



Subject	Pupils:
Art and Design	<ul style="list-style-type: none"> <li>• practise drawing from first hand observation, observing detail and using a variety of materials including colour intuitively</li> <li>• explore lines</li> <li>• develop experience of primary and secondary colours</li> <li>• understand prints are made by transferring an image from one surface to another, exploring concepts like “repeat” “pattern” “sequencing”.</li> <li>• work in a playful, exploratory way, using a combination of two or more materials to make sculpture.</li> <li>• reflect upon own artwork and the work of artists studied, sharing simple verbal responses</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• recognise and name some forms of technology used in school.</li> <li>• choose appropriate tools in a program to create art.</li> <li>• to program a floor robot.</li> <li>• using a computer to create and format text.</li> <li>• design the movement of a character on screen.</li> <li>• (nb online safety is taught throughout the year but does not form a part of this assessment judgement.)</li> </ul>
Design and Technology	<ul style="list-style-type: none"> <li>• use simple utensils and equipment to chop, peel and grate safely.</li> <li>• use a range of joining techniques suitable for the structure they are creating.</li> <li>• select from and use a range of materials and components to make a moving model.</li> <li>• evaluate their product by saying what works well and what could be improved.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• name and locate the United Kingdom and its four countries on a map.</li> <li>• name and locate the capital cities of the United Kingdom on a map.</li> <li>• identify physical and human feature of the local area.</li> <li>• know how to follow a route using a simple map.</li> </ul>
History	<ul style="list-style-type: none"> <li>• order simple personal timeline of their lives.</li> <li>• describe some differences between old and new trains.</li> <li>• begin to understand that some people are significant in history e.g. Mary Anning, George Stephenson and Captain James Cook.</li> <li>• know that pictures, stories and artefacts tell us about the past.</li> </ul>
Music	<ul style="list-style-type: none"> <li>• explore making sounds with their voices</li> <li>• copy simple rhythmic patterns.</li> <li>• explore how sounds can be made using instruments.</li> <li>• move to different music.</li> </ul>
Physical Education	<ul style="list-style-type: none"> <li>• describe how the body feels before and after exercise.</li> <li>• maintain control as they change direction when jogging and sprinting.</li> <li>• perform different types of jumps and land safely.</li> <li>• throw a ball towards a target with increasing accuracy.</li> <li>• copy and repeat a sequence of movements in dance and gymnastics.</li> <li>• hold still shapes and balances.</li> <li>• learn skills for playing striking and fielding games.</li> <li>• pass the ball to another player in a game.</li> <li>• understand the importance of rules in games.</li> </ul>

## Year 1 End of Year Expectations – Foundation Subjects



Personal, Health and Social Education including Relationships and Sex Education	<ul style="list-style-type: none"><li>• explain why their class is a happy and safe place to learn</li><li>• give some ways they are different and similar to others in their class and why this makes everyone special</li><li>• explain what bullying is and how being bullied might make somebody feel</li><li>• explain how they feel when they are successful and how this can be celebrated positively</li><li>• identify a range of ways to keep their body safe and healthy</li><li>• explain why they have special relationships with some people and how these relationships help them feel safe and good</li><li>• compare how they are now to when they were a baby</li></ul>
Religious Education	<ul style="list-style-type: none"><li>• recognise and name some features of a church eg cross, altar, pew, window.</li><li>• recognise and name some ways in which Christians worship in the church</li><li>• know that Christians believe Jesus is god's son and can retell one of the stories Jesus told.</li><li>• show simple knowledge of Hindu beliefs about god</li><li>• know that brahman is represented in different forms</li><li>• ask questions, give own view and simple reasons to back up views.</li></ul>