



Non Negotiables

(Endpoints)

YEAR 1 TOPIC CYCLE A

	AUTUMN TERM	SPRING TERM Once Upon a time	SUMMER TERM
SCIENCE	<p>I can distinguish between an object and the material from which it is made</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>I can describe the simple properties of a variety of materials including wood, plastic, glass, metal, water and rock</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>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</p>	<p>I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>I can identify and describe the basic structure of a variety of common flowering plants, including trees observe changes across the 4 seasons</p> <p>I can observe and describe weather associated with the seasons and how day length varies</p>
ART	<p>I can draw lines of varying thickness.</p> <p>I can draw a portrait of myself.</p> <p>I can use different materials to draw.</p>	<p>I can use a combination of materials that have been cut, torn and glued.</p> <p>I can add texture by mixing materials.</p> <p>I can demonstrate a range of techniques</p>	<p>I can talk about the work of Georgia O'Keefe, Van Gogh, Monet, and Archimboldo.</p> <p>I can name the primary and secondary colours.</p> <p>I can experiment with different brushes.</p>

	<p>I know who Lowry the artist was.</p> <p>I can use dots and lines to demonstrate pattern and texture.</p> <p>I can decorate textiles with glue or stitching to add colour and detail.</p>	<p>when printing e.g. rolling, pressing, stamping and rubbing.</p> <p>I can describe the work of famous artist: Henri Rousseau.</p> <p>I can use a variety of natural recycled and manufactured materials for sculpting e.g. clay, straw and card.</p> <p>I can use a range of techniques: cutting, pinching and rolling</p>	<p>I can mix primary colours to make secondary colours.</p> <p>I can add white and black to alter tints and shades.</p> <p>I can create paintings in the style of famous artists.</p>
DT	<p>I can start to build structures, exploring ways to stiffen, stable and strengthen.</p> <p>I can use a range of tools and equipment to perform practical tasks: cut, shape, join and finish.</p>	<p>I can talk about simple mechanisms – slider.</p> <p>I can develop and communicate ideas through drawing and templates.</p> <p>I can design a purposeful product for myself or others.</p>	<p>I can design a garden using range of materials.</p> <p>I begin to understand where food comes from.</p> <p>I can prepare simple dishes using my knowledge of healthy food.</p>
GEOGRAPHY	<p>I can recognise local landmarks.</p> <p>I can use basic geographical vocabulary to refer to human features such as: city, town, village, factory, farmhouse, port, shop, and identify which features are typical of Tintwistle.</p> <p>I can use aerial photographs to recognise landmarks.</p> <p>I can use simple compass directions and locational language, drawing simple maps of the school grounds/Tintwistle.</p>	<p>I can use geographical vocabulary to refer to key physical features: ocean, sea, weather, coast, volcano and vegetation.</p> <p>I can create a map which shows physical features.</p> <p>I can use world maps and globes to identify countries, continents and oceans and locate where dinosaur fossils have been found.</p>	<p>I can use simple fieldwork to study the geography of our school grounds.</p>
HISTORY	<p>I can describe and discuss historical events within living memory.</p>	<p>I can place events on a timeline.</p> <p>I can talk about Mary Anning (fossil finder).</p>	<p>I can talk about the history of food in the last 100 years and how things have changed.</p>

	<p>I can describe significant people from the past (Lowry and Westwood).</p> <p>I can use a timeline to develop chronological language e.g. past, present, old and newer.</p> <p>I can talk about local history, historical events, people and places.</p> <p>I can use a range of artefacts and pictures to find out about the past.</p> <p>I can ask some questions about the past.</p>	<p>I can use secondary sources to answer questions.</p>	<p>I can use a range of sources to find out about the past.</p> <p>I can talk about the life and work of Sir Joseph Paxton and his links to Chatsworth.</p>
COMPUTING	<p><u>Technology around us</u> I can identify examples of technology and explain how they can help us</p> <p>I can recognise that a computer is an example of technology</p> <p>I can identify the main parts of a computer</p> <p>I can use a keyboard to type my name on a computer and use a mouse in different ways – click, select and drag I can use the keyboard to edit text and delete letters</p> <p>I can give examples of rules to keep them safe and healthy when they are using technology in and beyond the home</p> <p><u>Creating Media –Digital Painting</u> I can paint using a computer.</p> <p>I can make marks and draw lines on a screen and explain which tools I have used.</p> <p>I can use the paint tools to draw a picture, choose appropriate shapes and</p>	<p><u>Programming – Moving a robot</u> I can programme a bee bot to move around a track.</p> <p>I can explore a range of controlled toys and devices, follow instructions to move around a course and explore outcomes when individual buttons are pressed on a robot.</p> <p>I can explore an on screen turtle.</p> <p>I can use technology safely.</p> <p><u>Data and Information- Grouping Data</u> I can use a program to group and sort data.</p> <p>I can describe objects using labels.</p> <p>I can match objects to groups and identify the label for a group of objects.</p> <p>I can group similar objects and group</p>	<p><u>Creating Media –Digital writing</u> I know that a keyboard is used to enter text into a computer</p> <p>I can change the appearance of text</p> <p>I recognise some keys and use them to enter text on to a computer/device including some basic punctuation</p> <p>I can add spaces between most words using a space bar</p> <p>I can use the backspace key to delete text only as far as the section to be edited</p> <p>I can use the toolbar to find and use the bold, italic, and underline tool</p> <p><u>Programming – Programming Animations</u> I can explain what a sprite is</p> <p>I can compare different programming blocks</p>

	<p>colours and say which tools were helpful and why.</p> <p>I can create a picture in the style of an artist.</p> <p>I can change the colour and brush sizes.</p> <p>I can explain that pictures can be made in lots of different ways.</p> <p>I can keep my passwords private.</p> <p>I know who to tell if I feel unsafe online.</p>	<p>objects in more than one way.</p> <p>I can record how many objects are in a group.</p> <p>I can decide how to group objects to answer a question and share my ideas using a pictogram.</p> <p>I can use a pictogram to help answer questions.</p>	<p>I can join a series of commands to form a program</p> <p>I can predict the outcome of a command</p> <p>I can match a command to an outcome</p> <p>I can run different commands for different sprites</p> <p>I can build a sequence of commands in steps</p> <p>Use the start command to initialise a program and debug a program</p>
MUSIC	<p>I can sing in tune within a limited pitch.</p> <p>I can perform with a good sense of pulse and rhythm.</p> <p>I can begin to recognise rhythmic patterns found in speech – chants.</p> <p>I can follow the leader’s directions e.g. singing back.</p> <p>I can experiment with different ways to make sounds with my voice and body.</p>	<p>I can play tuned and un-tuned instruments musically.</p> <p>I can experiment with, create and select, and combine sounds in music.</p> <p>I can explore pitch, volume, tempo and describe how sounds are made.</p>	<p>I can perform a simple song with musical accompaniment.</p> <p>I can follow and lead simple performance directions.</p> <p>I can compose my own musical piece (or in small groups) and perform it to the class.</p> <p>I can give feedback on other groups’ performances.</p>
PE	<p>Gymnastics</p> <p>I can master basic movements including: running, jumping, throwing, catching, kicking and balancing.</p> <p>I know how to warm my body up through gentle exercise.</p> <p>I can get changed independently with increasing speed.</p> <p>I know how to take turns and use the space safely.</p> <p>Dance THEME: Weather</p>	<p>Ball Skills</p> <p>I can roll, throw, kick and dribble a ball with accuracy.</p> <p>I can catch with two hands.</p> <p>I can show control and co-ordination when dribbling a ball with my feet</p> <p>I can track a ball that is coming towards me.</p> <p>I can use my skills to play simple target games</p>	<p>Team Games</p> <p>I can join in with team games.</p> <p>I can co-operate and communicate with a partner to solve challenges.</p> <p>I can use teamwork skills.</p> <p>I can use communication skills to lead a partner.</p> <p>Athletics</p> <p>I can move at different speeds over varying distances.</p>

	<p>I can use counts of 8 to move in time and make my dance look interesting.</p> <p>I can explore pathways in my dance.</p> <p>I can create my own dance using, actions, pathways and counts.</p>		<p>I can develop my balancing skills</p> <p>I can develop agility and co-ordination.</p> <p>I can explore hopping, jumping and leaping for distance.</p> <p>I can develop throwing for distance and throwing for accuracy.</p>
PSHE	<p>I can recognise I belong to different groups and communities e.g. family and school.</p> <p>I can explore ways in which I am unique.</p> <p>I can identify the ways in which I am the same with other people and what we have in common.</p> <p>I can identify what makes me special.</p> <p>I recognise how my behaviour can affect others.</p> <p>I listen to others and work co-operatively.</p> <p>I recognise when people are being unkind and know who to tell and what to say.</p> <p>I can identify different types of teasing and bullying and identify that these are wrong and unacceptable.</p>	<p>I can talk about the process of growing from young to old.</p> <p>I can correctly name the main parts of the body including external genitalia.</p> <p>I can identify ways of keeping safe and knowing that I don't keep secrets.</p> <p>I can talk about the pants rule.</p> <p>I know about physical contact and what is acceptable.</p> <p>I know that everybody is unique.</p> <p>I can recognise a range of feelings in myself and others.</p> <p>I can develop simple strategies for managing feelings.</p> <p>I can use a range of words to describe different feelings.</p>	<p>I can recognise what money looks like</p> <p>I can identify how money is obtained</p> <p>I can understand the ways money can be used</p> <p>I understand how to keep money safe and what influences choices</p> <p>I can talk about what change means</p> <p>I can explore loss and change and the associated feelings</p> <p>I can learn how to manage change positively</p> <p>I can identify strategies of where to go for help</p>
RE			
FOREST SCHOOL	<p>I can talk about changes in the weather.</p>	<p>(No Forest School this Term)</p>	<p>No Forest School this term - outdoor learning built into our topic</p>

	<p>I can identify wild and garden plants that grow within Forest School.</p> <p>I can observe the changes across the seasons.</p> <p>I can talk about Andy Goldsworthy and be inspired by his artwork to create my own pieces.</p>		
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