

## Satellite View - Concepts and Skills - Year 1

<b>Year 1</b>
<b>Geography</b>
<b>Come Fly With Me! Arctic Circle</b>
<p><b>Concepts</b></p> <p><b>NC</b> - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>A. To know what the Arctic Circle is and be able to locate the Arctic Circle on a map</p> <p>B. To understand about the weather and climate in the Arctic Circle</p> <p>C. To learn about the Inuit people group and their customs and traditions</p> <p>D. To learn about the Aurora Borealis (Northern Lights)</p>
<p><b>Skills</b></p> <p>Ge3 Recognise and observe main human and physical features</p> <p>Ge4 Recognise different types of weather and climate</p> <p>Ge6 Communicate in different ways using simple geographical information and vocabulary</p> <p>Ge8 Use globes, maps and plans</p>
<b>Unity In The Community</b>
<p><b>Concepts</b></p> <p>A. To learn about the geography of the school and the key human and physical features of its grounds and immediately surrounding environment. Use aerial photographs and plan perspectives to recognise landmarks and basic physical features of the local area. (NC)</p> <p>B. To know the key human features of the local area, including appropriate vocabulary such as city, town, village, factory, farm, house, office and shop (NC)</p> <p>C. To know the key physical features of the local area, including appropriate vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation (NC)</p> <p>D. To know how to locate the school on a map</p> <p>E. To learn about how places have become the way they are and how they are changing</p> <p>F. To recognise changes in the environment and identify how the environment may be improved and sustained</p>
<p><b>Skills</b></p> <p>Ge1 Explore and discover the interesting features of the local environment</p> <p>Ge2 Explore and discover where different foods come from</p> <p>Ge3 Recognise and observe main human and physical features</p> <p>Ge4 Recognise different types of weather and climate</p> <p>Ge6 Communicate in different ways using simple geographical information and vocabulary</p> <p>Ge8 Use globes, maps and plans</p> <p>Ge9 Make simple plans</p>
<b>Never Eat Shredded Wheat</b>
<p><b>Concepts</b></p> <p>A. To know and use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map (NC)</p> <p>B. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (NC)</p> <p>C. To name and locate the world's seven continents and five oceans (NC)</p> <p>D. To know, understand and apply basic geographical vocabulary to refer to key physical features, including valley and coast (NC)</p> <p>E. To know, understand and apply basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm (NC)</p> <p>F. To know how to recognise landmarks and basic physical features from aerial photos and plans (NC)</p> <p>G. To know where in the world some foods come from</p>
<p><b>Skills</b></p> <p>Ge2 Explore and discover where different foods come from</p> <p>Ge3 Recognise and observe main human and physical features</p> <p>Ge6 Communicate in different ways using simple geographical information and vocabulary</p> <p>Ge8 Use globes, maps and plans</p> <p>Ge9 Make simple plans</p>

## Satellite View - Concepts and Skills - Year 1

<b>Year 1</b>
<b>Science</b>
<b>Happily Ever After</b>
<b>Concepts</b> A. To know the difference between living things and things that have never been alive (NC) B. To identify and name a variety of birds C. To know that humans and other animals can produce offspring and that these offspring can grow into adults (NC)
<b>Skills</b> Sc1 Suggest what might happen and perform simple tests Sc2 Explore using senses and record findings in simple ways Sc3 Collect evidence to try to answer a question Sc4 Make simple comparisons through observation Sc5 Identify and classify based on simple criteria
<b>Come Fly With Me! Arctic Circle</b>
<b>Concepts</b> A. To learn the names of, describe weather associated with and observe changes across the four seasons (NC) B. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock, and to know, describe and compare how their simple physical properties vary. Group together a variety of everyday materials on the basis of their simple physical properties (NC) C. To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (NC) D. To distinguish between an object and the material from which it is made and compare the uses of a variety of everyday materials (NC)
<b>Skills</b> Sc1 Suggest what might happen and perform simple tests Sc2 Explore using senses and record findings in simple ways Sc3 Collect evidence to try to answer a question Sc4 Make simple comparisons through observation Sc5 Identify and classify based on simple criteria
<b>Unity In The Community</b>
<b>Concepts</b> A. To know and describe the basic structure of a variety of common flowering plants (NC) B. To know and describe how seeds and bulbs grow into mature plants (NC) C. To learn that plants need water, light and a suitable temperature to grow and stay healthy (NC) D. To name and identify a variety of common wild and garden plants, including deciduous and evergreen trees (NC) E. To know how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food (NC)
<b>Skills</b> Sc1 Suggest what might happen and perform simple tests Sc2 Explore using senses and record findings in simple ways Sc3 Collect evidence to try to answer a question Sc4 Make simple comparisons through observation Sc5 Identify and classify based on simple criteria
<b>Going Wild</b>
<b>Concepts</b> A. To understand the difference between things that are living and things that have never been alive (NC) B. To learn that animals, as well as humans, have offspring, which grow into adults (NC) C. To learn about the basic needs of animals, as well as humans, for survival (which are food, water and air) (NC) D. To identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals (NC) E. To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) (NC) F. To identify and name a variety of common animals that are carnivores, herbivores and omnivores (NC) G. To know that some animals are endangered, the reasons why and what is being to preserve these species
<b>Skills</b> Sc1 Suggest what might happen and perform simple tests Sc2 Explore using senses and record findings in simple ways Sc3 Collect evidence to try to answer a question Sc4 Make simple comparisons through observation Sc5 Identify and classify based on simple criteria

## Satellite View - Concepts and Skills - Year 1

<b>Year 1</b>
<b>History</b>
<b>Come Fly With Me! Arctic Circle</b>
<b>Concepts</b> D. To know about the Inuit people group and their traditions and customs
<b>Skills</b> Hi1 Use different sources of information to find out about the past Hi6 Make a personal link to the past by exploring artefacts and images
<b>Unity In The Community</b>
<b>Concepts</b> <b>NC</b> - Pupils should be taught about changes within living memory G. To know about significant historical events, people and places in their own locality (NC)
<b>Skills</b> Hi1 Use different sources of information to find out about the past Hi2 Find out about the lives of significant people and events from the past and present Hi3 Using episodes from stories about the past, identify the difference between past and present Hi4 Place events in chronological order Hi5 Use common words and phrases related to the passing of time Hi6 Make a personal link to the past by exploring artefacts and images
<b>Children's Champion</b>
<b>Concepts</b> <b>NC</b> - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements <ul style="list-style-type: none"> <li>To know and be able to retell the life story of Thomas Barnardo</li> <li>To know what the main achievements of Thomas Barnardo were</li> <li>To understand the contribution Thomas Barnardo made to the care of children</li> <li>To understand the way in which the past impacts on the present</li> </ul>
<b>Skills</b> Hi1 Use different sources of information to find out about the past Hi2 Find out about the lives of significant people and events from the past and present Hi3 Using episodes from stories about the past, identify the difference between past and present Hi4 Place events in chronological order Hi5 Use common words and phrases related to the passing of time Hi6 Make a personal link to the past by exploring artefacts and images
<b>Medicine Woman</b>
<b>Concepts</b> <b>NC</b> - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements <b>NC</b> - Pupils should be taught about events beyond living memory that are significant nationally or globally <b>NC</b> - Pupils should be taught about changes within living memory <ul style="list-style-type: none"> <li>To know and be able to retell the life story of Elizabeth Blackwell</li> <li>To know what the main achievements of Elizabeth Blackwell were</li> <li>To understand the contribution Elizabeth Blackwell made to equal rights for women</li> <li>To understand the way in which the past impacts on the present</li> </ul>
<b>Skills</b> Hi1 Use different sources of information to find out about the past Hi2 Find out about the lives of significant people and events from the past and present Hi3 Using episodes from stories about the past, identify the difference between past and present Hi4 Place events in chronological order
<b>Dancing Spy</b>
<b>Concepts</b> <b>NC</b> - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements <ul style="list-style-type: none"> <li>To know and be able to retell the life story of Josephine Baker</li> <li>To know what Josephine Baker was famous for</li> <li>To understand the contribution Josephine Baker made to breaking down racial barriers and promoting cross-cultural relationships</li> <li>To understand what makes Josephine Baker an inspirational figure</li> </ul>
<b>Skills</b> Hi1 Use different sources of information to find out about the past Hi2 Find out about the lives of significant people and events from the past and present Hi3 Using episodes from stories about the past, identify the difference between past and present Hi4 Place events in chronological order
<b>Royal Patrons</b>
<b>Concepts</b> <b>NC</b> - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements <b>NC</b> - Pupils should be taught about events beyond living memory that are significant nationally or globally <b>NC</b> - Pupils should be taught about changes within living memory <ul style="list-style-type: none"> <li>To know about changes in their own lives, their families lives and others around them</li> <li>To know some differences between how people used to live at different times</li> <li>To know who Queen Victoria was and who Queen Elizabeth II is</li> <li>To understand the contribution both Queens have made to British society</li> <li>To understand the way in which the past impacts on the present</li> </ul>
<b>Skills</b> Hi1 Use different sources of information to find out about the past Hi2 Find out about the lives of significant people and events from the past and present

## Satellite View - Concepts and Skills - Year 1

Hi3 Using episodes from stories about the past, identify the difference between past and present  
Hi4 Place events in chronological order  
Hi5 Use common words and phrases related to the passing of time  
Hi6 Make a personal link to the past by exploring artefacts and images

### **Powhatan People**

#### **Concepts**

**NC** - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements

- To know and be able to retell the life story of Pocahontas
- To know what made Pocahontas famous
- To understand the contribution made to cross-cultural relationships
- To understand what makes Pocahontas an inspirational historical figure

#### **Skills**

Hi1 Use different sources of information to find out about the past  
Hi2 Find out about the lives of significant people and events from the past and present  
Hi3 Using episodes from stories about the past, identify the difference between past and present  
Hi4 Place events in chronological order  
Hi5 Use common words and phrases related to the passing of time  
Hi6 Make a personal link to the past by exploring artefacts and images

## Satellite View - Concepts and Skills - Year 1

<b>Year 1</b>
<b>Art</b>
<b>Come Fly With Me! Arctic Circle</b>
<b>3D Form / Collage</b> <b>Skills Development</b> <ul style="list-style-type: none"> <li>To be able to explore a range of materials in order to add texture to a collage</li> </ul> <b>Concepts</b> <b>NC</b> - To use a range of materials creatively to design and make products <b>NC</b> - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <ul style="list-style-type: none"> <li>To know that Inukshuks are 3D stone figures</li> <li>To understand that Inukshuks were traditionally used by the Inuits as directional markers</li> <li>To know that Inukshuks have been transformed into symbols of hope and friendship, used by people all over the world</li> </ul>
<b>Skills</b> Ar4 <i>Textiles / Collage</i> Investigate using a wide variety of media, including cards, fabric, plastic, tissue, magazines, crepe paper etc. Ar7 Respond to ideas Ar8 Make changes to their own work Ar12 <i>Textiles/Collage</i> Use a variety of techniques e.g. weaving, fabric crayons, sewing Ar13 <i>3D-Form</i> Manipulate clay in a variety of ways e.g. rolling, kneading and shaping
<b>Happily Ever After</b>
<b>3D Form</b> <b>Skills Development</b> <ul style="list-style-type: none"> <li>To know how to make a clay thumb pot with a lid</li> </ul> <b>Concepts</b> <b>NC</b> - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <b>NC</b> - To use a range of materials creatively to design and make products <ul style="list-style-type: none"> <li>To know the importance of including specific features in a model or artefact, linked to a fairy tale character</li> </ul>
<b>Skills</b> Ar5 <i>3D-Form</i> Explore sculpture with a range of malleable materials Ar13 <i>3D-Form</i> Manipulate clay in a variety of ways e.g. rolling, kneading and shaping
<b>Unity In The Community</b>
<b>3D Form</b> <b>Concepts</b> <b>NC</b> - To use a range of materials creatively to design and make products <b>NC</b> - To know about the work of a range of artists, craft makers and designers, describing THE differences and similarities between different practices and disciplines and making links to them own work <ul style="list-style-type: none"> <li>To know about the influence that César Manrique had on the Lanzarote island community</li> <li>To know that César Manrique's wind toys are examples of moving sculptures</li> </ul>
<b>Skills</b> Ar7 Respond to ideas Ar8 Make changes to their own work Ar10 <i>Painting</i> Use different brush sizes and types Ar13 <i>3D-Form</i> Manipulate clay in a variety of ways e.g. rolling, kneading and shaping
<b>Going Wild</b>
<b>Printing</b> <b>Skills Development</b> <ul style="list-style-type: none"> <li>To make a printing plate and print a repeating pattern</li> </ul> <b>Concepts</b> <b>NC</b> - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <ul style="list-style-type: none"> <li>To identify different animal prints</li> <li>To learn some simple printing techniques</li> </ul>
<b>Skills</b> Ar3 <i>Printing</i> Make marks in print with a variety of objects, including natural and man-made objects Ar6 Recognise pattern in the environment Ar11 <i>Printing</i> Build a repeating pattern

## Satellite View - Concepts and Skills - Year 1

<b>Year 1</b>
<b>Design Technology</b>
<b>Happily Ever After</b>
<p><b>Concepts</b></p> <p><b>NC</b> - Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>NC</b> - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>NC</b> - Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)</p> <p><b>NC</b> - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>NC</b> - Understand the importance of exploring and evaluating a range of existing products</p> <p><b>NC</b> - Evaluate their ideas and products against design criteria</p> <ul style="list-style-type: none"> <li>Design and make a prototype of a bag suitable for the client (Fairy) to carry things in</li> </ul>
<p><b>Skills</b></p> <p>Dt1 Explore the sensory qualities of materials</p> <p>Dt3 Identify a target group for what they intend to design and make</p> <p>Dt4 Recognise how structures can be made, stronger, stiffer and more stable</p> <p>Dt6 Follow safe procedures</p> <p>Dt7 Take account of simple properties of materials when deciding how to cut, shape, combine and join them</p> <p>Dt8 Use tools and materials with help</p>
<b>Come Fly With Me! Arctic Circle - Mechanisms - Sliders and Levers 1</b>
<p><b>Concepts</b></p> <p><b>NC</b> - Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>NC</b> - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>NC</b> - Select from and use a range of tools and equipment to perform practical tasks</p> <p><b>NC</b> - Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products</p> <ul style="list-style-type: none"> <li>Design, make and evaluate a moving picture which uses a simple mechanism (slider or lever) and be made from card</li> <li>Design, make and evaluate a moving picture to accompany a fact sheet on an animal that lives in the Arctic.</li> </ul>
<p><b>Skills</b></p> <p>Dt2 Explore ways to construct models</p> <p>Dt3 Identify a target group for what they intend to design and make</p> <p>Dt6 Follow safe procedures</p> <p>Dt7 Take account of simple properties of materials when deciding how to cut, shape, combine and join them</p> <p>Dt8 Use tools and materials with help</p>
<b>Unity in the Community - Structures</b>
<p><b>Concepts</b></p> <p><b>NC</b> - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p><b>NC</b> - Build structures, exploring how they can be made stronger, stiffer and more stable</p> <ul style="list-style-type: none"> <li>Design, make and test a model house for a new neighbour</li> </ul>
<p><b>Skills</b></p> <p>Dt2 Explore ways to construct models</p> <p>Dt3 Identify a target group for what they intend to design and make</p> <p>Dt4 Recognise how structures can be made, stronger, stiffer and more stable</p> <p>Dt7 Take account of simple properties of materials when deciding how to cut, shape, combine and join them</p> <p>Dt8 Use tools and materials with help</p>
<b>Going Wild - Textiles</b>
<p><b>Concepts</b></p> <p><b>NC</b> - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p><b>NC</b> - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <ul style="list-style-type: none"> <li>Design and make finger puppets for the nursery rhyme, 'Two Little Sparrows'</li> </ul>
<p><b>Skills</b></p> <p>Dt3 Identify a target group for what they intend to design and make</p> <p>Dt5 Generate and talk about their own ideas</p> <p>Dt7 Take account of simple properties of materials when deciding how to cut, shape, combine and join them</p>

## Satellite View - Concepts and Skills - Year 1

<b>Year 1</b>
<b>Music</b>
<b>Come Fly With Me! Arctic Circle</b>
<b>Skill Development</b> <ul style="list-style-type: none"> <li>To explore the element of pitch</li> <li>To increase control of vocal pitch</li> <li>To use pitched instruments and accurately match their voices to the different notes they can hear</li> </ul> <b>Concepts</b> <p><b>NC</b> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> <li>To understand what beat is</li> <li>To know what lyrics are in a song</li> <li>To know the importance of posture and vocal warm-ups when singing</li> <li>To know what Inuit throat singing is, its history and purpose</li> </ul>
<b>Skills</b> <p>Mu1 Use their voices confidently in different ways            Mu2 explore how sounds can be made and changed            Mu3 Recognise how sounds can be made and changed            Mu4 Identify the beat in different pieces of music            Mu6 Respond appropriately to musical instruments</p>
<b>Happily Ever After</b>
<b>Skills Development</b> <ul style="list-style-type: none"> <li>To learn the meaning of 'timbre' and recognise that voices have their own unique timbre</li> <li>To recognise that different instruments have their own unique timbres and be able to identify some instruments by listening to their sound</li> </ul> <b>Concepts</b> <p><b>NC</b> - Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <ul style="list-style-type: none"> <li>To understand the meaning of pitch</li> <li>To know the meaning of tempo</li> <li>To know that dynamics relates to volume</li> <li>To know what sound effects are and how they are used</li> <li>To know how to create and follow a graphic score</li> </ul>
<b>Skills</b> <p>Mu1 Use their voices confidently in different ways            Mu3 Recognise how sounds can be made and changed            Mu6 Respond appropriately to musical instruments            Mu7 Respond verbally and physically to different musical moods            Mu8 Create and choose sounds in response to given starting points            Mu9 Follow pitch movements with their hands and use high, low and middle voices</p>
<b>Unity In The Community</b>
<b>Skills Development</b> <ul style="list-style-type: none"> <li>To learn the meaning of 'texture'</li> <li>To be able to recognise the different between a thin and thicker texture</li> </ul> <b>Concepts</b> <p><b>NC</b> - Play tuned and untuned instruments musically</p> <ul style="list-style-type: none"> <li>To know how symbols are used in composition</li> <li>To know that the dynamic symbol <i>f</i> means 'loud' and <i>p</i> means 'quiet'</li> <li>To know what is meant by musical texture</li> <li>To name and know how to play a range of musical instruments</li> </ul>
<b>Skills</b> <p>Mu1 Use their voices confidently in different ways            Mu3 Recognise how sounds can be made and changed            Mu5 Identify long and short sounds in music            Mu6 Respond appropriately to musical instruments            Mu8 Create and choose sounds in response to given starting points</p>
<b>Going Wild</b>
<b>Skills Development</b> <ul style="list-style-type: none"> <li>To learn that the speed (tempo) of the beat can change, creating a faster or slower pace</li> <li>To mark the beat of a listening piece by tapping or clapping and recognising tempo as well as change in tempo</li> <li>To walk in time to the beat of a piece of music</li> </ul> <b>Concepts</b> <p><b>NC</b> - Play tuned and untuned instruments musically</p> <ul style="list-style-type: none"> <li>To know what beat is</li> <li>To name and know how to play a range of musical instruments</li> <li>To know what is meant by tempo</li> <li>To know the meaning of dynamics</li> <li>To know what sound effects are and how they can be used to enhance a performance</li> </ul>
<b>Skills</b> <p>Mu1 Use their voices confidently in different ways            Mu3 Recognise how sounds can be made and changed            Mu4 Identify the beat in different pieces of music            Mu6 Respond appropriately to musical instruments            Mu8 Create and choose sounds in response to given starting points</p>

## Satellite View - Concepts and Skills - Year 1

<b>Year 1</b>
<b>Computing</b>
<b>Come Fly With Me! Arctic Circle – Multimedia (Paint/Design)</b>
<b>Concepts</b> <b>NC</b> – Know how to recognise common uses of information technology beyond school <b>NC</b> – Know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content <ul style="list-style-type: none"> <li>To understand how to use an online paint program to create an image of the Northern Lights</li> <li>To know how to use sound and text to enhance their computer-based art</li> <li>To understand how work can be saved and shared with others</li> </ul>
<b>Skills</b> Mm1 Use technology purposefully to create, capture, organise, store, manipulate, retrieve and present digital content Mm2 Try alternatives using a range of tools and techniques to alter text, images and sounds Mm3 Combine written text with graphics, tables, sounds and images and present work appropriately Mm4 Use ICT to communicate with unknown audiences Mm5 Plan, discuss and review work developed using ICT in order to improve it
<b>Happily Ever After – Computer Science</b>
<b>Concepts</b> <b>NC</b> – To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions <ul style="list-style-type: none"> <li>To know how to write an algorithm for an everyday activity.</li> <li>To know how to give and follow instructions, including turning movements, one at a time.</li> <li>To understand how to create an algorithm to guide a robot partner around a pencil maze.</li> </ul>
<b>Skills</b> CS1 Recognise and understand that algorithms are implemented as programs on digital devices, executing by following precise and unambiguous instructions CS2 Create and debug simple programs CS3 Use logical reasoning to predict the behaviour of simple programs
<b>Unity In The Community – Computer Science</b>
<b>Concepts</b> <b>NC</b> – To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions <b>NC</b> – To know how to create and debug simple programs <b>NC</b> – To know how to use logical reasoning to predict the behaviour of simple programs <ul style="list-style-type: none"> <li>To know how to write an algorithm to make a jam sandwich</li> <li>To know how to program a Bee-Bot / on-screen turtle with directional commands to follow a path</li> <li>To know how to write an algorithm in a flowchart to program a Bee-Bot /on-screen turtle to follow a path</li> </ul>
<b>Skills</b> CS1 Recognise and understand that algorithms are implemented as programs on digital devices, executing by following precise and unambiguous instructions CS2 Create and debug simple programs CS3 Use logical reasoning to predict the behaviour of simple programs
<b>Going Wild – Multimedia (Presentation) and Data</b>
<b>Concepts (Multimedia)</b> <b>NC</b> – Understand how to use technology purposefully to create, organise, store, manipulate and retrieve digital content <b>NC</b> – Know how to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <ul style="list-style-type: none"> <li>To know how to use a presentation program to create a simple presentation</li> </ul> <b>Concepts (Data)</b> <ul style="list-style-type: none"> <li>To know how to create a branching database to sort data</li> </ul>
<b>Skills</b> Mm1 Use technology purposefully to create, capture, organise, store, manipulate, retrieve and present digital content Mm2 Try alternatives using a range of tools and techniques to alter text, images and sounds Mm3 Combine written text with graphics, tables, sounds and images and present work appropriately Mm4 Use ICT to communicate with unknown audiences Mm5 Plan, discuss and review work developed using ICT in order to improve it D1 Collect, sort, record and represent information to inform investigations and designs D2 Draw conclusions from data collected



## Satellite View - Concepts and Skills - Year 1

<b>Year 1</b>
<b>PSHE - Theme</b>
<b>Come Fly With Me! Arctic Circle</b>
<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Understand the importance of making friends</li> <li>Identify and respect the differences and similarities between people</li> <li>Learn how to develop positive relationships with peers</li> <li>Recognise that family and friends should care for one another</li> <li>Learn about the importance of sharing as part of friendship and kindness</li> <li>Understand the need for protein as part of a balanced diet</li> <li>Recognise which types of food are healthy</li> <li>Know how to make simple choices that improve their health and well-being</li> <li>Learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships</li> </ul>
<p><b>Skills</b></p> <p>PW10 Make positive real-life choices</p> <p>PW11 Recognise why healthy eating and physical exercise are beneficial</p> <p>PW16 Make simple choices that improve their health and well-being e.g. healthy eating</p> <p>PW18 Recognise that there are people who care for and look after them</p> <p>PW19 Identify different relationships that they have and why these are important</p> <p>PW22 Seek help from an appropriate adult when necessary</p> <p>PW23 Develop positive relationships through work and play</p> <p>HW3 Recognise how attitude and behaviour, including bullying, may affect others</p> <p>HW13 Listen to, and show consideration for other people's view</p> <p>HW15 Listen to, reflect on and respect other people's views and feelings.</p> <p>HW18 Work and play independently and in groups, showing sensitivity to others</p> <p>CI2 Recognise the difference between right and wrong and what is fair and unfair</p>
<b>Happily Ever After</b>
<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Learn about bullies and bullying behaviour</li> <li>Understand that bullying is wrong</li> <li>Understand that name-calling is hurtful and avoidable</li> <li>Take part in discussions with the whole class</li> <li>Recognise how their behaviour affects other people</li> <li>Understand what is and what is not bullying behaviour</li> <li>Understand what is positive and negative behaviour</li> <li>Understand who can help if someone is affected by bullying</li> <li>Understanding that there are different types of bullying, that bullying is wrong and how to get help to deal with bullying</li> <li>Learn strategies to cope with unfair teasing</li> <li>Understand that there are different types of teasing and bullying</li> </ul>
<p><b>Skills</b></p> <p>PW8 Understand the difference between impulsive and considered behaviour</p> <p>PW18 Recognise that there are people who care for and look after them</p> <p>PW19 Identify different relationships that they have and why these are important</p> <p>PW20 Recognise how their behaviour affects other people</p> <p>PW21 Consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying</p> <p>PW22 Seek help from an appropriate adult when necessary</p> <p>HW2 Recognise right and wrong, what is fair and unfair and explain why</p> <p>HW3 Recognise how attitude and behaviour, including bullying, may affect others</p> <p>HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help</p> <p>HW7 Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying</p> <p>HW11 Recognise how their behaviour and that of others may influence people both positively and negatively</p> <p>CI1 Recognise the difference between good and bad choices</p> <p>CI2 Recognise the difference between right and wrong and what is fair and unfair</p>
<b>Unity In the Community</b>
<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Understand our role in the class community</li> <li>How to contribute to the life of the classroom</li> <li>Learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe</li> <li>Develop an awareness of the Green Cross Code</li> <li>Understand that they belong to various groups and communities</li> <li>Develop a sense of belonging in the wider community</li> <li>Understand the role of the local community</li> <li>Develop a strong relationship with the local community</li> <li>Understand the importance of shared responsibility within all communities</li> </ul>
<p><b>Skills</b></p> <p>PW15 Demonstrate basic road safety skills</p> <p>HW6 Recognise and manage risk in everyday activities</p> <p>HW13 Listen to and show consideration for other people's views</p> <p>HW15 Listen to, reflect on and respect other people's views and feelings</p> <p>HW20 Work independently and in groups, taking on different roles and collaborating towards common goals</p> <p>HW25 Manage risk in everyday activities</p> <p>CI1 Recognise the difference between good and bad choices</p> <p>CI3 Consider ways of looking after the school or community and how to care for the local environment</p>

## Satellite View - Concepts and Skills - Year 1

<p>Ci4 Identify the importance of rules and be able to say why rules applying to them are necessary</p> <p>Ci5 Express views and take part in decision-making activities to improve their immediate environment or community</p> <p>Ci7 Suggest rules that would improve things for the common good</p>
<b>Going Wild</b>
<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Learn the names of different parts of the body</li> <li>Recognise similarities and differences based on gender</li> <li>Understand the need for physical activity to keep healthy</li> <li>Learn to work as a team to solve a simple challenge</li> <li>Understand the importance physical activity and rest as part of a balanced, healthy lifestyles</li> </ul>
<p><b>Skills</b></p> <p>PW10 Make positive real-life choices (television, games, money)</p> <p>PW11 Recognise why healthy eating and physical activity are beneficial</p> <p>PW14 Reflect on the similarities and differences between people</p> <p>PW16 Make simple choices that improve their health and wellbeing e.g. healthy eating</p> <p>HW4 Recognise and respect similarities and differences between people</p> <p>HW12 Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health</p>

<b>Year 1</b>
<b>PSHE - Discrete</b>
<b>Autumn 1</b>
<p><b>Core 3 Unit 1 Lesson 3: Taking Turns – It's Your Turn</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Be able to take turns</li> <li>Agree and follow rules for a collaborative game</li> </ul> <p><b>Core 2 Unit 1 Lesson 7: Good Manners – How Rude</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Learn about the conventions of courtesy and manners</li> </ul> <p><b>Core 2 Unit 3 Lesson 6: Kindness – Give a Little</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Recognise kind and unkind behaviour</li> <li>Understand that family and friends should care for each other</li> </ul>
<p><b>Skills</b></p> <p>PW20 Recognise how their behaviour affects other people</p> <p>PW21 Consider different types of teasing and bullying, understand that bullying is wrong and know to get help to deal with bullying</p> <p>HW2 Recognise right and wrong</p> <p>HW3 Recognise how attitude and behaviour, including bullying, may affect others</p> <p>HW11 Recognise how their behaviour and that of others may influence people both positively and negatively</p> <p>HW13 Listen to and show consideration for other people's views</p> <p>HW15 Listen to, reflect on and respect other people's views and feelings</p> <p>HW18 Work and play independently and in groups, showing sensitivity to others</p> <p>Ci3 Consider ways of looking after the school or community and how to care for the local environment</p> <p>Ci4 Identify the importance of rules and be able to say why rules applying to them are necessary</p> <p>Ci5 Express views and take part in decision-making activities to improve their immediate environment or community</p> <p>Ci6 Take turns and share as appropriate</p> <p>Ci7 Suggest rules that would improve things for the common good</p>
<b>Autumn 2</b>
<p><b>Core 2 Unit 1 Lesson 1: Feelings – How I feel</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>Recognise and communicate feelings to others</li> <li>Learn how to share their views</li> <li>Recognise, name and deal with their feelings in a positive way</li> </ul> <p><b>Core 2 Unit 1 Lesson 2: Responses – You and Me</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>Recognise and communicate feelings to others</li> <li>Recognise, name and deal with their feelings in a positive way</li> <li>Learn to take part in discussions with one other person and the whole class</li> </ul>
<p><b>Skills</b></p> <p>PW5 Recognise what they like and dislike</p> <p>PW7 Recognise, name and manage their feelings in a positive way</p> <p>HW3 Recognise how attitude and behaviour, including bullying, may affect others</p> <p>HW13 Listen to and show consideration for other people's views</p> <p>HW15 Listen to, reflect on and respect other people's views and feelings</p>
<b>Spring 1</b>
<p><b>Core 1 Unit 2 Lesson 4: Washing Hands – Meet Grub!</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> </ul>

## Satellite View - Concepts and Skills - Year 1

<ul style="list-style-type: none"> <li>Learn to eradicate germs and the spread of diseases by washing hands</li> <li>Importance of maintaining personal hygiene</li> <li>Understand how germs spread infections and diseases</li> </ul> <p><b>Core 1 Unit 1 Lesson 1: Healthy Eating – Vote Green</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Learn about where vegetables and fruit grow</li> <li>Understand the social aspect of eating food together</li> <li>Know that making good choices about food will improve their health and well-being</li> </ul> <p><b>Core 1 Unit 1 Lesson 3: Healthy Eating – Party Time!</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Know the principles of planning and preparing a range of healthy meals</li> <li>Apply their knowledge of healthy eating to plan a menu for a themed party</li> </ul> <p><b>Core 2 Unit 3 Lesson 2: Comparisons – All the Same</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> </ul>
<p><b>Skills</b></p> <p>PW10 Make positive real-life choices</p> <p>PW14 Reflect on the similarities and differences between people</p> <p>PW16 Make simple choices that improve their health and wellbeing e.g. healthy eating</p> <p>PW17 Manage basic personal hygiene</p> <p>HW2 Recognise right and wrong, what is fair and unfair and explain why</p> <p>HW4 Recognise and respect similarities and differences between people</p> <p>Ci2 Recognise the difference between right and wrong and what is fair and unfair</p>
<b>Spring 2</b>
<p><b>Core 1 Unit 5 Lesson 4: Personal Safety – Secret Surprise</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Learn about the difference between secrets and surprises</li> <li>Understanding when not to keep adults' secrets</li> <li>Understand that it is acceptable to say 'no'</li> </ul> <p><b>Core 1 Unit 5 Lesson 5: Emotional Safety – Getting Help</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li> <li>Learn about who to go to for help and advice</li> </ul>
<p><b>Skills</b></p> <p>PW5 Recognise what they like and dislike</p> <p>PW18 Recognise that there are people who care for and look after them</p> <p>PW19 Identify different relationships that they have and why these are important</p> <p>PW22 Seek help from an appropriate adult when necessary</p> <p>HW1 Know how to keep safe and how and where to get help</p> <p>HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help</p> <p>HW6 Recognise and manage risk in everyday activities</p>
<b>Summer 1</b>
<p><b>Core 2 Unit 4 Lesson 5: Family – My Family</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Know that families are important for children growing up because they and give love, security and stability</li> <li>Recognise that family and friends should care for each other</li> </ul> <p><b>Core 2 Unit 4 Lesson 6: Family – Special People</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Identify their special people and what makes them special</li> </ul> <p><b>Core 3 Unit 1 Lesson 6: Caring – Talking to Plants</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Understand that people and other living things have needs and that they have responsibilities to meet them</li> <li>Learn about responsibility to others</li> </ul> <p><b>Core 3 Unit 1 Lesson 4: Lending / Borrowing – The Borrowers</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Understand the concept of 'borrowing'</li> <li>Show responsibility to others</li> </ul>
<p><b>Skills</b></p> <p>PW10 Make positive real-life choices</p> <p>PW18 Recognise that there are people who care for and look after them</p> <p>PW19 Identify different relationships that they have and why these are important</p> <p>PW22 Seek help from an appropriate adult when necessary</p> <p>PW23 Develop positive relationships through work and play</p> <p>HW13 Listen to and show consideration for other people's views</p> <p>HW15 Listen to, reflect on and respect other people's views and feelings</p> <p>HW20 Work independently and in groups, taking on different roles and collaborating towards common goals</p> <p>HW22 Take the lead, prioritise actions and work independently and collaboratively towards goals</p> <p>Ci3 Consider ways of looking after the school or community and how to care for the local environment</p> <p>Ci5 Express views and take part in decision-making activities to improve their immediate environment or community</p>
<b>Summer 2</b>
<p><b>Core 3 Unit 3 Lesson 1: Money – Grow on Trees</b></p> <p><b>Concepts</b></p>

## Satellite View - Concepts and Skills - Year 1

- Understand where money comes from
- Recognise notes and coins

### **Core 3 Unit 3 Lesson 2: Money – Coining It In**

#### **Concepts**

- Understand the role of money in our society

### **Core 3 Unit 3 Lesson 3: Money – Keep It Safe**

#### **Concepts**

- Understand why it is important to keep money safe

#### **Skills**

PW1 Identify the different types of work people do and learn about different places of work

PW2 Recognise where money comes from, and the choices people make to spend money on things they want and need

## Satellite View - Concepts and Skills - Year 1

<b>Year 1</b>
<b>Computing</b>
<b>Lesson 1 – Copyright and Ownership (Autumn 1)</b>
<p><b>Overview</b> In this lesson, using paint software children learn the basics of copyright and ownership. They learn to create a file, and how to save and open this file. They learn where the file goes when it is saved and who it belongs to.</p>
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• I can explain why work I create using technology belongs to me.</li> <li>• I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</li> <li>• I can save my work under a suitable title/name so that others know it belongs to me (e.g. filename, name on content).</li> <li>• I understand that work created by others does not belong to me even if I save a copy.</li> </ul>
<p><b>Key Vocabulary</b> create, belong, own, file, save, open, file name, copyright, self, self-portrait, paint, software</p>
<b>Lesson 2 – Self Image and Identity, Online Bullying and Online Relationships (Autumn 2)</b>
<p><b>Overview</b> In this lesson, pupils learn about self-image and identity and look at how other people's comments can make you feel. Children will explore how to give positive feedback and the impact their feedback can have on the person receiving it – whether this is online or in person.</p>
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</li> <li>• I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</li> <li>• I can give examples of when I should ask permission to do something online and explain why this is important.</li> <li>• I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</li> <li>• I can explain why it is important to be considerate and kind to people online and to respect their choices.</li> <li>• I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</li> <li>• I can describe how to behave online in ways that do not upset others and can give examples.</li> </ul>
<p><b>Key Vocabulary</b> identity, empathy, unkind/kind, comments, sad, worried, uncomfortable, trusted adult, online, bullying</p>
<b>Lesson 3 – Managing Information Online (Spring 1)</b>
<p><b>Overview</b> In this lesson, children begin to explore safe searching of the internet. They will use search engines to find definitions of words. They begin to explore assessing risk online, looking at YouTube, identifying things that may make them sad, worried, or uncomfortable, and how to deal with this appropriately.</p>
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• I can give simple examples of how to find information using digital technologies, e.g. <b>search engines, voice activated searching</b>).</li> <li>• I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.</li> <li>• I know how to get help from a <b>trusted adult</b> if we see content that makes us feel sad, uncomfortable worried or frightened.</li> </ul>
<p><b>Key Vocabulary</b> search, online, definition, risk, assess, Google, YouTube, videos, sad, worried, uncomfortable</p>
<b>Lesson 4 – Privacy and Security &amp; Online Reputation (Spring 2)</b>
<p><b>Overview</b> In this lesson, children will explore privacy and security and the sharing of personal information. They will discuss which personal information is okay to share and who with, as well as looking at information that should be kept private. Children will begin to understand the importance of not sharing too much information online and offline, and how this can affect their safety.</p>
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• I can explain that passwords are used to protect information, accounts and devices.</li> <li>• I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</li> <li>• I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</li> <li>• I can recognise that information can stay online and could be copied.</li> <li>• I can describe what information I should not put online without asking a trusted adult first.</li> </ul>
<p><b>Key Vocabulary</b> identity, empathy, unkind/kind, comments, sad, worried, uncomfortable, trusted adult, online, bullying</p>