

YEAR 1 LEARNING JOURNEY

THE PATHWAY DEVELOPMENT

As children travel along their Learning Journey, they follow **The Pathway** — our whole-school model for learning and personal growth. At the heart of The Pathway are five **Development Trails**, which run through everything we do:

Performance, Social, Community, Team and Communication. Each Trail represents an essential area of development, helping children grow in confidence, character and real-world skills as they move through school.

PERFORMANCE	SOCIAL	COMMUNITY	TEAM	COMMUNICATION
				
Developing confidence in front of an audience through performances, singing, dancing, drama and public speaking.	Learning how to build and maintain positive relationships.	Understanding what it means to contribute to school, local and global communities.	Learning how to work together towards a common goal.	Building confidence in expressing ideas clearly and effectively.
Encouraging self-expression and creativity while overcoming nerves.	Developing kindness, empathy and respect for others.	Developing a sense of responsibility for others and the environment.	Developing leadership skills by taking on responsibilities within a group.	Learning how to listen actively and respond thoughtfully.
Learning to engage and inspire others through performance.	Understanding how to work with different personalities and navigate social situations.	Taking part in projects that benefit the wider world, fostering a sense of belonging.	Understanding different roles in a team and how to contribute effectively.	Developing skills in debating, presenting and storytelling.



BRIGHT BEGINNINGS

As part of The Pathway, children take part in Bright Beginnings - hands-on experiences that build life skills and support their personal development. Each activity links to one of the five Trails, and offers a fun, practical way to grow in confidence, independence and teamwork. Below are this year's Bright Beginnings moments for this year group.

PERFORMANCE	SOCIAL	COMMUNITY	TEAM	COMMUNICATION
Plan and play a simple beat on an outdoor drum or log	Make a nature crown for someone in another year group	Make a natural art sculpture	Build a habitat with friends for a chosen animal	Plan and present new ideas for OPAL play

SUBJECT	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
ENGLISH CLASS TEXTS						
MATHS FOCUS	Place Value to 10 (5 wks) Addition & Subtraction within 10 (2 wks)	Addition & Subtraction within 10 (3 wks) Geometry (1 wk) Consolidation (1 wk) Revision/assessment (2 wk)	Place Value within 20 (3 wks) Addition & Subtraction within 20 (3 wks) Place Value within 50 (1 wk)	Place Value cont (1 wk) Length & Weight (2 wks) Mass & Volume (2 wks)	Multiplication & Division (3 wks) Fractions (2 wks) Geometry (1 wk)	Place Value within 100 (2 wks) Money (1 wk) Time (2 wk) Consolidation (1 wk) Revision/assessment (1 wk)
SCIENCE FOCUS	The Human Body (5 weeks) Seasonal Changes (1 week)	Seasonal Changes (1 week) Materials (5 weeks)	Planting (1 week) Animals (5 week)	Caring for the planet (2 weeks) Seasonal Changes (1 week) Planting (1 week) Consolidation (1 week)	Plants (5 weeks) Planting (1 week)	Growing and cooling (3 weeks) Seasonal Changes (1 week) Consolidation (2 weeks)
SCIENCE END POINTS	Children can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense and ask simple questions. Children can observe changes across the four seasons and ask simple questions.	Children can identify changes that happen in autumn and collect and record data. Children can identify, describe and sort different materials.	Children can identify and sort the animal groups: mammal, bird, fish, reptile and amphibian. Children will learn about animal diets and differences between herbivores, carnivores and omnivores.	Children can identify changes that happen in spring and collect and record data. Children can identify why it is important to care for our planet.	Children can identify changes that happen in summer and collect and record data. Children can identify and describe the basic structure of common flowering plants, including trees.	Children can identify different types of plants including deciduous and evergreen trees and wildflowers and garden plants. Children explain where there food comes from.
GEOGRAPHY FOCUS	Our School		What's it like living in Knutsford?			Beaches & Beach Holidays
GEOGRAPHY END POINTS	Children can use maps to see different views of their school and begin to make their own maps to plot a route around the school grounds. They can do a traffic survey to find out when is the busiest time around the school.		Children visit Knutsford Leisure Centre to find out more about Knutsford's leisure activities. They use this information to make suggestions for improvements.			Children find out if all beaches are the same and before visiting a beach, ask questions about it. They learn about compass points and look on a map to find out which direction they will travel to get to the beach.

SUBJECT	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
HISTORY FOCUS		The Gunpowder Plot		Changes within living memory	Chester Zoo	
HISTORY END POINTS		Children can describe the Gunpowder Plot and key people involved, understanding how life in 1605 was different from today and how we still remember the event through Bonfire Night		Children can identify and describe significant events, people and places from our grandparents' life, articulating how things are similar and different to present day with a focus on leisure, entertainment and social change.	Children understand and talk about the past by finding out about how George Mottershead opened Chester Zoo and how it has grown and changed over time.	
ART & DESIGN FOCUS		Self-portraits 	'My Dream Home' 	Artist Study- Piet Mondrian 		Artist Study- Andy Goldsworthy 
ART & DESIGN END POINTS		Children can experiment with drawing and colour in their sketch books. Children develop their fine motor control with lines of different sizes and thickness. They hold a paint brush correctly and apply paint with some control.	Children can experiment with drawing and colour in their sketch books. Children can use a combination of materials that are cut, torn and glued. They sort and arrange these materials so that they fold, crumple and overlap.	Children can experiment with drawing and colour in their sketch books. Children can represent familiar objects by combining shape and colour. They know about Piet Mondrian and how he used colour.		Children can use natural materials to create shapes and patterns. They can make drawings of these patterns using line and tone in their sketchbooks. Children know about Andy Goldsworthy and that he creates sculptures from natural surroundings.
DESIGN & TECHNOLOGY FOCUS	Cooking & Nutrition- making smoothies		Moving story book- explore movement & sliders		Making Puppets	
DESIGN & TECHNOLOGY END POINTS	Children can describe fruits and vegetables and explain why they are a fruit or vegetable. They can name a range of places that fruits and vegetables grow. They can prepare fruits and vegetables to make a smoothie.		Children can identify sliders and make drawings, labeling which part of their drawing will move. They can make a moving picture and evaluate the strengths and weaknesses of their design.		Children can join fabrics together using pins, staples or glue. Children can design a puppet making a template. Children can decorate a puppet to match their design and join their two puppets faces together as one.	

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
OUTDOOR PE FOCUS	Multi-skills: Throwing and catching	Invasion Games	Attacking & Defending	Multi-skills: Running & jumping	Multi-skills: Sports Day	Multi-skills: Bat & Ball
OUTDOOR PE END POINTS	Children can throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.	Children can travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Pass the ball to another player in a game. Use kicking skills in a game. Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Children can begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	Children can vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.	Children can perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps. Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power	Children can use hitting skills in a game. Practise basic striking, sending and receiving.
INDOOR PE FOCUS	Gymnastics (Traditional Tales)	Dance (Starry Skies)	Circuit training	Dance (Seasons)	Gymnastics (Animals)	Yoga (Salute to the Sun)
INDOOR PE END POINTS	Children can create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care.	Children can put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance. Begin to perform learnt skills with some control.	Children can go round obstacles, perform leaps, hop and jump with control, demonstrate a remaining balanced while travelling, roll a ball along a path and travel forwards whilst bouncing a ball.	Children can put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance. Begin to perform learnt skills with some control.	Children can create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care.	Children can stretch their body up smoothly, move between poses whilst keeping balanced, arch their back up and back down, balance on one leg, create a short sequence of yoga poses and breathe smoothly while in poses.
MUSIC FOCUS	My Musical Heartbeat Composer-Sergei Prokofiev Focus piece- Peter & the Wolf	Dance, Sing and Play!	Exploring Sounds	Learning to Listen	Having Fun with Improvisation	Let’s Perform Together
MUSIC END POINTS	Children explore the pulse or beat of music, can keep a steady beat together, recognise long and short rhythms and high and low sounds through listening, playing instruments and singing to hip hop, jazz, pop and soul styles.	Children can recognise long and short rhythms and high and low sounds and understand how they are used in music through listening, playing instruments and singing to 20 th and 21 st Century orchestral pieces, pop, lullaby and reggae styles.	Children can recognise long and short sounds, high and low and loud and quiet sounds and create simple melodies. Listen to, play instruments to and sing pop, funk, reggae, lullaby and waltz styles.	Children can listen with their eyes, ears and feel sounds with their bodies. They can respond to questions thinking about the music, through listening, playing instruments and singing to jazz swing, pop, waltz and lullaby songs.	Children can improvise with melody and rhythm individually, in pairs and in groups. Children can listen to, play instruments to and sing to pop, lullaby and jazz swing styles.	Children can use their singing, dancing and playing together skills to learn about the act of performing through listening to and performing songs in the styles of pop, 20 th and 21 st century orchestral music, reggae, gospel, country and jazz.

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Computing Focus		Using a computer	Internet Safety Day	All about instructions	Programming Bee-Bots	Introduction to Data
Computing End Points		Children can log into a computer and use a mouse to navigate around it. They can use art software tools to create a picture using drag, drop, click and control.	Children know what the internet is and how it can be used. They understand that the internet may affect mood or emotions. They know which information is ok to share online and which is not.	Children know what an algorithm is and can write and follow one. They can explain inputs and outputs and create a simple program in steps. They can spot and fix bugs in an algorithm.	Children can understand cause and effect when pressing buttons on a Bee Bot. They give clear instructions in a sequence and fix mistakes.	Children log in and use mouse and keyboard skills to navigate a computer. They represent some data in a pictogram, table or chart. They can click and drag objects.
PSHE Focus	Being Me in My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
PSHE End Points	Children understand rights and responsibilities, choices and consequences. They can say how they are special and how to make sure everyone in their class feels safe.	Children understand that people are different, unique and special. They understand what bullying is and what isn't. They know who to ask for help if they see bullying.	Children can set simple goals and can explain what to do when they need to overcome difficulties.	Children can talk about healthy and unhealthy choices and how these choices make them feel. They know how to stay clean and how to cross the road safely.	Children learn about different people in their community and why they are special and important. Children learn that touch can be used in kind and unkind ways.	Children understand the life cycle of a frog and compare this with a human life cycle. They are taught the correct words for parts of the body, including those kept private by underwear. They are taught no-one has the right to hurt their body and how to get help if they are worried.
Religious Education Focus	Personal Belief	Marking Life's Journey	Religious/Non-Religious Viewpoint	Authority	Belonging	God, the World and Self
Religious Education End Points	What do Christians believe about God?	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Judaism Enquiry 1 Who is God to the Jews?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Judaism Enquiry 2 Is Shabbat important to Jewish children?	Islam Enquiry 1 Who is God to Muslims? (free choice)