a king or queen for many years. I can appreciate that some famous people have helped our lives be better today, such as; Elizabeth I and Queen Victoria, Mary Anning, (Explorers - Christopher Columbus, Edith Cavell) I can speak to people about their experiences of the past and how things have changed, such as transport, music, movies and toys. I understand first hand experiences and eye witness accounts. I can begin to identify the difference between a long time ago and a very long time ago. (Last 100/200 years and millions of years ago). I know why we have celebrations and why we started them. I know what celebrations happen in our local area? (know significant historical events, people and places in their local area - key workers). 	<ul style="list-style-type: none"> I have an understanding of chronology (using words such as first, next, then, before, after). I can talk about things that happened when my parents were little - I can use a timeline. I can order three objects in chronological order. I can ask and answer questions about old and new artefacts. I can give a plausible explanation for what an item may have been used for in the past. I can compare transport, toys and technology from now to the past. 	<p>year decade century ancient modern long ago timeline date order similar different important detective opinion artefact What...? When...? Where...?</p>	<p>Dinosaurs carnivore herbivore omnivore fossil bones eggs extinct Prehistoric Triassic Jurassic Mesozoic Paleozoic Cretaceous</p> <p>Now and Then simple mechanical inventions grandparents' time the older generation memories drawing photograph camera living memory remembers 1920s-2000's toys music players materials wood plastic</p> <p>Explorers travel encounter impact significant brave pioneer</p>

Humanities	Key Subject Concepts	Enquiry Questions	Knowledge	Skills	Key Vocabulary
RE Discovery RE Christianity Judaism	Community Traditions and Symbols Faith and Worship Values, Morals and Ethics Spirituality	Does God want Christians to look after the world?	I can remember the Christian Creation story and talk about it.	I can say how it felt to make something. I can express an opinion about the Christian belief about creation.	Creation Story Adam Eve
		What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	I can remember some of the Christmas story.	I can talk about a gift that is special to me. I can suggest a gift I would give to Jesus.	Mary Joseph Frankincense Myrrh
		Was it always easy for Jesus to show friendship?	I can remember a story about Jesus showing friendship and talk about it.	I can talk about my friends and why I like them. I can say how Jesus tried to be a good friend.	Zacchaeus Mary, Martha and Lazarus
		Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	I can recall parts of the Easter story. I can recognise some symbols in the story.	I can talk about a person I admire. I can start to show understanding that Jesus is special to Christians and say why.	Palm Sunday Palm cross
		Is Shabbat important to Jewish children?	I can use the right names for things that are special to Jewish people during Shabbat and explain why.	I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. I can start to make a connection between being Jewish and decisions about behaviour.	Shabbat Challah
		Are Rosh Hashanah and Yom Kippur important to Jewish children?	I can tell you something that either Rosh Hashanah or Yom Kippur is about.	I can say how it feels to say sorry and what I have said sorry for. I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.	Rosh Hashanah Yom Kippur Shofar

Humanities	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
Geog Continents UK Weather	Location knowledge	<ul style="list-style-type: none"> I can name and locate the world's seven continents. I can name and locate the four countries and capital cities of the United Kingdom and its surrounding seas. I can identify characteristics of the four countries of the United Kingdom. I can identify seasonal and daily weather patterns in the United Kingdom. I can describe my local environment with focus on seasons and weather. I can use basic geographical vocabulary to refer to: key physical features (including: beach, forest, mountain, sea, river) and key human features (including: city, town, village). 	<ul style="list-style-type: none"> I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents studied at this key stage. I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. I can devise a simple map and use and construct basic symbols in a key. 	Physical feature Human feature Continent, Africa, Antarctica, Asia, Australia, Europe, North America and South America Country Capital city United Kingdom Surrounding Seas of UK Weather Weather patterns Landmark Map, symbols, key, routes, location physical features, beach, forest, mountain, sea, river human features, city, town, village
	Place knowledge			
	Human and physical processes			
	Communities, Movement and Settlements			
	Environment			

The Sciences

Sciences	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
Science Kent Science Scheme – Drive	Creativity	Seasonal Changes: <ul style="list-style-type: none"> I can observe changes across the four seasons. I can observe and describe weather associated with the seasons and how day length varies. Everyday Materials: <ul style="list-style-type: none"> I can distinguish between an object and the material from which it is made. I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. I can describe the simple physical properties of a variety of everyday materials. I can compare and group together a variety of everyday materials on the basis of their simple physical properties. Animals, Including Humans: <ul style="list-style-type: none"> I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Plants: <ul style="list-style-type: none"> I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. I can identify and describe the basic structure of a variety of common flowering plants, including trees. 	Hypothesis: <ul style="list-style-type: none"> I ask simple questions and make simple predictions based on what I know. Experiments: <ul style="list-style-type: none"> I can gather and record data to help in answering questions. I can observe closely, using simple equipment. I can perform simple tests. Recording Data: <ul style="list-style-type: none"> I can orally explain observations made during experiments. Conclusions: <ul style="list-style-type: none"> I can use observations and ideas to begin to suggest answers to questions. 	wild, deciduous, evergreen, stem, flower, leaf, petal, roots. fish, amphibian, reptile, bird, mammal, carnivore, herbivore, omnivore, touch, taste, sight, smell, hear, senses, head, arm, leg, torso, fingers, toes, knees, neck, elbow. material, object, wood, plastic, glass, metal, water, rock, properties, season, Spring, Summer, Autumn, Winter, day, week, month, year.
	Questioning			
	Hypothesis			
	Predicting			
	Exploring Variables			
	Developing Experiments			
	Analysing and Presenting Data			
	Drawing Conclusions			
	Adaptations and Forward Thinking			

Sciences	Key Subject Concepts	Knowledge	Skills	Key Vocabulary			
				CNS	Programming	Multimedia	Handling Data
Computing Teach Computing www.teachcomputing.org Drive	<div style="background-color: red; color: black; padding: 5px; text-align: center;">Computer Systems and Networks</div> <div style="background-color: yellow; color: black; padding: 5px; text-align: center;">Programming</div> <div style="background-color: green; color: black; padding: 5px; text-align: center;">Multimedia</div> <div style="background-color: magenta; color: black; padding: 5px; text-align: center;">Handling Data</div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>The following concepts are taught throughout the computing curriculum: Word processing, computational thinking, debugging, communication* and e-safety. (* Communication is taught across the KS2 Curriculum)</p> </div>	<p>Computer Systems and Networks</p> <ul style="list-style-type: none"> I can identify a computer and its main parts, switching it on and logging on. I understand that technology is all around us and can be used for a variety of things. <p>Multimedia</p> <ul style="list-style-type: none"> I know that I can use technology for text (writing) and drawing pictures. I know technology can be used to create and present my ideas. <p>Programming</p> <ul style="list-style-type: none"> I know some technology follows instructions. I understand what an algorithm is. I know what the word debug means. <p>Handling Data</p> <ul style="list-style-type: none"> I can use technology to collect and collate information. I understand that information comes in different forms, including number, video and sound. I understand information can be sorted and shared in a range of ways. 	<p>Computer Systems and Networks</p> <ul style="list-style-type: none"> I can identify technology around me and explain how they help us. I can use a mouse in different ways. I can use the keyboard to type and edit text. I can save my work and open my work from a file. <p>Programming</p> <ul style="list-style-type: none"> I can use simple instructions to make a robot move. I can use software to create a simple animation. <p>Multimedia</p> <ul style="list-style-type: none"> I can use technology to create an image. I can use technology to write changing font type, solar and size. <p>Handling Data</p> <ul style="list-style-type: none"> I can use technology to collect and group data. 	Username Log in Log out Avatar Computer Mouse Screen Keyboard technology	Robot Instructions Left turn Right turn Forward Backward Robots Patterns Program animation Sound effect	Space bar Backspace key Delete key Shift key palette	Sort Criteria Pictogram Data Collate

Sciences	Key Subject Concepts	Knowledge	Skills	Key Vocabulary	
DT	Design	Design: I can design purposeful, functional, appealing products for myself and other users based on design criteria.	I can select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].	<ul style="list-style-type: none"> Adapting Appealing Assemble Cloth Cutting Curling Diet Design Designer Evaluate Embellish Folding Finishing Function/Functional/Functionality Healthy Hygiene Ingredients Innovation Joining 	<ul style="list-style-type: none"> Maker Measure/Measurement Mechanisms Moving Materials Model Nutrition Preparation Purposeful Product Safety Sketching Tools Tearing Textiles Unhealthy Varied Weighing
	Make	Make: I can understand a variety of ways to join materials. Evaluate: I can begin to explain how my product can be improved.			
	Innovate	Evaluate: I can explore and evaluate a range of existing products	I can build structures, exploring how they can be made stronger, stiffer and more stable.		
	Adapt	Technical Knowledge: I can begin to explain the key vocabulary: design, make and evaluate.	I can accurately apply the most suitable material for joins.		
	Evaluate	Cooking and Nutrition: I understand where food comes from.	I can begin to talk about and demonstrate how to safely use equipment.		
	Functionality	Cooking and Nutrition: I can explain how different food might be prepared.	Focus skills:		
	Nutrition		<ol style="list-style-type: none"> 1. Joining materials - wheels. 2. Structures - sliders. 3. Cooking - local food. Raw materials. 		
	Problem Finding				

The Arts

Arts	Key Subject Concepts	Knowledge	Skills	Key Vocabulary	
Art	Line	<ul style="list-style-type: none"> They understand that a variety of colours can be mixed to make different colours (Primary and Secondary). They begin to understand there are a variety of different artists that complete different styles of artwork. They can say if they do or do not like a piece of art and give a reason. They can say what art techniques they enjoy completing. 	<ul style="list-style-type: none"> They begin to have more control over the types of marks made with a range of media. They begin to experiment with a range of techniques using a pencil. They can create simple observational drawings of objects and people. They start to mix a range of secondary colours, moving towards predicting resulting colours. They can shape and model materials for a purpose. They can explore and produce a range of patterns and textures using a variety of media. They can explore and use a variety of materials in a variety of ways. They can begin to select and use a variety of brushes effectively. They can use tools and equipment competently and appropriately. They can talk about what they have made and how they could improve it. 	<ul style="list-style-type: none"> Line mark people objects Artist Primary colour Secondary colour create design construct represent cut stick join wrap weave 	<ul style="list-style-type: none"> print media medium material tool brush Shape negative positive Form Value Space Colour Texture Pattern Explore
	Shape				
	Form				
	Value				
	Space				
	Colour				
	Texture				
	Pattern				
	Exploration and expression				
	Critical thinking and language				

Arts	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
<p>Music</p> <p>Charanga: https://charanga.com/site/log-in/</p> <p>Banana Rap</p> <p>Round and Round</p> <p>Your Imagination</p>	<p>Appraising</p> <p>Singing and Playing</p> <p>Composition and improvisation</p> <p>Performing</p> <p>Notation</p>	<ul style="list-style-type: none"> To listen to a piece of music and say if they liked or disliked it and why. To begin to identify some instruments they can hear. To know that music has a steady pulse, like a heartbeat To know the different ways of making different notes on a range of instruments. To learn the names of some of the instruments they are playing. To explore the sounds of different instruments they use. To know that improvisation is about making up your own tune on the spot. It is not written down and belongs to them. To use a given piece of music to inspire them to make simple changes. To know a performance is sharing music with other people, called an audience. To know what makes a good audience. 	<ul style="list-style-type: none"> To use their body parts to respond to music. To say if they like or dislike a piece of music. To recognise fast, medium and slow tempos. To find the pulse. To listen to a short rhythm and clap it back. To use voices to copy back. To explore different ways to play instruments (shaking, hitting, scraping, etc). To learn that they can make different sounds with their voices. To learn to start and stop singing when following a leader. To treat instruments carefully and with respect. To listen and follow musical instructions from a leader. To improvise using one or two notes. To create a simple melody using up to 3 notes. To begin to learn how the notes of a composition can be written down in symbols/pictorial format. To begin to represent sounds with simple marks and symbols. To choose sounds to represent different things, (emotions, objects, ideas). To make different sounds (loud, quiet, high, low). To choose a song they have learnt and perform it. To add their own ideas to a performance. To say how they felt when performing. To think about what could make their work even better (playing faster or louder, etc). 	<p>Banana Rap: Pulse, rhythm, pitch, rap, improvise, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform</p> <p>Round and Round: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience</p> <p>Your Imagination: Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination</p>

Communication and Language

Communication and Language	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
MFL	N/A			

Mental Wealth and Physical Health

Mental Wealth & Physical Health	Knowledge				Skills			
	Emotional and Social	Personal Care	Understanding the World	Personal Safety	Emotional and Social	Personal Care	Understanding the World	Personal Safety
Lifeskills	<p>I know what makes a good friend and how to be one.</p> <p>I say please and thank you at appropriate times.</p> <p>I can name different emotions (anger, happiness, excitement, fear, sadness) and times when I might feel them.</p> <p>I am confident to speak to others about my interests and opinions and know that theirs may be different.</p>	<p>I will have a drink when directed.</p> <p>I know when I need to take off/put on my jumper or coat because I am hot or cold.</p> <p>I know what to do when I am feeling unwell.</p> <p>I know when to wash my hands.</p> <p>I can use cutlery independently.</p>	<p>I know ways in which I can help to keep our planet a safe place (reduce, reuse, recycle).</p> <p>I know my birth month.</p> <p>I know the days of the week.</p> <p>I can recognise if a plant or animal is living or dead.</p>	<p>I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).</p> <p>I know what to do when I hear the fire alarm.</p> <p>I know that I need to stop at the edge of a road before I cross with an adult.</p>	<p>I can explain that our bodies are all different.</p> <p>I can begin to manage feelings of disappointment.</p> <p>I am starting to have a measured response to disappointments.</p> <p>I can accept the needs of others, can take turns and share resources. Sometimes, I may need support from others.</p> <p>I know what to do when someone is making the wrong choice.</p> <p>I can listen attentively and follow simple instructions when addressed to a larger group.</p>	<p>I can recognise when it is a good time to use the toilet and wash my hands.</p> <p>I can speak confidently in front of my class/school (say a rehearsed line in an assembly).</p> <p>I can change for PE independently.</p> <p>I can use cutlery independently to feed myself (including cutting larger foods).</p>	<p>I can talk about key events in my life (eg. Christmas, Birthday)</p> <p>I understand what it means to take pride in my learning.</p>	<p>I can describe and demonstrate how to get help from a trusted adult or helpline if things make me feel sad, uncomfortable, worried or frightened.</p> <p>I can quietly follow my adults to line up on the playground during a fire drill.</p> <p>I can talk about whether a road is safe to cross or not with an adult.</p>

Mental Wealth & Physical Health	Knowledge	Skills
Online Safety	<p>Self - image and Identity:</p> <ul style="list-style-type: none"> • I can recognise that there may be people online who could make me feel sad, embarrassed or upset. • If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. <p>Online Relationships:</p> <ul style="list-style-type: none"> • I can explain why it is important to be considerate and kind to people online. <p>Online Reputation:</p> <ul style="list-style-type: none"> • I can explain why it is important to be considerate and kind to people online. • I can describe what information I should not put online without asking a trusted adult first. <p>Online Bullying:</p> <ul style="list-style-type: none"> • I can describe how to behave online in ways that do not upset others and can give examples. <p>Managing Online Information:</p> <ul style="list-style-type: none"> • I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable, worried or frightened. <p>Health, Wellbeing and lifestyle:</p> <ul style="list-style-type: none"> • I can explain rules to keep us safe when we are using technology both in and beyond the home and give some examples. <p>Privacy and security:</p> <ul style="list-style-type: none"> • I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). • I can explain why I should always ask a trusted adult before I share any information about myself online. • I can explain how passwords can be used to protect information and devices. <p>Copyright and ownership:</p> <ul style="list-style-type: none"> • I can explain why work I create using technology belongs to me and I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). 	<p>Online Relationships:</p> <ul style="list-style-type: none"> • I can use the internet with adult support to communicate with people I know. <p>Managing Online Information:</p> <ul style="list-style-type: none"> • I can use the internet to find things out. • I can use simple keywords in search engines. <p>Copyright and ownership:</p> <ul style="list-style-type: none"> • I can save my work so that others know it belongs to me (e.g. filename, name on content).

Mental Wealth & Physical Health	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
<p>PE</p> <p>TLG PE</p> <p>tlg-pe.co.uk</p> <p>Athletics</p> <p>Sending & Receiving</p> <p>Dance</p> <p>Attacking & Defending</p> <p>Gymnastics</p> <p>Net & Wall Games</p> <p>Striking and Fielding</p> <p>Throwing & Catching</p>	<p>Fitness</p> <p>Dance</p> <p>Gymnastics</p> <p>Games</p> <p>Athletics</p> <p>Swimming</p> <p>OAA</p> <p>Fundamental Movement Skills</p>	<ul style="list-style-type: none"> I know that winning is not the most important part of an activity. I understand why it is important to warm up and cool down and lead a healthy lifestyle. 	<ul style="list-style-type: none"> I can demonstrate the fundamental skills including: balancing, running, jumping, catching, hopping, throwing, galloping, skipping, leaping and kicking. I can demonstrate team work. I can use simple gripping and holding skills and correct wrist position when throwing and catching. I can combine movements fluidly to create a routine in gymnastics. I can assess my own risk and develop trust in myself and my peers. 	<p><u>Games</u> Throw, roll, hit, move, safely, kick</p> <p><u>Gymnastics</u> Curl, tense, stretch, control, relax, travel, balance, hold</p> <p><u>Dance</u> Move, copy, create, rhythm</p> <p><u>General</u> Copy and Compare</p>