



# **Key Skills**

## **2019-2020**

# **YEAR 1**



## Art & Design

<b>Drawing skills</b>	<p>Explore mark-making with the following media (on cartridge paper unless otherwise stated):-</p> <ul style="list-style-type: none"> <li>• HB pencils and 4B</li> <li>• Wax crayons</li> <li>• Dry pastels (sugar paper)</li> <li>• Oil pastels (sugar paper)</li> <li>• Coloured pencils</li> </ul> <p>*Explore qualities of <u>line</u></p> <p>*Explore mark-making to create <u>textures</u> with a variety of media.</p> <p>*Experiment with 4B pencils, compare with HB. Discuss dark and light marks (<u>tones</u>)</p> <p>*Explore smudging with dry pastels (use cotton buds) use them for <u>colour</u> mixing.</p> <p>*Use oil pastels for resist pictures with thin paint or Brusho dyes.</p>
<b>Painting &amp; printing skills</b>	<p><b>Experimenting with media and tools before making final work.</b></p> <p>Develop language to name colours eg. Yellowy green; orange red .... Encourage children to come up with names for colours..</p> <p>*To begin with mix with only 3 colours eg. Red,yellow, blue.</p> <p>*Mix variations of one colour (discuss and mix cold /warm colours)</p> <p><b><u>Mark Making</u></b></p> <p>*Explore marks using a variety of brushes and tools including sponges with both thick and thin paint. Discuss</p>

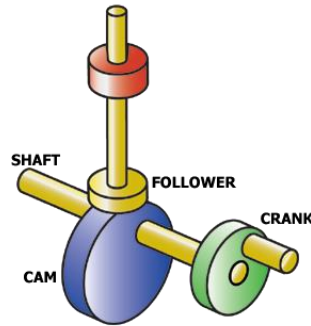
	<p>effects.</p> <p><b><u>Mixing Paint</u></b></p> <p>*Thin paint blends and merges.</p> <p>*More water reduces intensity of colours.</p> <p>*Mixing steps of thin to thick paint. Awareness that thin colours look distant, thick colours look close. (<u>Space</u>)</p> <p><b>Resist Printing</b></p> <p>*explore mono-print with ready mix+ squirt washing-up liquid paint on table top and wetted paper – then draw with fingers in paint, then press paper on table and take-off an image. Can over print in different colours to begin to build up colour-mixing and idea of in front/behind.</p> <p>*explore wax rubbings to collect textures - use for collage.</p> <p><b>Relief printing</b></p> <p>*Explore <b><u>Pattern</u></b> and <b><u>shape</u></b> printing with found objects; cut vegetable surfaces;</p> <p>*Make printing block by sticking thin ‘found objects’ onto card eg string, seeds, match sticks, wool etc – roll over with black ink and print onto white paper – children work in pairs – one holding, other rolling etc</p>
<b>Sculpture skills</b>	<p><b>Drawing before making prepares children in order to plan their 3D outcome.</b></p> <p><b><u>Construction</u></b></p> <p>Building models with boxes and containers, choosing their <b><u>shape</u></b> and <b><u>form</u></b> to suit purpose. Cover constructions with pasted strips of newspaper and or paint to apply colour and small features with collage</p>



<b>Computing</b>	
<b>E-safety &amp; E-sense</b>	<b>Pupils should be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies?</b> Can I keep my password private?
	Can I tell you what personal information is?
	Can I tell an adult when I see something unexpected or worrying online?
	Can I talk about why it's important to be kind and polite?
	Can I recognise an age appropriate website?
	Can I agree and follow sensible e-safety rules?
<b>Programming</b>	<b>Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions? Create and debug simple programs? Use logical reasoning to predict the behaviour of simple programs?</b> Can I give instructions to my friend and follow their instructions to move around?
	Can I describe what happens when I press buttons on a robot?
	Can I press the buttons in the correct order to make my robot do what I want?

	Can I describe what actions I will need to do to make something happen and begin to use the word 'algorithm'?
	Can I begin to predict what will happen for a short sequence of instructions?
	Can I begin to use software/apps to create movement and patterns on a screen?
	Can I use the word 'debug' when I correct mistakes when I program?
<b>Handling Data</b>	<b>Pupils should be taught to use technology purposefully to organise and manipulate digital content?</b> Can I talk about the different ways in which information can be shown?
	Can I use technology to collect information, including photos, video and sound?
	Can I sort different kinds of information and present it to others?
	Can I add information to a pictograph and talk to you about what I have found out?
<b>Multimedia</b>	<b>Pupils should be taught to use technology purposefully to create digital content?</b> Can I be creative with different technology tools?
	Can I use technology to create and present my ideas?
	Can I use the keyboard or a word bank on my device to enter text?
	Can I save information in a special place and retrieve it again?
<b>Technology in our lives</b>	<b>Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school?</b>

	Can I recognise the way we use technology in our classroom?
	Can I recognise ways that technology is used in my home and community?
	Can I use links to websites to find information?
	Can I begin to identify some of the benefits of using technology?



Design Technology	
Design	<p><b>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</b></p> <p><b>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</b></p> <p>Can I use my senses to explore a wide range of familiar products?</p>
	Can I take products apart and talk about the parts and how they work?
	Can I talk about and/or use words and pictures to plan my design?
	Can I talk about what I am doing/making?
Make	<p><b>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</b></p> <p>Can I use simple tools and materials with support, eg. scissors to cut paper?</p>

	Can I use my senses to explore and talk about materials?
	Can I join with tape or glue?
	Can I cut paper/card using scissors?
	Can I roll paper and card to form a tube?
	Can I add paper and card shapes to products?
<b>Evaluate</b>	<b>Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</b>
	Can I use my senses to explore a wide range of familiar products?
	Can I talk about familiar products and what they do?
	Can I talk about what I am making and what I have done?
<b>Electrical and Mechanical Components</b>	Can I use my senses to explore battery powered toys, eg, cars, trains, tills etc?
	Can I talk about electrical equipment in my home, eg, kettle, telephone, and microwave?
	Can I explore the use of bulbs, wires and batteries?
<b>Food Technology</b>	<b>Use the basic principles of a healthy and varied diet to prepare dishes?</b>
	<b>Understand where food comes from?</b>
	Can I sort fruit and vegetables by taste, shape, size, colour and texture?
	Can I sort food into groups, eg, fruit, vegetable, meat etc?
	Can I use basic tools to cut, shape and mix, eg, cutters and whisks?



	Can I understand where a few of the food I am cooking comes from?
<b>Mechanisms</b>  <b>Axles, Pulleys and Gears</b>	<b>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</b>
	Can I explore and talk about books containing moving pictures?
	Can I construct a simple slider with support?
	Can I construct a simple lever with support?
	Can I explore and use construction kits containing gears?
<b>Structures</b>	Can I explore and investigate a range of simple, large scale construction materials, eg, cardboard boxes?
	Can I build buildings, bridges and towers using small-scale construction materials, eg, Duplo?
	Can I make simple 3D structures using straws?
<b>Textiles</b>	Can I sort and group textiles by texture and colour?
	Can I cut and stick fabrics together?
	Can I apply simple decoration, e.g. fabric crayons, gluing on feathers etc?



<b>Locational Knowledge</b>	<p><b>Name and locate the world's seven continents and five oceans.</b></p> <p><b>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</b></p> <p>Can I name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas?</p>
<b>Place Knowledge</b>	<p><b>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</b></p> <p>Can I talk about and describe people and places where I live?</p>
	<p>Can I talk about similarities and differences between places? <i>For example, the school playground and the town park.</i></p>
	<p>Can I talk about the different ways to travel, on foot, by car, train, bus?</p>

	Can I understand geographical similarities and differences through studying the human and physical geography of small area of the United Kingdom?
<b>Human and Physical Geography</b>	<p><b>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</b></p> <p><b>Use basic geographical vocabulary to refer to:</b></p> <ul style="list-style-type: none"> <li>• <b>Key physical features</b></li> <li>• <b>Key human features</b></li> </ul> <p>Can I identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles?</p> <p>Can I use the basic geographical vocabulary to refer to/and sort:</p> <p><b>Key Physical Features</b> including; <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather?</i></p> <p><b>Key Human Features</b> including; <i>city, town, village, factory, farm, house, office, port, harbour, shop?</i></p> <p>Can I identify seasonal and daily weather patterns in the United Kingdom?</p>
	<p>Can I use the basic geographical vocabulary to refer to:</p> <p><b>Key Physical Features</b> including; <u>forest</u>, <u>hill</u>, <u>mountain</u>, <u>soil</u>, <u>valley</u>, <u>vegetation</u>?</p> <p><b>Key Human Features</b> including; <u>city</u>, <u>town</u>, <u>village</u>, <u>factory</u>, <u>farm</u>, <u>house</u>, <u>office</u>?</p>

**Geographical Skills  
and Field Work**

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

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.

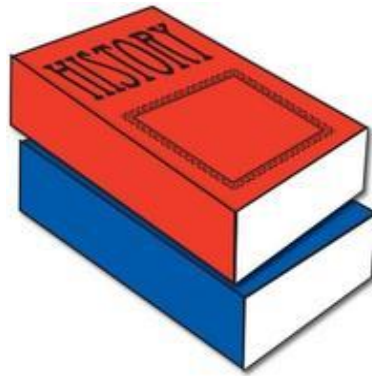
Can I understand that maps give information about the world (*Where? What?*)?

Can I use world maps, atlases and globes to identify the United Kingdom and its countries?

Can I use locational and directional language (*for example, near and far; left and right*), to describe the location of features and routes on a map?

Can I talk about and describe where I live from photographs and leaflets etc?

	<p>Can I label photographs and pictures of the local environment? <i>For example the church, shops etc?</i></p> <p>Can I use photographs to recognise landmarks and basic human and physical features and use these to devise a simple picture map?</p>
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**Finding Out About the Past  
(Enquiry)**

**Changes within living memory?  
Where appropriate, these should  
be used to reveal aspects of  
change in national life?**

Can I talk, find out about and  
share my experiences of the past  
and present?

Can I talk about and describe  
artefacts from the past and  
present?

Can I ask and answer questions  
about life for the people and  
artefacts?

**Finding Out About the Past  
(Chronology)**

**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?**

Can I talk about my own life and  
those of people I know?

	Can I use the terms, 'now' and 'then' when I talk about my experiences?
	Can I place objects and events within my experience, in time order?
	Can I use simple everyday terms to describe the passing of time, eg new and old, now and then, before, after, long ago, in the past, day, week, month and year?
<b>Historical Events</b>	<p><b>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]</b></p> <p>Can I talk about events in my life and the lives of people I know?</p>
<b>Lifestyles of People in the Past</b>	<p><b>Significant historical events, people and places in their own locality</b></p> <p>Can I talk about and describe my home and the way I live, eg day to day life, things I do, my house, my family etc?</p>

## **Significant Historical People**

**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, i.e. Elizabeth I, Queen Victoria, Christopher Columbus, Neil Armstrong, William Caxton, Tim Berners-Lee, Pieter Bruegel the Elder, LS Lowry, Rosa Parks, Emily Davison, Mary Seacole, Florence Nightingale and Edith Cavell.**

Can I talk about my own life and those of people I know?

Can I use the terms, 'now' and 'then' when I talk about my experiences?





<b>Singing</b>	<b>Pupils should be taught to use voices expressively and creatively by singing songs and speaking chants and rhymes.</b> Can I find my singing voice and sing melodies accurately at my own pitch?
	Can I sing with awareness of pulse and rhythm (keeping in time)?
	Can I sing expressively (using loud and quiet, getting louder/quieter)?
	Can I rehearse a song and perform it to others?
<b>Playing</b>	<b>Pupils should be taught to play tuned and untuned instruments musically.</b> Can I explore sounds and how they can be changed through play?
	Can I handle instruments with control, learning some of the names of them?
	Can I accompany rhymes of songs with a pulse, or simple rhythmic or melodic accompaniment?

<b>Improvising and Composing</b>	<b>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</b>
	Can I explore different sound sources and find different ways to play instruments to create long/short sounds or high/low sounds?
	Can I identify and name common classroom instruments when choosing which to play?
	Can I repeat short, rhythmic and melodic patterns?
<b>Notation</b>	
<b>Listening</b>	<b>Pupils should be taught to listen with concentration and understanding to range of high quality live and recorded music.</b>
	Can I identify the pulse in a range of music at various tempi and join in?
	Can I recall short songs?
	Can I respond to moods in music (through talking and movement)?
<b>History</b>	



## Gymnastics

**Pupils should be developing balance, agility and co-ordination, and begin to apply these in a range of activities**

Can I copy & explore basic actions with some control & co-ordination?

Can I begin to choose & link basic actions, and Can I recognise & use space appropriately?

Can I watch & discuss my own work & that of my peers?

Can I safely perform teacher led warm-up & I am aware of others

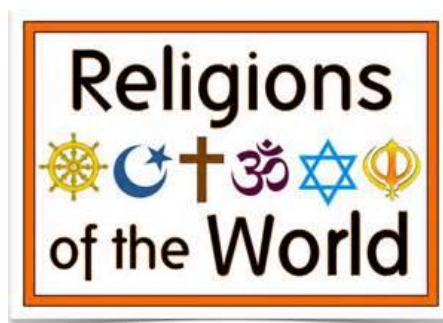
## Dance

**Pupils should be taught to perform dances using simple movement patterns?**

Can I copy & explore basic body patterns & movements?

Can I remember simple dance steps & performs in a controlled manner?

	Can I choose actions & link them with sounds & music?
	Can I safely perform teacher led warm-ups & can describe & discuss others work?
<b>Games</b>	<b>Pupils should be taught to participate in team games, developing simple tactics for attacking and defending?</b>
	Can I stop a ball with basic control?
	Can I send a ball in the direction of another person?
	Can I take part in sending and receiving?
	Can I talk about exercising, safety & short term effects of exercise?
<b>Athletics</b>	<b>Pupils should be taught to master basic movements including running, jumping, throwing and catching?</b>
	Can I run at different speeds?
	Can I jump from a standing position?
	Can I throw an object with one hand?
	Can I recognise changes in the body during exercise?



<p><b>Knowing about and understanding religions and world views</b></p>	<p>Can I recall materials in RE?</p> <p>Can I name materials in RE?</p> <p>Can I talk about materials in RE?</p>
<p><b>Expressing and communicating ideas related to religions and worldviews</b></p>	<p>Can I observe materials in RE?</p> <p>Can I notice materials in RE?</p> <p>Can I recognise materials in RE?</p>
<p><b>Gaining and deploying the skills needed for studying religions and world views</b></p>	<p>Can I notice religions?</p> <p>Can I find out about religions?</p> <p>Can I find out about world views?</p>



<b>Planning</b>	Can ask simple questions? Can I ask and answer questions about plants growing in their environment?
	Can I ask questions about animals in their habitats?
	Can I ask questions about everyday materials?
<b>Obtaining evidence</b> Observation	Can I observe and tell you what I have noticed?
	Can I observe the growth of flowers and vegetables I have planted over time?
	Can I observe plants closely using magnifying glasses?
	Can I observe animals first hand or through videos or photographs?

	Can I observe changes in weather and the seasons?
<b>Obtaining evidence</b> Practical	Can I carry out practical tasks?
	Can I explore and experiment with a wide range of materials?
	Can I perform simple test to explore questions such as: What material is best for ...?
<b>Obtaining evidence</b> Measurement	Can I use non standards measurements? E.g. hand spans, cupfuls etc.
<b>Presenting evidence</b>	Can I make a record of what I have seen?
	Can I draw diagrams showing parts of plants including trees?
	Can I make tables and charts about the weather?
	Can I make displays of what happens in the world around them?
<b>Considering and evaluating evidence</b>	Can I say what similarities and differences I have noticed to help me answer questions?
	Can I sort and group?
	Can I describe how I identify and group animals?

	Can I say what has changed to help me answer questions?
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