



## Year 1 Curriculum Progression Statements - All subjects

	<h3 style="color: green;">Year 1 Progression Statements – Art</h3>
Topic	
<p><i>Responding to Art: Running through all other areas of art; Providing opportunities to discuss and review their own and others' work; Enabling pupils to express thoughts and feelings about artworks and explore a range of great artists, craft makers, architects and designers.</i></p>	<ul style="list-style-type: none"> <li>• Describe and comment on the work of a range of artists from different times and cultures.</li> <li>• Present imaginative ideas for specific audiences and purposes.</li> <li>• Suggest ways to improve or extend their work using specific art vocabulary.</li> </ul>
<p>Sketchbook</p>	<ul style="list-style-type: none"> <li>• Start to record simple media explorations in a sketchbook.</li> <li>• Begin to plan simple ideas in a sketchbook.</li> <li>• Use a sketchbook to store information on colour mixing.</li> </ul>
<p>Drawing</p>	<ul style="list-style-type: none"> <li>• Experiment with a variety of media.</li> <li>• Begin to control the types of marks made with the range of media.</li> <li>• Draw on different surfaces with a range of media.</li> <li>• Develop and investigate a range of tone using a pencil.</li> <li>• Investigate textures by describing, naming, rubbing, copying.</li> </ul>
<p>Painting</p>	<ul style="list-style-type: none"> <li>• Explore with a variety of different brush sizes and tools.</li> <li>• Explore lightening and darkening paint.</li> <li>• Begin to mix colour shades and tones.</li> <li>• Start to mix a range of secondary colours.</li> <li>• Begin to control the types of marks made with a range of media and painting techniques e.g., layering, mixing media, and adding texture.</li> <li>• Paint on different surfaces.</li> </ul>
<p>Sculpture</p>	<ul style="list-style-type: none"> <li>• Experiment in a variety of malleable media such as clay, papier mache, salt dough or Modroc.</li> <li>• Demonstrate experience in simple decoration techniques e.g., impressed, painted, applied.</li> <li>• Use modelling tools and equipment, including scissors, safely and in the correct way.</li> <li>• Manipulate malleable materials in a variety of ways, including rolling, pinching and kneading.</li> <li>• Shape, form, construct and model materials for a purpose, e.g., a tile, from observation and imagination.</li> </ul>
<p>Printing</p>	<ul style="list-style-type: none"> <li>• Begin to identify forms of printing, e.g., books, posters pictures, fabrics.</li> </ul>

### Year 1 Curriculum Progression Statements - All subjects

	<ul style="list-style-type: none"> <li>• Take simple prints i.e., mono printing.</li> <li>• Experiment with a variety of techniques including:             <ul style="list-style-type: none"> <li>○ printing in relief, e.g., using string and card</li> <li>○ impressed printing</li> <li>○ rollers and printing palettes</li> <li>○ overprinting motifs and colour.</li> </ul> </li> </ul>
Textile	<ul style="list-style-type: none"> <li>• Begin to identify different forms of textiles.</li> <li>• Match and sort fabrics and threads for colour, texture, length, size and shape.</li> <li>• Have experience in colouring textiles, for example by using fabric crayons or dip dyeing.</li> <li>• Gain confidence in stitching two pieces of fabric.</li> <li>• Identify and use different types and textures of fabric and materials for collage.</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Take a self-portrait.</li> </ul>
Key Vocabulary	<p><b>In addition to vocabulary from previous year group:</b>            Culture; audience; purpose; media; investigate; range; secondary colours; mixing media; kneading; shape; form; model; mono printing; printing in relief; impressed printing; printing pallets; overprinting motifs; threads; dip dyeing; stitching.</p>

Year 1 Curriculum Progression Statements - All subjects

		Year 1 Progression Statements – Design and Technology
Topic		
Disciplinary Knowledge	Design: <i>Planning what to make, Investigate, criteria, materials, user, audience, label, model.</i>	<ul style="list-style-type: none"> <li>• Understand how a product works and where it might be found.</li> <li>• As a class or group. identify a purpose for what they intend to design and make.</li> <li>• Draw on their own experience to help generate ideas.</li> </ul> <p>Suggest ideas and explain what they are going to do.</p> <ul style="list-style-type: none"> <li>• Identify who they will be making the product for.</li> <li>• Use simple design criteria of what they intend to design and make.</li> <li>• Identify some materials that could be used in their product.</li> <li>• Represent ideas through talking, simple drawings with labelling and computing where appropriate.</li> <li>• Explain what some parts of their product would be made from.</li> <li>• Model their ideas by exploring materials, components and construction kits.</li> <li>• Decide the first thing they should do in the making process.</li> </ul>
	Make: <i>Tools, safety, measuring, joining, problem solving, finishing.</i>	<ul style="list-style-type: none"> <li>• Use materials appropriate to their DT project, e.g., construction materials and kits, textiles, food, mechanical components.</li> <li>• Choose suitable tools for making whilst explaining why they should be used.</li> <li>• Follow outlined safety and hygiene procedures, demonstrating understanding of the reasons why these are in place.</li> <li>• Measure, mark, cut and shape materials and components.</li> <li>• Join, assemble and combine materials and components.</li> <li>• Identify when they have a problem in their making process, and come up with suggestions as to how they might solve it.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>• Talk about their design ideas and what they have made.</li> <li>• Make simple judgements of how the product met their design ideas.</li> <li>• Suggest how their product could be improved.</li> </ul>
Substantive	Technical Knowledge: <i>Food.</i>	<ul style="list-style-type: none"> <li>• Sort foods into 5 groups using The Eatwell Guide.</li> <li>• Identify that people should eat fruit and vegetables each day.</li> <li>• Prepare simple cold dishes hygienically and safely.</li> </ul>

Year 1 Curriculum Progression Statements - All subjects

### Year 1 Curriculum Progression Statements - All subjects


	<ul style="list-style-type: none"> <li>Follow basic food hygiene and safety.</li> <li>Identify where some key foods come from</li> <li>Use cooking techniques including, but not limited to: chopping, mixing and spreading.</li> </ul>				
Technical Knowledge: <i>Mechanisms.</i>	<ul style="list-style-type: none"> <li>Levers and sliders:                             <ul style="list-style-type: none"> <li>Investigate and recreate the movement of simple mechanisms.</li> </ul> </li> </ul>				
Technical Knowledge: <i>Electronics.</i>	<ul style="list-style-type: none"> <li>Construct simple circuits in line with their learning in Science.</li> </ul>				
Technical Knowledge: <i>Applying their knowledge of IT to program, monitor and control products.</i>	<ul style="list-style-type: none"> <li>Use IT to develop and communicate their ideas, in line with their learning in IT and Computing.</li> </ul>				
Technical Knowledge: <i>Textiles.</i>	<ul style="list-style-type: none"> <li>With support, measure, mark out cut and shape a range of materials.</li> <li>With support, use a basic running stitch.</li> </ul>				
Technical Knowledge: <i>Construction (tools and techniques)</i>	<ul style="list-style-type: none"> <li>Create self-standing structures using simple tools as part of the process.</li> </ul>				
Key Vocabulary	<p><b>In addition to vocabulary from previous year group:</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">Food and nutrition</td> <td style="width: 25%;">Textiles</td> <td style="width: 40%;">Construction</td> <td style="width: 10%;">Language across all DT</td> </tr> </table>	Food and nutrition	Textiles	Construction	Language across all DT
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Year 1 Curriculum Progression Statements - All subjects

	Diet	Amount	Fabric	<b><u>Structure</u></b>	<b><u>Mechanical</u></b>	Design
	Fruit	Baking Sheet	Template			Make
	Vegetables	Basin	Pattern pieces	2-D	Vehicle	Evaluate
	Cutting	Chopping Board	Mark out	3-D	Wheel	Investigating
	Chopping	Grater	Decorate	Cut Fold Join Fix	Axle	User
	Grating	Knead	Suitable Quality	Slider lever Pivot	Axle holder	Product
	Squeezing	Masher		Slot	Chassis	Purpose
	Arranging	Measuring jug	Centimetre/metre	Bridge / guide	Body	Design
	Tasting	Measuring spoons	Needle	Materials	Cab	criteria
	Sensory	Peeler	Pin		Assemble	Function
	Method	Recipe	Ribbon		Fixed	
	Ingredients	Saucepans	Stitch		Moving	
	Measure	Scales	Tape measure		Mechanism	
		Sieve	Thread		Fixing	
		Weigh	Velcro			
		Wool / silk / cotton / velvet / netting				

Year 1 Curriculum Progression Statements - All subjects

Year 1 Curriculum Progression Statements - All subjects

		Y1 Progression Statements – English
Topic		
Oracy	Oracy: <i>Physical</i>	<ul style="list-style-type: none"> <li>• Speak clearly and confidently in a range of contexts.</li> <li>• Use appropriate tone of voice in the right context e.g.</li> <li>• To project their voice to a large audience.</li> <li>• Continue to use gesture to support delivery e.g., pointing at parts of a plant they are discussing.</li> </ul>
	Oracy: <i>Linguistic</i>	<ul style="list-style-type: none"> <li>• Speak in sentences using joining phrases to link ideas.</li> <li>• Using vocabulary appropriately specific to the topic in hand e.g., lighter/heavier rather than bigger and smaller.</li> <li>• Take opportunities to try out new language, even if it is not always correctly used.</li> <li>• Use sentence stems to link to other’s ideas in group discussion e.g. ‘I agree with... because...’ ‘linking to...’</li> <li>• Use conjunctions to organise and sequence ideas e.g., firstly, secondly, finally.</li> </ul>
	Oracy: <i>Cognitive</i>	<ul style="list-style-type: none"> <li>• Offer reasons for their opinions.</li> <li>• Recognise when they haven’t understood something and ask a question.</li> <li>• Disagree with someone else’s opinion politely.</li> <li>• Explain ideas and events in chronological order.</li> </ul>
	Oracy: <i>Social and Emotional</i>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to others.</li> <li>• Be willing to change their mind based on what they have heard.</li> <li>• Begin to organise group discussions independently of an adult.</li> </ul>
Reading	Reading: <i>Word reading - decoding</i>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills to decode words:                             <ul style="list-style-type: none"> <li>○ Blend accurately and speedily using known graphemes</li> <li>○ Re-read with fluency and confidence</li> <li>○ Read accurately</li> <li>○ Recognise when a word does not make sense</li> <li>○ Read common exception words accurately.</li> </ul> </li> </ul>
	Reading: <i>Comprehension –</i>	<ul style="list-style-type: none"> <li>• Participate actively in listening and sharing a wide range of books.</li> <li>• Choose to read.</li> <li>• Through shared and guided reading experiences, listen to and discuss a wide range of stories, poems and non-fiction at</li> </ul>

## Year 1 Curriculum Progression Statements - All subjects

	<i>Reading for pleasure and purpose</i>	a level beyond that at which they can read independently.
	<i>Reading: Reading Strategies - Inference, Prediction, Clarifying, Questioning, Summarising</i>	<ul style="list-style-type: none"> <li>• <b>Infer:</b> <ul style="list-style-type: none"> <li>○ In texts read to them and simple texts read themselves, make inferences on the basis of what is being said and done e.g. How a character feels, why a character does something.</li> </ul> </li> <li>• <b>Predict:</b> <ul style="list-style-type: none"> <li>○ With support, link own experiences to what they read.</li> <li>○ Make predictions about reading:                             <ul style="list-style-type: none"> <li>▪ From a title and front cover of a book</li> <li>▪ On the basis of what has been read so far</li> </ul> </li> </ul> </li> <li>• <b>Clarify:</b> <ul style="list-style-type: none"> <li>○ Discuss word meanings, making links to known vocabulary.</li> </ul> </li> </ul>
	<i>Reading: Language for effect</i>	<ul style="list-style-type: none"> <li>• Recognise and join in with predictable phrases.</li> </ul>
	<i>Reading: Themes and convention</i>	<ul style="list-style-type: none"> <li>• Retell familiar stories and rhymes and talk about their key features.</li> </ul>
Writing	Autumn Term Milestone	<ul style="list-style-type: none"> <li>• By the end of the autumn term, children are able to:                             <ul style="list-style-type: none"> <li>○ Compose sentences orally and in writing.</li> <li>○ Combine words to form grammatically accurate sentences.</li> <li>○ Demarcate <b>some</b> sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</li> <li>○ Form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>○ Separate words with finger spaces.</li> <li>○ Begin to sequence sentences to form a short narrative or piece of information writing.</li> <li>○ Begin to use basic descriptive language.</li> </ul> </li> </ul>
	Spring Term Milestone	<p>All previous term's milestones will have been achieved by most children as well as:</p> <ul style="list-style-type: none"> <li>• Join words and sentences using <i>and</i>.</li> <li>• <b>GDS: join words and clauses using words other than 'and' (but/or).</b></li> <li>• Sequence sentences to form short narratives.</li> </ul>

## Year 1 Curriculum Progression Statements - All subjects

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		<ul style="list-style-type: none"> <li>• Use capital letters for names the personal pronoun 'I'.</li> <li>• Use basic descriptive language.</li> <li>• <b>GDS: use and experiment with new vocabulary in writing.</b></li> <li>• Spell some words with simple suffixes and prefixes correctly (un, singular and plural 's' and 'es).</li> <li>• Spell some Year 1 common exception words within writing.</li> </ul>
	Year End Point	<p>By the end of the year, children are able to:</p> <ul style="list-style-type: none"> <li>• Compose sentences orally and in writing.</li> <li>• Sequence sentences to form a short narrative or piece of information writing.</li> <li>• Use basic descriptive language</li> <li>• Re-read and check writing makes sense.</li> <li>• <b>GDS: use and experiment with new vocabulary.</b></li> <li>• <b>GDS: Change the way sentences begin to interest the reader.</b></li> <li>• Combine words to form grammatically accurate sentences.</li> <li>• Join words and clauses using 'and'.</li> <li>• <b>GDS: join words and clauses using words other than 'and' (e.g. but/ or).</b></li> <li>• Demarcate some sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</li> <li>• Use capital letters for names and the personal pronoun I.</li> <li>• <b>GDS: demarcate most sentences with capital letters and end punctuation.</b></li> <li>• Use phonic knowledge and skills to spell phonemically regular words correctly and make phonically plausible attempts at others.</li> <li>• Spell many Year 1 common exception words.</li> <li>• Spell some words with simple suffixes and prefixes correctly (un, singular plural 's' 'es', verb endings 'ed' 'ing' 'er' and 'est')</li> <li>• GDS: spell most common exception words correctly.</li> <li>• Form lower case letters in the correct direction, starting and finishing in the right place.</li> <li>• Form capital letters and digits 0-9.</li> <li>• Separate words with finger spaces.</li> </ul>


## Year 1 Curriculum Progression Statements - All subjects



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		<ul style="list-style-type: none"><li>• Begin to form the four basic joins demonstrated through Nelson diagonal joins to letters without ascenders, letters with ascenders, horizontal joins to letters without ascender and horizontal joins to letters with ascenders.</li></ul>
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## Year 1 Curriculum Progression Statements - All subjects

		Y1 Progression Statements – Geography
Topic		
D i s c i p l i n a r y K o w l e d g e	Conceptual Understanding: <i>Place/Environment, Space/Location/Scale, Change including historical impacts/Sustainability, Interconnectedness/Inter activity and Culture</i>	Conceptual understanding is addressed through the teaching and learning of Substantive Knowledge, and does not need to be taught discretely: <ul style="list-style-type: none"> <li>• Begin to understand that the concept of ‘place’ includes physical characteristics including: weather and temperature, land and soil, and plant and animal life.</li> <li>• Begin to understand that there are different sorts of places, e.g. city, village, lake.</li> <li>• Describe where a place in a familiar locality is, relative to another place or feature.</li> <li>• Locate places and describe their location using the language of position and direction in line with their maths learning.</li> <li>• Experience and use maps that represent the location of a place or feature in different ways.</li> <li>• Make observations about how people, places and features have changed, and are different and similar over time.</li> <li>• Understand that humans can affect the environment.</li> </ul>
	Enquiry Skills: <i>Asking, Selecting tools and processes, Fieldwork: Mapping, Directions, Collecting and Recording information, Observing/Investigating, Reflecting: Analyse/Interpret, Communicating, Evaluating</i>	<ul style="list-style-type: none"> <li>• Create whole class basic geographical enquiry questions, using a model.</li> <li>• Choose appropriate tools and processes to answer their geographical enquiry question:                             <ul style="list-style-type: none"> <li>○ Look at and take photographs of familiar places and use key words to discuss the geographical features.</li> <li>○ Make simple maps and plans.</li> <li>○ Understand that simple compass directions (N, S, E, W) and simple locational language (near, far, left, right, up and down) can be used to answer geographical questions.</li> <li>○ Use simple observational skills to study the geography of the school and its grounds.</li> <li>○ Use a simple atlas, world maps and globes to identify familiar places.</li> <li>○ Begin to use simple data collection methods, in line with their maths understanding, to record the information they are collecting.</li> <li>○ Use aerial photographs to locate familiar human and physical landmarks.</li> <li>○ Use a source to back up their opinion of a question posed.</li> <li>○ Identify similarities and differences between geographical features in two places.</li> <li>○ Use appropriate ways of communicating learning/ findings, including using simple geographical language.</li> </ul> </li> <li>• Share a view or opinion, explaining their reason.</li> </ul>

## Year 1 Curriculum Progression Statements - All subjects


S u b s t a n t i v e K n o w l e d g e	Location and Place: <i>Local, UK, World, Similarity and Difference</i>	<ul style="list-style-type: none"> <li>• <b>Local</b> - use their conceptual understanding and enquiry skills to:             <ul style="list-style-type: none"> <li>○ Use a localised map to locate Newport and Barnstaple.</li> <li>○ Take/use photos of key places in Newport and Barnstaple, and plot on a simple map.</li> </ul> </li> <li>• <b>UK</b> - use their conceptual understanding and enquiry skills to: With adult support (for example through the use of playing games around maps etc.) name and locate: The 4 countries and capital cities of the UK (England/London, Northern Ireland/Belfast, Scotland/Edinburgh, Wales/Cardiff). Its surrounding seas (English Channel, Irish Sea, Atlantic Ocean, North Sea).</li> <li>• <b>World</b> - use their conceptual understanding and enquiry skills to: With adult support and through the use of playing games around maps, name and locate some of: The world's seven continents (Africa, Antarctica, Asia, Europe, North America, Oceania, South America). The world's five oceans (Arctic, Atlantic, Indian, Pacific, Southern).             <ul style="list-style-type: none"> <li>○ Understand that both a world map and a globe show the same things.</li> </ul> </li> <li>• <b>Similarities and differences</b> between a small area of North Devon (e.g. the coastline) and a small area of Brazil (e.g. Rio de Janeiro or the Amazon Rainforest) - use their conceptual understanding and enquiry skills to:             <ul style="list-style-type: none"> <li>○ Locate both areas on a map</li> <li>○ Study pictures and videos of the two contrasting locations.</li> <li>○ Ask simple geographical questions – e.g. What is it like to live in this place? How is this place different to where I live? etc.</li> <li>○ Study pictures of the localities in the past and present and ask, 'How has it changed?'</li> <li>○ Draw and label pictures to show how places are different.</li> <li>○ Express their own views about a place, people and environment and give reasons to support likes, dislikes and preferences.</li> </ul> </li> </ul>
	Physical Features and Processes: <i>Weather/Climate, Water Cycle/Rivers, Earth Formation, Coasts, Topographical Features</i>	<ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the UK.</li> <li>• Identify different types of natural phenomena that occur on land and sea.</li> <li>• Describe simple human and physical features of the UK coastline, and how they have changed over time.</li> </ul>
	Human Features and Processes: <i>Change, Population, Settlements and Land Use, Migration,</i>	<ul style="list-style-type: none"> <li>• In relation to the similarities and differences between small areas of both North Devon and Brazil:             <ul style="list-style-type: none"> <li>○ Understand similarities and differences of people in relation to different places.</li> <li>○ Know that different cultures in different localities have different housing and social rules.</li> <li>○ Understand the difference between different sorts of places e.g. village, town and city.</li> </ul> </li> </ul>

## Year 1 Curriculum Progression Statements - All subjects

Year 1 Curriculum Progression Statements - All subjects

	<i>Trade, Interconnectedness</i>	<ul style="list-style-type: none"><li>○ Know about how land and buildings are used in particular localities e.g. different cultures in different localities have different housing and social rules.</li><li>○ Compare land use in both areas.</li><li>● Know that migration means movement from one region to another.<ul style="list-style-type: none"><li>○ Understand that people may move due to choice or force, and explain some of the reasons why.</li></ul></li></ul>
	Key Vocabulary	<b>In addition to vocabulary from previous year group:</b> Temperature, soil, ocean, desert, coast, cliff, city, town, village, capital city, UK, Wales, Scotland, Northern Ireland, The world's seven continents (Africa, Antarctica, Asia, Europe, North America, Oceania, South America), 5 oceans Arctic, Atlantic, Indian, Pacific, Southern), globe

Year 1 Curriculum Progression Statements - All subjects


	<h2 style="color: green;">Year 1 Progression Statements – Global Learning</h2> <p><i>To be addressed throughout the curriculum.</i></p>
<p style="text-align: center;">Topic</p>	
<p>Skills and Capabilities: <i>Critical and creative thinking, Empathy, Self-awareness and reflection, Communication, Cooperation and conflict resolution, Ability to manage complexity and uncertainty, Informed and reflective action.</i></p>	<ul style="list-style-type: none"> <li>• Understand that people may have differing points of view on the same thing.</li> <li>• Develop curiosity and begin to develop an enquiring mind.</li> <li>• Begin to ask relevant questions.</li> <li>• With support, use different approaches to solve problems.</li> <li>• Show concern for other people’s feelings.</li> <li>• Show interest in others outside their immediate circle and in contexts different to their own.</li> <li>• Learn from responding to feedback.</li> <li>• Know that different issues may be important to different people.</li> <li>• Participate in discussions about issues that they are aware of.</li> <li>• State their own opinions and listen carefully to others’.</li> <li>• Play and work with increasing levels of cooperation.</li> <li>• Notice if anyone in their group is not included.</li> <li>• Answer questions about their feelings about changes in their own life and locality.</li> <li>• Contribute to the life of their class and school.</li> <li>• Notice when something is unfair.</li> </ul>
<p>Values and Attitudes: <i>Sense of identity and self-esteem, Commitment to social justice and equity, Respect for people and human rights, Valuing diversity, Concern for the environment and commitment to sustainable development, Commitment to participation and inclusion, Belief that people can bring about change.</i></p>	<ul style="list-style-type: none"> <li>• Demonstrate their developing:             <ul style="list-style-type: none"> <li>○ sense of belonging and valuing relationships with others.</li> <li>○ awareness of and pride in their own individuality.</li> <li>○ sense of personal indignation about things that are important to them.</li> <li>○ willingness to speak up for others.</li> <li>○ fairness in dealing with others.</li> <li>○ respect for other people’s feelings and ideas.</li> <li>○ respect for the rights of others.</li> <li>○ understanding that everyone has equal rights.</li> <li>○ understanding and valuing others as equal and different.</li> <li>○ willingness to listen respectfully to the ideas and views of others even when they disagree.</li> <li>○ concern about the local environment and willingness to care for it.</li> <li>○ care for resources, including not wasting them.</li> </ul> </li> </ul>

### Year 1 Curriculum Progression Statements - All subjects

	<ul style="list-style-type: none"> <li>○ sense of wonder and curiosity about the world.</li> <li>○ willingness to participate in activities both inside and outside of the classroom.</li> <li>○ understanding that everyone should be included and able to participate.</li> <li>○ understanding that people can make a difference both on their own and when they work together.</li> <li>○ knowledge and understanding of the school ethos and learning values at an age-appropriate level.</li> </ul>
<p>Knowledge and Understanding: <i>Social justice and equity, Identity and diversity, Globalisation and interdependence, Sustainable development, Peace and conflict, Human rights, Power and governance.</i></p>	<ul style="list-style-type: none"> <li>● Understand what fairness means in relation to themselves and those close to them.</li> <li>● Understand the meaning of wealth and poverty.</li> <li>● Identify some basic similarities and differences between people in their local setting and in wider contexts.</li> <li>● Understand the concepts of self-identity and belonging and identify some of the things that may contribute to these.</li> <li>● Know that there are similarities and differences between places in various parts of the world, including their own setting.</li> <li>● Develop their sense of the wider world.</li> <li>● Know that there are links and connections between different places.</li> <li>● Know that people’s actions (including their own personal choices) impact on others and the environment in both positive and negative ways.</li> <li>● Understand that people can damage or improve the environment.</li> <li>● Identify some causes of disagreement and conflict at personal level.</li> <li>● With adult support where needed, know and use some strategies to avoid, manage and resolve conflicts.</li> <li>● Understand that they and others have rights in class and school.</li> <li>● Know about basic human rights.</li> <li>● Know how rules are made and changed in their own class and school.</li> <li>● Know that not everyone in the world has the same levels of power.</li> </ul>
Key Vocabulary	<p><b>In addition to vocabulary from previous year group:</b></p> <ul style="list-style-type: none"> <li>● self-awareness, similarities, difference, reflection, respect, rich, poor, want, need.</li> </ul>

### Year 1 Curriculum Progression Statements - All subjects

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		Year 1 Progression Statements – History
	Topic	
D i s c i p l i n a r y K n o w l e d g e	Conceptual Understanding – to be revisited in a range of contexts: <i>Chronology, Continuity and Change, Cause and Consequence, Similarity and Difference, Significance, Interpretation and Perspective, Reliability</i>	<ul style="list-style-type: none"> <li>• Fit people and events into a simple timeline.</li> <li>• Understand what change is and give examples from an historical period studied when compared to their own lives.</li> <li>• Discuss with an adult: why people did things, why events happened and what happened as a result.</li> <li>• Make simple observations about different people and events within a society.</li> <li>• Understand who was important e.g. in an age-appropriate simple historical account.</li> <li>• Identify different ways in which the past has been presented from a small number provided.</li> <li>• Know where historical sources come from and understand they may have varying degrees of usefulness.</li> </ul>
	Historical Enquiry: <i>Ability to ask questions, Prediction, Exploring how to find answers, Research and gathering of evidence, Evaluating and justifying, Communicating about their enquiry</i>	<ul style="list-style-type: none"> <li>• With adult support, develop a relevant question about an historical person or event.</li> <li>• Give an opinion/prediction about what they may find out.</li> <li>• Suggest an appropriate idea of how to find answers.</li> <li>• Identify different visual and written sources, and artefacts that may support them answering their question.</li> <li>• Think about the evidence they have found out with supported discussion and relate it to their prediction.</li> <li>• Share and describe the evidence they have found.</li> <li>• With adult support, describe objects, people and events in a range of ways (e.g. labelled diagrams, recounts and annotated photos).</li> <li>• Use subject specific vocabulary that has been taught.</li> </ul>
S u b s t a n t i	Historical Knowledge and Understanding.	<p>Pupils should learn about:</p> <ul style="list-style-type: none"> <li>• changes within living memory, exploring the ways in which life has changed over the time of their parents, grandparents and great-grandparents, for example:                             <ul style="list-style-type: none"> <li>○ domestic life</li> <li>○ toys and books</li> <li>○ food and music.</li> </ul> </li> <li>• events beyond living memory that are significant nationally or globally, for example:                             <ul style="list-style-type: none"> <li>○ the Great Fire of London</li> <li>○ events commemorated through festivals or anniversaries.</li> </ul> </li> </ul>


### Year 1 Curriculum Progression Statements - All subjects

v e K n o w l e d g e		<ul style="list-style-type: none"><li>• significant historical events, people and places in their own locality, for example:<ul style="list-style-type: none"><li>○ the development of Rock Park</li><li>○ the development of farming in North Devon.</li></ul></li><li>• the lives of significant individuals in the past who have contributed to national and international achievements, for example:<ul style="list-style-type: none"><li>○ Sailors from Devon, such as Sir Francis Drake, Sir Walter Raleigh</li><li>○ Female Monarchs, such as Elizabeth I, Queen Victoria, Elizabeth II</li><li>○ Naturalists, such as Charles Darwin, Mary Anning</li><li>○ Artists, such as Pieter Bruegel the Elder, L.S. Lowry</li></ul></li></ul>
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### Year 1 Curriculum Progression Statements - All subjects



## Year 1 Curriculum Progression Statements - All subjects

		<h3 style="color: green;">Year 1 Progression Statements – IT and Computing</h3>
Topic		
D i s c i p l i n a r y K n o w l e d g e	E-Safety: <i>Use technology safely and respectfully, Keeping personal information private.</i>	<ul style="list-style-type: none"> <li>• Understand they need to keep their password private.</li> <li>• Understand what personal information is.</li> <li>• Tell an adult when I see something unexpected or worrying online.</li> <li>• Talk about why it's important to be kind and polite.</li> <li>• Recognise an age appropriate website.</li> <li>• Agree and follow sensible e-Safety rules.</li> </ul> <p><i>Supporting software: <a href="#">ProjectEVOLVE - Education for a Connected World Resources</a></i></p>
	Concepts and Approaches: <i>Programming, Sequencing, Tinkering, Selection, Repetition/Iteration, Variables, Inputs, Outputs, Control, Data, Simulation, Computer networks, Internet, Search technologies, Logic.</i>	Covered throughout Y1 and Y2: <ul style="list-style-type: none"> <li>• Begin to develop understanding that a program is a list of instructions for a device.</li> <li>• Begin to develop understanding that computers have no intelligence and we have to program them to do things.</li> <li>• Begin to develop understanding we control computers by giving them ordered instructions.</li> <li>• Explore different devices and try out different approaches to make something happen.</li> <li>• Begin to develop understanding how to make a range of choices using if and then statements.</li> <li>• Begin to develop understanding <i>how</i> to repeat an action to affect an outcome.</li> <li>• Begin to develop understanding <i>how</i> to change something to affect an outcome.</li> <li>• Begin to develop understanding that I can input something into the computer via a keyboard or mouse.</li> <li>• Begin to develop understanding that a computer print out is another form of output.</li> <li>• Begin to develop understanding that I can control objects, including those on screen, using arrow keys and a touch pad and mouse.</li> <li>• Begin to develop understanding there are different types of data (text and number) and how to enter data into a simple database.</li> <li>• Begin to develop understanding how to role play using a real-world activity on a device.</li> <li>• Begin to develop understanding that my school's computers all connect together to form a network of computers.</li> <li>• Begin to develop understanding that my computer must be connected to the internet in order to find information.</li> <li>• Begin to develop understanding that I can use websites on the internet to search for information.</li> <li>• Begin to develop understanding that if I do the same action I will get the same result and begin to explain why.</li> </ul>

## Year 1 Curriculum Progression Statements - All subjects

S u b s t a n t i v e K n o w l e d g e	Understanding Technologies: <i>Awareness and use of different technologies.</i>	<ul style="list-style-type: none"> <li>• Recognise the ways we use technology in our classroom.</li> <li>• Recognise ways that technology is used in my home and community.</li> <li>• Use links to websites to find information.</li> <li>• Begin to identify some of the benefits of using technology.</li> </ul> <p><i>Supporting software: <a href="#">ProjectEVOLVE - Education for a Connected World Resources</a></i></p>
	Programming: <i>Developing ideas and making things happen, Control and Creating Programs.</i>	<ul style="list-style-type: none"> <li>• I can give instructions to my friend and follow their instructions to move around.</li> <li>• I can describe what happens when I press buttons on a robot.</li> <li>• I can press the buttons in the correct order to make my robot do what I want.</li> <li>• I can describe what actions I will need to do to make something happen and begin to use the word algorithm.</li> <li>• I can begin to predict what will happen for a short sequence of instructions.</li> <li>• I can begin to use software/apps to create movement and patterns on a screen.</li> <li>• I can use the word debug when I correct mistakes when I program.</li> </ul> <p><i>Supporting software: Controllable cars, Beebots, <a href="#">J2e.com</a>- on IWB and iPads, Beebot App – iPad, Daisy the dinosaur App – iPad, Kodable App, Scratch jr App- iPad</i></p>
	Data – Research, Handling and Representation: <i>Sorting and simple representations of data.</i>	<ul style="list-style-type: none"> <li>• I can talk about the different ways in which information can be shown.</li> <li>• I can use technology to collect information, including photos, video and sound.</li> <li>• I can sort different kinds of information and present it to others.</li> <li>• I can add information to a pictograph and talk to you about what I have found out.</li> </ul> <p><i>Supporting software: Kindle fires &amp; iPads &amp; Promethean boards, <a href="#">J2e.com</a>- on IWB and iPads</i></p>
	Communication – Text/Images/Multi-Media: <i>Exchanging and sharing information, Word processing and Manipulation of text and images.</i>	<ul style="list-style-type: none"> <li>• Develop their word processing skills by:               <ul style="list-style-type: none"> <li>○ Putting text on screen.</li> <li>○ Using upper and lower case.</li> <li>○ Using the space bar.</li> <li>○ Using the return key.</li> <li>○ Using the Shift key to make a capital letter.</li> <li>○ Using word lists to enter text.</li> <li>○ With support, print their work using the Print icon.</li> </ul> </li> <li>• I can be creative with different technology tools.</li> <li>• I can use technology to create and present my ideas.</li> <li>• I can use the keyboard or a word bank on my device to enter text.</li> <li>• I can save information in a special place and retrieve it again.</li> </ul>

## Year 1 Curriculum Progression Statements - All subjects

Year 1 Curriculum Progression Statements - All subjects


	<ul style="list-style-type: none"> <li>I can use technology purposefully to organise, store and retrieve digital content.</li> <li>I can use technology purposefully to create and manipulate digital content.</li> </ul> <p><i>Supporting software: Skitch App, Book Creator App, Comic Captions App, Puppet theatre App, <a href="http://J2e.com">J2e.com</a>- on IWB and iPads, Email- with teacher using teacher account, iPads.</i></p>			
Key Vocabulary	<b>In addition to vocabulary from previous year group:</b>			
	Safety appropriate online	print network  shift caps lock	video sound record save log on/off edit resize collage interactive filming	output debug algorithm data repeat robot drag click



## Year 1 Progression Statements – Maths

[White Rose Scheme of Learning 3.0](#)


## Year 1 Curriculum Progression Statements - All subjects

	<h3 style="color: green;">Year 1 Progression Statements – Music</h3>
Topic	
Singing	<ul style="list-style-type: none"> <li>• Switch comfortably between speaking and singing voice.</li> <li>• Sing a melody accurately at their own pitch.</li> <li>• Begin to develop an awareness of pulse and control of rhythm</li> <li>• Understand how to follow pitch movements with their hands, and use high and low voices.</li> <li>• Sing songs expressively and with developing control of volume.</li> </ul>
Listening	<ul style="list-style-type: none"> <li>• Listen to and give their opinion on pieces of music from a range of genres, including live music.</li> <li>• Identify different sources of sound.</li> <li>• Share their opinion on how a piece of music makes them feel.</li> <li>• Relate the music they hear to an abstract idea, e.g. a place, person or animal.</li> </ul>
Playing	<ul style="list-style-type: none"> <li>• Play instruments with appropriate levels of control.</li> <li>• Keep a steady pulse with an instrument or body percussion.</li> <li>• Play instruments to create an effect.</li> <li>• Follow simple instructions to play different dynamics (levels of sound) and tempo (speed).</li> <li>• Begin to play some instruments, including tuned percussion, with an awareness of technique.</li> </ul>
Improvising and Composing	<ul style="list-style-type: none"> <li>• Begin to explore their voice and instruments through improvisation and composition.</li> <li>• Work as a class group to combine sounds to create an effect.</li> </ul>
Notation – reading and writing	<ul style="list-style-type: none"> <li>• Understand that staff notation is a series of symbols and markings that inform musicians how to perform a composition.</li> <li>• With support, perform using symbols/dot notations.</li> <li>• Begin to read rhythms using crotchets and rests.</li> </ul>
Suggested genres	<ul style="list-style-type: none"> <li>• Year 1 has a bespoke list of songs from many different genres, of varying styles and from many countries, traditions and cultures in chronological order, from the Model Music Curriculum</li> <li>• <a href="https://www.youtube.com/playlist?list=PLitQ2pP9mJeiRGOvXhw6WY_02DmCU9g_W">https://www.youtube.com/playlist?list=PLitQ2pP9mJeiRGOvXhw6WY_02DmCU9g_W</a></li> <li>• Use these songs as a starting point to:               <ul style="list-style-type: none"> <li>○ discuss musical elements</li> <li>○ inspire creativity in your classroom, maybe listen during the register or whilst getting changed for PE.</li> </ul> </li> </ul>

Year 1 Curriculum Progression Statements - All subjects

Suggested instruments	<ul style="list-style-type: none"><li>• A selection of Percussion/tuned and untuned instruments will be played throughout the Year. A new instrument each term.</li></ul>
Key Vocabulary	<p><b>In addition to vocabulary from previous year group:</b></p> <ul style="list-style-type: none"><li>• <b>Pulse, Rhythm, Pitch and Dynamics</b></li><li>• <b>Dynamics</b> – how loud or quiet a piece of music is,</li><li>• <b>Chant</b>-singing in unison, with a similar rhythm to speech. <b>Tempo</b> – speed of a piece. <b>Rest</b> – moment when a note is not played for a defined length of time. <b>Beat</b>- unit of rhythm. <b>Percussion Instrument</b>- a which is hit to make a sound. <b>Orchestra</b> – a large group of instruments, usually classical</li></ul>

Year 1 Curriculum Progression Statements - All subjects


	Year 1 Progression Statements – PE						
Topic							
Coverage	Autumn		Spring		Summer		
	Indoor	Dance	ABC's	Dance	Multi-skills	Dance	ABC's
	Outdoor	Multi-skills	Bats and balls (a range of games/ equip)	Multi-skills	Bats and balls (tennis)	Bats and balls (tennis)	ABC's
Dance: <i>Movement and Pathways</i>	<ul style="list-style-type: none"> <li>Move in a variety of ways with coordination and control.</li> </ul>						
Dance: <i>Character and Attitude, Evaluation</i>	<ul style="list-style-type: none"> <li>Take a risk and have a go at new skills and movements.</li> <li>Identify strengths of a performance and suggest how it might be improved.</li> <li>Listen to the ideas of others and take on feedback in order to improve.</li> <li>Copy, watch, and describe what they and others are doing.</li> </ul>						
Dance: <i>Creativity</i>	<ul style="list-style-type: none"> <li>Translate ideas from a stimulus into movement.</li> <li>Improvise freely on their own and with a partner, experimenting with ideas.</li> </ul>						
Team Games: <i>Movement and Pathways, Tactical Awareness</i>	<ul style="list-style-type: none"> <li>Move to find a space.</li> <li>Choose, use and vary simple tactics.</li> </ul>						
Team Games: <i>Teamwork</i>	<ul style="list-style-type: none"> <li>Play honestly and fairly within the rules</li> <li>Work well in a team, including and encouraging others</li> </ul>						
Multi-skills: <i>Movement and Pathways</i>	<ul style="list-style-type: none"> <li>Move to find a space.</li> <li>Move freely using suitable spaces and speed or direction to avoid obstacles.</li> <li>Move in a variety of ways with coordination and control.</li> </ul>						
Multi-skills: <i>Coordination</i>	<ul style="list-style-type: none"> <li>Hold a variety of balances.</li> <li>Coordinate their body to perform a range of movements.</li> <li>Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing.</li> <li>Throw and catch.</li> <li>Catch and throw whilst on the move.</li> <li>Move their body at speed and change direction.</li> </ul>						

Year 1 Curriculum Progression Statements - All subjects

	<ul style="list-style-type: none"> <li>• Demonstrate a range of jumping techniques.</li> <li>• Manipulate a ball with a racquet or stick.</li> </ul>			
Multi-skills: <i>Character and Attitude</i>	<ul style="list-style-type: none"> <li>• Take a risk and have a go at new skills and movements.</li> <li>• Demonstrate perseverance and resilience when taking part in physical activity.</li> </ul>			
Key Vocabulary	<b>In addition to vocabulary from previous year group:</b>	Travel Small Tall Body part Spring Crawl Pull Push Step Pathway Head stand	Grip Straight Zigzag Control Accuracy Opponent Hit Pass Co-operate Bat racket	Movement Mirror



Year 1 Curriculum Progression Statements - All subjects


	<h2 style="color: green;">Year 1 Progression Statements – Primary Languages</h2>
<p>Topic</p>	
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> <li>• Be able to count to 10 in French</li> <li>• Be able to greet each other in French, including answering the register.</li> <li>• Know and join in with songs, stories and finger rhymes in French</li> <li>• Understand that GPCs are different for different languages</li> </ul>
<p>Cultural Understanding</p>	<ul style="list-style-type: none"> <li>• Know the languages that are native to the UK</li> <li>• Be able to locate the UK on a world map and countries where French is spoken</li> <li>• Understand how the school life of a child in France may be similar or different to their own</li> </ul>
<p>Key Vocabulary</p>	<p><b>In addition to vocabulary from previous year group:</b></p> <ul style="list-style-type: none"> <li>• Greetings; Bonjour, salut, au revoir</li> <li>• Numbers; (1-10) un, deux, trois, quatre, cinq, six, sept, huit,neuf, dix</li> <li>• English, Gaelic, Welsh</li> <li>• School (école)</li> <li>• School subjects (examples): L’histoire = history, La géographie = geography, La religion = R.E., L’art dramatique = drama, L’éducation civique = PSHE, La musique = music, L’informatique = I.C.T., La technologie = technology, Le dessin = art, Les maths = maths , Les sciences = science, La physique = physics, Le français = French, L’anglais = English, Le sport = PE/ games</li> <li>• Break time: la pause, Lunch time: le déjeuner</li> </ul>




## Years 1 - 6 Progression Statements – PSHE

[Jigsaw PSHE Content Overview](#)

## Year 1 Curriculum Progression Statements - All subjects

	<h3 style="color: green;">Year 1 Progression Statements – RE</h3>					
Page numbers refer to the location of the Progression Statements in <a href="#">Devon-and-Torbay-Agreed-Syllabus-2019-2024-FINAL (1).pdf</a>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Page 43 Unit 1.1 What do Christians believe God is like?	Page 45 Unit 1.3 Why does Christmas matter to Christians?	Page 50 Unit 1:8 What makes some places sacred to believers?	Page 51 Unit 1:9 How should we care for others and the world and why does it matter?	Page 49 Unit 1.7 Who is Jewish and how do they live?	

	<h3 style="color: green;">Year 1 Progression Statements – Science</h3>					
Page numbers refer to the 'Y1-6 Progression Statements' Association for Science Education PLAN materials: <a href="#">Y1-6 Progression Statements - Science.pdf</a>						
Coverage over the year	<ul style="list-style-type: none"> <li><a href="#">Working Scientifically</a></li> <li>Plants – Page 3</li> <li>Animals, including humans – Page 5</li> <li>Everyday materials – Page 8</li> <li>Seasonal changes – Page 10</li> </ul>					

## Year 1 Curriculum Progression Statements - All subjects