



YEAR ONE

Heavers Farm and Selsdon Primary Schools

TEACHER NAME:

CLASS:

CURRICULUM 2019/20

This document forms part of our curriculum planning and assessment for 2019/20. This includes the key learning in each curriculum subject for this year group and the half termly assessment for each subject.

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YEAR 1	ART
<p style="text-align: center;">'art makes children powerful'</p> <p style="text-align: center;"><i>It is important to teach children that nothing is right or wrong in art. You should encourage children's creativity and support this by teaching them the art skills to express and develop this. Good art teaching increases children's self-esteem, self-confidence and independence which supports them to become independent learners across the curriculum.</i></p> <p>Please ensure that children are given the opportunity over the year to go and look at actual artworks. <i>Please avoid any 'colouring in' and filling in of photocopied sheets made by an adult. Art skills should be broken down and taught in the same way any other subject knowledge is taught in school so please avoid showing children a video of someone 'doing art' and then expect them to copy this. You would not dream of doing this when teaching maths, so please use the same rigour when teaching art!</i></p>	
<p>Use a range of materials</p>	<p>Investigate different materials and how they can be adapted, including experimenting with pleating, cutting and folding paper and thin card to understand the difference between 2D and 3D.</p> <p>Explore a range of mediums to make artworks.</p> <p>Remember scale! Give children lots of opportunities to work with projects on a large scale (<i>i.e. not always on A4/A3 paper</i>)</p>
<p>Share ideas, experience and imagination (using drawing, painting and sculpture)</p>	<p>Share ideas about what art is and where it can be found.</p> <p>Work as part of a group to create a piece of work and also create art work independently.</p> <p>Draw from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others.</p>
<p>Develop a range of art and design techniques.</p>	<p>Collage: Find out how to make collage pictures for particular purposes by cutting, tearing and sticking varied papers and objects to a background.</p> <p>Drawing 2D: Create drawings (observational, imagination etc.) by understanding that they are made using lines to create shapes and patterns.</p> <p>Paint 2D: Experiment with different marks, shapes and patterns that can be made with paint. Explore the effect of adding other materials to paint such as sand, glitter and PVA glue.</p> <p>Textiles: Investigate weaving with fabric on a card loom or using strips of paper, making choices about colours and textures. Experiment with plaiting and dip- dye.</p>

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	<p>3D: Use junk materials (and/or crumpled newspaper/ carrier bags covered with layers of paper and PVA, adding decoration and colour) to design and make a 3D object.</p>
<p>Study a range of artists – <u>linked to half term</u> <u>projects.</u></p>	<p>Look at and talk about the work of different artists including those who use painting, printing, sculpture, installation, drawing, collage etc. <i>Please include living artists, women and people of colour.</i> Talk about why the artist made what they did, what they were interested in etc.</p> <p>Create a piece of art in the style of the artist being studied. <i>This should not simply be a pastiche of this artist’s work, but an attempt to look deeper at what motivated this artist, the techniques they used and to give the children a chance to use this to make work of their own based on their own ideas.</i></p>

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YEAR 1	COMPUTING
E-safety	<ul style="list-style-type: none"> – To begin to know the e-safety rules for the school. – To begin to learn how to use technology safely and respectfully, keeping personal information private. – To know who to talk to when they are unsure on the internet and other online technologies.
Programming	<ul style="list-style-type: none"> – To understand what algorithms are. – To program a basic floor turtle. – To follow and debug precise instructions. – To program an onscreen app such as 'BeeBot' or 'Kodable' to complete a set task and are able to debug their instructions when the turtle does not reach the intended destination
ICT	<ul style="list-style-type: none"> – To recognise different technology at home and at school. – To use basic word processing package and to write sentences – To learn to make simple presentations – To learn to create a simple digital painting – To learn to use digital cameras for a purpose. – To explore online learning games.
Communicating	<ul style="list-style-type: none"> – To recognise different ways to communicate. – To recognise email addresses

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YEAR 1	DESIGN AND TECHNOLOGY
<p><i>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</i></p>	
<p>When designing and making, pupils should be taught to:</p>	
<p>Design</p>	<ul style="list-style-type: none"> – Begin to draw on their own experience to help generate ideas and research conducted on criteria. – Begin to understand the development of existing products: What they are for, how they work, materials used. – Start to suggest ideas and explain what they are going to do. – Understand how to identify a target group for what they intend to design and make based on a design criteria. – Begin to develop their ideas through talk and drawings. Make templates and mock ups of their ideas in card and paper or using ICT.
<p>Make</p>	<ul style="list-style-type: none"> – Begin to make their design using appropriate techniques. – Begin to build structures, exploring how they can be made stronger, stiffer and more stable. – Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. – With help measure, mark out, cut and shape a range of materials. – Explore using tools e.g. scissors and a hole punch safely. – Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. – Begin to use simple finishing techniques to improve the appearance of their product.
<p>Evaluate</p>	<ul style="list-style-type: none"> – Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria). – When looking at existing products explain what they like and dislike about products and why. – Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.
<p>Cooking and Nutrition</p>	<ul style="list-style-type: none"> – Begin to understand that all food comes from plants or animals. – Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught. – Start to understand how to name and sort foods into the five groups in ‘The Eat well plate’ – Begin to understand that everyone should eat at least five portions of fruit and vegetables every day. – Know how to prepare simple dishes safely and hygienically, without using a heat source. Know how to use techniques such as cutting, peeling and grating.

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YEAR 1	ENGLISH – SPOKEN LANGUAGE
Spoken language	<ul style="list-style-type: none"> – Listen and respond appropriately – Ask relevant questions – Maintain attention and participate

YEAR 1	ENGLISH – READING
Decoding	<ul style="list-style-type: none"> – apply phonic knowledge to decode words – speedily read all 40+ letters/groups for 40+ phonemes – read accurately by blending taught GPC – read common exception words – read common suffixes (-s, -es, -ing, -ed, etc.) – read multisyllable words containing taught GPCs – read contractions and understanding use of apostrophe – read aloud phonically-decodable texts
Range of Reading	<ul style="list-style-type: none"> – listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently – being encouraged to link what they read or hear read to their own experiences
Familiarity with texts	<ul style="list-style-type: none"> – becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics – recognising and joining in with predictable phrases
Poetry & Performance	<ul style="list-style-type: none"> – learning to appreciate rhymes and poems, and to recite some by heart
Word meanings	<ul style="list-style-type: none"> – discussing word meanings, linking new meanings to those already known
Understanding	<ul style="list-style-type: none"> – drawing on what they already know or on background information and vocabulary provided by the teacher – checking that the text makes sense to them as they read and correcting inaccurate reading
Inference	<ul style="list-style-type: none"> – discussing the significance of the title and events – making inferences on the basis of what is being said and done
Prediction	<ul style="list-style-type: none"> – predicting what might happen on the basis of what has been read so far
Discussing reading	<ul style="list-style-type: none"> – participate in discussion about what is read to them, taking turns and listening to what others say – explain clearly their understanding of what is read to them

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YEAR 1	ENGLISH – WRITING
Phonic & whole word spelling	<ul style="list-style-type: none"> – exception words – the days of the week – name the letters of the alphabet in order – using letter names to distinguish between alternative spellings of the same sound
Other word building spelling	<ul style="list-style-type: none"> – using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs – using the prefix un– – using –ing, –ed, –er and –est where no change is needed in the spelling of root words – apply simple spelling rules and guidance from Appendix 1
Transcription	<ul style="list-style-type: none"> – write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Handwriting	<ul style="list-style-type: none"> – sit correctly at a table, holding a pencil comfortably and correctly – begin to form lower-case letters in the correct direction, starting and finishing in the right place – form capital letters – form digits 0-9 – understand which letters belong to which handwriting ‘families’ and to practise these
Contexts for Writing	–
Planning Writing	<ul style="list-style-type: none"> – saying out loud what they are going to write about – composing a sentence orally before writing it
Drafting Writing	<ul style="list-style-type: none"> – sequencing sentences to form short narratives – re-reading what they have written to check that it makes sense
Editing Writing	<ul style="list-style-type: none"> – discuss what they have written with the teacher or other pupils
Performing Writing	<ul style="list-style-type: none"> – read their writing aloud clearly enough to be heard by their peers and the teacher.
Vocabulary	<ul style="list-style-type: none"> – leaving spaces between words – joining words and joining clauses using "and"
Grammar <i>(edited to reflect content in Appendix 2)</i>	<ul style="list-style-type: none"> – regular plural noun suffixes (-s, -es) – verb suffixes where root word is unchanged (-ing, -ed, -er) – un- prefix to change meaning of adjectives/adverbs – to combine words to make sentences, including using and – Sequencing sentences to form short narratives – separation of words with spaces – sentence demarcation (. ! ?) – capital letters for names and pronoun 'I')
Punctuation <i>(edited to reflect content in Appendix 2)</i>	<ul style="list-style-type: none"> – beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark – using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
Grammatical Terminology	<ul style="list-style-type: none"> – letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark

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GEOGRAPHY		
Year 1	Breadth of Study	Skills
Locational and Place knowledge	<p>Name, locate and identify the characteristics of the 4 countries and capital cities of the UK.</p> <p>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country</p>	<ul style="list-style-type: none"> – Use maps and globes to locate the UK. – Be able to identify the 4 countries and label the capital cities. – Explain the purpose of a capital city and form opinions on how this affects population size. – Locate contrasting area on a map. – Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? – Draw and label pictures to show how places are different.
Human and Physical Geography	<p>Identify the human and physical features of the two localities studied.</p> <p>Identify seasonal and daily weather patterns in the UK.</p>	<ul style="list-style-type: none"> – Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather. – Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop. – Be able to verbalise and write about similarities and differences between the features of the two localities. – Ask questions about the weather and seasons. – Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. – Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.
Fieldwork <u>Spend at least one whole week on this</u>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment e.g. note taking, videoing, data collection, sketches, observations.</p>	<ul style="list-style-type: none"> – Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school. – Children to take photos of interesting things in the local area and explain what the photos show.

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		<ul style="list-style-type: none">- On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to create memory maps to show the journey.- Study aerial photographs of the school and label it with key features e.g. school, church, park, shops.- Look at a simple map of the local area and identify the things they know and have seen.- Make a simple map.- Create an aerial map of the school/local area as a class by using different sized blocks.
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Year 1	HISTORY - CONTENT
	<p><i>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i></p> <p><i>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</i></p> <p><i>Pupils should be taught about:</i></p> <ul style="list-style-type: none"> – changes within living memory – where appropriate, these should be used to reveal aspects of change in national life – events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] – the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] – significant historical events, people and places in their own locality

Year 1	HISTORY - SKILLS
Chronological understanding	<ul style="list-style-type: none"> – Sequence some events or 2 related objects in order – Use words and phrases: old, new, young, days, months – Remember parts of stories and memories about the past
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> – Tell the difference between past and present in own and other people’s lives
Historical interpretation	<ul style="list-style-type: none"> – Begin to identify and recount some details from the past using sources (e.g. artefacts, pictures, stories, videos, internet)
Historical enquiry	<ul style="list-style-type: none"> – Find answers to simple questions about the past from different sources of information (e.g. pictures, stories, artefacts)
Organisation and communication	<ul style="list-style-type: none"> – Sort events or objects into groups (i.e. then and now.) – Tell stories about the past. – Role play, talk, write and draw about things from the past to show their knowledge and understanding.

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Year 1	MATHS
Counting	<ul style="list-style-type: none"> – count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number – count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
Representing number	<ul style="list-style-type: none"> – identify and represent numbers using objects and pictorial representations including the number line, & use language of: equal to, more than, less than (fewer), most, least – read and write numbers from 1 to 20 in numerals and words – read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
Number facts (+/-)	<ul style="list-style-type: none"> – given a number, identify one more and one less – represent and use number bonds and related subtraction facts within 20
Mental +/-	<ul style="list-style-type: none"> – add and subtract one-digit and two-digit numbers to 20, including zero
Problems +/-	<ul style="list-style-type: none"> – solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
Problems (x/÷)	<ul style="list-style-type: none"> – solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
Recognising fractions	<ul style="list-style-type: none"> – recognise, find and name a half as one of two equal parts of an object, shape or quantity – recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
Measures	<ul style="list-style-type: none"> – compare, describe and solve practical problems for: length/height, weight/mass, capacity/volume & time – measure and begin to record length/height, weight/mass, capacity/volume & time
Money	<ul style="list-style-type: none"> – recognise and know the value of different denominations of coins and notes
Time	<ul style="list-style-type: none"> – sequence events in chronological order using language – recognise and use language relating to dates, including days of the week, weeks, months and years – tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
Shape vocabulary	<ul style="list-style-type: none"> – recognise and name common 2-D shapes (e.g. Square, circle, triangle) – recognise and name common 3-D shapes (e.g. Cubes, cuboids, pyramids & spheres)
Position & Direction	<ul style="list-style-type: none"> – describe position, direction and movement, including whole, half, quarter and three-quarter turns.

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Year 1	MUSIC
Play and Perform	<ul style="list-style-type: none"> – Take part in singing. – Follow instructions on how and when to sing/play an instrument. – Take notice of others when performing. – Make and control long and short sounds (duration). – Imitate changes in pitch– high and low.
Create and compose	<ul style="list-style-type: none"> – Make a sequence of long and short sounds with help (duration). – Clap longer rhythms with help. – Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound, smooth, crisp, scratchy, rattling, tinkling etc.– timbre).
Respond and Review	<ul style="list-style-type: none"> – Hear the pulse in music. – Hear different moods in music. – Identify texture– one sound or several sounds? – Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).
Listening and applying	<ul style="list-style-type: none"> – Listen for different types of sounds. – Know how sounds are made and changed. – Make sounds with a slight difference, with help. – Use voice in different ways to create different effects.

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Year 1	PSHE
Living in the Wider World (PSHE)	<ul style="list-style-type: none"> – Respect for self and others and the importance of responsible behaviours and actions. – How to contribute to the life of the classroom. – To help construct, and agree to follow, group and class rules and to understand how these rules help them. – That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed). – By developing an awareness of and responding to others’ needs and wants.
Health and Wellbeing: (PSHE)	<ul style="list-style-type: none"> – How to maintain physical, emotional health and wellbeing. – About change and loss and the associated feelings (including moving home, losing toys, pets or friends) – About the process of growing from young to old and how people’s needs change. – How to maintain physical, emotional health and wellbeing. – How to respond in an emergency. – To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. – To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. – How to maintain physical, emotional health and wellbeing. Naming body parts. – What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
Relationships (PSHE)	<ul style="list-style-type: none"> – How to develop and maintain a variety of healthy relationships. – To communicate their feelings to others, to recognise how others show feelings and how to respond. – To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) – How to recognise and manage emotions within a range of relationships. – To identify and respect the differences and similarities between people. – That people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) – How to recognise and manage emotions within a range of relationships. – About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. – To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. – How to recognise and respond to risky or negative relationships. – The difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises – About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.

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SRE	– NSPCC PANTS programme: – who to talk to and ways of keeping physically and emotionally safe. How to make informed choices about health and wellbeing and to recognise sources of help with this.
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YEAR 1	PHYSICAL EDUCATION
Fundamental Movement Skills	<ul style="list-style-type: none"> – Developing balance, agility and co-ordination – Master basic movements including running, jumping, throwing and catching – Develop basic speed skills, including applying speed to linear, lateral and multi-directional movements – Learning to catch, kick and strike large objects – Learn to handle striking implements and begin to use them to strike objects
Fundamental Sports Skills	<ul style="list-style-type: none"> – Participate in fun, simple team games – Engage in some competitive (both against self and others) and cooperative physical activities
Physical Literacy	<ul style="list-style-type: none"> – Beginning to control body movements and develop body positions appropriate for the activities – Starting to use controlled movements to strike an object with a body part
Dance	<ul style="list-style-type: none"> – Perform dances using simple movement patterns

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YEAR 1	RELIGIOUS EDUCATION
We follow Croydon's Agreed Syllabus for Religious Education 2018 . Please read this for more detail.	

AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Why are we Thankful?	Christianity Authority & Worship	Judaism Authority & Worship	Christianity Sacred writings	Hinduism Authority & Worship	Hinduism Lifestyle & celebrations
Harvest	Christmas	Purim	Easter	Writings	Raksha Bandhan

SUGGESTED RESOURCES		
Christianity	Judaism	Hinduism
<ul style="list-style-type: none"> • Various versions of the Bible e.g. Good news, Lion Storyteller Bible, Children's Bible • Cross/crucifix, various types • Wafers • Icons • Candles (votive, Baptismal, Paschal) • Palm Cross • Rosary • Church service sheet, Baptism/Confirmation service sheet • Pictures and/or statues of Jesus and Virgin Mary • Advent ring • Trading games • Hymn book • Various baptism, confirmation, Easter and Christmas cards 	<ul style="list-style-type: none"> • Mezuzah and a copy of the Shema • Hanukkiah and candles • Shabbat candlesticks and candles • Seder Plate • Matzos • Havdala candle • Memorial candle • Purim rattle • Miniature Torah Scroll and Yad • Tallit (prayer shawl) • Yamulka (cap) • Dreidle • Various cards ie Passover and Hannukah 	<ul style="list-style-type: none"> • Puja Tray • Arti lamp • Divas • Garlands • Murtis (e.g Rama & Sita, Shiva, Lakshmi, Ganesh, Krishna, Vishnu) • Bhagavad Gita • Rakhi and Rakhi cards • Diwali/celebration cards • Russian doll • Three faced puppets

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Year 1	SCIENCE -SKILLS
Planning and predicting	– Suggest what might happen and ways test ideas.
Investigating and observing	– Make observations using appropriate senses. – Explore using the five senses. – Make simple comparisons and groupings.
Recording, analysing and evaluating.	– Communicate findings in simple ways. – Collect evidence to try to answer a question.

Year 1	SCIENCE - CONTENT
PLANTS	<ul style="list-style-type: none"> – identify and name a variety of common wild and garden plants, including deciduous and evergreen trees – identify and describe the basic structure of a variety of common flowering plants, including trees.
<p>Non-statutory guidance</p> <p><i>Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted.</i></p> <p><i>They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example, the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</i></p>	
ANIMALS INCLUDING HUMANS	<ul style="list-style-type: none"> – identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals – identify and name a variety of common animals that are carnivores, herbivores and omnivores – describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) – identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
<p>Non-statutory guidance</p> <p>Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.</p>	

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Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

EVERYDAY MATERIALS

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

Non-statutory guidance

Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil.

Pupils might work scientifically by: performing simple tests to explore questions, for example: ‘What is the best material for an umbrella? ... for lining a dog basket? ... for curtains? ... for a bookshelf? ... for a gymnast’s leotard?’

SEASONAL CHANGES

- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies

Non-statutory guidance

Pupils should observe and talk about changes in the weather and the seasons.

Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses.

Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.

CURRICULUM AIMS

Safety

Build safe, caring and compassionate relationships.
Be healthy.
Manage conflict.

Resilience

Respond confidently to the changes or uncertainties.
Develop self-motivation, determination and personal well-being.
Overcome adversity.
Broaden knowledge.
Improve confidence.

Community

Develop teamwork.
Respect each other.
Demonstrate integrity, and openness to innovation and new ideas.

Equality

Celebrate diversity.
Unite in a common purpose.
Ensure equality of opportunity is at the core of everything we do.
Respect each other.
Ensure that our diverse population is one of our greatest strengths.

Opportunity

Experience a wide range of opportunities.
Achieve to the highest standards.