

## Year 1 Skills Progression

<b>Art and Design</b>	<b>Exploring and developing ideas (ONGOING)</b>	<b>Evaluating and developing work (ONGOING)</b>	<b>Drawing</b>	<b>Painting</b>
	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Ask and answer questions about the starting points for their work, and develop their ideas.</li> <li>Explore the differences and similarities within the work of artists, crafts people and designers in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it. E.g., Annotate sketchbook</li> <li>Identify what they might change in their current work or develop in their future work.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> <li>Use a sketchbook to gather and collect artwork.</li> <li>Begin to explore the use of line, shape and colour</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of tools and techniques including the use of different brush sizes and types.</li> <li>Mix and match colours to artefacts and objects.</li> <li>Work on different scales.</li> <li>Mix secondary colours and shades using different types of paint.</li> <li>Create different textures e.g. use of sawdust.</li> </ul>
	<b>Printing</b>	<b>Textiles/collage</b>	<b>3 D form</b>	<b>Breadth of study</b>
<ul style="list-style-type: none"> <li>Make marks in print with a variety of objects, including natural and made objects.</li> <li>Carry out different printing techniques e.g., monoprint, block, relief and resist printing.</li> <li>Make rubbings.</li> <li>Build a repeating pattern and recognise pattern in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</li> <li>How to thread a needle, cut, glue and trim material.</li> <li>Create images from imagination, experience or observation.</li> <li>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li> <li>Explore sculpture with a range of malleable media, especially clay.</li> <li>Experiment with, construct and join recycled, natural and man-made materials.</li> <li>Explore shape and form.</li> </ul>	<ul style="list-style-type: none"> <li>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>Use ICT</li> <li>Investigate different kinds of art, craft and design.</li> </ul>	

<b>Design and Technology</b>	<b>Developing, planning and communicating ideas</b>	<b>Working with tools, equipment, materials and components to make quality products (inc-food)</b>	<b>Evaluating processes and products</b>
	<ul style="list-style-type: none"> <li>• Draw on their own experience to help generate ideas</li> <li>• Suggest ideas and explain what they are going to do</li> <li>• Identify a target group for what they intend to design and make</li> <li>• Model their ideas in card and paper</li> <li>• Develop their design ideas applying findings from their earlier research</li> </ul>	<ul style="list-style-type: none"> <li>• Make their design using appropriate techniques</li> <li>• With help measure, mark out, cut and shape a range of materials</li> <li>• Use tools eg scissors and a hole punch safely</li> <li>• Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</li> <li>• Select and use appropriate fruit and vegetables, processes and tools</li> <li>• Use basic food handling, hygienic practices and personal hygiene</li> <li>• Use simple finishing techniques to improve the appearance of their product</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate their product by discussing how well it works in relation to the purpose</li> <li>• Evaluate their products as they are developed, identifying strengths and possible changes they might make</li> <li>• Evaluate their product by asking questions about what they have made and how they have gone about it</li> </ul>

<b>Geography</b>	<b>Geographical enquiry</b>		<b>Direction/Location</b>	<b>Drawing maps</b>	<b>Representation</b>
	<ul style="list-style-type: none"> <li>• Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>• Use information books/pictures as sources of information.</li> <li>• Investigate their surroundings</li> <li>• Make observations about where things are e.g. within school or local area.</li> </ul>		<ul style="list-style-type: none"> <li>• Follow directions (Up, down, left/right, forwards/backwards)</li> </ul>	<ul style="list-style-type: none"> <li>• Draw picture maps of imaginary places and from stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Use own symbols on imaginary map.</li> </ul>
	<b>Using maps</b>	<b>Scale/Distance</b>	<b>Perspective</b>	<b>Map Knowledge</b>	<b>Style of map</b>
<ul style="list-style-type: none"> <li>• Use a simple picture map to move around the school;</li> <li>• Recognise that it is about a place.</li> </ul>	<ul style="list-style-type: none"> <li>• Use relative vocabulary (e.g. bigger/smaller, like/dislike)</li> </ul>	<ul style="list-style-type: none"> <li>• Draw around objects to make a plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</li> </ul>	<ul style="list-style-type: none"> <li>• Picture maps and globes</li> </ul>	

<b>History</b>	<b>Chronological understanding</b>	<b>Knowledge and understanding of Events, People and Changes in the Past</b>	<b>Historical Interpretations</b>	<b>Historical Investigations</b>	<b>Presenting, Organising and Communicating</b>
	<ul style="list-style-type: none"> <li>• Sequence events in their life</li> <li>• Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>• Match objects to people of different age</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the difference between past and present in their own and others' lives</li> <li>• Know and recount episodes from stories about the past</li> </ul>	<ul style="list-style-type: none"> <li>• Use stories to encourage children to distinguish between fact and fiction</li> <li>• Compare adults talking about the past – how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>• Find answers to simple questions about the past from sources of information e.g. artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate their knowledge through: Discussion</li> <li>• Drawing pictures</li> <li>• Drama/role play Making models</li> <li>• Writing</li> <li>• Using ICT</li> </ul>

<b>RE</b>	<b>Beliefs and teachings (from various religions)</b>	<b>Rituals, ceremonies and lifestyles (from various religions)</b>	<b>How beliefs are expressed</b>	<b>Time to reflect and personal growth</b>	<b>Values (in your own life and others lives)</b>
	<ul style="list-style-type: none"> <li>• describe the main beliefs of a religion;</li> <li>• describe the main festivals of a religion.</li> </ul>	<ul style="list-style-type: none"> <li>• recognise, name and describe religious artefacts, places and practices;</li> <li>• explain religious rituals and ceremonies and the meaning of them, including their own experiences of them;</li> <li>• observe when practices and rituals are featured in more than one religion or lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>• name religious symbols and the meaning of them;</li> <li>• learn the name of important religious stories;</li> <li>• retell religious stories and suggest meanings in the story.</li> </ul>	<ul style="list-style-type: none"> <li>• identify things that are important in their lives;</li> <li>• ask questions about the puzzling aspects of life;</li> <li>• understand that there are similarities and differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>• look at how values affect a community and individuals;</li> <li>• explain how actions can affect other people;</li> <li>• understand that they have their own choices to make and begin to understand the concept of morals.</li> </ul>

<b>Music</b>	<b>Singing songs with control and using the voice expressively.</b>	<b>Listening, Memory and Movement.</b>	<b>Controlling pulse and rhythm</b>
	<ul style="list-style-type: none"> <li>• To find their singing voice and use their voices confidently.</li> <li>• Sing a melody accurately at their own pitch.</li> <li>• Sing with a sense of awareness of pulse and control of rhythm.</li> <li>• Recognise phrase lengths and know when to breathe.</li> <li>• Sing songs expressively.</li> <li>• Follow pitch movements with their hands and use high, low and middle voices.</li> <li>• Begin to sing with control of pitch (e.g. following the shape of the melody).</li> <li>• Sing with an awareness of other performers.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall and remember short songs and sequences and patterns of sounds.</li> <li>• Respond physically when performing, composing and appraising music.</li> <li>• Identify different sound sources.</li> <li>• Identify well-defined musical features.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the pulse in different pieces of music.</li> <li>• Identify the pulse and join in getting faster and slower together.</li> <li>• Identify long and short sounds in music.</li> <li>• Perform a rhythm to a given pulse.</li> <li>• Begin to internalise and create rhythmic patterns.</li> <li>• Accompany a chant or song by clapping or playing the pulse or rhythm.</li> </ul>
	<b>Exploring sounds, melody and accompaniment.</b>	<b>Control of instruments</b>	<b>Composition</b>
	<ul style="list-style-type: none"> <li>• explore different sound sources.</li> <li>• Make sounds and recognise how they can give a message.</li> <li>• Identify and name classroom instruments.</li> <li>• Create and chose sounds in response to a given stimulus.</li> <li>• Identify how sounds can be changed.</li> <li>• Change sounds to reflect different stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>• Play instruments in different ways and create sound effects.</li> <li>• Handle and play instruments with control.</li> <li>• Identify different groups of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to the creation of a class composition.</li> <li>• Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.</li> </ul>

<b>Computing</b>	<b>Algorithms</b>		<b>Computational thinking</b>	<b>Problem solving</b>	<b>Networks: knowledge and understanding</b>	<b>Networks: using and applying</b>
	<ul style="list-style-type: none"> <li>Give simple instructions to everyday devices to make things happen.</li> </ul>		<ul style="list-style-type: none"> <li>Make choices to control simple models or simulations</li> </ul>	<ul style="list-style-type: none"> <li>Solve a problem using ICT.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and share how and when they use ICT in everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>Complete simple tasks on a computer by following instructions.</li> </ul>
	<b>Digital literacy: knowledge and understanding</b>	<b>Digital literacy: using and applying</b>	<b>E-safety: personal knowledge and understanding</b>	<b>E-safety: responsibilities</b>	<b>Data: knowledge and understanding</b>	<b>Data: using and applying</b>
	<ul style="list-style-type: none"> <li>Show an awareness of information in different formats.</li> </ul>	<ul style="list-style-type: none"> <li>Make decisions about whether or not statements or images found online are likely to be true.</li> </ul>	<ul style="list-style-type: none"> <li>Identify what is and isn't acceptable behavior online. Identify personal information that should be kept private.</li> </ul>	<ul style="list-style-type: none"> <li>Understand rules around e-safety and know who to tell if something concerns them online.</li> </ul>	<ul style="list-style-type: none"> <li>Explain that images give information. Say what a pictogram is showing them</li> </ul>	<ul style="list-style-type: none"> <li>Put data into a program (pictogram). Sort objects and pictures in lists or simple tables.</li> </ul>

PSHE	Health and wellbeing				
	Healthy lifestyles (physical wellbeing)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs alcohol and tobacco
	<ul style="list-style-type: none"> <li>• <b>H1.</b> about what keeping healthy means; different ways to keep healthy</li> <li>• <b>H2.</b> about foods that support good health and the risks of eating too much sugar</li> <li>• <b>H3.</b> about how physical activity helps us to stay healthy; and ways to be physically active everyday</li> <li>• <b>H4.</b> about why sleep is important and different ways to rest and relax</li> <li>• <b>H5.</b> simple hygiene routines that can stop germs from spreading</li> <li>• <b>H6.</b> that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</li> <li>• <b>H7.</b> about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</li> <li>• <b>H8.</b> how to keep safe in the sun and protect skin from sun damage</li> <li>• <b>H9.</b> about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</li> <li>• <b>H10.</b> about the people who help us to stay physically healthy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>H11.</b> about different feelings that humans can experience</li> <li>• <b>H12.</b> how to recognise and name different feelings</li> <li>• <b>H13.</b> how feelings can affect people's bodies and how they behave</li> <li>• <b>H14.</b> how to recognise what others might be feeling</li> <li>• <b>H15.</b> to recognise that not everyone feels the same at the same time, or feels the same about the same things</li> <li>• <b>H16.</b> about ways of sharing feelings; a range of words to describe feelings</li> <li>• <b>H17.</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</li> <li>• <b>H18.</b> different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</li> <li>• <b>H19.</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</li> <li>• <b>H20.</b> about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</li> </ul>	<ul style="list-style-type: none"> <li>• <b>H21.</b> to recognise what makes them special</li> <li>• <b>H22.</b> to recognise the ways in which we are all unique</li> <li>• <b>H23.</b> to identify what they are good at, what they like and dislike</li> <li>• <b>H24.</b> how to manage when finding things difficult</li> <li>• <b>H25.</b> to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>• <b>H26.</b> about growing and changing from young to old and how people's needs change</li> <li>• <b>H27.</b> about preparing to move to a new class/year group</li> </ul>	<ul style="list-style-type: none"> <li>• <b>H28.</b> about rules and age restrictions that keep us safe</li> <li>• <b>H29.</b> to recognise risk in simple everyday situations and what action to take to minimise harm</li> <li>• <b>H30.</b> about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</li> <li>• <b>H31.</b> that household products (including medicines) can be harmful if not used correctly</li> <li>• <b>H32.</b> ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</li> <li>• <b>H33.</b> about the people whose job it is to help keep us safe</li> <li>• <b>H34.</b> basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</li> <li>• <b>H35.</b> about what to do if there is an accident and someone is hurt</li> <li>• <b>H36.</b> how to get help in an emergency (how to dial 999 and what to say)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>H37.</b> about things that people can put into their body or on their skin; how these can affect how people feel</li> </ul>

PSHE	Relationships				
	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
	<ul style="list-style-type: none"> <li>• <b>R1.</b> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</li> <li>• <b>R2.</b> to identify the people who love and care for them and what they do to help them feel cared for</li> <li>• <b>R3.</b> about different types of families including those that may be different to their own</li> <li>• <b>R4.</b> to identify common features of family life</li> <li>• <b>R5.</b> that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</li> </ul>	<ul style="list-style-type: none"> <li>• <b>R6.</b> about how people make friends and what makes a good friendship</li> <li>• <b>R7.</b> about how to recognise when they or someone else feels lonely and what to do</li> <li>• <b>R8.</b> simple strategies to resolve arguments between friends positively</li> <li>• <b>R9.</b> how to ask for help if a friendship is making them feel unhappy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>R10.</b> that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</li> <li>• <b>R11.</b> about how people may feel if they experience hurtful behaviour or bullying</li> <li>• <b>R12.</b> that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</li> </ul>	<ul style="list-style-type: none"> <li>• <b>R13.</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</li> <li>• <b>R14.</b> that sometimes people may behave differently online, including by pretending to be someone they are not</li> <li>• <b>R15.</b> how to respond safely to adults they don't know</li> <li>• <b>R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe</li> <li>• <b>R17.</b> about knowing there are situations when they should ask for permission and also when their permission should be sought</li> <li>• <b>R18.</b> about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</li> <li>• <b>R19.</b> basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</li> <li>• <b>R20.</b> what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</li> </ul>	<ul style="list-style-type: none"> <li>• <b>R21.</b> about what is kind and unkind behaviour, and how this can affect others</li> <li>• <b>R22.</b> about how to treat themselves and others with respect; how to be polite and courteous</li> <li>• <b>R23.</b> to recognise the ways in which they are the same and different to others</li> <li>• <b>R24.</b> how to listen to other people and play and work cooperatively</li> <li>• <b>R25.</b> how to talk about and share their opinions on things that matter to them</li> </ul>

PSHE	Living in the wider world				
	Shared responsibilities	Communities	Media literacy and digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	<ul style="list-style-type: none"> <li>• <b>L1.</b> about what rules are, why they are needed, and why different rules are needed for different situations</li> <li>• <b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them</li> <li>• <b>L3.</b> about things they can do to help look after their environment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>L4.</b> about the different groups they belong to</li> <li>• <b>L5.</b> about the different roles and responsibilities people have in their community</li> <li>• <b>L6.</b> to recognise the ways they are the same as, and different to, other people</li> </ul>	<ul style="list-style-type: none"> <li>• <b>L7.</b> about how the internet and digital devices can be used safely to find things out and to communicate with others</li> <li>• <b>L8.</b> about the role of the internet in everyday life</li> <li>• <b>L9.</b> that not all information seen online is true</li> </ul>	<ul style="list-style-type: none"> <li>• <b>L10.</b> what money is; forms that money comes in; that money comes from different sources</li> <li>• <b>L11.</b> that people make different choices about how to save and spend money</li> <li>• <b>L12.</b> about the difference between needs and wants; that sometimes people may not always be able to have the things they want</li> <li>• <b>L13.</b> that money needs to be looked after; different ways of doing this</li> </ul>	<ul style="list-style-type: none"> <li>• <b>L14.</b> that everyone has different strengths</li> <li>• <b>L15.</b> that jobs help people to earn money to pay for things</li> <li>• <b>L16.</b> different jobs that people they know or people who work in the community do</li> <li>• <b>L17.</b> about some of the strengths and interests someone might need to do different jobs</li> </ul>