



St. Just Primary: Year 1 National Curriculum Foundation Subject Coverage



| Science | | 1 | 2 | 3 | 4 | 5 | 6 |
|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------|--------------------|----------------------------|------------------|----------------|
| | | Our School | Let's celebrate! | Posting and places | How does your garden grow? | Animal allsorts! | To the rescue! |
| Year 1 Key Stage 1 Objectives | | | | | | | |
| Working scientifically | | | | | | | |
| During Years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills | | | | | | | |
| 1 | asking simple questions and recognising that they can be answered in different ways | | √ | | √ | √ | |
| 2 | observing closely, using simple equipment | | √ | | √ | √ | |
| 3 | performing simple tests | | √ | | √ | √ | |
| 4 | identifying and classifying | | √ | | √ | √ | |
| 5 | using their observations and ideas to suggest answers to questions | | √ | | √ | √ | |
| 6 | gathering and recording data to help in answering questions | | √ | | √ | √ | |
| Plants | | | | | | | |
| 1 | identify and name a variety of common wild plants and garden plants, including deciduous and evergreen trees | | | | √ | | |
| 2 | identify and describe the basic structure of a variety of common flowering plants, including trees | | | | √ | | |
| Animals, including humans | | | | | | | |
| 1 | identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates | | | | | √ | |
| 2 | identify and name a variety of common animals that are carnivores, herbivores and omnivores | | | | | √ | |
| 3 | describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets) | | | | | √ | |
| 4 | identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | | | | | √ | |
| Everyday materials | | | | | | | |
| 1 | distinguish between an object and the material from which it is made | | √ | | | | |
| 2 | identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock | | √ | | | | |
| 3 | describe the simple physical properties of a variety of everyday materials | | √ | | | | |
| 4 | compare and group together a variety of everyday materials on the basis of their simple physical properties | | √ | | | | |
| Seasonal changes | | | | | | | |
| 1 | observe changes across the four seasons | Covered throughout year. | | | | | |
| 2 | observe and describe weather associated with the seasons and how day length varies | | | | | | |

| Geography | | 1 | 2 | 3 | 4 | 5 | 6 |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------|--------------------|----------------------------|-----------------|----------------|
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| Key Stage 1 Objectives | | | | | | | |
| Location Knowledge | | | | | | | |
| 1 | name and locate the world's seven continents and five oceans | | | √ | | | |
| 2 | name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | | | √ | | | |
| Place Knowledge | | | | | | | |
| 1 | understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country | | | √ | | | |
| Human and Physical Geography | | | | | | | |
| 1 | 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 | | | √ | | | |
| 2 | use basic geographical vocabulary to refer to: | | | | | | |
| 2.1 | 5.1 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather | | | | | | |
| 2.2 | key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | | | | | | |
| Geographical skills and field work | | | | | | | |
| 1 | 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 | | | √ | | | |
| 2 | use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map | | | √ | | | |
| 3 | use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key | √ | | | | | |
| 4 | 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. | √ | | √ | | | |

| History | | 1 | 2 | 3 | 4 | 5 | 6 |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------------|--------------------|----------------------------|------------------|----------------|
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| Key Stage 1 Objectives | | | | | | | |
| 1 | changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | √ | | | | | |
| 2 | events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) | | | | | | √ |
| 3 | 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 (e.g. 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 Edith Cavell) | | | | | | √ |
| 4 | significant historical events, people and places in their own locality. | √ | | | | | √ |

| Art & Design | | 1 | 2 | 3 | 4 | 5 | 6 |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------------|--------------------|----------------------------|------------------|----------------|
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| Key Stage 1 Objectives | | | | | | | |
| 1 | to use a range of materials creatively to design and make products | | | √ | √ | √ | |
| 2 | to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | | √ | √ | √ | √ | √ |
| 3 | to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | | √ | | √ | √ | |
| 4 | about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making | | √ | √ | | | √ |

| <u>Design and Technology</u> | | 1 | 2 | 3 | 4 | 5 | 6 |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------------|--------------------|----------------------------|------------------|----------------|
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| Key Stage 1 Objectives | | | | | | | |
| Design | | | | | | | |
| 1 | design purposeful, functional, appealing products for themselves and other users based on design criteria | √ | √ | | | √ | |
| 2 | generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology | √ | √ | | | √ | |
| Make | | | | | | | |
| 1 | select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) | √ | √ | | | √ | |
| 2 | select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics | √ | √ | | | √ | |
| Evaluate | | | | | | | |
| 1 | explore and evaluate a range of existing products | √ | √ | | | √ | |
| 2 | evaluate their ideas and products against design criteria | √ | √ | | | √ | |
| Technical knowledge | | | | | | | |
| 1 | build structures, exploring how they can be made stronger, stiffer and more stable. | √ | | | | √ | |
| 2 | explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products | √ | | | | √ | |
| Cooking and Nutrition | | | | | | | |
| 1 | use the basic principles of a healthy and varied diet to prepare dishes | | √ | | | | |
| 2 | understand where food comes from | | √ | | | | |