

Year 1 Coverage

SCIENCE

Animals, including humans

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Plants

- identify and 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

Everyday materials

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

HISTORY

Topics

Neil Armstrong - Events beyond living memory
Lives to 5
Toys over time
Seaside holidays then and now
Whole school topic (4 year cycle) - cover the Victorians, WW1, Tudors and Decades.

NC Links...

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell

GEOGRAPHY

Topics

North and South Poles
4 compass points and the equator
Africa
Hot and cold areas of the world

NC Links...

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- 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
- 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
- use world maps,
- 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

RE

Topics

Why do we care?
How do we celebrate special occasions?
Which books and stories are special to us?
What does it mean to belong to a church or a mosque?

NC Links...

ART

Topics

Self-portraits - Van Gogh
Digital media - Andy Warhol
Printing - Paul Klee

NC Links...

- 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
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

DT

<u>Topics</u> Design cards Building structures Cooking	<u>NC Links...</u> <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• 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, textiles and ingredients, according to their characteristics• evaluate their ideas and products against design criteria• build structures, exploring how they can be made stronger, stiffer and more stable
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COMPUTING

<u>Topics</u> Beebot/logo E-safety Dazzle Photosimple/Picasso	<u>NC Links...</u> <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• use logical reasoning to predict the behaviour of simple programs• recognise common uses of information technology beyond school• 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
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PE

<u>Topics</u> Gymnastics Dance Athletics Games	<u>NC Links...</u> <ul style="list-style-type: none">• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities• participate in team games, developing simple tactics for attacking and defending• perform dances using simple movement patterns
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