

BRADFIELD PRIMARY FOUNDATION SUBJECTS CURRICULUM

Year 1 – ART AND DESIGN

From the National Curriculum - pupils will:

- use a range of materials creatively to design and make products
- about the work of a range of artists, making links to their own work & topic.
- develop and share ideas, experiences and imagination including using sketch books(?)
- develop a wide range of art and design techniques
- learn about the work of a range of artists.
- learn about art and design in the culture of Britain.

To develop ideas		<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.
To master techniques	Painting	<ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary.
	Collage	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.
	Sculpture	<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving.
	Drawing	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern by adding dots and lines.
	Print	<ul style="list-style-type: none"> • Use repeating shapes. • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints.
	Textiles	<ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch.
	Digital media	<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes.
To take inspiration from the greats (classic and modern)		<ul style="list-style-type: none"> • Describe the work of notable artists, • Use some of the ideas of artists studied to create pieces.

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Year 1 –COMPUTING

From the National Curriculum - pupils will:

- understand what algorithms are
- create simple programmes
- recognise common uses of information technology beyond school
- use technology purposefully, safely and respectfully on the internet or other online technologies.
- start with human instructions, Roma & Beebots.

To code (using beebots)	Motion	• Control motion by specifying the number of steps to travel, direction and turn.
	Draw	• Set the pen colour, size and shape.
	Events	• Specify user inputs (such as clicks) to control events.
To connect		• Participate in class social media accounts. • Understand online risks and the age rules for sites
To communicate		• Use a range of applications and devices in order to communicate ideas, work and messages.
To collect		• Use simple databases to record information in areas across the curriculum.

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Year 1 – DESIGN AND TECHNOLOGY

From the National Curriculum - pupils will:

Design:

- design purposeful, functional, appealing products for themselves based on design criteria
- generate and communicate their ideas.

Make:

- use a range of tools and equipment to perform practical tasks.
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients.

Evaluate:

- evaluate their ideas and products against design criteria

Technical knowledge:

- build structures, exploring how they can be made stronger, stiffer and more stable

Cooking and nutrition:

- prepare dishes
- understand where food comes from.

To master practical skills	Food	<ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Assemble ingredients
	Materials	<ul style="list-style-type: none"> • Cut materials safely using tools provided. • Demonstrate a range of cutting and shaping techniques (such as tearing and cutting). • Demonstrate a range of joining techniques (such as gluing or combining materials to strengthen)
	Textiles	<ul style="list-style-type: none"> • Shape textiles using templates. • Join textiles using running stitch.
	Mechanics	<ul style="list-style-type: none"> • Create products using levers, wheels and winding mechanisms.
	Computing	<ul style="list-style-type: none"> • Model designs using software.
To design, make, evaluate and improve		<ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design
To take inspiration from design throughout history		<ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs.

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Year 1 – GEOGRAPHY

From the National Curriculum - pupils will:

- develop knowledge about the United Kingdom and their locality.
- begin to use geographical skills, including first-hand observation, to enhance their locational awareness.
- name, locate and identify characteristics of the four countries of the United Kingdom.
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom
- identify seasonal and daily weather patterns in the United Kingdom
- refer to: key physical features, including: beach, forest, hill, sea, river, season and weather
- identify key human features, including: town, village, farm, house and shop
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map.

To investigate places	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features.
To investigate patterns	<ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom • Identify land use around the school.
To communicate geographically	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • key physical features, including: beach, forest, hill, sea, river, season and weather. • key human features, including: town, village, farm, house and shop. • Use locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key.

BRADFIELD PRIMARY FOUNDATION SUBJECTS CURRICULUM

Year 1 – HISTORY

From the National Curriculum - pupils will:

- develop an awareness of the past,
- identify changes within living memory.
- become aware of events beyond living memory that are significant nationally.
- study lives of significant individuals in the past who have contributed to national achievements.

To investigate and interpret the past	<ul style="list-style-type: none">• Observe or handle evidence to ask questions and find answers to questions about the past.• Ask questions such as: What was it like for people? What happened? How long ago?• Use artefacts, pictures, stories, online sources and databases to find out about the past.• Identify some of the different ways the past has been represented.
To build an overview of world history	<ul style="list-style-type: none">• Describe historical events.• Describe significant people from the past.• Recognise that there are reasons why people in the past acted as they did.
To understand chronology	<ul style="list-style-type: none">• Place events and artefacts in order on a time line.• Label time lines with words or phrases such as: past, present, older and newer.• Recount changes that have occurred in their own lives.
To communicate historically	<ul style="list-style-type: none">• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years and centuries to describe the passing of time.

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Year 1 – MUSIC

From the National Curriculum - pupils will:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with and select and combine sounds using the inter-related dimensions of music.

To perform	<ul style="list-style-type: none">• Take part in singing, accurately following the melody.• Follow instructions on how and when to sing or play an instrument.• Make and control long and short sounds, using voice and instruments.• Imitate changes in pitch.
To compose	<ul style="list-style-type: none">• Create a sequence of long and short sounds.• Clap rhythms.• Create a mixture of different sounds (long and short, loud and quiet, high and low).
To transcribe	<ul style="list-style-type: none">• Use symbols to represent a composition and use them to help with a performance.
To describe music	<ul style="list-style-type: none">• Identify the beat of a tune.• Recognise changes in pitch.

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Year 1 – PE

From the National Curriculum - pupils will:

- Access a broad range of opportunities and engage in competitive (against self and others) and cooperative physical activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.
- Agility, Balance & Coordination (ABC)

To develop practical skills in order to participate, compete and lead a healthy lifestyle	Games	<ul style="list-style-type: none"> • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Lead others when appropriate.
	Dance	<ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea.
	Gymnastics	<ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance.
	Athletics	<ul style="list-style-type: none"> • Athletic activities are combined with games in Years 1 and 2.

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Year 1 – RE

From the Pan-Berkshire Agreed Syllabus

- Christianity – include a visit
- Judaism – include a visit

To understand beliefs and teachings	<ul style="list-style-type: none">• Describe some of the teachings of a religion.• Describe some of the main festivals or celebrations of a religion.
To understand practices and lifestyles	<ul style="list-style-type: none">• Recognise, name and describe some religious artefacts, places and practices.
To understand how beliefs are conveyed	<ul style="list-style-type: none">• Name some religious symbols.• Explain the meaning of some religious symbols
To reflect	<ul style="list-style-type: none">• Identify the things that are important in their own lives and compare these to religious beliefs.• Relate emotions to some of the experiences of religious figures studied.• Ask questions about puzzling aspects of life
To understand values	<ul style="list-style-type: none">• Identify how they have to make their own choices in life.• Explain how actions affect others.• Show an understanding of the term 'morals'.