

Y1 Endpoints

Pupils can:

Science

- name and locate parts of the human body (PSHE)
- describe seasonal changes
- describe and compare the observable features of animals from a range of groups
- group animals according to what they eat
- distinguish objects from materials, describe their properties, identify and group everyday materials

Geography

- name and locate the four countries of the UK and London
- name and locate the world's seven continents
- describe seasonal weather patterns in the UK
- use basic geographical vocabulary to refer to local human and physical features
- know that countries near the poles are cold and countries near the Equator are hot
- use North, South, East and West to describe the location of features and routes on maps of the classroom and school
- use maps, atlases, globes, aerial photographs and Google Earth to identify locations studied
- complete a simple class map with symbols
- use simple fieldwork and observational skills to study the geography of the school and its grounds

History

- sequence pictures in chronological order
- recall some of the events from the Gunpowder Plot
- understand and use words and phrases relating to the passing of time: now, then, yesterday, week, month, year, nowadays, old, new, before, in the past
- identify simple similarities and differences when comparing aspects of different time periods ask and answer simple questions about the past, including, 'Why do you think...?'

Art

- recognise and describe some simple characteristics of different kinds of art, craft and design (models, collage, Pop Art)
- name the tools, materials, techniques and the formal elements (colours, shapes, tones etc.) that they use
- recognise that ideas can be expressed in art work experiment confidently with a range of materials and techniques
- try out a range of materials and processes and recognise that they have different qualities
- use materials purposefully to achieve particular characteristics or qualities
- talk about their own, and other's work, identifying similarities and differences and what they like

DT

- describe the purpose and intended user for the products they design and make
- develop a simple design criteria as part of the class
- make simple drawings for their design with simple labels
- plan by suggesting what to do next
- begin to identify and name which tools and materials they will need and explain why they have made these selections
- describe the characteristics of materials and components that they use
- cut, shape, assemble, join and combine materials with developing accuracy: scissors, glue, tape
- use basic food handling, hygienic practices and personal hygiene

- investigate and make sliders and levers
- evaluate existing (and their own) products, describing what their purpose is, how they work, what materials are used and what they like and dislike about them

ICT

- explain that an algorithm is a sequence of instructions
- create a Bee Bot program using a sequence of instructions before running it using the Go button
- with support, make a film using an iPad
- with support, make a PPT with words and pictures
- with support, upload a file (film and PPT) to the G-Drive and retrieve it at a later date
- explain that IT is used for communication beyond school
- search online using the alphabet to find items on a children's directory site
- recognize the kind of information that is private and know not to share it on the internet
- know what they should do if they find an inappropriate image (close the lid of the laptop and tell an adult)

PSHE

- recognise what is fair and unfair, kind and unkind, what is right and wrong
- recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- describe simple ways to help prevent diseases spreading
- name the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls
- identify the 3 emergency services and how they help us know to dial 999 in an emergency

RE

- explain that some people belong to different religions
- describe what is special and of value about belonging to a group that is important to them
- describe that Christians believe in God and follow the example of Jesus
- describe, in simple terms, what happens at a traditional Christian infant baptism/ dedication and suggest what some of the actions and symbols mean
- name some special objects and symbols found in a church, a synagogue and a mosque and be able to say something about what they mean and how they are used
- identify some similarities and differences between the religions studied

Music

- sing songs with contrasting high and low melodies
- control vocal dynamics, duration and timbre
- identify and keep a steady beat using an instrument
- play fast, slow, loud, and quiet sounds on percussion instruments
- create, play and combine simple word rhythms
- invent and perform new rhythms to a steady beat
- identify whether sounds are created by tuned or untuned instruments
- recognise and respond to changes in tempo in music

PE

- recognise and describe what their bodies feel like during different types of activity
- run continuously for about one minute and when required, show the difference between running at speed and jogging
- show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking
- move safely in their own and general space, using changes of speed, level and direction to explore movement ideas and respond imaginatively to a range of stimuli in gymnastics

- make up and perform simple dance movement phrases in response to simple tasks
- recognise where they are on a plan or diagram
- describe what they have done or seen others' doing.