


## Year 1 Curriculum Progression Statements - All subjects

		Y1 Progression Statements – Art					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Disciplinary Knowledge:</b> <i>Disciplinary Knowledge is addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts</i>	<b>What pupils learn about how art is studied, discussed and judged:</b> <i>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>	<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>		<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>		<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>	
<b>Substantive Knowledge</b>	<b>Sketchbook</b>	<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> </ul>		<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</li> </ul>		<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 develop their</li> </ul>	

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				information on colour mixing.		choices in sculptural media.	
	<b>Drawing, Painting, Sculpture, Printing, Textiles</b>	<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 mâché, 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> </ul>	
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						<ul style="list-style-type: none"> <li>Shape, form, construct and model materials for a purpose, e.g., a tile, from observation and imagination.</li> </ul>	
<b>Key Vocabulary</b>	<b>In addition to vocabulary from previous year groups:</b> Culture; audience; purpose; media; investigate; range; secondary colours; mixing media; kneading; shape; form; model.						

		Y1 Progression Statements – Design and Technology					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Disciplinary Knowledge</b>	<b>Design:</b> <i>Planning what to make, Investigate, criteria, materials, user, audience, label, model.</i>	<b>Disciplinary Knowledge is addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts:</b>					
		<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> <li>Suggest ideas and explain what they are going to do.</li> <li>Identify who they will be making the product for.</li> <li>Use simple design criteria of what they</li> </ul>					<ul style="list-style-type: none"> <li>Use simple design criteria of what they intend to design and make.</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> </ul>
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			<p>intend to design and make.</p> <ul style="list-style-type: none"> <li>Identify some materials that could be used in their product.</li> </ul>				<ul style="list-style-type: none"> <li>Decide the first thing they should do in the making process.</li> </ul>
	<p><b>Make: Tools, safety, measuring, joining, problem solving, finishing.</b></p>		<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>Follow outlined safety and hygiene procedures, demonstrating understanding of the reasons why these are in place.</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>				<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> </ul>

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							<ul style="list-style-type: none"> <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>
	<b>Evaluate</b>		<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>				<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>
<b>Substantive Knowledge</b>	<b>Technical Knowledge: <i>Food, Construction (tools and techniques), Textiles, Mechanisms.</i></b>		<p>Food:</p> <ul style="list-style-type: none"> <li>Sort foods into 5 groups using The Eatwell Guide.</li> <li>Identify that people should eat at least 5 portions of fruit and vegetables each day.</li> <li>Prepare simple cold dishes hygienically and safely.</li> <li>Follow basic food hygiene and safety.</li> <li>Understand that all food comes from plants or animals, and must be farmed,</li> </ul>				<p>Construction – freestanding structures:</p> <ul style="list-style-type: none"> <li>Create self-standing structures using simple tools as part of the process.</li> <li>Know how freestanding structures can be made stronger, stiffer and more stable.</li> </ul>

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			<p>grown elsewhere or caught.</p> <ul style="list-style-type: none"> <li>• Know that food ingredients should be combined according to their sensory characteristics</li> <li>• Use cooking techniques including, but not limited to: chopping, peeling, grating, slicing, mixing, spreading, and kneading.</li> </ul>				
<b>Key Vocabulary</b>	<p><b>In addition to vocabulary from previous year groups:</b> design criteria, function, diet, fruit, vegetables, cutting, chopping, grating, squeezing, arranging, tasting, sensory, method, ingredients, measure, amount. baking sheet, basin, chopping board, grater, knead, masher, measuring jug, measuring spoons, peeler, recipe, saucepans, scales, sieve, weigh, 2-D, 3-D, cut, fold, join, fix, bridge, guide, materials</p>						

## Year 1 Curriculum Progression Statements - All subjects

## Y1 Progression Statements – Geography

		Y1 Progression Statements – Geography					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Disciplinary Knowledge	Conceptual Understanding	<p><b>Conceptual understanding is addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts:</b></p> <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	<p><b>Enquiry skills are addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts:</b></p> <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>					
Substantive Knowledge	Location and Place		<p><b>Local</b> - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> <li>• Locate Newport and Barnstaple.</li> </ul>		<p><b>World</b> - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> <li>• Name and locate some of the</li> </ul>	<p><b>Similarities and differences</b> between the coastline of North Devon and the coast of Brazil - use their conceptual</p>	

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### Year 1 Curriculum Progression Statements - All subjects

			<ul style="list-style-type: none"> <li>Take/use photos of key places in Newport and Barnstaple, and plot on a simple map.</li> </ul> <p><b>UK</b> - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> <li>Name and locate the 4 countries and capital cities of the UK, and its surrounding seas.</li> </ul>		<p>world's seven continents</p> <ul style="list-style-type: none"> <li>Understand that both a world map and a globe show the same things.</li> </ul>	<p>understanding and enquiry skills to:</p> <ul style="list-style-type: none"> <li>Locate both areas.</li> <li>Use sources to ask and answer geographical questions about both places.</li> <li>Study pictures of the localities in the past and present and ask, 'How has it changed?'</li> </ul>	
	<p><b>Physical and Human Features and Processes</b></p>		<ul style="list-style-type: none"> <li>Understand the difference between different sorts of places e.g. village, town and city.</li> <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> </ul>		<ul style="list-style-type: none"> <li>Know that migration means movement from one region to another.</li> <li>Understand that people may move due to choice or force, and explain some of the reasons why.</li> </ul>	<p>In relation to the similarities and differences between small areas of both North Devon and Brazil:</p> <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>Know about how land and buildings are used in particular localities e.g. different cultures in different localities</li> </ul>	

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						<p>have different housing and social rules.</p> <ul style="list-style-type: none"> <li>• Compare land use in both areas.</li> <li>• Describe simple human and physical features of the UK coastline, and how they have changed over time.</li> </ul>	
<b>Key Vocabulary</b>		Temperature, soil, ocean, desert, coast, cliff, city, town, village, capital city, UK, England, Wales, Scotland, Northern Ireland, continents, Africa, Antarctica, Asia, Europe, North America, Oceania, South America, oceans, Arctic, Atlantic, Indian, Pacific, Southern, globe, map					

## Year 1 Curriculum Progression Statements - All subjects

## Year 1 Progression Statements – Global Learning

To be addressed throughout the curriculum.

	Year 1 Progression Statements – Global Learning To be addressed throughout the curriculum.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Skills and Capabilities:</b> <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>	<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> </ul>	<ul style="list-style-type: none"> <li>Begin to ask relevant questions.</li> <li>With support, use different approaches to solve problems.</li> </ul>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>Learn from responding to feedback.</li> <li>Know that different issues may be important to different people.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions about issues that they are aware of.</li> <li>State their own opinions and listen carefully to others'.</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
<b>Values and Attitudes:</b> <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>	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> </ul>	Demonstrate their developing: <ul style="list-style-type: none"> <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> </ul>	Demonstrate their developing: <ul style="list-style-type: none"> <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> </ul>	Demonstrate their developing: <ul style="list-style-type: none"> <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> </ul>	Demonstrate their developing: <ul style="list-style-type: none"> <li>care for resources, including not wasting them.</li> <li>sense of wonder and curiosity about the world.</li> <li>willingness to participate in activities both inside and outside of the classroom.</li> </ul>	Demonstrate their developing: <ul style="list-style-type: none"> <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>

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<p><b>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></b></p>	<ul style="list-style-type: none"> <li>• Understand the concepts of self-identity and belonging and identify some of the things that may contribute to these.</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>• Know how rules are made and changed in their own class and school.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that there are similarities and differences between places in various parts of the world, including their own setting.</li> <li>• Identify some basic similarities and differences between people in their local setting and in wider contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their sense of the wider world.</li> <li>• Know that there are links and connections between different places.</li> </ul>	<ul style="list-style-type: none"> <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> </ul>	<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>• Know that not everyone in the world has the same levels of power.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that they and others have rights in class and school.</li> <li>• Know about basic human rights.</li> <li>• Know that the law protects people who are different than others.</li> </ul>
<p><b>Key Vocabulary</b></p>	<p><b>In addition to vocabulary from previous year group:</b> self-awareness, similarities, difference, reflection, respect, rich, poor, want, need, law.</p>					

## Year 1 Curriculum Progression Statements - All subjects

## Y1 Progression Statements – History

		Y1 Progression Statements – History					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Disciplinary Knowledge	<b>Conceptual Understanding:</b> <i>Chronology, Continuity and Change, Cause and Consequence, Similarity and Difference, Significance, Interpretation and Perspective, Reliability</i>	Conceptual understanding is addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts: <ul style="list-style-type: none"> <li>• <b>Assessment: Fit people and events into a simple timeline.</b></li> <li>• <b>Assessment: Understand what change is and give examples from an historical period studied when compared to their own lives.</b></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>					
	<b>Historical Enquiry:</b> <i>Ability to ask questions, Prediction, Exploring how to find answers, Research and gathering of evidence, Evaluating and justifying, Communicating about their enquiry</i>	Historical enquiry skills are addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts: <ul style="list-style-type: none"> <li>• <b>Assessment: With adult support, develop a relevant question about an historical person or event.</b></li> <li>• <b>Assessment: Give an opinion/prediction about what they may find out.</b></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>					
Substantive Knowledge	<b>Historical Knowledge and Understanding</b>	<b>Houses and homes</b> <i>(Why and how we remember changes within living memory (1930s onwards), exploring the ways in which life has changed over the</i>		<b>The development of farming in North Devon</b> <i>(Why and how we remember significant historical events, people and places in their own locality)</i>		<b>Who was Mary Anning?</b> <i>(links to science: Animals, including humans and Y3 Rocks - fossils)</i> <i>(Why and how we remember the lives of</i>	<b>The origins of Carnival in Brazil</b> <i>(link to Geography Y1 Summer 1)</i> <i>(Why and how we remember events beyond living memory (pre 1930s)</i>

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		<p><i>time of their parents, grandparents and great-grandparents)</i></p> <ul style="list-style-type: none"> <li>Place the period or events studied on a timeline (1930s onwards).</li> <li><b>Assessment:</b> <b>Understand how we know about changes in typical homes over the time of their parent, grandparents and great grandparents.</b></li> <li><b>Assessment:</b> <b>Know about similarities and differences between a typical home over the time of their parents, grandparents and great grandparents.</b></li> <li>Understand that family members' experiences may have been different in different parts of the world.</li> <li>Understand that technology has changed the way houses are built and tasks are carried out.</li> </ul>		<ul style="list-style-type: none"> <li>Place the period or events studied on a timeline.</li> <li><b>Assessment:</b> <b>Understand how we know about changes in farms and farming in North Devon over time.</b></li> <li><b>Assessment:</b> <b>Know about some similarities and differences between farms and farming at different points in the past.</b></li> <li>Understand that farmers' experiences may be different in different parts of the world.</li> <li>Understand that technology has changed the way farms are built and tasks are carried out.</li> <li>Know and use the key vocabulary:             <ul style="list-style-type: none"> <li>Agriculture</li> <li>Artefact</li> <li>Cattle</li> <li>Change</li> <li>Chronology</li> <li>Combine</li> <li>harvester</li> <li>Crops</li> </ul> </li> </ul>		<p><i>significant individuals in the past who have contributed to national and international achievements)</i></p> <ul style="list-style-type: none"> <li>Place the period or events studied on a timeline.</li> <li><b>Assessment:</b> <b>Understand how we know about Mary Anning .</b></li> <li>Know about some of the reasons why we remember Mary Anning.</li> <li><b>Assessment:</b> <b>Understand the importance of the records of Mary Anning to the development of what we understand today.</b></li> <li>Know and use the key vocabulary:             <ul style="list-style-type: none"> <li>Artefact</li> <li>Author</li> <li>Change</li> <li>Chronology</li> <li>Different/differences</li> <li>Environment</li> <li>Extinct</li> </ul> </li> </ul>	<p><i>that are significant nationally or globally)</i></p> <ul style="list-style-type: none"> <li>Place the period or events studied on a timeline.</li> <li><b>Assessment:</b> <b>Understand how we know about the origins of Carnival in Brazil.</b></li> <li>Know about some of the reasons why we remember the origins of Carnival in Brazil.</li> <li><b>Assessment:</b> <b>Understand why the first Carnival in Brazil happened.</b></li> <li><b>Assessment Statement</b></li> <li>Know what happened during the beginning of Carnival in Brazil.</li> <li>Know the global impact of the first Carnival in Brazil.</li> <li>Know and use the key vocabulary:             <ul style="list-style-type: none"> <li>16<sup>th</sup>/17<sup>th</sup> Century</li> <li>Artefact</li> <li>Change</li> <li>Chronology</li> </ul> </li> </ul>
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Year 1 Curriculum Progression Statements - All subjects

		<ul style="list-style-type: none"> <li>• Know and use the key vocabulary:</li> <li>○ Appliances</li> <li>○ Artefact</li> <li>○ Backyard</li> <li>○ Bungalow</li> <li>○ Change</li> <li>○ Chronology</li> <li>○ Detached</li> <li>○ Different/differences</li> <li>○ Flat</li> <li>○ Households</li> <li>○ Larder</li> <li>○ Museum</li> <li>○ Past</li> <li>○ Research</li> <li>○ Semi-detached</li> <li>○ Similar/similarities</li> <li>○ Source</li> <li>○ Terraced</li> <li>○ Vacuum cleaner</li> </ul>		<ul style="list-style-type: none"> <li>○ Cultivate</li> <li>○ Different/differences</li> <li>○ Flock</li> <li>○ Grain</li> <li>○ Harvest</li> <li>○ Hatchery</li> <li>○ Herd</li> <li>○ Meadow</li> <li>○ Museum</li> <li>○ Past</li> <li>○ Pasture</li> <li>○ Poultry</li> <li>○ Similar/similarities</li> <li>○ Source</li> <li>○ Tractor</li> <li>○ Udder</li> </ul>		<ul style="list-style-type: none"> <li>○ Fossils</li> <li>○ Geology/geologist</li> <li>○ Journal</li> <li>○ Jurassic Coast</li> <li>○ Museum</li> <li>○ Naturalist</li> <li>○ Palaeontology/ palaeontologist</li> <li>○ Past</li> <li>○ Prehistoric</li> <li>○ Similar/similarities</li> <li>○ Source</li> <li>○ Species</li> </ul>	<ul style="list-style-type: none"> <li>○ Different/differences</li> <li>○ Emperor/Empire</li> <li>○ Entrudo</li> <li>○ Immigrants</li> <li>○ Lent</li> <li>○ Masquerade</li> <li>○ Museum</li> <li>○ Parade</li> <li>○ Past</li> <li>○ Polka</li> <li>○ Samba</li> <li>○ Similar/similarities</li> <li>○ Slave/slavery /slave trade</li> <li>○ Source</li> <li>○ Waltz</li> </ul>	
<p><b>Abstract Terms Linked to Historical Concepts</b></p>	<p>Civilisation, Democracy, Empire, Invasion, Migration/immigration/emigration, Monarchy, Parliament, Power, Resistance, Settlement, Social class/aristocracy/peasantry, Trade</p>							

## Year 1 Curriculum Progression Statements - All subjects




## Year 1 Progression Statements – IT and Computing

<https://teachcomputing.org/curriculum>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	E-safety  Technology around us: <ul style="list-style-type: none"> <li>• Computing systems</li> <li>• Algorithms</li> </ul>	Digital painting: <ul style="list-style-type: none"> <li>• Effective use of tools</li> <li>• Creating media</li> </ul>	E-safety  Moving a robot: <ul style="list-style-type: none"> <li>• Algorithms</li> <li>• Programming</li> </ul>	Grouping data: <ul style="list-style-type: none"> <li>• Data and information</li> <li>• Algorithms</li> </ul>	E-safety  Digital writing: <ul style="list-style-type: none"> <li>• Effective use of tools</li> <li>• Creating media</li> </ul>	Programming animations: <ul style="list-style-type: none"> <li>• Programming</li> <li>• Design and development</li> </ul>

## Year 1 Curriculum Progression Statements - All subjects

						
Year 1 Progression Statements – Music						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Singing</b>	<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> </ul>		<ul style="list-style-type: none"> <li>Begin to develop an awareness of pulse and control of rhythm</li> </ul>		<ul style="list-style-type: none"> <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>	
<b>Listening</b>	<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> </ul>		<ul style="list-style-type: none"> <li>Identify different sources of sound.</li> <li>Share their opinion on how a piece of music makes them feel.</li> </ul>		<ul style="list-style-type: none"> <li>Relate the music they hear to an idea: a place, person or animal.</li> </ul>	
<b>Improvising and Composing</b>	<ul style="list-style-type: none"> <li>Begin to explore their voice and instruments through improvisation and composition.</li> </ul>		<ul style="list-style-type: none"> <li>Explore their voice and instruments through improvisation and composition.</li> </ul>		<ul style="list-style-type: none"> <li>Work as a class group to combine sounds to create an effect.</li> </ul>	
<b>Notation – reading and writing</b>	<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> </ul>		<ul style="list-style-type: none"> <li>Begin to read rhythms using crotchets and rests.</li> </ul>		<ul style="list-style-type: none"> <li>With support, perform using symbols/dot notations.</li> </ul>	
<b>Playing</b>	A selection of Percussion/tuned and untuned instruments will be played throughout the year, a new instrument each term. The Progression statements will be addressed as appropriate according to the allocated instruments.					

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### Year 1 Curriculum Progression Statements - All subjects

	<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>
<b>Suggested genres</b>	<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: <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>
<b>Key Vocabulary</b>	<p><b>Pulse, Rhythm, Pitch and Dynamics</b></p> <p><b>Dynamics</b> – how loud or quiet a piece of music is.</p> <p><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</p>

## 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	ABCs
	Outdoor	Multi-skills	Bats and balls	Multi-skills	Bats and balls	Bats and balls	ABCs
<i>Dance: Movement and Pathways</i>	<ul style="list-style-type: none"> <li>Move in a variety of ways with coordination and control.</li> </ul>						
<i>Dance: 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>						
<i>Dance: 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>						
<i>Team Games: 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>						
<i>Team Games: 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>						
<i>Multi-skills: 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>						
<i>Multi-skills: 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> <li>Demonstrate a range of jumping techniques.</li> <li>Manipulate a ball with a racquet or stick.</li> </ul>						
<i>Multi-skills: 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>						

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## Year 1 Curriculum Progression Statements - All subjects

Key Vocabulary	Travel	Grip	Movement
	Small	Straight	Mirror
	Tall	Zigzag	
	Body part	Control	
	Spring	Accuracy	
	Crawl	Opponent	
	Pull	Hit	
	Push	Pass	
	Step	Co-operate	
	Pathway	Bat	
	Head stand	racket	

## Year 1 Curriculum Progression Statements - All subjects

 Year 1 Progression Statements – Primary Languages						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Speaking and Listening</b>		<ul style="list-style-type: none"> <li>Be able to greet each other in French, including answering the register.</li> </ul>		<ul style="list-style-type: none"> <li>Know and join in with songs, stories and finger rhymes in French</li> </ul>		<ul style="list-style-type: none"> <li>Be able to count to 10 in French</li> </ul>
<b>Cultural Understanding</b>		<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> </ul>		<ul style="list-style-type: none"> <li>Understand that GPCs are different for different languages</li> </ul>		<ul style="list-style-type: none"> <li>Understand how the school life of a child in France may be similar or different to their own</li> </ul>
<b>Key Vocabulary</b>		<ul style="list-style-type: none"> <li>Greetings; Bonjour, salut, au revoir</li> <li>English, Gaelic, Welsh</li> </ul>		<ul style="list-style-type: none"> <li>Vocabulary will vary based on stories and songs shared (e.g.: The Very Hungry Caterpillar -La chenille qui fait des trous).</li> </ul>		<ul style="list-style-type: none"> <li>Numbers; (1-10) un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</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 =</li> </ul>

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Year 1 Curriculum Progression Statements - All subjects

						<p>technology, Le dessin = art, Les maths = maths , Les sciences = science, La physique = physics, Le français = French, L'anglais = English, Le sport = PE/ games</p> <ul style="list-style-type: none"> <li>• Break time: la pause, Lunch time: le déjeuner</li> </ul>
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## Year 1 Curriculum Progression Statements - All subjects

	YN - Y6 Progression Statements – PSHE					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<a href="https://jigsawpshe.online/materials/pshe-primary/">https://jigsawpshe.online/materials/pshe-primary/</a>	 Being Me in My World	 Celebrating Difference	 Dreams & Goals	 Healthy Me	 Relationships	 Changing Me

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## Year 1 Curriculum Progression Statements - All subjects



## Year 1 Progression Statements – RE

Page numbers refer to the location of the Progression Statements in Devon-and-Torbay-Agreed-Syllabus-2019-2024-FINAL (1).pdf






	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	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?	



## Year 1 Progression Statements – Science

In each half term there is a focus on an area of **Working Scientifically**, as well as an **Enquiry Type** .

All **Working Scientifically** statements are to be integrated into each block of Science knowledge teaching and are revisited in different contexts over Y1 and Y2.

<p><b>Working Scientifically: Asking simple questions and recognising that they can be answered in different ways.</b></p> <p><i>Use prior knowledge to suggest what might happen in an enquiry; make a prediction.</i></p>	 	<ul style="list-style-type: none"> <li>• While exploring the world, develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, answer these questions.</li> <li>• Answer questions developed with the teacher often through a scenario.</li> <li>• Take part in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered.</li> <li>• Begin to make own relevant predictions based on what they already know.</li> </ul>
<p><b>Working Scientifically: Observing closely, using simple equipment.</b></p>		<ul style="list-style-type: none"> <li>• Explore the world around them.</li> <li>• Make careful observations to support identification, comparison and noticing change.</li> <li>• Use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make their observations.</li> <li>• Begin to take measurements, initially by comparisons, then using non-standard units.</li> </ul>
<p><b>Working Scientifically: Performing simple tests.</b></p>		<ul style="list-style-type: none"> <li>• Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher.</li> <li>• Carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time.</li> </ul>
<p><b>Working Scientifically: Identifying and classifying.</b></p>		<ul style="list-style-type: none"> <li>• Use their observations and testing to compare objects, materials and living things.</li> <li>• Sort and group these things, identifying their own criteria for sorting.</li> <li>• Use simple secondary sources (such as identification sheets) to name living things.</li> <li>• Describe the characteristics they used to identify a living thing.</li> </ul>

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## Year 1 Curriculum Progression Statements - All subjects

<b>Working Scientifically: <i>Gathering and recording data to help in answering questions.</i></b>			<ul style="list-style-type: none"> <li>Record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing.</li> <li>Record their measurements e.g. using prepared tables, pictograms, tally charts and block graphs.</li> <li>Classify using simple prepared tables and sorting rings.</li> </ul>
<b>Working Scientifically: <i>Using their observations and ideas to suggest answers to questions.</i></b>			<ul style="list-style-type: none"> <li>Use their experiences of the world around them to suggest appropriate answers to questions.</li> <li>With support, relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources.</li> <li>Recognise 'biggest and smallest', 'best and worst' etc. from their data.</li> </ul>
Coverage	Working Scientifically Focus	Enquiry type Focus	Knowledge
Autumn 1 (ongoing)			Seasonal changes – Page 10: Y1-6 Progression Statements – PLAN Science
Autumn 2	 		Plants – Page 3: Y1-6 Progression Statements - PLAN Science
Spring 1	 	 	Animals, including humans – Page 5: Y1-6 Progression Statements - PLAN Science
Summer 1	 	 	Everyday materials – Page 8: Y1-6 Progression Statements - PLAN Science