



St Mary's
Catholic Primary School and Nursery

Year 1 Knowledge and Skills Tracker

<u>Autumn 1</u> <u>Me, My world and I</u>	<u>Autumn 2</u> <u>Toys through Time</u>	<u>Spring 1</u> <u>What Makes Our World?</u>	<u>Spring 2</u> <u>Who lives there?</u>	<u>Summer 1</u> <u>Changes</u>	<u>Summer 2</u> <u>Travel and Transport</u>
Science Knowledge	Science Knowledge	Science Knowledge	Science Knowledge	Science Knowledge	Science Knowledge
<u>Animals including humans:</u> <ul style="list-style-type: none"> Identify and name common animals Classify animals as carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals Identify basic parts of the human body 		<u>Everyday Materials</u> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify, name and describe the simple physical properties of a variety of everyday material Compare and group everyday materials 		<u>Seasonal Changes</u> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe the seasons <u>Plants</u> <ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants Identify and name common wild and garden plants 	
Science Skills	Science Skills	Science Skills	Science Skills	Science Skills	Science Skills
<ul style="list-style-type: none"> Ask simple questions when prompted 		<ul style="list-style-type: none"> Ask simple questions when prompted 		<ul style="list-style-type: none"> Conduct simple tests, with support 	

<ul style="list-style-type: none"> • Make relevant observations • Use observations to suggest answers to questions 		<ul style="list-style-type: none"> • Suggest ways of answering a question • Make relevant observations • Conduct simple tests, with support • Use observations to suggest answers to questions <p>Recognise findings</p>		<ul style="list-style-type: none"> • Use observations to suggest answers to questions • Recognise findings • Gather and record data <p>With prompting, suggest how findings could be recorded</p>	
History Knowledge	History Knowledge	History Knowledge	History Knowledge	History Knowledge	History Knowledge
	<ul style="list-style-type: none"> • Compare toys from different times. • Explain how a particular toy has changed/ developed e.g. history of teddy bears. • Know that toys were made from different materials in the past. 				<ul style="list-style-type: none"> • Compare transport from different times. • Explain some ways in which cars and trains have changed/ developed over time. • Know that old trains were slower and ran on steam but new trains are fast and run on electric.
History Skills	History Skills	History Knowledge	History Knowledge	History Knowledge	History Knowledge
	<ul style="list-style-type: none"> • Ask questions about old and new toys. 				<ul style="list-style-type: none"> • Give examples of the way transport is different now

	<ul style="list-style-type: none"> Describe both old and new toys and give examples of how toys have changed from when grandparents were children. Use pictures and toys to ask and answer questions. Place toys and objects in chronological order on a timeline. 				<p>compared to when grandparents were young.</p> <ul style="list-style-type: none"> Ask and answer questions about old and new cars/trains. Recognise old and new vehicles in a picture. Answer questions using a photograph. Investigate old trains at Churnet Valley Railway.
Geography Knowledge	Geography Knowledge	Geography Knowledge	Geography Knowledge	Geography Knowledge	Geography Knowledge
			<ul style="list-style-type: none"> To know how to draw a route around school. To name and locate the four countries and capital cities of the UK. To describe some characteristics of each country in the UK. To name key physical features, including: beach, cliff, coast, forest, 	<ul style="list-style-type: none"> Know that the weather changes daily. Know how the weather changes over the seasons (e.g. hot/dry/long days in the summer/cold/wet/short days in the winter) 	

			hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <ul style="list-style-type: none"> To name key human features, including: city, town, village. 		
Geography Skills	Geography Skills	Geography Skills	Geography Skills	Geography Skills	Geography Skills
			<ul style="list-style-type: none"> Collect information about local environment Follow a simple plan of a route. Draw maps of real life and made up places Create keys for symbols on a map Use basic geographical vocabulary to refer to key physical features. Use basic geographical vocabulary to refer to key human features. 	<ul style="list-style-type: none"> Ask questions about the weather and seasons Investigate the weather using a weather station. Observe and record pictures of the weather 	
Art Knowledge	Art Knowledge	Art Knowledge	Art Knowledge	Art Knowledge	Art Knowledge
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> To know what the primary and 		<ul style="list-style-type: none"> To know how to sketch in the style of Lowry. 	<ul style="list-style-type: none"> Know how to create a collage in the style of Eric Carle. 	

	secondary colours are. <ul style="list-style-type: none"> • To know how to mix paint to make secondary colours. • To know how to use different brush types to make different marks • To recall all the equipment needed for an art session • To help prepare and clear away art equipment 		<ul style="list-style-type: none"> • To be able to describe the work of LS Lowry • To use examples of Lowry's work to create their own art. 	<ul style="list-style-type: none"> • To know how to mix materials to create texture. 	
Art Skills	Art Skills	Art Skills	Art Skills	Art Skills	Art Skills
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Hold a brush correctly and use different types and sizes of brush. • Mix paint colours and describe how to make them • Create colour wheels. • 		<ul style="list-style-type: none"> • Compare drawings, paintings and sculptures by well-known artists and designers. • Compare their own work to well-known artists' and designers' • Draw lines of different sizes and thickness. • Blend and smudge with charcoal/pastels • Colour neatly following the lines. 	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued to create a collage. • Show ideas/imagination and produce simple designs. • Make a model to show a simple idea or using imagination (D&T link) 	

			<ul style="list-style-type: none"> Show different tones by using coloured pencils 		
D&T Knowledge	D&T Knowledge	D&T Knowledge	D&T Knowledge	D&T Knowledge	D&T Knowledge
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> To know how to use IT to explore design ideas for a stuffed toy. To know how to do a running stitch To know how to use a template. 		<ul style="list-style-type: none"> To know how card/paper can be used to make a simple game. How to cut safely. How to roll, fold, cut and tear paper and card. 		<ul style="list-style-type: none"> To know how to make a moving picture of a rocket using levers, wheels and winding mechanisms.
D&T Skills	D&T Skills	D&T Skills	D&T Skills	D&T Skills	D&T Skills
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Joining fabrics using glue and/or a stitch. Cutting along straight lines, curved lines and shapes marked out by a template Decorating their stuffed toy using a variety of materials. 		<ul style="list-style-type: none"> Cutting materials safely using tools provided. Using a range of cutting and shaping techniques (such as tearing, cutting and folding.). Explain what they like and do not like about existing products. 		<ul style="list-style-type: none"> Use simple mechanisms in a moving picture. Create temporary joins, fixed joins, & moving joins to enable the rocket to move. Explain what they like and do not like about existing products.
Music Knowledge	Music Knowledge	Music Knowledge	Music Knowledge	Music Knowledge	Music Knowledge
<ul style="list-style-type: none"> To know how to hold and make a 	<ul style="list-style-type: none"> To make patterns with sounds. 	<ul style="list-style-type: none"> To know how to play a simple (3- 	<ul style="list-style-type: none"> To know how to perform in 	<ul style="list-style-type: none"> To know how to change the voice to create 	<ul style="list-style-type: none"> To know how to recognise the

<p>sound on a recorder.</p> <ul style="list-style-type: none"> To know how to change the sound on a recorder-higher/lower and louder/quieter. To understand what is meant by high sounds and low sounds. 	<ul style="list-style-type: none"> To make and change sound on an instrument. Explain which of two sounds is higher or lower. Perform to an audience and improve performance by practising. To know how to perform in unison with a group. 	<p>note) tune on a recorder.</p> <ul style="list-style-type: none"> To know how to change the sound on a recorder-higher/lower and louder/quieter. To understand what is meant by high sounds and low sounds. 	<p>unison with a group.</p> <ul style="list-style-type: none"> To make patterns with sounds. To make and change sound on an instrument. 	<p>different effects when singing.</p> <ul style="list-style-type: none"> To know how to use the body to create different sounds such as humming, whispers, whistles. 	<p>mood of a piece of music.</p> <ul style="list-style-type: none"> To know how to sing in tune
Music Skills	Music Skills	Music Skills	Music Skills	Music Skills	Music Skills
<ul style="list-style-type: none"> Learn to play the recorder and play notes B, A and G. 	<ul style="list-style-type: none"> Learn to sing Christmas songs and take part in a performance. 	<ul style="list-style-type: none"> Learn and perform simple tunes on the recorder. 	<ul style="list-style-type: none"> Learn and perform the Sing Up song and perform to an audience. Learn a song to performance standard and perform to parents. 	<ul style="list-style-type: none"> Learn a song to performance standard and perform to parents. Accompany singing using body sounds and percussion sounds. 	<ul style="list-style-type: none"> Listen to different styles of music and discuss what is heard.
Computing Knowledge	Computing Knowledge	Computing Knowledge	Computing Knowledge	Computing Knowledge	Computing Knowledge
<ul style="list-style-type: none"> Know how to log in to purple mash using a password. Understand the need to keep their password private. 	<ul style="list-style-type: none"> Sort and group items in purple mash. Use direction keys to move characters. 	<ul style="list-style-type: none"> Talk about ways technology is used in school/at home Know how to stay safe on the internet. (keep personal 	<ul style="list-style-type: none"> Explain what rows and columns are. Know how to use a simple spreadsheet – save, input data, make changes. 	<ul style="list-style-type: none"> Know how to input an algorithm to create action/movement. Understand what an algorithm is. Know how to debug an error in an algorithm. 	<p>Add images/text to create an animated book.</p>

	<ul style="list-style-type: none"> Understand what an algorithm is. 	<ul style="list-style-type: none"> information private) Know how to ask for help if unsure about online content. 	<ul style="list-style-type: none"> Create a pictogram using purple mash. 		
Computing Skills	Computing Skills	Computing Skills	Computing Skills	Computing Skills	Computing Skills
<ul style="list-style-type: none"> Use technology purposefully 	<ul style="list-style-type: none"> Sorting and grouping using purple mash. Create simple programs Debug simple programs Use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> Use technology safely and respectfully. 	<ul style="list-style-type: none"> Understand that data can be represented in picture format. Enter data into a spreadsheet. Save a spreadsheet Use tools such as 'move' and 'lock' in a spreadsheet. 	<ul style="list-style-type: none"> Create simple programs Debug simple programs Use logical reasoning to predict the behaviour of simple programs Use technology purposefully 	<ul style="list-style-type: none"> Add pictures, text, animation and sound to an animated book. Save and open work.
PE Knowledge	PE Knowledge	PE Knowledge	PE Knowledge	PE Knowledge	PE Knowledge
<ul style="list-style-type: none"> Unit 1 Personal skills To know how to create floor movement patterns. To know how to stand on one leg. 	<ul style="list-style-type: none"> To know how to roll in different ways. To know how to keep safe in gymnastics. To know what it means to balance. 	<p>Unit 3 Cognitive skills.</p> <p>To know how to keep head up and still with back straight to balance.</p> <p>To know how to balance on a low beam.</p>	<p>To know how to sequence dance movements together.</p>	<p>Unit 5 Applying physical skills.</p> <p>To know how to throw and catch large and small balls.</p> <p>To position and balance yourself correctly for throwing and catching a ball.</p>	<ul style="list-style-type: none"> To know how to catch and throw a ball. To understand about using space effectively. To know the different ways to stop a ball from moving.

PE Skills	PE Skills	PE Skills	PE Skills	PE Skills	PE Skills
<ul style="list-style-type: none"> • To know how to side steps in both directions. • To know how to skip, hop and gallop • To side step and pivot. • To balance for 30 seconds on either leg. • To do mini squats. 	<ul style="list-style-type: none"> • Perform simple rolls. • Copy stretching movements for different parts of the body • Balance using hands, feet or seat 	<ul style="list-style-type: none"> • Walk forwards and backwards lifting knees up to 90 degrees angle and moving opposite arms and legs. • To keep the weight on the balls of their feet with their back straight and head up. 	<ul style="list-style-type: none"> • Perform the basic dance actions • Copy short motifs <p>Link two or more actions together</p>	<p>To throw a large ball and catch the rebound using both hands.</p> <p>To throw a tennis ball and catch the rebound with the same hand.</p> <p>To react and catch a large ball after one bounce from up to 2 metres.</p> <p>To react and catch a small ball after one bounce from up to 2 metres.</p>	<ul style="list-style-type: none"> • Sprint up to 60m • Jump: side to side; both feet together; one foot to the other • Pass a ball to a partner using hands and feet • Stop a ball with feet before passing it • Move into a given space within a game.
END POINTS	END POINTS	END POINTS	END POINTS	END POINTS	END POINTS
Children will be able to name animals and identify their physical features.	Children will have a greater understanding of how toys have changed within living memory.	Children will know the names of everyday materials and distinguish between them. They will be able to identify some properties.	Children will know the four countries and capital cities in the UK and will have a greater understanding of their local area and where it can be located.	Children will be able to distinguish and name the seasons. Children will know some plants by name and be able to identify the structure.	Children will have a greater understanding of how transport has changed within living memory.