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**Year 1 Route Map**

**2021-22**

***Creative Arts Route Map***

Adapted from National Society for Education in Art and Design and Gareth Webb, School Support Consultant resources

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| **GENERATING IDEAS** |
| Recognises that ideas can be expressed in art. |
| Experiments with pictures that include pictures of people. |
| **DEVELOPING, PLANNING AND COMMUNICATING IDEAS** |
| Draws on their own experiences to help generate ideas. |
| Suggests ideas and explains what they are going to do. |
| Identifies a target group for what they intend to design and make. |
| Models their ideas in cards and paper. |
| Develops their design ideas applying findings from their earlier research. |
| **KNOWLEDGE AND UNDERSTANDING** |
| Talks about different styles of art. |
| Names the tools, techniques, shapes and colours that they use. |
| **MAKING** |
| Tries a range of material and processes recognising that they have different uses and outcomes. |
| Uses materials purposefully to achieve particular characteristics or qualities. |
| **WORKING WITH EQUIPMENT AND MATERIALS** |
| Makes their design using appropriate techniques. |
| With support, measures, marks and cuts a range of materials. |
| Uses tools safely (e.g. scissors or a knife). |
| Assembles, joins and combines materials together using a variety of methods. |
| Uses basic hygiene and / or safety measures. |
| Uses simple finishing techniques to improve the appearance of their product. |
| **EVALUATING** |
| Shows interest in the work of others. |
| Describes what they think about the work of others. |
| Evaluates their work as it is developed identifying possible changes to make. |
| Evaluates their outcome by asking questions about what they have made and how they have gone about it. |

***Computing Route Map***

Adapted from Purple Mash resources

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| **DIGITAL CITIZENSHIP** |
| Uses the search facility to refine searches |
| Can open and send an email from a trusted user |
| Identifies what makes them feel happy and sad and applies these to online situations |
| **ALGORITHMS AND PROGRAMMING** |
| Explains that an algorithm is a set of instructions |
| Explains how to us the terms: Command, Repeat, input, Output, Event, Collision Detector and Timer |
| Explains what debugging means |
| Debugs simple programs |
| Plans and uses algorithms in programs to achieve an end result |
| **PRESENTING IDEAS** |
| Knows that digital content can be represented in many forms |
| Adds appropriate clip art |
| Adds appropriate photos |
| Presents digital content and information |
| **QUESTIONING AND SEARCHING** |
| Understands what is meant by a binary tree |
| Understands what is meant by a database |
| Uses a database to answer questions |
| Knows the name of basic parts of a web search engine search page |
| **SPREADSHEETS** |
| Explains what rows and columns are |
| Opens, saves and edits a spreadsheet |
| Adds the count tool to count items |
| Uses copying and pasting to help make spreadsheets |
| Uses tools in a spreadsheet to automatically total rows and columns |
| Creates a table of data on a spreadsheet |
| **CREATIVITY** |
| Explains what is meant by impressionist art |
| Explains what pointillism is |
| Uses a computer to create repeating patterns |
| Creates surrealist art using drawing and clipart |
| Adds sound to a tune already created to change it |
| Changes the volume of background sounds |
| Creates, uploads and uses their own recorded sound |

***English Route Map***

Adapted from Ros Wilson’s Standards for Reading and Writing Assessments and Cambridge University’s Oracy Skills Framework

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| **WRITING** |
| Shows control over the size, shape and orientation of letters. |
| Writes simple regular words, some spelt correctly. |
| Always leaves spaces between words. |
| Uses appropriate phonic attempts at words. |
| Spells CVC words correctly. |
| Attempts a range of written forms including stories, recounts and letters of a paragraph or more. |
| Work can be read back independently from the child. |
| Produces their own ideas for writing. |
| Shows control over word order producing logical statements. |
| Spells most common words correctly. |
| Uses conjunctions (may only be and). |
| Shows an awareness of full stops. |
| Uses appropriate vocabulary. |
| **READING** |
| Uses phonic knowledge to attempt unknown words. |
| Talks about main events or key points in simple texts. |
| Is beginning to make predictions based on text or pictures. |
| Reads all Year R high frequency words. |
| Reads all of the Y1 sight words. |
| Notices interesting words. |
| Answers simple questions. |
| Expresses opinions about characters. |
| Is beginning to make attempts to self-correct when reading does not make sense. |
| **ORACY** |
| Communicates intent clearly. |
| Looks at the person they are speaking to. |
| Uses vocabulary appropriate to their age. |
| Asks questions about what others are talking about. |
| Maintains focus on tasks. |
| Take turns when working with others. |

***Humanities Route Map***

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| **HISTORY** |
| **CHRONOLOGY** |
| Puts events or objects in time order. |
| **RANGE AND DEPTH OF KNOWLEDGE** |
| Begins to describe similarities and differences between artefacts. |
| Explores through questioning and play why people did things in the past. |
| Uses a range of sources to find out about the past. |
| **INTERPRETATION** |
| Thinks about different ways we can learn about the past (letters, photos, adults talking). |
| **ENQUIRY** |
| Sorts artefacts into now and then groups. |
| Asks and answers questions related to different sources and objects. |
| **GEOGRAPHY** |
| **LOCATIONAL KNOWLEDGE** |
| Names, locates and talks about key characteristics of the four capital cities of the United Kingdom. |
| Knows the names of the seas surrounding the United Kingdom. |
| **PLACE KNOWLEDGE** |
| Expresses geographical similarities between their home environment and a contrasting location in the United Kingdom. |
| Expresses geographical similarities between the United Kingdom and a non-European country. |
| **SKILLS AND UNDERSTANDING** |
| Identifies seasonal and daily weather patterns. |
| Identifies hot and cold areas of the world using the Equator and North and South Poles. |
| Uses geographical vocabulary to refer to physical and human features. |
| Uses world maps, globes and atlases and can identify the United Kingdom. |
| Uses observational skills to study the local environment. |

***Languages Route Map***

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| **SPANISH** |
| **KNOWS** |
| Some countries that Spanish is spoken in |
| The type of activities people might do on holiday in Spain |
| Some Christmas traditions in Spain |
| A traditional Spanish story |
| How to ask for foods at a party |
| The names of some food and drink |
| About the Spanish Festival El Colacho |
| The song ‘Happy Birthday’ in Spanish |
| **CAN** |
| Greet people |
| Ask someone how they are feeling |
| Join in with numbers 1-20 |
| Join in with songs in Spanish |
| Say if they have brothers or sisters |
| Say what colour something is |
| Respond to questions about favourite colour |
| Give a simple opinion |
| Follow simple commands related to body parts |
| Give basic descriptions about what an alien looks like |
| Join in with Spanish playground games |
| Name some zoo animals |

***Maths Route Map***

Adapted from White Rose Maths Resources

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| **KNOW** |
| Symbols +, - =, <, > |
| All doubles and halves up to 10 |
| Number bonds to 10 |
| Days of the week |
| Months of the year |
| Value of different coins and notes |
| Ordinal numbers to 10 |
| The names of 2D and 3D shapes |
| **DO** |
| Place a given number up to 100 on a number line |
| Read and write numbers up to 100 in numerals and words |
| Count one more or one less |
| Count to and across 100 from any given number, forwards and backwards |
| Know 2,5 and 10 times table |
| Add and subtract a two-digit number and a one-digit number up to 20 |
| Solve one-step multiplication problems using objects or pictures |
| Write addition and subtraction sentences using +, - = |
| Partition two digit numbers |
| Compare addition and subtraction sentences |
| Sort 2D and 3D shapes |
| Measure and compare length and height |
| Measure and compare mass and capacity |
| Make arrays |
| Make and find fractions ½ and ¼ |
| Tell the time, on an analogue clock, to the hour and half past |
| Sequence events in chronological order |
| Describe turns through quarters and halves |
| Use mathematical vocabulary to describe position |
| Give a given amount using a variety of coins |

***Music Route Map***

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| **KNOWLEDGE** |
| The pulse is our ‘thinking voice’ beat. |
| Singing names and signs (la-so-mi and mi-re-doh). |
| Simple Italian musical terms. |
| Rhythm is the pattern of the words. |
| Simple time names (ta-a, ta, ti-ti, sh). |
| **SKILLS** |
| Sings solo, as leader in singing games. |
| Feels a steady pulse as we sing – including using the thinking voice. |
| Uses our singing names and signs to invent new phrases and songs. |
| Describes music we hear using Italian terms. |
| Plays tuned and un-tuned percussion. |
| Sings a range of simple songs from memory. |
| Can demonstrate musical skills and concepts through games and musical play |
| Can read simple two and three note melodies from rhythm sol-fa and on the stave |

***Physical Education Route Map***

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| **PHYSICAL ME** | |
| **Games** | **Gymnastics** |
| Throws and catches a ball with a partner. | Performs basic gymnastic actions like traveling, rolling and jumping. |
| Moves fluently, changing direction and speed easily and avoiding collisions. | Links & repeats basic gymnastic actions perform movement phrase with control and accuracy. |
| Shows control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking. | Demonstrates basic shapes, tuck, straddle and pike on the floor and apparatus. |
| **Dance** | **Athletics** |
| Copies and repeats simple skills such as follow the leader – jumps, hops, skips. | Experiments which throwing and jumping technique to use for distance. |
| Copies and explores basic body actions demonstrated by the teacher and simple movement patterns from each other exploring the movement. | Beats personal best times in short distance running. |
| **PERSONAL ME** | |
| Practises and repeats their movement phrases and performs them in a con­trolled way. | |
| Follows instructions, practices safely and works on simple tasks by themselves. | |
| **SOCIAL ME** | |
| Works sensibly with others, taking turns and sharing. | |
| Plays with others, waiting to take turns, sharing and helping. | |
| **COGNITIVE ME** | |
| Chooses and uses skills effectively for particular games understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming. | |
| Links simple actions and skills and repeats Key Steps 1 routines with assistance. | |
| Understands and follows simple rules. Names some activities they are good at. | |
| **CREATIVE ME** | |
| Uses skills in different ways in different games, and tries to win by changing the way they use skills in response to their opponent’s actions. | |
| Makes up simple movement phrases in response to simple tasks. | |
| Composes and links movement phrases to make simple dances with clean beginning, middle and end. | |
| **HEALTHY ME** | |
| Is aware of the changes to the way they feel when they exercise. | |
| Is aware of why exercise is important for good health. | |
| Talks about how to exercise safely. | |

***PSHCE Route Map***

*Adapted from PSHE Association*

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| **HEALTH AND WELLBEING** |
| Know what being healthy means and different ways to keep healthy |
| How food, exercise and sleep contribute to health |
| Simple hygiene routines including staying safe in the sun |
| How medicines and tooth brushing contribute to health |
| Recognising and naming different feelings and ways to share them |
| That feelings can affect people’s bodies and behaviour |
| That talking about feelings is good especially when experiencing change and loss (including death) |
| To know how they are special and their strengths and weaknesses |
| Name part of the body including external genitalia |
| How people’s needs change as they grow |
| Basic ways to stay safe online |
| How to stay safe at home and fire safety |
| What to do if there is an accident including dialling 999 |
| **RELATIONSHIPS** |
| How different people have different roles in our lives |
| Not all families look the same |
| What friendship is and how to make friends and help people who are lonely |
| Strategies for resolving arguments and asking for help |
| That bodies and feelings can be hurt |
| That hurtful behaviour in real life or online is unacceptable |
| How to treat others with respect |
| The importance of privacy including body parts |
| How to reach out if they feel worried and respond safely to unknown adults |
| **LIVING IN THE WIDER WORLD** |
| Why rules are needed and they are different for different ages |
| How they can look after the environment |
| The role of belonging to a community and different groups |
| The role of the internet in daily life |
| What money is and how it needs to be looked after |
| The difference between needs and wants |
| What sort of qualities different jobs might need |

***Religious Education Route Map***

Standards for Primary Religious Education as recommended by Nottingham Roman Catholic Diocese

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| **KNOWLEDGE AND UNDERSTANDING** |
| Recognises some elements of religious stories and the people and events within |
| Begins to recognise many religious signs and symbols and use some religious words and phrases. |
| Recognises that people act in a particular way because of their religion. |
| **LIVING FAITH** |
| Talks about many of their own experiences and how these made them feel. |
| Reflects upon some things they wonder about and speak about these. |
| **SKILLS** |
| Listens to a point of view. |
| Talks about some sources like prayers and hymns. |

**S*cience Route Map***

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| **PLANING AND PREDICTING** |
| Suggests what might happen in an experiment. |
| Suggests ways to test ideas. |
| **INVESTIGATING AND OBSERVING** |
| Makes observations using appropriate senses. |
| Explores using the five senses. |
| Makes simple comparisons and groupings. |
| **RECORDING, ANALYSING AND EVALUATING** |
| Communicates findings in simple ways. |
| Collects evidence to try and answer a question. |
| **KNOWLEDGE** |
| Understand that some materials float in water and some sink. |
| Understand that objects can be sorted into groups on the basis of simple material properties. |
| Use terms such as gravity and buoyancy when describing why objects float and sink. |
| Know that water pressure acts in opposition to gravity in order to make buoyant objects float. |
| Know that plants are useful and can label parts of a plant. |
| Identify and describe the basic structure of a variety of common flowering plants, including trees. |
| Identifies and names a variety of common wild and garden plants, including deciduous and evergreen trees. |
| Identifies, names, draws and labels the basic parts of the human body and say which parts of the body are associated with each sense |
| Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals |
| describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) |
| identify and name a variety of common animals that are carnivores, herbivores and omnivores |
| Understand and use the term recycle |