

Year 1 National Curriculum Coverage

	Autumn	Spring	Summer
History	<p>Homes & Lifestyles in the Past</p> <ul style="list-style-type: none"> To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<p>Great Women – Rosa Parks & Emily Davison</p> <ul style="list-style-type: none"> To know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Significant historical events, people and places in their own locality. 	<p>Explorers - Christopher Columbus and Neil Armstrong</p> <ul style="list-style-type: none"> To know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
Geography	<p>Being a Geographer <u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p><u>Geographical Skills and Field Work</u></p> <ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. 	<p>My Local Area <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> 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. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. 	<p>Our Place in the World <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
Computing	<p>Programming Direction</p> <ul style="list-style-type: none"> understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions create and debug simple programs 	<p>Making Multimedia Stories</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school 	<p>Digital art – 2paint</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school

Year 1 National Curriculum Coverage

	<ul style="list-style-type: none"> use logical reasoning to predict the behaviour of simple programs <p>E-safety</p> <ul style="list-style-type: none"> 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 		
Design Technology	<p>Mechanisms Sliders – Design & Make A Moving Puppet</p> <p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials and textiles. <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. <p>Technical knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and 	<p>Structures – Rockets</p> <p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials and textiles. <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. <p>Technical knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<p>Textiles - Bags for the seaside.</p> <p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials and textiles. <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. <p>Technical knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable. <p>Explore and use mechanisms zips and fasteners.</p>

Year 1 National Curriculum Coverage

	axles], in their products.					
Art	<p>3D sculptor-Create a variety of houses.</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 		<p>Painting – Naïve art (Artist study – Lucy Pittaway) Landscapes and Cityscapes.</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <p>Begin to develop a sense of perspective.</p>	<p>Printing/Textiles – Abstract /Modern art Various artists and techniques such as Mondrian, Pollock and Kandinsky</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <p>About the work of a range of artists,, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>		
Music	<p>Glockenspiel Stage I</p> <p><u>Play Instruments</u></p> <ul style="list-style-type: none"> To play tuned and un-tuned instruments musically. <p><u>Experiment and Create Sounds</u></p> <ul style="list-style-type: none"> To experiment with, create, select and combine sounds using the inter-related dimensions of music 		<p>Charanga – Animals</p> <p><u>Use of Voice</u></p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <p><u>Experiment and Create Sounds</u></p> <ul style="list-style-type: none"> To experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Trailblazers – A study of Steve Reich, Music for 18 musicians</p> <p><u>Listen with Concentration and Understanding</u></p> <ul style="list-style-type: none"> To listen with concentration and understanding to a range of high-quality live and recorded music <p><u>Experiment and Create Sounds</u></p> <ul style="list-style-type: none"> To experiment with, create, select and combine sounds using the inter-related dimensions of music. 		
PE	<p><u>Fundamental Movements</u> Movement, direction, awareness of own body Begin to master basic movements.</p> <p><u>Multi skills</u> running, jumping, throwing and catching,</p>	<p><u>Dance</u> perform dances using simple movement patterns.</p> <p><u>Team games</u> developing simple tactics for attacking and defending</p>	<p><u>Parachute games</u> Cooperation, confidence developing balance, agility and co-ordination</p> <p><u>Gymnastics – movement</u> developing balance, agility and co-ordination</p>	<p><u>Fundamental Movements</u> Movement, direction, awareness of own body Begin to master basic movements.</p> <p><u>Gymnastics – apparatus</u> developing balance, agility and co-ordination</p>	<p><u>Team games</u> developing simple tactics for attacking and defending</p> <p><u>Dance</u> perform dances using simple movement patterns.</p>	<p><u>Multi skills</u> running, jumping, throwing and catching,</p> <p><u>Mini athletics</u> running, jumping, throwing and catching,</p>

Year 1 National Curriculum Coverage

PSHE	Health and wellbeing – me, my body and health, emotional wellbeing and attitudes	Relationships- personal relationships and keeping safe and people who can help me	Created to live in community - living in the wider world and economic wellbeing, money and aspirations, work and career.
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