



Binstead Primary School

Year 1 Curriculum



Subject	Autumn Term	Spring Term	Summer Term
Science	<p style="text-align: center;">Plants + Seasonal Change</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.</p> <p>I can observe changes across the four seasons.</p> <p>I can observe and describe the weather associated with a season and what happens to the length of day.</p> <p style="text-align: center;">Materials</p> <p>I can distinguish between an object and the material that it is made from.</p> <p>I can identify and name a variety of everyday materials.</p> <p>I can describe the simple physical properties of a variety of materials.</p> <p>I can compare and group together a variety of materials based on simple physical properties.</p> <p>Scientist Study: Ole Kirk Christinsen invented Lego</p>	<p style="text-align: center;">Plants + Seasonal Change</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.</p> <p>I can observe changes across the four seasons.</p> <p>I can observe and describe the weather associated with a season and what happens to the length of day.</p> <p style="text-align: center;">Animals inc humans</p> <p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>I can describe and compare the structure of common animals (fish, amphibians, reptiles, birds, mammals)</p> <p>I can identify, name, draw and label basic parts of the human body and which part of the body is associated with a sense.</p> <p>Scientist study: Mae Jemison linked to History topic Tanesha Allen (zoologist who studies badgers)</p>	<p style="text-align: center;">Plants + Seasonal Change</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.</p> <p>I can observe changes across the four seasons.</p> <p>I can observe and describe the weather associated with a season and what happens to the length of day.</p> <p style="text-align: center;">Animals inc humans</p> <p>I can name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>I can describe and compare the structure of common animals.</p> <p>Scientist study: Jane Goodall (primatologist)</p>

Working Scientifically

- I can ask simple questions and recognise that they can be answered in different ways.
- I can observe closely using simple equipment (e.g collecting weather data, magnifying glasses, observe how plants change over the year)
- I can perform simple tests. (e.g explore questions such as the best material for ...)
- I can identify and classify different items into groups (e.g. identify & groups animals according to what they eat; grouping plants)
- I can use my observations and ideas to suggest answers to questions (such as compare & contrast animals either first hand or through videos / photos)
- I can gather and record data to help in answering questions (such as the growth of flowers / plants; make tables & charts about weather and day length as seasons change)



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Geography	<p style="text-align: center;">Weather</p> <p>I can collect data about our weather. I can use our data to explain how our weather has changed or how it is the same across the year. I can understand there are different seasons.</p> <p style="text-align: center;">Binstead</p> <p>I can say what types of buildings I can see and how they are the same or different. I can recognise features of Binstead from an aerial location – including school. <i>I can describe what places are like using everyday words: built up, noisy, busy, farmland, hills, woods.</i> I can locate the IOW on a map of Britain. I can draw maps of my journeys. I can use a digital camera to take pictures of places on my journeys. I can recognise simple human and physical features of a place.</p> <p><u>Field work</u></p> <p>What is unique about Binstead?</p> <p>Map work, human and physical features, digital camera, drawing maps of journey, types of building, aerial maps</p>	<p style="text-align: center;">Weather</p> <p>I can collect data about our weather. I can use our data to explain how our weather has changed or how it is the same across the year. I can understand there are different seasons.</p> <p style="text-align: center;">UK</p> <p>I can name the countries of the British Isles and their capital cities. I can locate the countries of the British Isles on a map and name a river in a UK country (e.g. Thames) I can locate the IOW on a map of Britain. I can explain that the two poles are cold because they are the furthest point from the equator. I can use an atlas and globes to locate countries.</p>	<p style="text-align: center;">Weather</p> <p>I can collect data about our weather. I can use our data to explain how our weather has changed or how it is the same across the year. I can understand there are different seasons.</p> <p style="text-align: center;">Kampong Ayer</p> <p>I can compare the features of Binstead (Isle of Wight) to Kampong Ayer (Brunei). I can say what types of buildings I can see and how they are the same or different. <i>I can describe what places are like using everyday words: built up, noisy, busy, farmland, hills, woods.</i> I can say how Kampong Ayer and Binstead are the same and different in other ways. I can recognise simple human and physical features of a place.</p>



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History	<p style="text-align: center;">Great Fire of London</p> <p>I can put up to three events in chronological order. I can use words such as old, new, modern to explain time. I can explain how things have changed over time. I can tell you that buildings were built in different ways in the past. I can sort facts that are true and false from the periods of time we are studying. I can give a verbal recount to explain why I think the Fire of London spread. I can ask questions to people to find out about life before I was born.</p>	<p style="text-align: center;">People from the Past</p> <p>I can tell you that some events have changed over time. I can talk about the achievements of Neil Armstrong and Mae Jamieson (scientist link) I can use photos, role playing and artefacts. I can sort facts that are true and false from the periods of time we are studying. I can ask questions to people to find out about life before I was born.</p>	<p style="text-align: center;">Toys</p> <p>I can use photos, role playing and artefacts. I can put up to three events in chronological order. I can use words such as old, new, modern to explain time. I can explain how things have changed over time. I can ask questions to people to find out about life before I was born.</p> <p style="text-align: center;">(scientist inventor of Lego link)</p>

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Design & Technology	<p style="text-align: center;">Bread Making</p> <p>I can suggest tools and materials I may need. I can mix and mould food. I can make my own bread. I can talk about how I think I have done.</p>	<p style="text-align: center;">A house on stilts (Kampong Ayer Link)</p> <p>I can think of my own ideas (sometimes with help). I can design a product myself following a design criteria. I can use words (or talking) and pictures to make a simple plan. I can suggest tools and materials I may need. I can make a free-standing structure and explore how to make it stronger, stiffer and more stable. I can cut materials using scissors. I can join different materials using glue. I can explain why I made my product and how it works.</p>	<p style="text-align: center;">Children's Book</p> <p>I can think of my own ideas (sometimes with help). I can design a product myself following a design criteria. I can use words (or talking) and pictures to make a simple plan. I can suggest tools and materials I may need. I can cut materials using scissors. I can make a product with a slider or leavers to make it move. I have explored how moving objects work.</p>



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PE	<p style="text-align: center;">Gymnastics</p> <p>I can perform the shapes listed with developing control. I can jump and land safely from the ground and the bench. I can link two shapes in a sequence. I can experiment with different travels (side-steps, log rolls, walking backwards, hopping). Say what I like about others performance.</p> <p style="text-align: center;">Movement</p> <p>I can follow simple rules. I can start and stop. I know what space is. I can change direction without falling over. I can move backwards. I can begin to develop a range of movement skills (side-steps, big skips, zig-zags)</p>	<p style="text-align: center;">Dance</p> <p>I can copy and explore basic movements and body patterns. I can remember simple movements and dance steps. I can link movements to sounds and music. I can respond to a range of music (stimuli)</p> <p style="text-align: center;">Ball Skills</p> <p>I can catch a ball bounced for myself. I can catch a ball thrown for myself. I can roll a ball and retrieve it for myself. I can travel with a range of different balls</p> <p style="text-align: center;">Gymnastics</p> <p>I can perform the shapes listed with developing control. I can jump and land safely from the ground and the bench. I can link two shapes in a sequence. I can experiment with different travels (side-steps, log rolls, walking backwards, hopping). Say what I like about others performance.</p> <p style="text-align: center;">Ball Skills</p> <p>I can travel with a range of balls. I can use a racket or hockey stick to move a ball with control. I can send a ball towards a partner using a tennis racket (rolling). I can send a ball towards a target (throwing). I can send a ball towards a target (kicking). I can send a ball towards a partner (roll, kick, underarm throw).</p>	<p style="text-align: center;">Dance</p> <p>I can copy and explore basic movements and body patterns. I can remember simple movements and dance steps. I can link movements to sounds and music. I can respond to a range of stimuli.</p> <p style="text-align: center;">Ball Skills</p> <p>I can catch a ball that I have bounced and thrown for myself. I can stop a rolling ball. I can send a ball towards a partner (rolling tennis racket and ball). I can hit a ball from a stationary tee with a tennis racket. I can hit a ball from a stationary tee with a mini bat. I can hit a ball through a target with increasing control.</p>



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	<p style="text-align: center;">Indoor Athletics</p> <p>I can jump and land using the five different standing jumps (1-1, 1-2, 2-1, 2-2, 1 to the other foot). I can combine any 2 jumps with increasing control. I can use my jumps to jump over obstacles. I can throw under arm at a target with increasing accuracy. I can throw a large ball with an overhead throwing technique. I can control my running speed to avoid collisions.</p> <p style="text-align: center;">Fundamentals of Movement</p> <p>I can change direction with increased balance and confidence. I can use my movement skills in dodging and tagging games. I can perform jumps from 1 foot to the other with control. I can perform jumps from 1 foot to the same foot with control. I can perform jumps from 2 feet to 2 feet with control. I can use these jumps to clear small obstacles.</p>		<p style="text-align: center;">Athletics</p> <p>I can start, stop, speed up and slow down with developing control. I can show awareness of space when I am moving. I can begin to develop control of the 5 basic jumps from standing (1-1, 1-2, 2-1, 2-2, 1-1 change feet). I can begin to use my arms to help me jump further. I can use an underarm throw with developing accuracy. I can use an overarm throw with improving control and distance.</p> <p>I can recognise that I get hot and sweaty when I perform exercise.</p> <p style="text-align: center;">Team Games</p> <p>I can catch a ball thrown by a partner or team mate. I can listen to the rules of a game. I can avoid an opponent when throwing a ball to a team-mate (4v1, 3v1). I can avoid an opponent when kicking a ball to a team-mate (4v1, 3v1). I can get the ball into a scoring area with help from my team mates.</p>
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Computing	<p>I understand that the internet exists as well as its benefits.</p> <p>I can get online and use websites</p> <p>I can ask a question and find the answer using a search engine.</p> <p>I can use the internet to find information</p> <p>I am safe online</p> <p>I know messages can be sent electronically</p> <p>I know that information online can be seen by others.</p> <p>I can log on to a school computer using my username and password.</p> <p>I can take photographs/videos on cameras and other digital devices</p>	<p>I know what an algorithm is</p> <p>I know that programmes are made up of a sequence of codes</p> <p>I can use instructions (algorithms) to control devices or objects on screen</p> <p>I can solve problems with instructions on and off screen</p> <p>I can take photographs/videos on cameras and other digital devices</p>	<p>I can add text to pictures</p> <p>I can use a paint programme.</p> <p>I can record and use sound clips</p> <p>I can take photographs/videos on cameras and other digital devices</p> <p>I can edit photos</p> <p>I can use software to represent data and information on screen.</p> <p>I can talk about ICT in and out of school.</p>

Subject	Autumn Term	Spring Term	Summer Term
Art	<p style="text-align: center;">Fire of London</p> <p>I can respond to an idea or starting points (e.g Great Fire of London, Natural World)</p> <p>I can mix primary colours to create what I think warm and cold colours.</p> <p>I can say what I would like to improve in my own work.</p> <p>I can try to improve my work from what others have said.</p> <p>I can name primary colours.</p> <p>I can say that when primary colours are mixed it creates a secondary colour.</p> <p>I can say how colour is used in my own and the work of others.</p>	<p style="text-align: center;">Weaving</p> <p>I understand what weaving is in different forms.</p> <p>I can make weavings with different types of materials.</p> <p>I can say what I like about my own work.</p> <p>I can say what I would like to improve in my own work.</p> <p>I can recognise that weaving can be used to create an object.</p> <p>I can say how colour is used in my own and the work of others.</p>	<p style="text-align: center;">Mondrian</p> <p>I can investigate the work of Mondrian through colour, pattern and shape.</p> <p>I can sort and arrange collage materials for a purpose.</p> <p>I can paint my own version of Mondrian image.</p> <p>I can say what I would like to improve in my own work.</p> <p>I can try to improve my work from what others have said.</p> <p>I can say how colour is used in my own and the work of others.</p> <p>I can draw my own ideas and tell others what they are.</p>



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RE	<p style="text-align: center;">Thanking</p> <p>I can talk about a <i>celebration</i> that is important to them.</p> <p>I can identify simple examples of how <i>celebration</i> relates to their own and others' lives.</p> <p>I can talk about what celebration is and list some features of celebrations.</p> <p>I can recognise ways in which Christians celebrate Harvest.</p> <p>I can talk about the importance for Christians of celebrating Harvest.</p> <p style="text-align: center;">Journey's End</p> <p>I can talk about my own responses to journey's end in their experience.</p> <p>I can identify how different journey's ends relate to their lives.</p> <p>I can identify and talk about different journeys' ends.</p> <p>I can recognise the journeys' end of the characters in the Christmas birth narratives.</p> <p>I can talk about the importance of the journeys' end to Christians.</p>	<p style="text-align: center;">People Jesus Met</p> <p>I can identify and talk about different types of change in their experience.</p> <p>I can identify how their responses to change affect their lives.</p> <p>I can identify and talk about the meaning of change and different types of change.</p> <p>I recognise that Christians believe that Jesus changes some people's lives.</p> <p>I can talk about why the idea of Jesus being able to change people is important to Christians and identify an issue raised.</p> <p style="text-align: center;">Welcoming</p> <p>I describe in simple terms the concept of welcoming.</p> <p>I can simply describe how the concept of welcoming is important in the Palm Story and how Christians re-create that welcome today.</p> <p>I can evaluate the concept by simply describing the importance of welcoming in the story of Palm Sunday.</p> <p>I can describe in simple terms their ideas about the concept of welcoming and identify examples of how they felt welcomed.</p>	<p style="text-align: center;">Authority</p> <p>I can describe in simple terms their own responses to authority figures.</p> <p>I can identify simple examples of ways in which people with authority affect their lives.</p> <p>I can describe in simple terms the meaning of authority.</p> <p>I can give a simple description about events in Jesus life which demonstrates his authority.</p> <p>I can describe in simple terms the importance of Jesus' authority to Christians.</p> <p style="text-align: center;">Story</p> <p>I can identify and talk about what a story is.</p> <p>I can recognise that religious people have stories.</p> <p>I can identify and talk about the importance of the stories to religious people.</p> <p>I can talk about my own response to a story.</p> <p>I can identify and talk about how their response to the story affects their own lives.</p>



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PSHE	<p style="text-align: center;">Relationships</p> <p>I understand that families come in different forms. I understand that good friendships make you feel happy, secure and how we choose our friends. No Outsiders Elmer LO I like the way I am.</p> <p style="text-align: center;">E-Safety</p> <p>I understand that the internet exists as well as its benefits. I understand I can call 999 in an emergency. No Outsiders Going to the Volcano. LO To join in.</p>	<p style="text-align: center;">Emotions</p> <p>I understand and name different basic emotions that I can feel. MBV Individual Liberty I understand that I can talk to adults about my feelings. MBV Individual Liberty</p> <p>No Outsiders The Perfect Fit. LO How do I fit in?</p> <p style="text-align: center;">Health</p> <p>I can recognise healthy food from a selection of food. I understand exercise is essential for a healthy body and mind. I understand how to stay clean and clean hand hygiene.</p> <p>No Outsiders My World Your World LO I share the world with lots of people</p>	<p style="text-align: center;">Relationships</p> <p>I understand that people have many differences and that we should respect these differences. I understand the need to show courtesy and good manners. MBV Mutual tolerance and Respect</p> <p>No Outsiders Errol's Garden LO To work together.</p> <p style="text-align: center;">Growing Up</p> <p>I can recognise the different parts of the body. I can understand that adults need to work to earn money and why we need it.</p> <p>No Outsiders I am Nefertiti. LO Why are names important</p>



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Music	<p style="text-align: center;">Under the Sea</p> <p>Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Listening and responding to other performers by playing as part of a group. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p style="text-align: center;">All About Me</p>	<p style="text-align: center;">Classical Music</p> <p>Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Choosing dynamics, tempo and timbre for a piece of music. Beginning to make improvements to their work as suggested by the teacher. Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p style="text-align: center;">Fairytales</p> <p>Recognising and understanding the difference between pulse and rhythm.</p>	<p style="text-align: center;">Super Heroes</p> <p>Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening and responding to other performers by playing as part of a group. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p style="text-align: center;">Vocal and Body Sounds</p> <p>Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement).</p>



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	<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>Describing the character, mood, or 'story' of the music they listen to (verbally or through movement).</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p>	<p>Understanding that different types of sounds are called timbres.</p> <p>Recognising basic tempo, dynamic and pitch changes.</p> <p>Describing the character, mood, or 'story' of music they listen to (verbally or through movement).</p> <p>Describing the differences between two pieces of music.</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p> <p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Using their voices expressively to speak and chant.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>	<p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike)</p> <p>Listening and responding to other performers by playing as part of a group.</p> <p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Creating a simple graphic score to represent a composition.</p> <p>Using their voices expressively to speak and chant.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Performing from graphic notation.</p>
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