

## Year 1 Curriculum Knowledge and Skills Progression Map

Year 1	Autumn 1 All about me	Autumn 2 Festivals	Spring 1 Weather/Water	Spring 2 Walsall	Summer 1 The Great Fire of London	Summer 2 Toys
Reading	<u>Word reading</u> I can recognise set 1, 2 sounds I can use my sounds to 'fred talk' unfamiliar words. I can re-read familiar books to increase my fluency and confidence. <u>Reading for pleasure</u> I can link what I read/hear to my own experiences. I can recognise and join in with predictable phrases. <u>Comprehension</u> I can predict what might happen in a story based on what has happened so far. <u>Common exception words</u> the a to said are was is I you your they be he we me she by my full pull		<u>Word reading</u> I can read green words containing the following suffixes: ed /ing /est /er /es /s I can 'chunk' longer green words containing sounds that I know. I can read words with contractions and know that the apostrophe represents missing letters. E.g I'm /I'll /We'll I can read aloud my RWI books. <u>Reading for pleasure</u> - <u>Comprehension</u> I can use my own knowledge or information the teacher tells me to understand books. I can check that my reading makes sense and correct it when it doesn't. I can talk about the title and events in a book. I can join in with discussions about what has been read, taking turns and listening to others. I can explain clearly my understanding of what has been read. <u>Common exception words</u> do today of were his has no go so here there where		<u>Word reading</u> I can read most of the words on the year 1 red word list and identify why they are common exception words. <u>Reading for pleasure</u> I have listened to and discussed a wide range of stories, poems and non-fiction text beyond those which I can read myself. I am becoming familiar with a range of key stories, traditional tales and fairy stories and can retell them. I can recite some poems and rhymes by heart. I can link new word meanings to those I already know. <u>Comprehension</u> I can understand (infer) how what is said and done gives me information. <u>Common exception words</u> says love come some house one once friend school	
Writing	<u>Spelling</u> I can spell words using set1 &2 I can name the letters of the alphabet in order. I can write from memory a sentence my teacher tells me. <u>Handwriting</u> I am beginning to form lower-case letters correctly. I can form numbers 0-9 correctly. <u>Composition</u> I can say out loud what I am going to write about. I can discuss what I have written with others. <u>Vocabulary, Grammar, Punctuation</u> I can leave spaces between my words. I am beginning to punctuate using a full stop. I can understand and use the following terminology when discussing my work. Letter, word, sentence, full-stop, <u>Common exception words</u> the a to said are was is I you your they be he we me		<u>Spelling</u> I can understand and use suffixes 's' and 'es'. I can use the suffixes 'ing' 'ed' and 'est'. <u>Handwriting</u> I can sit correctly at a table and hold a pencil comfortably and correctly. I can form capital letters. <u>Composition</u> I can compose my sentence orally before I start to write. I can write sentences in order to form short stories. I can read my writing aloud so others can hear me. <u>Vocabulary, Grammar, Punctuation</u> I am beginning to punctuate using a capital letter and a full stop. <u>Common exception words</u> do today of were his has no go so here there where		<u>Spelling</u> I can spell words using set 1/2/3 sounds. I can spell most words from the Y1 high frequency word list. I can spell the days of the week. I can use letter names to distinguish between alternative spellings of the same sound. Set 2/ Set 3 I can understand and use the prefix 'un'. <u>Handwriting</u> I know which letters belong to which handwriting families. <u>Composition</u> I can read my writing to check that it makes sense. <u>Vocabulary, Grammar, Punctuation</u> I can join 2 ideas in my sentence using 'and'. I am beginning to punctuate using a capital letter and a full stop, question mark or exclamation mark. I can use a capital letter for names of people, places and days of the week.	

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	she by my full pull		<u>Common exception words</u> says love come some house one once friend school
<b>Maths</b>	<p><b><u>Place Value (within 10)</u></b> count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 10 in numerals count in multiples of 2s, 5s and 10s given a number, identify 1 more and 1 less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 10 in numerals and words</p> <p><b><u>Addition and subtraction (within 10)</u></b> read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs represent and use number bonds and related subtraction facts within 10 add and subtract one-digit to 10, including 0 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></p> <p><b><u>Shape</u></b> recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</p> <p><b><u>Place Value (within 20)</u></b> count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 20 in numerals count in multiples of 2s, 5s and 10s given a number, identify 1 more and 1 less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words</p>	<p><b><u>Addition and subtraction (within 20)</u></b> read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one-digit to 10, including 0 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></p> <p><b><u>Place Value (within 50)</u></b> count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 50 in numerals count in multiples of 2s, 5s and 10s given a number, identify 1 more and 1 less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 50 in numerals and words</p> <p><b><u>Measure – Length and Height and Volume and Mass</u></b> <i>compare, describe and solve practical problems for:</i> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] mass/weight [for example, heavy/light, heavier than, lighter than] <i>measure and begin to record the following:</i> lengths and heights, capacity and volume, mass/weight</p> <p><b><u>Multiplication and Division</u></b> solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p>	<p><b><u>Multiplication and Division (continued)</u></b> solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p><b><u>Fractions</u></b> recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity</p> <p><b><u>Place Value (within 100)</u></b> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals count in multiples of 2s, 5s and 10s given a number, identify 1 more and 1 less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 100 in numerals and words</p> <p><b><u>Geometry</u></b> – position and direction direction and movement, including whole, half, quarter and three-quarter turns</p> <p><b><u>Measure – money and time</u></b> <i>compare, describe and solve practical problems for:</i> time [for example, quicker, slower, earlier, later] <i>measure and begin to record the following:</i> time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</p>

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<p style="text-align: center;"><b>Science</b></p>	<p><u><b>Animals (incl humans)</b></u></p> <ul style="list-style-type: none"> <li>- I know the parts of the human body, can draw a picture of it and name the parts. I know which part of the body helps me hear, taste and smell.</li> </ul> <p>* Seasonal changes - Trip to look at the seasonal changes in the local environment.</p>	<p><u><b>Materials</b></u></p> <ul style="list-style-type: none"> <li>- I know the name of an object and the name of the material it is made from will be different.</li> <li>- I know the names of some materials that I see every day inc wood, plastic, glass, metal, water and rock</li> </ul>	<p><u><b>Animals</b></u></p> <ul style="list-style-type: none"> <li>-I can identify and name a variety of common fish, amphibians, reptiles, birds and mammals.</li> <li>- I can describe the different shape and form of a number of animals that I see including my pet(s).</li> </ul>	<p><u><b>Plants</b></u></p> <ul style="list-style-type: none"> <li>-I can name some plants that I often see in the garden and the countryside as well as some trees that drop their leaves and some that don't.</li> </ul> <p>* Seasonal changes - Trip to look at the seasonal changes in the local environment.</p>	<p><u><b>Materials</b></u></p> <ul style="list-style-type: none"> <li>- I can describe the simple physical properties of a variety of everyday materials.</li> <li>- I can compare the simple physical properties of a variety of everyday materials and group similar ones together.</li> </ul>	<p><u><b>Plants</b></u></p> <ul style="list-style-type: none"> <li>-I can name some plants that I often see in the garden and the countryside as well as some trees that drop their leaves and some that don't.</li> <li>- I understand the inside of some plants and trees and how they grow, which I can explain to others</li> </ul>
<p><b>Working scientifically</b> - I can ask simple questions - I can use simple equipment to look very closely at things. -I can test things in simple ways. -I can groups objects of items together</p> <p>-I can answer questions in science by thinking about what I have seen. -I can find information which can help me when I have to answer questions</p>						
<p style="text-align: center;"><b>History/ Geography</b></p>	<p><u><b>All about me</b></u></p> <p><b>Arboretum</b> <u>Geography</u></p> <p>No stand-alone geography lessons. Linked to science - weather and seasonal changes</p> <p><u>History</u></p> <p>Recap on prior learning from EYFS- how we change as we grow.</p>	<p><u><b>Festivals</b></u></p> <p><u>Geography</u></p> <p>No stand-alone geography lessons. Linked to science - weather and seasonal changes</p> <p><u>History</u></p> <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> <li>- Events beyond living memory that are significant nationally or</li> </ul>	<p><u><b>Weather/Water</b></u></p> <p><u>Geography</u></p> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>- Identify seasonal and daily weather patterns in the United Kingdom</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>- Use aerial photographs and plan perspectives to recognise basic human and physical features; devise a simple map;</li> <li>- Use basic geographical vocabulary to refer to: key physical features, including: sea, ocean, river, stream, waterfall,</li> </ul>	<p><u><b>Walsall</b></u></p> <p>Visits to Art Gallery, Arboretum, shops, building, canal <u>Geography</u></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>-Name, locate and identify characteristics of their locality</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>- Use basic geographical vocabulary to refer to: Key human features, including: town, factory house, office, shop and canal</li> </ul> <p><b>Geographical skills and fieldwork</b></p>	<p><u><b>The Great Fire of London</b></u></p> <p><u>Geography</u></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>- Use basic geographical vocabulary to refer to key physical features, including river and human features including house, city, London</li> </ul>	<p><u><b>Toys</b></u></p> <p><b>Cannock Chase Toy museum</b> <u>Geography</u></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</li> </ul>

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		<p>events commemorated through festivals or anniversaries</p> <ul style="list-style-type: none"> <li>- The lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>	<p>season and weather and key human features, including: canal</p> <ul style="list-style-type: none"> <li>- Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul> <p><b>History</b></p> <p>No stand-alone history lessons in this topic.</p> <p><b>Weather</b></p> <p><b>Forms of water</b></p> <p><b>Introduction to map work</b></p> <ul style="list-style-type: none"> <li>- viewing from above (classroom, table plan)</li> </ul>	<ul style="list-style-type: none"> <li>- Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> <li>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>- Significant historical people and places in their own locality.</li> </ul> <p><b>Map work of school/local area</b></p> <p><b>Sister Dora</b></p>	<p>landmarks</p> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map;</li> </ul> <p><b>History-visit from theatre group</b></p> <ul style="list-style-type: none"> <li>- Events beyond living memory that are significant nationally or globally [the Great Fire of London]</li> <li>- The lives of significant individuals in the past who have contributed to national achievements.</li> </ul> <p><b>Great Fire of London</b></p> <p><b>Samuel Pepys</b></p> <p><b>Map work -capital city - London</b></p> <p><b>London landmarks</b></p>	<p>devise a simple map;</p> <ul style="list-style-type: none"> <li>- 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</li> </ul> <p><b>History</b></p> <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><b>Mini topic - United Kingdom</b></p> <p><b>England, Wales, Scotland and Northern Ireland</b></p> <p><b>Capital cities</b></p> <p><b>Seas/Oceans around the UK</b></p> <p><b>Victorian toys</b></p>
<b>Art</b>	<p><b>Drawing dots lines reflecting different tones and thickness</b> - investigating the qualities of pencils, pastels and pencil crayons.</p> <p>Demonstrate how different drawing tools can be used to make a</p>	<p><b>Use thumb pot technique involving rolling, kneading, pinching and shaping, impressing and texturing clay.</b></p> <p><b>Use a simple painting program</b> to create a pattern, using tools such as fill and use of</p>	<p><b>Mix paint to create all the secondary colours</b></p> <p><b>Know</b> about a famous artist and their work and create a picture based upon an artist using different brush sizes and types (<b>Hokusai</b>)</p>	<p><b>Use printing technique to produce</b> Mother's Day cards.</p> <p><b>Know</b> about the work of a range of artists, (<b>Van Gogh</b>)</p> <p><b>Know</b> about the work of artists in different times and cultures -</p>	<p><b>Use clay to design and make products</b> - a Tudor House.</p> <p><b>Build on to clay by cross hatching and use of "slip".</b></p> <p><b>Use tools and techniques to add texture to clay</b></p>	<p><b>Use of a variety of grades of pencils for sketching and shading to show tone and texture</b> (using a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines)</p> <p>Drawing old and new toys. Describe them.</p>

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	<p>wide range of marks.</p> <p><b>Know about the work of artists -</b> Expressionists ( e.g . Look at famous expressionist artists work portraying emotions (e.g. Jawlensky ) and link this to the children's work</p> <p><b>Use colour to represent different emotions in my work.</b></p> <p><b>Draw and paint from observation</b>, a self-portrait using appropriate colours.</p> <p><b>Use art, craft and design techniques - Tile Printing.</b></p>	<p>brush</p> <p><b>Smudge and blend materials and colours together</b> - apply these to materials and processes to create firework pictures.</p> <p><b>Use</b> design skills of - colour, shape, pattern when producing <b>Celebration Cards</b> (Christmas and Eid?)</p>	<p><b>Use art, craft and design techniques - weaving</b>, working with a partner. Sort threads and fabrics by colour and texture Use the 'under, over' technique</p>	<p>(Edwin Butler Bayliss)</p> <p><b>Use pencils, pastels and pencil crayons to draw lines of varying tones and thickness</b></p> <p><b>Know about the work of artists, in different times and cultures - LS Lowry.</b> Create a picture based on his work using different brush sizes and types</p> <p><b>Describe what they can see and like in the work of another artist</b></p>	<p>.</p> <p><b>Gather and sort, cut, tear and glue a combination of materials</b> including card, fabric, plastic, tissue, magazines, crepe paper etc. to create a frieze of The Great Fire of London</p> <p>.</p> <p><b>Explore the use of line, shape and colour</b> Use pencils, pens and charcoal to create patterns, lines, shapes and forms that show the patterns found in wood. Using drawing to develop and share ideas</p>	<p>Look at observational drawings of toys and discuss.</p> <p><b>Evaluate drawings.</b> What do you like? What would you change</p> <p><b>Gather and sort the materials needed to design and make puppets</b> E.g. Paper Plate Puppets, Wooden Spoon Puppets etc. Add texture by mixing materials</p> <p><b>Research, plan, design and make models</b></p>
DT	<p><b><u>Sensational Salads</u></b> To use the basic principles of a healthy and varied diet to prepare dishes safely and hygienically, without using a heat source. - understand where food comes from. - Begin to understand that all food comes from plants or animals. - Begin to understand</p>		<p><b><u>Kites</u></b> <b><u>Focus - structures</u></b> - Begin to understand the development of existing products: What they are for, how they work, materials used. -Start to suggest ideas and explain what they are going to do. - Begin to make their design using appropriate techniques. -With help measure, mark</p>	<p><b><u>Moving pictures</u></b> <b><u>Focus - mechanisms</u></b> <b><u>Easter Cards</u></b> -Begin to draw on their own experience to help generate ideas and research conducted on criteria. -Understand how to identify a target group for what they intend to design and make based on a design criteria -Begin to develop their</p>		<p><b><u>Puppets</u></b> <b><u>Focus - textiles (incl sewing)</u></b> -Start to suggest ideas and explain what they are going to do. -Understand how to identify a target group for what they intend to design and make based on a design criteria -Begin to develop their ideas through talk and drawings.</p>

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	that everyone should eat at least five portions of fruit and vegetables every day. -Know how to use techniques such as cutting, peeling and grating.		out, cut and shape a range of materials. Explore using tools e.g. scissors and a hole punch safely. -Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. -Begin to use simple finishing techniques to improve the appearance of their product. -Start to evaluate their product by discussing how well it works in relation to the purpose and possible changes they might make. (design criteria).	ideas through talk and drawings. -Make templates and mock ups of their ideas in card and paper or using ICT -Explore and use mechanisms[for example, levers, sliders, wheels and axles], in their products		-Make templates and mock ups of their ideas in card and paper or using ICT -Begin to make their design using appropriate techniques. -Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. -Begin to use simple finishing techniques to improve the appearance of their product -Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.
<b>Computing</b>	<b>Online Safety &amp; Exploring Purple Mash</b> Children demonstrate an understanding of the importance of online safety, using their own private usernames and passwords for Purple Mash. children will be able to demonstrate an understanding of the reasons for keeping their password private including talking about the meaning of 'private	<b>Grouping and sorting &amp; Pictograms</b> Children can physically sort, collate, edit, present, search through, re-order and restructure items using a range of given criteria. Using Purple Mash, children can sort items into three clearly defined groups using given Criteria. Most children can sort physical objects using a range of criteria e.g.,	<b>Lego Builders</b> Children know that an algorithm is a set of instructions used to solve a problem or achieve an objective. Children know that an algorithm written for a computer to follow is called a program. Children can debug a very simple set of printed instructions for a recipe, the approach they use should entail breaking the	<b>Maze Explorers</b> Using 2Go, children can use simple direction keys in conjunction with a number pad to move an on-screen character to specific locations on a screen. They demonstrate that their sequence of buttons relates to their thinking of how to solve a problem of getting character from point A to point B. They will create and debug a set	<b>Coding</b> Children can both give and receive verbal instruction to achieve a simple outcome such as getting from one point of the classroom to the other whilst avoiding obstacles. Furthermore, they can use printed block-based code to also articulate a simple set of instructions. They will use simple code to make a computer program and	<b>Spreadsheets</b> Using the 2Calculate spreadsheet, children can save and open sheets. Most Children will be able to save their 2Calculate files, using a memorable file name, to their own personal space on Purple Mash and understand that this can be retrieved later. They can enter data into cells, manipulate data

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	information' and actively demonstrate this in lessons. They will create an avatar with a picture and add a name to it. They will understand the importance of saving work to a private space.	shape: Number of sides, colour, equal length sides etc. They can apply this skill within Purple Mash using the range of sorting activities with more than one criterion. They will understand that data can be represented with pictures and record results as a pictogram.	instructions into smaller parts to support interpretation. They will consider how the order of instructions can affect the results.	of instructions (algorithm).	understand how code executes when a program is run/	using the 'move cell' tool, count items and use the image toolbox to add clipart.
<b>Music</b>	<b>Pulse and Rhythm</b> 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.	<b>Classical Music- Dynamics and tempo (Theme Animals)</b> 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. Improvise, using their instrument, to a given stimulus	<b>Musical vocabulary (Under the Sea)</b> 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.	<b>Timbre and rhythmic Patterns (Theme: Fairy tales)</b> Chant the well-known phrase, "I'll huff..." Make changes to their voices to represent a character. Choose a suitable sound to represent a specific point in a story. Play a rhythmic pattern along with their spoken words. Identify and hold up the correct sign to correspond to some music. Play/chant along with the elements of a story with prompting from the teacher	<b>Pitch and tempo (Theme: Superheroes)</b> 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	<b>Vocal and body sounds (Theme: By the Sea)</b> 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
<b>PE</b>	<b>Sending &amp; Receiving</b> Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.	<b>Dance</b> Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.	<b>Gymnastics</b> In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.	<b>Invasion</b> Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.	<b>Striking &amp; Fielding</b> Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.	<b>Athletics</b> In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.
<b>RE</b>	<b>Introduction to the following 4 main religions:</b> Christianity, Islam, Sikhi, Hinduism Children will be able to: Name more than one religion; Begin to make links with support that some religions have a	<b>A world of festivals</b> Children will be able to: Talk about my own celebration and someone else's celebrations; Talk about 3 things that Hindus do to celebrate Diwali; Talk about an	<b>How do we say thank you for the Earth?</b> Children should be able to: Retell a religious story in words, drama or pictures; Recognise that stories from the Bible matter to Christian and Jewish people and that Sikhs care about stories of Guru Nanak; Use vocabulary learnt in RE to respond sensitively to the creation stories and thanksgiving practices.	<b>Stories and prayers about Jesus</b> Children should be able to: Know or use 6 or more key words from this unit; Recognise the importance of the Lord's prayer for Christians; Recognise a prayer symbol; Retell and suggest a meaning for one of the stories; Talk about the powers of Jesus in Gospel stories; Talk about their own power to care, to say thank you or be friendly		

### Year 1 Curriculum Knowledge and Skills Progression Map

	place of worship and a special book. With support begin to talk about religions.	object Jewish people use when they celebrate Hanukah; place pictures of the Christmas story in order and talk about the Christmas story.		
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