

Key Skills Assessment Criteria

Year 1



| | Drawing and Painting | 3D Work and Collage | Printing | Textiles |
|-----|---|--|---|--|
| Art | <p>To use line to represent objects seen, remembered imagined</p> <p>To explore mark-making using thick brushes, foam and sponge brushes</p> <p>To investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes</p> | <p>To become aware of form, feel, texture, pattern and weight</p> <p>To sort according to specific qualities, e.g. warm, cold, shiny, smooth</p> | <p>To be able to repeat patterns, random or organised, with a range of blocks</p> | <p>To sort, collect, discuss and pull apart cloths and threads</p> |

| | Information Technology | Computer Science | Digital Literacy |
|-----------|--|---|--|
| Computing | <p>To follow age-appropriate links provided by the teacher to research information</p> <p>To use a program to create a simple document</p> | <p>To understand that an algorithm is a step by step set of instructions</p> <p>To predict the behaviour of a programmed toy.</p> | <p>To talk about uses of technology at home and in school.</p> <p>To understand that they should tell an adult if I see or hear anything worrying online.</p> <p>To understand that some information is personal</p> |

| | Design | Make | Evaluating / Technical Knowledge | Cooking and Nutrition |
|-------------------|--|---|--|--|
| Design Technology | <p>To design purposeful, functional and appealing products for themselves and others</p> <p>To draw in their own experience to help generate ideas</p> <p>To suggest ideas and explain what they are going to do</p> <p>To identify a target group for what they are going to design and make</p> <p>To model their ideas in card and paper</p> <p>To develop their design ideas applying findings from their earlier research</p> | <p>To make their design using appropriate techniques</p> <p>With help, to measure, mark out, cut and shape a range of materials</p> <p>To use tools e.g. scissors, needles, pinsete</p> <p>To assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</p> <p>To use simple finishing techniques to improve the appearance of their product</p> | <p>To evaluate their product by discussing how well it works in relation to purpose</p> <p>To evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>To evaluate their product by asking questions about what they have made and how they have gone about it</p> | <p>To begin to understand that all food comes from plants and animals</p> <p>To know how to name and sort foods into five food groups in the Eatwell Plate</p> <p>To know basic food handling, hygienic practices, preparing food and personal hygiene</p> |

| | Locational Knowledge | Place Knowledge | Human and Physical Geography | Geographical Skills and Fieldwork |
|-----------|---|--|---|---|
| Geography | <p>To name and locate the four countries and capital cities of the United Kingdom</p> | <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> | <p>To identify seasonal and daily weather patterns in the United Kingdom</p> <p>To use basic geographical vocabulary to refer to key physical features and human features</p> | <p>To use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>To use simple fieldwork and observational skills to study geography of their school and its grounds and the key human and physical features of its surrounding environment</p> |

| | Chronological Understanding | Knowledge and Interpretation | Historical Enquiry | Organise, Evaluate and Communicate Information |
|---------|--|---|---|--|
| History | <p>Sequence events or objects in chronological order;</p> <p>Begin to use appropriately terminology such as past, then and now</p> | <p>Begin to describe similarities and differences in artefacts.</p> | <p>Obtain ideas about the past from pictures and other sources</p> <p>Sort artefacts into 'then' and 'now'.</p> | <p>Write simple sentences to describe an event or period of time;</p> <p>Communicate understanding in simple language;</p> <p>Can recount stories from the past.</p> |

| | Listening | Performing | Composing |
|--------------|--|---|---|
| Music | Recognise Tempo Recognise Dynamics Identify differences in Pitch | Sing songs and rhythms Play untuned instruments to simple rhythms Make own sounds and combine them with other performers. | Choose the best percussion instruments to use for particular tasks/characters. E.g. Jingle Bells for fleas |

| | Games | Dance | Gymnastics | Swimming |
|-----------|---|---|---|-----------------|
| PE | Throw and catch a ball with a partner Move fluently by changing direction and speed easily and avoiding collisions Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking Choose and use skills effectively for particular games, understand the concepts of aiming, hitting into space Take the ball to a good position for aiming, use skills in different ways in different games Participate in team games, developing simple tactics for attacking and defending. | Explore movements, including gesture, travel and stillness Use movement to reflect the mood of the music Perform phrases creating simple movement patterns Recognise how their body feels after exercise Explore the expressive qualities of dance, performing their own routines | Explore gymnastic movements- travelling, balancing exploring levels and stillness Use simple apparatus safely and with confidence Know how to carry and place equipment Watch, copy and describe what others have done Perform movement phrases using a range of body parts and actions | |

| | Working Scientifically | Changing Materials |
|----------------|---|--|
| Science | Can ask simple questions. Can ask simple questions and recognising that they can be answered in different ways. Can observe closely, using simple equipment. Can perform simple tests. Can identify and classify phenomena. Can use their observations and ideas to suggest answers to questions. Can gather data to help in answering questions. Can record data to help in answering questions. Can identify patterns in their observations. Can suggest ways to improve a scientific investigation. Can explain their ideas using scientific vocabulary correctly. | Knows what an object is called and what it is made from. Can name a variety of different materials (including wood, plastic, glass, metal, water and rock). Can describe the properties of some materials. Can compare and group different materials based on their properties. Can compare whether a material is suitable for a job. Can identify whether a material is suitable for a job. Can list a variety of uses for a given material e.g. metal – coins, spoons, cans, cars. Can explain why an object can be made from different material e.g. a spoon can be wooden or metal. Can explain how some materials can be changed. |

| | Working Scientifically | Our Living Earth |
|----------------|---|--|
| Science | Can ask simple questions. Can ask simple questions and recognising that they can be answered in different ways. Can observe closely, using simple equipment. Can perform simple tests. Can identify and classify phenomena. Can use their observations and ideas to suggest answers to questions. Can gather data to help in answering questions. Can record data to help in answering questions. Can identify patterns in their observations. Can suggest ways to improve a scientific investigation. Can explain their ideas using scientific vocabulary correctly. | Can explain why an object can be made from different material e.g. a spoon can be wooden or metal. Can identify and name some common carnivores, herbivores and omnivores. Can describe the bodies of common animals including fish, amphibians, reptiles, birds and mammals. Can compare the bodies of common animals including fish, amphibians, reptiles, birds and mammals Know that animals, including humans have offspring which grow into adults. Can identify, name, draw and label basic parts of the human body. Can recognise some of the signs of growth (e.g. egg, chick, chicken, egg or baby, toddler, child, teenager, adult). Can describe the importance of exercise for humans. Can describe the importance of eating the correct types of food Can describe the importance of hygiene. Can explore the differences between things that are living, dead and things that have never been alive (e.g. is a flame alive? Is a tree dead in winter?). Can compare the differences between things that are living, dead and things that have never been alive. Know some of the process of growth in humans and animals. |

| | Working Scientifically | Habitats & Seasonal Change |
|----------------|--|---|
| Science | <p>Can ask simple questions.</p> <p>Can ask simple questions and recognising that they can be answered in different ways.</p> <p>Can observe closely, using simple equipment.</p> <p>Can perform simple tests.</p> <p>Can identify and classify phenomena.</p> <p>Can use their observations and ideas to suggest answers to questions.</p> <p>Can gather data to help in answering questions.</p> <p>Can record data to help in answering questions.</p> <p>Can identify patterns in their observations.</p> <p>Can suggest ways to improve a scientific investigation.</p> <p>Can explain their ideas using scientific vocabulary correctly.</p> | <p>Can observe changes across the four seasons.</p> <p>Can observe weather associated with the seasons and how day length changes.</p> <p>Can describe weather associated with the seasons and how day length changes.</p> <p>Know that it is not safe to look at the Sun, even when wearing sun glasses.</p> <p>Can talk about changes in the weather.</p> <p>Can talk about changes in the seasons.</p> <p>Can identify that living things live in habitats to which they are suited.</p> <p>Can describe how different habitats provide for the basic needs of different kinds of plants and animals.</p> <p>Can describe how plants and animals within a habitat depend on each other.</p> <p>Can identify and name plants and animals within a habitat (including microhabitats e.g. woodlice under a log.)</p> <p>Can describe how an animal gets their food from plants and other animals.</p> <p>Can use a food chain.</p> <p>Can identify and name different sources of food.</p> <p>Understands the term 'habitat'.</p> <p>Understands the term 'micro-habitat'</p> <p>Can compare animals that live in different habitats.</p> |