

Key Skills - Year 1

<u>Geography</u>			
<u>Geographical skills and fieldwork</u>	<u>T1&2</u>	<u>T3&T4</u>	<u>T5&T6</u>
<i>Use world maps, atlases and globes to identify the U.K. and its countries, as well as the countries, continents and oceans studied at this key stage</i>			
<i>Use simple compass directions (N, S, E & W) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map</i>			
<i>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</i>			
<i>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surroundings</i>			
Can I use maps, atlases and globes to locate the U.K.?			
Can I use maps, atlases and globes to locate where I live (my locality)?			
Can I make/draw a journey map (from home to school perhaps) ordering basic physical and human features I have seen?			
Can I use simple directional language (Near, Far, Left and Right)?			
Can I use photographs to identify landmarks and basic human and physical features?			
Can I take part in simple fieldwork to study human and physical features of my local area?			
Can I use my observational skills to explain to someone else what I can see in the local area in terms of both human and physical features?			
<u>Locational skills</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
<i>Name and locate the world's seven continents and five oceans</i>			
<i>Name, locate and identify characteristics of the four countries and capital cities of the U.K and surrounding areas</i>			
Can I identify land and seas using maps and globes?			
Can I show that I understand the world's surfaces in my own work?			
Can I locate the U.K on a map and show this is my own work?			
Can I locate the country that I live in and show this is my own work?			
Can I name the city that I live in?			
<u>Place Knowledge</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
<i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the U.K, and of a small area in a contrasting non-European country</i>			
Can I recognise human and physical features in my locality from pictures, observations and fieldwork?			

Can I recognise human and physical features in a non-European country from pictures and learning resources?			
With support, can I express my own views (likes and dislikes/same and different)?			
Human and Physical Geography <i>Identify seasonal and daily weather patterns in the U.K and the location of hot and cold areas of the world in relation to the Equator and the North and south Poles</i> <i>Use basic geographical vocabulary to refer to:</i> <ul style="list-style-type: none"> • Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I name the four seasons of the year?			
Can I identify the seasonal weather patterns in my locality?			
Can I identify the local daily weather and record this on a class weather chart?			
Can I use geographical vocabulary such as: city, shop, beach, hill, farm and house?			
<u>History</u>			
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes within living memory and where appropriate these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally (Great Fire of London, the Sinking of the Titanic, the first aeroplane flight or events commemorated through festivals and 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 • Significant historical events, people and places in their own locality (Bristol) 			
<u>Chronological understanding</u>	<u>T1&2</u>	<u>T3&T4</u>	<u>T5&6</u>
Do I know the difference between present and past in my own life and talk about family members old and young?			
Can I put events in my life in chronological order, using everyday terms about the passing of time?			
<u>Knowledge and understanding of events, people and changes in the past</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I discuss changes within my living memory?			
Can I recount episodes from stories in the past?			
Do I know about some significant historical events, people and places in my own locality?			
<u>Historical Interpretation</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
<i>What skills do the pupils need in order to find out about the past?</i>			
Am I beginning to understand how we find out about the past e.g. photos, Internet, etc.			
<u>Historical enquiry</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>

Can I find answers to simple questions about the past from sources of information?			
<u>Science</u>			
<u>Working Scientifically</u> <i>Pupils must always be taught through and clearly related to substantive science content in the PoS. Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge</i>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I ask simple questions and recognise that they can be answered in different ways?			
Can I observe closely using simple equipment?			
Can I perform simple tests?			
Can I identify and classify?			
Can I use my observation and ideas to suggest answers to questions?			
Can I gather and record simple data to help me answer questions?			
<u>Plants</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I identify and name a variety of common wild and garden plants, including deciduous and evergreen trees?			
Can I identify and describe the basic structure of a variety of common flowering plants, including trees?			
<u>Animals including humans</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals?			
Can I describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)?			
Can I identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense?			
<u>Everyday materials</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I distinguish between an object and the material from which it is made?			
Can I identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock?			
Can I describe the simple physical properties of a variety of everyday materials?			
Can I compare and group together a variety of everyday materials on the basis of their simple physical properties?			
<u>Seasonal changes</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I observe the changes across the four seasons?			
Can I observe and describe weather associated with the seasons and how day length varies?			
<u>Art and Design</u>			
<u>Exploring and Developing Ideas</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I respond to ideas and starting points and describe my own ideas?			

Do I know about the work of different artists and can I describe their work and express opinions, making links to my own work?			
Drawing Skills	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I draw lines with crayon and pencils of different shapes and thicknesses?			
Can I colour accurately?			
Can I describe the shapes and patterns I see?			
Painting Skills	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I use thick and thin brushes?			
Can I name primary and secondary colours?			
Collage Skills	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I cut and tear paper, textiles and card for my collages and stick them using adhesive?			
3D	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I use clay, dough and plasticine?			
Can I make shapes from rolled up paper, straws, paper and card?			
Textiles Skills	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I make weavings with fabrics or thread?			
Printing Skills	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I use printing tools such as fruit, vegetables and sponges to create patterns?			
Can I print onto fabric or paper either repeating or rotating the block?			
ICT Skills	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I use the computer to draw pictures with lines and shapes?			
Can I change the pen colour and rub out/change my work?			
<u>Design and Technology</u>			
Designing	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I think of ideas and put them into practice with help?			
Can I use pictures and words to describe what I want to do?			
Can I name the features of familiar products?			
Food	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Do I know the importance of washing my hands and keeping surfaces clean when preparing food?			
Can I make a food product (with help) using knives safely and a mixing bowl?			
Do I know that all food comes from plants or animals?			
Mechanisms	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I explore how moving objects work?			

Can I cut materials using scissors?			
Can I describe the properties of the materials I have used?			
Structures	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I find out how to make materials for my structure stronger by folding, rolling and joining?			
Can I make a structure and describe the materials used?			
Textiles	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Do I know how textiles can be used to make products?			
Can I describe textiles by the way they feel?			
Can I make something from textiles?			
Evaluating	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I talk about my own and others' work?			
Computing			
Using Technology	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I use technology safely and respectfully?			
Can I use technology purposefully to create, store and retrieve content?			
Algorithms	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Do I understand what algorithms are?			
Programming			
Can I create simple programs?			
PE			
Acquiring and developing skills	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I copy actions and explore skills?			
Can I repeat skills and move with some control and care?			
Games	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I throw a ball underarm?			
Can I roll a ball or hoop?			
Can I hit a ball with a bat and move and stop?			
Can I decide where to stand to make a game difficult for the other team?			
Dance	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I perform some dance moves?			
Can I put moves together to make a short dance?			
Can I show some sense of rhythm in my dance?			
Can I use space safely?			

<u>Gymnastics</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I show control and co-ordination when travelling or balancing?			
Can I copy sequences and repeat them?			
Can I travel in lots of ways including rolling?			
Can I climb safely?			
Can I stretch and curl my body?			
<u>Evaluating and Improving Skills</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I talk about what I have done?			
Can I talk about what others have done?			
Can I suggest ways that a performance could be improved?			
<u>Knowledge and Understanding of Fitness and Health</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I describe how my body feels during an activity?			
Do I know how to exercise safely by looking for space?			
Music			
<u>Singing</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I take part in singing, chants and rhymes?			
<u>Playing</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I follow instructions on how and when to play an instrument?			
<u>Performing</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I make and control long and short sounds, using my voice, tuned or untuned instruments?			
<u>Composing</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I make a sequence of long and short sounds with help?			
Can I clap longer rhythms with help?			
<u>Appraising</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I choose sounds to represent different things?			
<u>Listening</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I listen out for different types of sounds?			
Can I listen to and appreciate a range of live and recorded music?			
<u>Applying knowledge and understanding</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Do I know how sounds are made and changed?			