

## Year 1 Curriculum Coverage

### Art

	Using Materials	Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists
	<i>use a range of materials creatively to design and make products</i>	<i>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i>	<i>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>	<i>Study a range of artists, craft makers and designers</i>
<b>Year 1</b>	know how to shape and join clay know how to cut, shape, arrange and join paper, card and found materials know how to use IT to create a picture use mixed media to create pictures	know how to show how people feel in paintings and drawings. know how to place features on a face know how to use pencils to create lines of different thickness in drawings. hatch, stipple and shade top create simple effects	know how to create moods in art work using paints, oil pastels and pencils know the names of the primary and secondary colours. know how to mix secondary colours and brown with paint know how to use simple tools and effects within an IT paint package	describe what can be seen and give an opinion about the work of an artist ask questions about a piece of art
<b>Artists/ themes</b>	<b>Georgia O'Keefe, Andy Goldsworthy, Fire of London, Fireworks, Self-Portraits, Castles, Four Seasons</b>			

# Computing

	<b>Algorithms</b>	<b>Create programs</b>	<b>Reasoning</b>
	<i>Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</i>	<i>Pupils should be taught to create and debug simple programs</i>	<i>Pupils should be taught to use logical reasoning to predict the behaviour of simple programs</i>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>create a series of instructions and plan a journey for a programmable on-screen robot</li> </ul> <p>Espresso Coding</p>	<ul style="list-style-type: none"> <li>create and debug digital content</li> </ul> <p>Espresso Coding</p>	<ul style="list-style-type: none"> <li>predict what the outcome of a simple program will be (logical reasoning).</li> </ul> <p>Espresso Coding</p>
	<b>Using technology</b>	<b>Uses of IT beyond school</b>	<b>Safe use</b>
	<i>Pupils should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital content</i>	<i>Pupils should be taught to recognise common uses of information technology beyond school</i>	<i>Pupils should be taught 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</i>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>use a range of websites</li> <li>use a camera</li> <li>create pictures and use a simple word processor</li> </ul>	<ul style="list-style-type: none"> <li>talk about some of the IT uses in their own home</li> </ul>	<ul style="list-style-type: none"> <li>use technology safely</li> <li>keep personal information private</li> </ul> <p>Hector's World</p>

# Design and Technology

	<b>Designing</b>	<b>Making</b>	<b>Evaluating</b>	<b>Technical Knowledge</b>	<b>Food Technology</b>
	<p><i>Design - purposeful, functional, appealing products for themselves and other users based on design criteria</i></p> <p><i>Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i></p>	<p><i>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i></p> <p><i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i></p>	<p><i>explore and evaluate a range of existing products</i></p> <p><i>evaluate their ideas and products against design criteria</i></p>	<p><i>build structures, exploring how they can be made stronger, stiffer and more stable</i></p> <p><i>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i></p>	<p><i>use the basic principles of a healthy and varied diet to prepare dishes</i></p> <p><i>understand where food comes from</i></p>
<b>Year 1</b>	<p>think of an idea and plan what to do next</p> <p>explain why they have chosen specific materials and components (also when designing boats in Science)</p>	<p>choose tools and materials and explain why they have chosen them</p> <p>join materials and components in different ways</p> <p>measure materials to use in a model or structure</p>	<p>explain what went well with their work</p>	<p>make a model stronger and more stable</p> <p>use wheels and axles that work</p>	<p>describe the ingredients used when making a dish</p> <p>know that fruit is part of a healthy balanced diet</p> <p>describe where fruit grows (Science)</p> <p>cut fruit safely</p>

# Geography

	Location Knowledge	Place Knowledge	Human and Physical Geography
	<ul style="list-style-type: none"> <li>- name and locate the world's seven continents and five oceans</li> <li>- name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>- understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country</li> </ul>	<ul style="list-style-type: none"> <li>- identify seasonal and daily weather patterns in the UK</li> <li>- identify the location of hot and cold areas of the world in relation to the equator and the North and South poles</li> <li>- use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>- key physical features</li> <li>- key human features</li> </ul> </li> </ul>
Year 1	<p><b>UK Topic</b></p> <ul style="list-style-type: none"> <li>- Label a map with the <b>four countries and capital cities</b></li> <li>- Identify characteristics and features of the <b>four countries and capital cities</b></li> </ul> <p>Know where they live.</p>	<p><b>Compare London with an African city</b></p> <ul style="list-style-type: none"> <li>- weather and seasons</li> <li>- wildlife and landscapes</li> <li>- food and culture</li> </ul>	<p><b>Seasons and Weather</b></p> <ul style="list-style-type: none"> <li>- Keep a simple record of weather over time and in different seasons</li> <li>- Use simple weather symbols</li> </ul> <p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>- <b>season, weather, island, hill, mountain, forest, river, sea, city</b></li> </ul>
	<b>Geographical Skills and Fieldwork – Key Stage 1</b>		
	<ul style="list-style-type: none"> <li>- use world maps, atlases and globes to identify the UK and its countries</li> <li>- use world maps, atlases and globes to identify the countries, continents and oceans studied in this Key Stage</li> <li>- use simple compass directions (North, South, East, West)</li> <li>- use locational and directional language e.g. near, far, left, right to describe the location of features and routes</li> </ul>		<ul style="list-style-type: none"> <li>- use aerial photos and plan perspectives to recognise landmarks and basic human features devise a simple map</li> <li>- use and construct basic symbols in a key</li> <li>- use simple fieldwork and observational skills to study the geography of their school and its grounds</li> <li>- use simple fieldwork and observational skills to study the key human and physical features of environment surrounding the school</li> </ul>
Year 1	<p><b>Fieldwork</b></p> <p>A local walk e.g. to library</p> <ul style="list-style-type: none"> <li>- locate the school on a map</li> <li>- look at the school on computer map and identify features</li> <li>- plot route on map</li> <li>- read and use map symbols</li> <li>- look at aerial photos</li> <li>- observe landmarks e.g. church</li> </ul>		

# History

	Within Living Memory	Beyond Living memory	Lives of Significant People	Local History
	<ul style="list-style-type: none"> <li>- changes within living memory. Where appropriate, these should be used to reveal aspects of national life.</li> </ul>	<ul style="list-style-type: none"> <li>- events beyond living memory that are significant nationally or globally</li> </ul>	<ul style="list-style-type: none"> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- significant historical events, people and places in their own locality</li> </ul>
<b>Year 1</b>	<p><b>Homes (Marvellous Me)</b> Describe how aspects of home life have changed in living memory e.g. washing, communication, entertainment.</p>	<p><b>Great Fire of London</b></p> <ul style="list-style-type: none"> <li>- Know the Great Fire of London happened 400 years ago.</li> <li>- Describe the impact of the fire.</li> <li>- Describe the changes made after the fire e.g. wider streets.</li> <li>- Describe the use of objects associated with the fire e.g. fire fighting equipment.</li> <li>- Compare these with what we have now</li> </ul> <p><b>The Gunpowder Plot</b></p> <ul style="list-style-type: none"> <li>- Understand that the Gunpowder Plot happened in a similar period to The Great Fire.</li> <li>- Describe some key events in the plot.</li> </ul> <p>Link the plot to current day Bonfire Night.</p>	<p><b>Samuel Pepys</b></p> <ul style="list-style-type: none"> <li>- Understand that his diaries provide evidence about the Fire of London.</li> <li>- Describe how his life was different, in one or two aspects, from modern day life.</li> </ul> <p><b>Guy Fawkes</b></p> <ul style="list-style-type: none"> <li>- Know why we remember Guy Fawkes and how we commemorate his story.</li> </ul> <p><b>Louis Braille</b> Know how he helped improve life for blind people and how Braille is still used today</p>	<ul style="list-style-type: none"> <li>- Interview local people who can share memories of life more than 50 years ago, including <b>homes</b></li> <li>- Based on this, know some ways that Kempston and Bedford have changed within living memory</li> </ul>

# Music

Singing		Playing an instrument	Listening and appreciate	Create own music
<p><i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></p>		<p><i>Pupils should be taught to play tuned and untuned instruments musically</i></p>	<p><i>Pupils should be taught to listen with concentration and understanding to a range of high-quality music</i></p>	<p><i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i></p>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• make different sounds with voice and with instruments</li> <li>• follow instructions about when to play and sing</li> <li>• learn songs by heart</li> </ul>	<ul style="list-style-type: none"> <li>• use instruments to perform and choose sounds to represent different things</li> <li>• accompany songs</li> </ul>	<ul style="list-style-type: none"> <li>• say whether they like or dislike a piece of music</li> <li>• listen and respond to different styles of music</li> </ul>	<ul style="list-style-type: none"> <li>• clap and repeat short rhythmic and melodic patterns</li> <li>• make own patterns of sounds to create different effects and moods</li> </ul>

# PE

	<b>Gymnastic Movements</b>	<b>Basic movements and Team Games</b>	<b>Dance</b>
	<i>developing balance, agility and co-ordination, and begin to apply these in a range of activities</i>	<i>master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending</i>	<i>perform dances using simple movement patterns</i>
<b>Year 1</b>	<ul style="list-style-type: none"><li>• make body curled, tense, stretched and relaxed</li><li>• control body when travelling and balancing</li><li>• copy sequences and repeat them</li><li>• roll, curl, travel and balance in different ways</li></ul>	<ul style="list-style-type: none"><li>• throw underarm</li><li>• throw and kick in different ways</li><li>• travel fluently whilst changing direction</li></ul>	<ul style="list-style-type: none"><li>• perform own dance moves</li><li>• copy or make up a short dance</li><li>• move safely in a space</li></ul>

# Science

Year 1				
Biology			Chemistry	Physics
Animals, including Humans	Animals, including Humans	Plants	Everyday Materials	Seasonal Change
<ul style="list-style-type: none"> <li>Name common animals</li> <li>Carnivores, etc</li> </ul>	<ul style="list-style-type: none"> <li>Human body and senses</li> </ul>	<ul style="list-style-type: none"> <li>Common plants</li> <li>Plant structure</li> </ul>	<ul style="list-style-type: none"> <li>Properties of materials</li> <li>Grouping materials</li> </ul>	<ul style="list-style-type: none"> <li>The four seasons</li> <li>Seasonal weather</li> </ul>
<ul style="list-style-type: none"> <li>Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds</li> <li>Know and classify animals by what they eat (carnivore, herbivore and omnivore)</li> <li>Know how to sort by living and non-living things</li> </ul>	<ul style="list-style-type: none"> <li>Know the name of parts of the human body that can be seen</li> </ul>	<ul style="list-style-type: none"> <li>Know and name a variety of common wild and garden plants</li> <li>Know and name the petals, stem, leaves and root of a plant</li> <li>Know and name the roots, trunk, branches and leaves of a tree</li> </ul>	<ul style="list-style-type: none"> <li>Know the name of the materials an object is made from</li> <li>Know about the properties of everyday materials</li> </ul>	<ul style="list-style-type: none"> <li>Name the seasons and know about the type of weather in each season</li> </ul>

## Year 1

### Working Scientifically

- Ask questions such as:
  - Why are flowers different colours? Why do some animals eat meat and others do not?
- Use equipment such as thermometers and rain gauges to help observe changes to local environment as the year progresses
- Explain to someone what has been learned from an investigation they have been involved with and draw conclusions from the answers to the questions asked
- Measures (within Year 1 mathematical limits) to help find out more about the investigations undertaken