



Sheepscombe Primary School

Our Curriculum Key Performance Indicators

by Year group

Year 1

This document outlines the Key Performance Indicators (KPIs) in each subject area of the National Curriculum. For pupils to have achieved the **expected** standard for their year group, they will have demonstrated evidence of achievement for **all** the KPIs. This will be through a variety of methods including work produced, observations, discussion, performance and summative testing.

The KPIs do not represent every aspect of the National Curriculum, rather they are the key indicators against which we assess the pupils' achievement.

Sheepscombe School teaches through a Thematic curriculum. The Overview of the themes for each year can be accessed in a separate document. Teachers plan using a Termly Critical path that serves as a Medium Term Plan, where they ensure that children's interests are followed as well as ensuring there is full curriculum coverage over the course of the year or the Key Stage as outlined in the National Curriculum which can be accessed here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

Due to being a small school with mixed age classes, some areas of learning may be taught on a rolling cycle where there is no cross over between year groups. Staff then use daily or weekly plans to support their teaching.

We also follow the agreed syllabus for Gloucestershire for R.E which can be viewed here <https://www.gloucester.anglican.org/category/education/re-syllabus/>

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SCIENCE		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Working Scientifically	Ask simple questions and recognise that they can be answered in different ways						
	Perform simple tests using equipment						
	Identify and classify						
	Gather and record data and observations to help in answering questions						
Animals, including Humans	Identify, name, describe and compare a variety of common animals including fish, amphibians, reptiles, birds, mammals, carnivores, herbivores and omnivores.						
	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense						
Materials	Distinguish between an object and the material from which it is made						
	Identify, name and describe a variety of everyday materials, including wood, plastic, glass, metal, water, and rock						
	Compare and group together a variety of everyday materials on the basis of their simple physical properties						
Plants	Identify, name a variety of common wild and garden plants, including deciduous and evergreen trees						
	Identify and describe the basic structure of a variety of common flowering plants, including trees						
Seasonal Changes	Observe changes across the four seasons						
	Observe and describe weather associated with the seasons and how day length varies						

COMPUTING		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Online Safety	Understand why passwords are used, why they should be kept private and tell an adult when I see something worrying online						

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Programming	Give instructions to my friend, follow their instructions to move around and press buttons in the correct order to make a robot move						
Programming	Predict what will happen from a short algorithm and debug and correct mistakes when I program						
Multimedia	Use technology to create and present ideas and save information and retrieve it again						
Technology in our lives	I know where technology is used in the world around me						
Handling Data	Use technology to collect information into a pictogram or bar graph						

	HISTORY	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Historical enquiry	Identify different ways in which the past is represented such as pictures, artefacts and written sources						
Historical enquiry	Explore events, look at pictures and objects and ask questions i.e. "Which things are old and which are new?" or "What were people doing?" "What were they used for?" and try to answer						
Chronological understanding	Understand and describe the difference between things that happened in the past and the present						
Chronological understanding	Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young						
Chronological understanding	Use timelines to order events or objects						
Organisation and communication	Sort events or objects into groups (i.e. then and now)						
Organisation and communication	Talk, write and draw and tell stories about things from the past						
Knowledge and understanding	Recall some facts about people/events before living memory and say why people may have acted the way they did						
	GEOGRAPHY	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Geographical skills and fieldwork	Use simple directions (Up, Down, left, right) and locational and directional language [i.e. near and far; left and right], to describe the location of features and routes on a map						
Geographical	Use aerial photographs to recognise basic human and						

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skills and fieldwork	physical features, devise a simple picture map and use photos and videos to record what they have seen						
Geographical skills and fieldwork	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment						
Locational knowledge	Name, locate and identify characteristics of capital cities of the United Kingdom						
Locational knowledge	Develop knowledge about the world, the United Kingdom and their locality using terms such as weather, beach, season, hot, cold						
Human and physical geography	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world						
Human and physical geography	Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather						

	PE	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Skills	Become more confident when performing basic movements including running, jumping, throwing and catching						
Gym	Begin to develop movements showing balance and co-ordination						
Games	Participate in team games						
Dance	Perform dances using simple movement patterns						

	MUSIC	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Listening	Listen to, copy and repeat a simple rhythm						

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	Know how sounds are made and changed						
Performing	Sing songs and chants rhymes with some expression						
Composing	Recognise different instruments						
	Explore ways of making different sounds with instruments						
Responding and reviewing	Recognise clear changes in sounds (pitch, tempo, volume)						
	Discuss feelings and emotions linked to different pieces of music						

ART		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning	Use artwork to record ideas, observations and experiences						
Learning	Explain what I like about the work of others						
Techniques	Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines						
Techniques	Make structures by joining simple objects together						
Techniques	Sort, cut and shape fabrics and experiment with ways of joining them						

DT		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cooking and nutrition	Say where some food comes from and give examples of food that is grown						
Processes	Use a range of simple tools to cut, join and combine materials and components safely						
Processes	Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing						
Processes	Ask simple questions about existing products and those that he/she has made						

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