

Learning	Vocabulary
Use artwork to record ideas, observations and experiences.	colourful bright light dark soft rough smooth cut fold print paint draw pattern mix design Andrew Goldworthy Cezanne size thickness thinness
Experiment with different materials to design and make products.	
Explain what he/she likes about the work of others.	
Know the names of techniques, elements and tools used.	
Techniques	
Use a range of tools including pencils, crayons, rubbers, pastels, felt tips, chalk and other dry media to represent objects in lines.	dab draw paint glue tape cut slide weave roll thread
Explore mark-making using a range of tools.	
Make structures by joining simple objects together.	
Cut, glue and trim material to create images from a range of media; fabric, photocopies, crepe paper, magazines.	
Make marks in print using found objects and basic tools to create repeated patterns.	
Sort, cut and shape fabric and experiment with ways of joining them.	

Computers	Vocabulary
Recognise how technology is used at home and at school.	computer keyboard mouse ipad screen on/off, mobile phone, games console,
E safety	stay safe personal information, online passwords, ignore, uncomfortable,
Know to tell an adult if I see anything worrying online.	internet, protect, safety, trust, parent, bully, meeting people online, stranger danger, manners, butterflies in your tummy, alert
Using Computers	coding, tools, playing games, sending emails, instant messaging, finding
Use a program to create a simple document.	information, webcams, shopping, school work, spreadsheets, log in, saving work, my work folder, username, scroll down, icon,
Coding	Instructions, steps, forwards, backwards, left, right, rotate, programming,
Predict the behaviour of a programmed toy.	debugging, save, sequence, exit, folder, print, algorithm
Explain that an algorithm is a step by step set of instructions	

Cooking and Nutrition	Vocabulary
Talk about what I eat at home and begin to discuss what healthy foods are.	Fruit Vegetables names of equipment and utensils healthy diet ingredients planning investigating tasting arranging design evaluate criteria soft juicy crunchy sweet sticky smooth sharp crisp sour hard flesh skin seed pip core slicing peeling cutting squeezing
Say where some food comes from and give examples of food that is grown.	
Use simple tools with help to prepare food safely	
Processes	
Create a simple design for my product.	Slide lever pivot slot bridge/guide card masking tape fastener join pull push up down straight curve forwards curve backwards design make evaluate user purpose product function structure wall tower framework weak strong base top underneath side edge surface thinner thicker corner point straight curved
Use pictures and words to describe what I want to do.	
Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.	
Use a range of simple tools to cut, join and combine materials and components safely.	
Ask simple questions about existing products and those that I have made.	
Explore and use mechanisms such as levers, sliders, wheels and axles in products	

Geographical Skills and Fieldwork	Vocabulary
I can ask simple geographical questions	Observation, map, bird's eye view, aerial picture, google maps, near, far, left, right, local
I can use simple observational skills to study geography of the school and its street	
I can use a simple map of the local area	
I can use words such as near and far, left and right, to talk about where things are	
I can make simple maps and plans using objects/ shapes	
I can recognise that things which may change in the local area	
I know there are different kinds of map and understand what a "bird's eye view" is	
Locational Knowledge	
I can understand how places are linked to each other eg roads, trains	near, far, left, right, building, globe, plan, journey, travel, long, bungalow, town, transport, bus, lorry, car. junction, village, wide, narrow, farm
Human and Physical Geography	
I can describe seasonal weather changes	summer, winter, autumn, spring, seasons, short, wind, snow, rain, hail, fog, wet, dry, hot, cold, climate
Place Knowledge	
I can name, describe and compare places I know eg using photographs	address, buildings, describe, compare, town, Marlow, home, school, Brazil. country, London, England, contract
I can link home with other places in my area	
I can show I know about changes that are happening in the local environment eg at school	
I can suggest ideas for improving the local environment	
I can talk about things which have changed in the local area	
I know my address	
I know the address of the school	

Spinfield School Knowledge, skills and vocabulary progression map

Subject: History

Year: 1

Target	Vocabulary
Chronological understanding	
I can place known events in the order of when they happened... <i>e.g. My Life timeline... 'recent' dated events to order post war</i>	chronological, year, ancient, timeline, sequence, different, living memory, long ago, time, past present, future, yesterday, tomorrow, today, decade, century, compare, detective, toys, plastic, inventions, grandparents, drawing, modern, date order, because, remembers, materials, simple, homes, older generation, photograph, opinion, similar, important, 1960's, wood, mechanical, houses, memories, camera, sequence
I can sequence events and recount changes within living memory ... <i>comparing parents/grandparents' childhoods to now</i>	
I can use common words and phrases relating to the passing of time... <i>past, present, future...yesterday, today, tomorrow...long ago, years, decade, century</i>	
Historical enquiry	
I can find answers to some simple questions about the past from simple sources of information... <i>pictures, artefacts, video clips, text</i>	what, when, where, evidence, artifact, toys, homes, houses, then, now, pictures, artefacts, video clips
I can describe some simple similarities and differences between man-made objects <i>e.g. toys/homes/houses then and now</i>	
I can sort historical objects from 'then' and 'now'.	
I can ask and answer relevant basic questions about the past... <i>e.g. what was it like to...? What happened...why...when...</i>	
Historical interpretations	
I can relate my own account of an event and understand that others may give a different version... <i>e.g. discuss what they think about a film or tv programme</i>	discuss, compare, contrast
Organisation and communication	
I can talk, draw or write about aspects of the past	artefact, picture, photograph, living memory, order
Understanding of events, people and changes	
I can understand key features of events	compare, differences, similarities
I can identify some similarities and differences between ways of life in different periods...then and now	

Spinfield School Knowledge, skills and vocabulary progression map

Subject: Maths

Year: 1

Number and Place Value	Vocabulary
I can count to and past 100, forwards and backwards starting from any number	forwards, backwards, number, jumps, numerals, one more, one less, fewer, hundreds, tens, ones
I can count, read and write numbers to 100 in numerals and count in jumps of 2, 5 and 10s	
I can identify one more and one less, given a starting number	
I can find and show numbers using objects and pictures including number lines and use: equal to, more than, less than (fewer), most, least	
I can read and write numbers from 1 to 20 in numbers and words	
Addition and Subtraction	
I can read, write and understand number statements using +, - and =	add, subtract, equals, number bonds, digit, sum of, take away, same as, balance, addition, total, sum, plus, more, make, same as, minus, leave
I can use number bonds and matching subtraction facts up to 20	
I can add and subtract one digit and two digit numbers to 20	
I can answer problems that use addition and subtraction, including missing number problems, using objects and pictures	
Multiplication and Division	
I can answer multiplication and division questions using objects, pictures and other equipment	multiply, divide, multiplication, lots of, groups of, repeated, divided into, share, divided by, share equally, equal groups of, times, multiply, multiple of, multiply by,
Fractions	
I can find and name 1/2 (half) of an object, shape or amount	halves, quarter, 3 quarters, divider,
I can find and name 1/4 (quarter) as one of four equal parts of an object, shape or amount	
Measurement	
I can solve problems for length and height by telling which objects are longer or shorter/ taller or shorter	long/short longer/shorter longest/shortest measure, compare, length, heavier, lighter, balance, full, empty, half full, half empty, o'clock, half past, hour, minute, time, clock, hands, half, before/after, early, late, earlier, later, record, cm, metre
I can solve problems for mass and weights by telling which objects are heavier or lighter	
I can solve problems for capacity and volume by telling if a container is empty, half full or full and if there is more in one container than another	coins, money, pence, how much, amount, notes, pounds,
I can solve problems for time. I can tell if something is quicker or slower. I can tell if something happened earlier or later	before, after, next, morning, tomorrow, yesterday, next, afternoon, afternoon, evening
I can read and write the numbers 1-20 in words and numbers	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, months,
I can measure weight or mass and write these measurements down	
I can measure capacity or volume and write these measurements down	
I can measure time in hours, seconds or minutes and write these measurements down	
I can tell how much different coins or notes are worth	

I can tell when things happened by using these words: before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening	
I can talk about dates using the days of the week, weeks, months and years	
I can tell what the time is in hours and half past the hour. I can draw these on a clock face	
I can measure and begin to record length/height	
Properties of Shape	
I can recognise and name common 2-D shapes such as rectangles, squares, circles and triangles	rectangle, square, circle, triangle, 2D, 3D, cuboids, cubes, pyramids, spheres, curved sides, sides, corners, equal length, symmetry, straight lines, parallel
I can recognise and name common 3-D shapes such as cuboids, cubes, pyramids and spheres	
Position and Direction	
I can talk about whole, half, quarter and three quarter turns. I can then use this to explain movement, direction and position.	

Healthy Bodies	Vocabulary
Name some of the bones in my body.	head, shoulders, knees and toes. breath, fitness, energy, oxygen pulse, circulation, blood, heal, plaster, scab, healthy, , obese,
Know why the brain, heart and lungs are important body parts.	
Know why, that if I injure my body it will bruise and if I have a cut, it will scab over as it heals.	
Healthy Minds	
Know that exercise has a positive effect on our minds.	healthy, happy, energise, determination, perseverance, resilience, germs, mindfulness, emotions, feelings, mood
Know that my feelings can change depending on what is happening around me.	
Know determination means not giving up when things are difficult.	
Know when I have achieved what I set out to do.	
Diet and Hygiene	
Know that my body needs food to help me grow and stay healthy	food choice, fruit, vegetables, balanced healthy, growth, healthy eating, sun protection, SPF, clean, germs, prevent, doctor
Know that too much exposure to the sun can cause me harm and sunblock can help protect me	
Know that I need to keep clean and healthy to help prevent germs spreading.	
Know that I need to keep clean and healthy to help prevent germs spreading.	
know that a doctor has special knowledge and skills to help keep me fit and healthy and that I should follow the advice they give.	

Dance	Vocabulary
I can copy simple dance patterns.	gallop, skip, jump, hop, bounce, spring, turn, spin, forwards, backwards, sideways, forwards, backwards, sideways, fast, strong, gentle
I can choose movements to match music or sounds.	
I can remember a dance.	
I can do movements in the order I have been shown.	
I can do a dance I have been shown with my group.	
Games	
I can use what I am given to play a game.	games, rules, throwing, catching, rolling, under arm, over arm, joining in, listening, team player
I can pass and throw a ball to someone else and stop a ball if it is given to me.	
I can join in games in a group.	
Evaluating Performance	
I can explain how I succeeded in more challenging activities	resilience, determination
Gymnastics	
I can copy gymnastics movements I have been shown.	left, right, forwards, backwards, roll, hop, high, low, balance, stretch
I can tell if I am in enough space.	
I can put together different movements in a sequence.	
I can move using different directions, speeds and	
I can work in a group to carry out movements we have been shown.	
Athletics	
I can move in the way I have been shown to run, jump, throw and catch.	walk, jog, throw, target, low, skip, aim, fast, slow, safety, step, bounce, jump, leap, hop, repeat, run, target, overarm, underarm, walking, jogging, accelerate, baton, relay, push, take off, landing, evaluate, improve
I can run, jump, throw and catch	

Word Reading	Vocabulary
I can use letter sounds to work out and read new words	letters, sounds, finger space, pause, full stop, capital letter, comma, title, author, phonics, diagraph, trigraph, phoneme, graphemes, suffixes, syllable, letters, letter groups
I can say quickly the sound of all the letters and letter groups	
I can read new words correctly by blending the letter and letter group sounds I have been taught	
I can read some common exception words and see where the letter sounds are different	
I can read words made up of the letter sounds I know and which have endings -s, -es, -in, -ed, and -est	
I can read words of more than one syllable using sounds that I have been taught	
I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter(s)	
I can read aloud books that use letters and letter groups I have been taught	
I can use the sounds I know to re-read books more fluently and with more confidence	
Comprehension	
I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others	
I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced	
I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features	
I can enjoy and understand rhymes and poems, and can recite some by heart	
I can explain the meaning of words that I know and I can talk about the meaning of new words. I can link the meaning of new words to those I already know	
I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading	
I can usually spot if a word has been read wrongly by following the sense of the text	
I can talk about the title and events in books I have read or heard	
I can say how the characters might feel in a story I have read or heard on the basis of what is said and done	
I can say what might happen next in a story	
I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say	
I can explain clearly my understanding of texts which have been read to me	

		Vocabulary
Working Scientifically		observe, investigate, understand, question, predict, compare, order, record, data, group, equipment, fair test
I can ask questions and know they can be answered in different ways.		
I can look closely, using equipment.		
I can do tests.		
I can name and group		
I can use my observations and ideas to suggest answers to questions.		
I can collect and record data to help answer questions.		
Animals, including humans		fish, reptiles, mammals, birds amphibians, herbivores, omnivore, carnivore, head, ear, eye, mouth, nose, leg, knee, arm, elbow, wings, beak
I can spot and name a variety of common animals		
I can spot and name a variety of common animals that are carnivores, herbivores and omnivores.		
I can describe and compare the structure of a variety of common animals.		
I can name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.		
Materials		material, fabric, plastic, glass, wood, paper, metal, hard, soft, smooth, shiny, rough, bendy, flexible
I can tell the difference between an object and the material from which it is made.		
I can name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.		
I can describe some everyday materials.		
I can make groups of materials based on what they are like		
Plants		evergreen, deciduous, branches, trunk, leaves, flowers, blossom, petals, fruit, roots, bulb, seed, stem
I can name some common wild and garden plants, including deciduous and evergreen trees.		
I can name and describe the basic structure of a variety of common flowering plants, including trees.		
Seasonal changes		summer, spring, autumn, winter, season, sun, day, moon, night, light, dark,
I can explain changes through autumn, winter, spring and summer.		
I can describe the weather in autumn, winter, spring and summer and that the days get longer and shorter.		

Spinfield School Knowledge, skills and vocabulary progression map

Subject: Writing

Year: 1

Spelling	Vocabulary
I can spell words containing each of the letter sounds I have been taught	segment, common exception words, high frequency words, monday, tuesday, wednesday, thursday, friday, saturday, sunday, alphabet, plurals, sounds, phonemes, graphemes, suffixes, prefixes, alternative spellings
I can spell common exception words	
I can spell the days of the week	
I can name the letters of the alphabet in order	
I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound	
I know the plural rule and can use -s and -es in the right place	
I can add un- to the start of a word to make a different word	
I can add -ing, -ed, -er and -est to the end of a word to make a new word eg helping, helped, helper, e.g. eating, quicker, quickest	
Handwriting	
I can sit correctly at a table, holding a pencil comfortably and correctly	pincer grasp, correct sitting position (bottoms back, chair tucked in, non writing hand resting on paper, feet flat on floor), capital letters, numbers, curly caterpillars, ladder letts, one armed robots, zigzag monsters
I can write lower-case letters in the correct direction, starting and finishing in the right place	
I can write capital letters	
I can write numbers 0-10	
I can see which letters belong to which handwriting "families"	
Composition	
I can write sentences by saying out loud what I am going to write about	Orally compose, say it out loud, joining words, checking, reading, discuss
I can say my sentence out loud before I write it	
I can join my sentences together to make a story	
I can read my sentence and check that it makes sense	
I can talk about my writing with my teacher or children in my class	
I can read my sentence out loud so that children in my class can hear and understand me	
Vocabulary, Grammar and Punctuation	
I can add s or es to words to make them plurals e.g. dog, dogs; e.g. wish, wishes	Plurals, suffixes, prefixes, joining words, sentences, finger spaces, capital letters, question marks, exclamation marks, singular, plural, punctuation
I can add -ing and -er to the end of a word to make a new word e.g. helping, helper	
I can show you how un- added to the beginning of a word can change its meaning	
I can put words together to make sentences	
I can use joining words like 'and'	
I can write a short story using sentences	
I can use spaces between words	
I can use capital letters, full stops, question marks and exclamation marks at the end of sentences	

I can use capital letters for names, places, the days of the week and the word 'I'	
I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	