

## Friars Primary School and Nursery

Year 1 - National Curriculum Coverage by Subject – September 2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Connected Curriculum Art & Design	All About Me POR: Grace & Family Learning about ourselves, our families, our local area and living history. Self Portraits (Black and White) – Picasso	Cold Climates POR: The Emperor's Egg Learning about Antarctica versus the Arctic, Animals and colder climates.	London POR: Claude in the City Learning about the features of a city, simple maps and the Great Fire of London L.S. Lowry – cityscape multimedia	Spring POR: The Secret Sky Garden Learning about plants, changes in weather and map skills	Africa POR: Lila & the Secret of Rain Learning about the continent, with a focus on Nelson Mandela and Africa animals Design African Necklaces (pasta)	Oh, I do like to be beside the seaside! POR: The Storm Whale Learning about the seaside past and present. Our town now and then and coastal towns.
	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		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		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	
Design & Technology		Making free standing structures - igloo Design - design purposeful, functional, appealing products for themselves and other users based on design criteria		Sliders and Leavers – growing flowers in plant pot. Design - design purposeful, functional, appealing products for themselves and other users based on design criteria		Food DT - Fruit salad select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

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DESIGN TECHNOLOGY		Make - 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 <b>Evaluate -</b> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <b>Technical knowledge</b> - build structures, exploring how they can be made stronger, stiffer and more stable		Make - 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 <b>Evaluate</b> - explore and evaluate a range of existing products		use the basic principles of healthy and varied diet to prepare dishes understand where food comes from.
Geography GEOGRAPHY	Bird's eye view of the farm My Journey to school – strip maps 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 basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Linked Provision	What is a city? Differences between city and countryside. London landmarks name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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	Linked provision	The 4 Countries in UK compared to the continent of Africa. Comparison UK to Kenya Google Maps/Digi- Maps 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	Linked provision



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			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 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 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	
History	My Family changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Linked home learning topic.	Linked provision	Linked provision	The Great Fire of London (Stand- alone mini topic) + Samuel Pepys 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	Nelson Mandela 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]	Southend on Sea – Changes to the seaside 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



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Seacole and/or Florence Armstrong, William Caxton Nightingale and Edith and Tim Berners-Lee. Cavell1 Pieter Bruegel the Elder and LS Lowry, Rosa Parks significant historical events, and Emily Davison, Mary people and places in their Seacole and/or Florence own locality. Nightingale and Edith Cavell] significant historical events, people and places in their own locality. Plants throughout Plants throughout Animals including Seasons Animals Everyday Materials Science humans the year the vear observe changes across distinguish between an describe and compare the the four seasons structure of a variety of object and the material identify and name a variety identify and name a variety identify and name a variety from which it is made common animals (fish, of common animals of common wild and of common wild and amphibians, reptiles, birds including fish, amphibians, garden plants, including garden plants, including and mammals, including compare and group reptiles, birds and deciduous and evergreen deciduous and evergreen together a variety of pets) mammals trees trees everyday materials on the identify and name a variety identify and describe the identify and describe the identify, name, draw and basis of their simple of common animals that basic structure of a variety basic structure of a variety label the basic parts of the physical properties. are carnivores, herbivores of common flowering of common flowering human body and say which and omnivores plants, including trees. plants, including trees. part of the body is describe the simple associated with each physical properties of a variety of everyday sense. materials identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Continuous throughout the year Working scientifically asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering guestions