**YEAR 1 OUTCOMES FOR PIPPIN 2025/26**

Music, PE, RE and Computing: Discrete

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topics | All about me | Celebrations | Love is all we need | Fantastic food | All things little and large. | When I grow up |
| Areas of learning | * Settling in -school setting * Self portraits * Family * Pets * Body * Senses * Time line of growth. * Baby photos. | * Diwali * Birthdays- months of the year/days of the week. * Christmas * Bon fire night * Seasons | * Family tree * Valentine’s day * Feelings * Favourite toys- new and old. | * Food tasting * Where food comes from * Hygiene * Teeth brushing * Balanced diet * Baking | * Growing * Transport * Animals * Housing (village/ cities) * Weight /measuring | * Jobs * People who help us * Ambitions * Growth mind set * Transition |
| Visitor’s | * Vet | * Diwali – parent visitor | * Granny old toy. | * Dentist | * Gardener | Police car |
| Open the doors | Senses station | Christmas party | valentines | Food around the world | Walk around the village | Settling in open the doors free flow. |
| Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Discrete subjects | Music  PE  Phonics  Drawing club  Computing  RE  Handwriting | PE  Phonics  Drawing club  Computing  RE  Handwriting | Music  PE  Phonics  Drawing club  Computing  RE  Handwriting | PE  Phonics  Drawing club  Computing  RE  Handwriting | Music  PE  Phonics  Drawing club  RE  Handwriting | PE  Phonics  Drawing club  Computing  RE  Handwriting |
| Year 1 | **Art**  **Lets get Crafty:**  Talk about their ideas and explore different ways to record them using a range of media.  Experiment in an exploratory way.  Cut, thread, join and manipulate materials safely, focussing on process over outcome.  Enjoy looking at and talking about art.  Talk about their artwork, stating what they feel they did well. | **DT:**    **Nativity Puppets:**  Join fabrics together using pins, staples or glue.   * Design a puppet and use a template. * Join their two puppets’ faces together as one. * Decorate a puppet to match their design. | * PSHE-   **Family and relationships:**  Understand the need for rules for PSHE lessons.  Understand that problems occur in friendships and that violence is never right.  Understand what bullying is and what to do if it happens.  Understand that families are all different and they offer each other support but sometimes they can experience problems.  Understand how toys can reinforce gender stereotypes.  Recognise male and female stereotyped characters.  Understand that stereotypes arise from a range of factors, including explaining some which are associated with age.  Understand that stereotypes about disabilities are usually untrue.  Understand that what they do and say has an effect on other people.  Understand how to show that you are listening and describe what a good listener is.  Understand that manners vary in different situations.  Understand the similarities and differences there can exist between people and how to show respect for those who are different.  Understand that families are all different and that the country people live in can influence these differences.  Exploring how loss and change can affect us. | * PSHE-   **Health and wellbeing:**  Use appropriate vocabulary to describe how they feel and recognise what these different feelings might look like and feel like.  Describe situations that may provoke certain feelings.  Use multiple colours to show how they can feel more than one emotion at a time.  Describe how they would feel in a particular situation and understand that not everyone feels the same.  Explain how rest and relaxation affects our bodies, including mental functions.  Identify scenarios or think of examples where they could use relaxation to help manage difficult emotions.  Describe their qualities and strengths.  Recognise something they want to get better at.  Describe their bedtime routine and why sleep is important.  Understand that germs can be spread via our hands and how to wash hands properly.  Know the five things they need to do when out in the sun to keep safe.  Know people can be allergic to certain things and how to help with an allergic reaction.  Understand that there are a range of people who help to keep us healthy. | **DT**  **Stable structures:**  Explain that structures are things that are built and have a purpose.   * Understand that structures with a wider base are more stable than ones with a narrow base. * Explain that extra weight added to the base of a structure makes it more stable. * Design a product for a particular user. * Use a sketch to show ideas. * Choose the best method for joining the parts of the product. * Make evenly spaced cuts. * Use scissors to cut out a shape neatly and accurately. * Explain what they like and dislike about their final product. | PSHE  **Online Safety**  Explain what is meant by online information.  Recognise what information is safe to be shared online.  Explain why we need passwords and what makes a strong password.  Understand that they need to ask permission before sharing content online and explain why.  Understand that they have the right to deny their permission to information about them being shared online.  Say who they can ask for help with online worries.  Use some strategies to work out if online information is reliable or not. |
| **Geography**  State that the UK stands for the United Kingdom.  Point to each country in the UK on a map when prompted.  Verbally identify features within the school grounds.  Use and respond to directional language.  State that an aerial photograph is taken from above.  Recognise some familiar features in aerial photographs.  Explain that symbols show features on a map.   * Add symbols to a map.   Identify how places on the school grounds make them feel. | **Geography**   * Name and locate the seven continents on a world map. * Locate the North and the South Poles on a world map. * Locate the Equator on a world map. * Describe some similarities and differences between the UK and Kenya. * Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. * Recognise the features of hot and cold places. * Locate some countries with hot or cold climates on a world map. | * **History** * **What is a monarch?**   Pupils who are secure will be able to:   * Recall that a monarch is a king or queen. * Identify some of the monarch’s roles. * Explain that a king or queen is crowned in a special ceremony called a coronation. * Name some of the main steps in the coronation ceremony. * Use sources to explain how William the Conqueror became King of England. * Explain how William the Conqueror kept order and conquered England. * Explain how castles have changed over time. * Identify that the power of monarchs has changed over time. * Make comparisons between past and present monarchies. | **Science**  **Materials: Uses of everyday materials**  Name objects with the same use that are made from different materials.  Name materials that are used to make objects with different uses.  Recognise that stretching, twisting, bending and squashing can cause some solid objects to change shape.  Name properties that make materials suitable for their use.  Measure using non-standard units.  Recording results in a table.  Use data to answer a simple question.  Record results in a block graph. | * **Geography*:***   Give examples of human and physical features.  Identify features they see on a walk.  Explain the location of features using some directional language.  Use an aerial photograph to locate physical and human features.  Draw simple pictures or symbols on a sketch map.  Draw compass points.  Name the continent they live in.  Use an atlas to locate the UK and China on a world map.  Use an atlas to locate Europe and Asia on a world map.  Identify China’s physical and human geography.  Sort physical and human features using photographs.  Identify physical and human features in images of Shanghai.  Compare Shanghai to their locality.  Identify similarities and differences between human and physical features. | * **DT :** * **Matching Slider Games:** * Understand that products all around us are designed and identify products that use mechanisms. * Describe the movement of sliding mechanisms as up and down, left and right or forwards and backwards. * Think about the needs of the user. * Communicate ideas. * Work independently to make a working slider mechanism. * Use a range of tools with increasing accuracy to cut and join materials. * Understand the benefits of using different materials and explain choices. * Explain what went well and what to improve about their product. |
| * **History :** * **What is history?** * Create a personal timeline by ordering three events correctly on a simple timeline.   Use the vocabulary ‘before’ and ‘after’ when talking about their timeline.   * Recognise what is similar and different between the ‘past’ and ‘now’. * Talk about three holiday memories. * Place one holiday memory on a timeline. * Identify how people spend their holidays differently. * Describe what photographs tell us about holidays in the past. * Identify similarities and differences between holidays in the past and now. * Order photographs on a timeline. * Ask one question about holidays in the past. * Find answers to simple questions about the past. * Identify features of holidays in the past. | **Art :**  **Painting and mixed media: Colour splash** :   * Name the primary colours. * Explore coloured materials to mix secondary colours. * Mix primary colours to make secondary colours. * Apply paint consistently to their printing materials to achieve a print. * Use a range of colours when printing. * Mix five different shades of a secondary colour. * Decorate their hands using a variety of patterns. * Mix secondary colours with confidence to paint a plate. * Describe their finished plates. | * **Science** * **Materials: Everyday materials**   Name objects and identify the materials they are made from.   * Recognise that objects are made from materials that suit their purpose. * Recall that a property is how a material can be described. * Sort objects based on the materials they are made from. * Group objects based on their properties. * Suggest ways to test materials for their properties. * Make predictions and recognise whether they were accurate. * Use their observations to answer questions. * Begin to recognise if a test is fair. | Weekly walk. | **Science**  **Animals including humans: Comparing animals**Name and describe the physical features of a range of animals.  Sort animals into groups based on their similarities and differences.  Identify characteristics specific to mammals, birds, reptiles, amphibians and fish.  Recall the diets of carnivores, herbivores and omnivores.  Use a non-fiction text to find out about specific animals’ diets.  Recognise that there are different ways to gather data.  Record data in a block graph and use this to answer questions.  Recognise what the scientist Jane Goodall was known for.  Recall some of Jane Goodall’s key findings. | **Art :**  **Marvellous marks :**   * Talk about their ideas and explore different ways to record them using a range of media. * Experiment in an exploratory way. * Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. * Begin to develop observational skills (for example, by using mirrors to include the main features of faces). * Enjoy looking at and talking about art. * Talk about their artwork, stating what they feel they did well. * Say if they like an artwork or not and begin to form opinions by explaining why. |
| **Science :**  **Animals, including humans: Sensitive bodies**  Draw and label human body parts.  Identify the body parts associated with each sense.  Compare and group body parts.  Begin to recognise patterns in data and use these to answer questions.  Record data in a table.  Measure using non-standard units | **Science :**  **Making connections: Fairytale science**   * Compare and describe animal features. * Describe the properties of everyday materials. * Use natural materials to build a gingerbread man home. * Use the senses to observe and describe. * Use a stopwatch to measure and compare. * Order a simple method. * Plan how to carry out a test. * Decide what observations to record.   Show results in a block graph | Visitors Revisit of skills and learning | Re visit of skills and learning | * **History :** * **How was school different in the past?**   Pupils with secure understanding will be able to:   * Correctly order and date four photographs on a timeline and add some dates. * Ask one question about schools in the past. * Make one comparison between schools in the past and present. * Use sources to research and develop an understanding of what schools were like 100 years ago. * Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. * Recognise two similarities and two differences between schools now and schools in the past.   State whether they would have preferred to go to school in the past or not and explain why | **Science:**  **Living things: Microhabitats**  Identify and name a variety of plants and animals.  Recall that minibeasts live in microhabitats.  Describe microhabitats and their conditions.  Describe how microhabitats provide for the basic needs of animals and plants.  Describe the job role of a botanist.  Group minibeasts and create simple classification keys.  Ask questions and recognise that they can be answered in different ways.  Gather and record data and use it to answer questions.  Plan what observations to make in an experiment.  Order the steps of a method.  Describe the appearance of flowering plants.  Use an identification chart to name flowering plants. |