




# Friars Primary School and Nursery


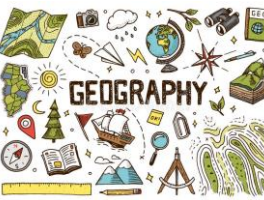
## Year 1 - National Curriculum Coverage by Subject – September 2022

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



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





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