**Year Group Skills Ladders – Foundation Subjects**

**Year One**

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|  | **Drawing** | | | **Painting** | | | | **Sculpture** | | | **Analysis** | | | | **New Curric. Requirements** | | | |
| Art | To represent objects  To draw an enclosed space | | | Mix colours for a reason/that are appropriate for a purpose | | | | Explore modelling materials to develop fine motor skills | | | Make comments about their own work, likes and dislikes. | | | | Use a range of materials  Use drawing, painting and sculpture  Develop techniques of colour, pattern, texture, line, shape, form and space  Learn about a range of Artists, crafts persons and designers. | | | |
|  | **Design** | | | **Make** | | | | **Evaluate** | | | **Technical Knowledge** | | | |  | | | |
| DT | Design purposeful, functional and appealing products. Generate, model and communicate ideas  **3d construction and deconstruction:** Use construction kits to build shapes up in stages in order to form a solid shape.  Lego, Duplo, Clixi  **Investigate and disassemble:**  To recognise the characteristics of products and to gather ideas from experiences. | | | Use a range of tools and materials to complete practical tasks.  Build and improve structure and mechanisms  **Cutting and joining materials:** Children need to be able to: Cut, join, score and hole punch.  Make things by selecting appropriate materials.  Identify materials.  **Mechanism and control:** To make a simple electrical circuit. | | | | Evaluate existing products and own ideas  Understand where food comes from.  **Food:** Have an awareness of hygiene  To classify foods (meat,veg)  To discuss full and empty.  **Design and evaluate**  Describe and draw what you plan to do.  What do you like and dislike? | | | **Food:** Use measuring spoons and bowls appropriately.  To see the changes in properties of food (freezing). | | | | When approaching the investigate and disassemble part of design please try to identify and use real life examples which can be broken down with the group.  The NC requires every year group to look at real existing products.  Your topic/subject of study should steer you towards professional makers, designers and artists of products. | | | |
| History | **Skills to cover** | | | | | | | | **New curriculum requirements** | | | | | | | | **Topics Suggestions** | |
| Use everyday terms about the passing of time (e.g. yesterday, today, tomorrow, past, present).  Place a few events or objects in chronological order – e.g. sequencing photographs and artefacts from their own life.  Recognise the distinction between past and present in their own and other’ lives.  Know and recount episodes from stories about the past.  Use stories to distinguish fact and fiction.  Find answers to simple questions about the past from sources of information e.g. artefacts. | | | | | | | | Changes linked in living memory. Linked to aspects of national life where appropriate.  Lives of significant figures, including those from different periods.  Significant local people. | | | | | | | | Bonfire night  Events of local importance | |
| Geography | **Local Knowledge** | | | | **Place Knowledge** | | | | | **Physical Geography** | | | | **Skills & Fieldwork** | | | | |
| Progression  Name and locate four countries and capital cities of UK.  Use atlases and globes | Use globes to locate UK  Use world and Europe maps to locate UK Use UK map to locate countries and capital cities of UK  Name UK countries and capital cities and record on a blank map | | | Progression  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  Find information from a map and be aware of compass directions. | | Through discussion use geographical vocabulary to describe local and familiar features (eg visit to the beach, park, Broadway)  Describe where they are, using everyday terms and follow directions.Introduce N.S.E.W  Draw a simple map | | | Progression  Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  Use basic geographical vocabulary to refer to:  key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, | | Keep a weather chart for a time during each season to compare later in the year.  Look at weather charts for rest of UK discuss how it changes from north to south Identify North and South poles and equator and how temperature changes from equator to the poles. Hot and cold regions/ countries of the world.  Use geographical vocabulary relevant to local area - | | Progression  identify the United Kingdom and its  countries, as well as the countries, continents and oceans studied at this key  stage  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  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.    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 | | | | Use globes and maps to identify places studied  Use simple compass directions and simple directional language to move around the school environment.  Begin to recognize the location of familiar places.  Draw simple local environmental features observed.  Use simple measurements With help ask some simple questions.  Make simple observations indoors and outdoors.  Find answers to simple questions about places using resources provided.  Draw simple maps adding pictorial features |
| PSHE | **Skills to cover** | | | | | | | | **New curriculum requirements** | | | | | | | | **Toipc Ideas** | |
| Take and share responsibility, for example, for their own behaviour.  Recognise why we have rules and expectations.  Recognise what they like and dislike, what is fair and unfair.  Begin to make simple choices that improve their health and well-being.  Begin to maintain personal hygiene.  Recognise how to keep themselves safe in school.  Develop positive relationships through work and play.  Listen to other people, and play and work co-operatively. | | | | | | | | Approximately 45 minutes per week.  Modelling, circle time and reflection.  Children need to discuss situations to develop language to communicate how they feel.  Actions and responses need to be discussed too.  Somebody hurts us we…  Before we eat we…  Role-play and stories are another effective way of discussing challenging situations. | | | | | | | | People who keep us safe. | |
| MFL | **To read  fluently** | | | | **To write  imaginatively** | | | | | **To speak  confidently** | | | | **To understand the culture of the countries of lang. spoken** | | | | |
| Read out loud everyday words and phrases (greetings)  Read and understand short written phrases (greetings)  Read out loud familiar words and phrases (greetings, colours, family members, classroom objects) | | | | To write of copy everyday words (greetings)  Label item | | | | | Understand spoken phrases (greetings, classroom instructions).  Be able to ask for a word to be repeated.  Correct pronunciation. | | | | Identify countries which speak the language.  Show an awareness of the customs of countries that speak the language. (songs and festivals) | | | | |
| RE  *(See Medium Term plan for ideas/details)* | **Belonging** | | **Special Times/ Christmas** | | | **Worship** | | | | **Who is special?** | | | **Special Books** | | | **Who cares for the World?** | | |
| **Understand what it means to belong.**  -Belonging to a family and groups in and outside school  **Understand why religion is important for others.**  -Welcoming ceremonies, for example: | | **Understand how and why people celebrate.**  -How and why do we celebrate? What do people wear, eat?  -Focus on a religious festival and explore the story linked to that festival. **Celebrating Christmas: focus on gifts and giving.** | | | **Learn about some of the features of worship in Christianity and another religion**  -Explore why and how places of worship are special.  - Make links with their own experiences of worship in school.  - Reflect on and talk about places that are special for them. | | | | **Identify people who are special and explain why**  -Learn about people who lead religious communities and what they do.  -Learn that such people often wear special clothes and that these may have special meanings. | | | **Identify the significance of special texts both to themselves and others**  -Identify the importance of the Bible for Christians and other sacred texts in the religions studied.  -Make links between religious language and stories and the beliefs which lie behind them.  -Reflect on what is of value in their own lives | | | **Identify people who are special and explain why**  -Learn about people who lead religious communities and what they do.  -Learn that such people often wear special clothes and that these may have special meanings. | | |

**Year Group Skills Ladders – SCIENCE**

**Science Topics** – statutory units to be covered in each year group

*During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:*

*asking simple questions and recognising that they can be answered in different ways*

*observing closely, using simple equipment*

*performing simple tests*

*identifying and classifying*

*using their observations and ideas to suggest answers to questions*

*gathering and recording data to help in answering questions.*

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|  | Units to be covered in school year | | | |
| Year 1 | **Plants**   * identify and name a variety of common wild and garden plants, including deciduous and evergreen trees * identify and describe the basic structure of a variety of common flowering plants, including trees. | **Animals**   * identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals * identify and name a variety of common animals that are carnivores, herbivores and omnivores * describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | **Everyday Materials**   * distinguish between an object and the material from which it is made   identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  describe the simple physical properties of a variety of everyday materials  compare and group together a variety of everyday materials on the basis of their simple physical properties. | **Seasonal Changes**   * observe changes across the four seasons * observe and describe weather associated with the seasons and how day length varies. |