

Year 1
Age Related Expectations: Science and Foundation Subjects



This document details the end of Year Expectations for Science and Foundation Subjects.

Termly topic planning is developed as follows

Reading & Writing	Core skills
Maths	
Science	

Skills for life and learning, these subjects are taught as discrete subjects, but linked where appropriately as part of a broader theme

Science	Topic Drivers
History	
Geography	

A topic will usually be ‘driven’ by a depth study focusing on one subject. However, other links between skills will be made where appropriate.

Computing	Enrichment Subjects
Art	

Subjects complement topics where appropriate and provide wider opportunities for children

	Design Technology Music French RE		
	PE E-Safety PSHE Spiritual development and collective worship	Health and Wellbeing Provide opportunities for personal and collective wellbeing and development	
Science	Asks simple questions. <ul style="list-style-type: none"> • Recognises that questions can be answered in different ways. • Makes a simple prediction – based on something they have observed before. Do and record <ul style="list-style-type: none"> • Makes close observations related to the task or test. • Uses simple equipment to make observations (hand lenses, camera). • Carries out a simple test. With help, begins to choose ways to try and answer a question. • Identifies objects, materials and living things. • Classifies objects, materials and living things. • Measures using uniform non-standard units and measuring equipment. • Reads scales to nearest labelled division. • Uses their observations and ideas to suggest answers to questions. 		

	<ul style="list-style-type: none"> • Can find out things using secondary sources (books, photographs and videos). • Gathers and records data to help answer a question. <p>Review</p> <ul style="list-style-type: none"> • Can talk about what they have found out and how they found it out. • Records and communicates their findings in a range of ways. • Beginning to use simple scientific language. • Can read and spell key scientific vocabulary.
History	<ul style="list-style-type: none"> • use words and phrases like: 'old', 'new' and 'a long time ago' • place up to five objects (or events in their own lives) in chronological order • recognise that some objects belong to the past • explain how they have changed since they were born • ask and answer questions about old and new objects or photos • give a plausible explanation about what an object was used for in the past • talk about buildings in the area which are old and new
Geography	<ul style="list-style-type: none"> • tell someone their address • explain how the weather changes on a daily and seasonal basis • locate on a map or globe some hot and cold countries • say what they like and don't like about their locality and another locality like a village (e.g. comparing Ford with Shrewsbury and a village which they have learnt about) • identify the four countries making up the United Kingdom and locate them on a map • name some of the towns and cities in the United Kingdom • suggest things that spoil or improve their locality • make a simple map with a key
Computing	<ul style="list-style-type: none"> • create a series of instructions e.g. plan a journey for a programmable toy • create digital content e.g. use a digital camera, painting programme, record video / audio using an app • store and retrieve digital content • know how technology is used in school and outside of school

	<ul style="list-style-type: none"> • use the internet and other technology safely and critically • recognise what is personal information and keep it private • know what to do if they are concerned when they use the internet and other technology • recognise acceptable and unacceptable behaviour when using the internet and other technology
Art	<ul style="list-style-type: none"> • use materials and processes (e.g. drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts • use a variety of visual and tactile elements (e.g. when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to communicate ideas and make images / artefacts • describe what they think or feel about their own and others' work • ask sensible questions about a piece of art
Design Technology	<ul style="list-style-type: none"> • design an appealing product based on design criteria • generate and communicate their idea • use tools and equipment to carry out practical tasks (e.g. cutting, shaping, joining, finishing) • use materials and components (e.g. construction materials, textiles and ingredients) • talk about their own ideas and products against design criteria • build structures, exploring how they can be made stronger and more stable • show they have knowledge, skills and understanding at an age-appropriate level: diet; food origins; food choice; food labelling; food safety • When handling food, cut, weigh, measure, bake and use of skills at an age-appropriate level
Music	<ul style="list-style-type: none"> • recognise and explore how sounds can be made and changed • use their voice in different ways (e.g. speaking, singing, chanting) and perform with awareness of others • repeat short rhythmic and melodic patterns • make a sequence of sound • follow instructions about when to play or sing • express an opinion about a piece of music

PE	<ul style="list-style-type: none">• perform some simple moves• make up a short sequence• use space in different ways• show control and coordination when travelling and balancing• make their body feel tense, relaxed, stretched and curled• move at different speeds e.g. running, jumping• send a ball in the direction of another person in different ways e.g. by hand, foot, racket• stop, and sometimes catch, a ball or an object• move into spaces with control and care• describe how their body feels during exercise, understanding that a change has occurred