

Wales Primary School Science Curriculum: Year 1

Core Scientific Skills	Biology	Chemistry	Physics
<p><u>Working Scientifically</u></p> <ol style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Observing closely using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions 	<p><u>Plants</u></p> <ol style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants including trees 	<p><u>Everyday materials</u></p> <ol style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties 	<p><u>Seasonal change</u></p> <ol style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies
	<p><u>Animals, including humans</u></p> <ol style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, mammals, pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p><u>Linked to DT</u></p> <ol style="list-style-type: none"> Use the basic principals of healthy and varied diet to plan and prepare dishes Understand where foods come from 		

Wales Primary School Curriculum: Year 1

Art	Geography	RE	Physical Education
<p><u>Create and communicate</u></p> <ol style="list-style-type: none"> 1. Use sketch books to collect, record and evaluate ideas <p><u>Using techniques to create effect</u></p> <ol style="list-style-type: none"> 2. Improve mastery of techniques such as drawing, painting and sculpture with varied materials 3. Develop techniques of colour, pattern, texture, line, shape, form and space <p><u>Appreciation of artists who inspire and influence us</u></p> <ol style="list-style-type: none"> 4. Learn about great artists, architects and/or designers 	<p><u>Location Knowledge</u></p> <ol style="list-style-type: none"> 1. Name and locate the four countries and capital cities of UK using atlases and globes <p><u>Human and Physical Geography</u></p> <ol style="list-style-type: none"> 2. Identify seasonal / daily weather patterns in UK and hot/cold areas in the world 3. Use basic geographical vocabulary to refer to local and familiar features <p><u>Skills and Fieldwork</u></p> <ol style="list-style-type: none"> 4. Use four compass points to describe locations 	<p><u>Learning about Religion</u></p> <ol style="list-style-type: none"> 1. Explore religious stories and writings 2. Explore celebrations, worship and rituals in religions 3. Identify the importance of belonging to a religion 4. Explore stories about faith leaders 5. Explore how religious beliefs and ideas can be expressed 6. Identify religious symbols and places of worship <p><u>Learning from Religion</u></p> <ol style="list-style-type: none"> 7. Reflect upon religious feelings, experiences and concepts 8. Ask and respond to puzzling questions 9. Identify what matters to them and others in the local area 10. Reflect on how spiritual and moral values relate to their own values and behaviour 	<p><u>Acquiring and developing skills</u></p> <ol style="list-style-type: none"> 1. Master basic movements in running, jumping, throwing, catching, balance, agility and coordination <p><u>Selecting and applying</u></p> <ol style="list-style-type: none"> 2. Participate in team games 3. Perform dances using simple movements <p><u>Evaluate and improve</u></p> <ol style="list-style-type: none"> 4. Evaluate performances <p><u>Knowledge and understanding of fitness and health</u></p> <ol style="list-style-type: none"> 4. Understand the importance of being active 5. Recognise and describe how their bodies feel during different activities
Design Technology	History	Music	
<p><u>Design</u></p> <ol style="list-style-type: none"> 1. Use research and develop design criteria to inform the design of products that are fit for purpose 2. Generate, develop and communicate ideas through annotated sketches, prototypes and computer aided design <p><u>Make</u></p> <ol style="list-style-type: none"> 3. Select and use a wide range of tools to perform practical tasks accurately (including cooking) 4. Select from and use a wide range of materials and components <p><u>Evaluate</u></p> <ol style="list-style-type: none"> 5. Evaluate existing products 6. Evaluate products against design criteria <p><u>Technical Knowledge</u></p> <ol style="list-style-type: none"> 7. Build structures, exploring stability, strength and stiffness 8. Explore and use mechanisms such as; levers, sliders, wheels and axles 	<p><u>Chronological Understanding</u></p> <ol style="list-style-type: none"> 1. Place events and objects in chronological order (using time words) 2. Identify changes within living memory <p><u>Knowledge and understanding of events, people and changes</u></p> <ol style="list-style-type: none"> 3. Recognise why people did things, why events happened and what happened as a result 4. Identify differences between ways of life at different times <p><u>Historical interpretation</u></p> <ol style="list-style-type: none"> 5. Identify different ways how the past is presented <p><u>Historical enquiry</u></p> <ol style="list-style-type: none"> 6. Find out about the past using different sources of information 7. Ask questions about the past 	<p><u>Play and Perform</u></p> <ol style="list-style-type: none"> 1. Sing songs 2. Play tuned and untuned instruments musically <p><u>Create and Compose</u></p> <ol style="list-style-type: none"> 3. Make and combine sounds <p><u>Listen, Understand and Appreciate</u></p> <ol style="list-style-type: none"> 4. Listen to and understand live and recorded music 	

