




Friars Primary School and Nursery
Year 1 - National Curriculum Coverage by Subject – September 2023
 POR (Power of Reading)


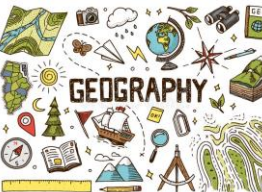
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Connected Curriculum	All About Me Little Red Hen book POR: Grace & Family	Cold Climates POR: The Emperor's Egg	London POR: Claude in the City	Spring POR: The Secret Sky Garden	Africa POR: Lila & the Secret of Rain	Oh, I do like to be beside the seaside! POR: The Storm Whale
	<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>
	Art & Design 	Self Portraits (Black and White) – Picasso <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>		L.S. Lowry – cityscape multimedia <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>		Design African Necklaces <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>
Design & Technology		Making free standing structures - igloos <i>Design - design purposeful, functional, appealing products for</i>		Sliders and Leavers – growing flowers in plant pot. <i>Design - design purposeful, functional, appealing products for</i>		Food DT - Fruit salad <i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients,</i>



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 <p>DESIGN TECHNOLOGY</p>		<p><i>themselves and other users based on design criteria</i></p> <p>Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</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>Evaluate - explore and evaluate a range of existing products</p> <p><i>evaluate their ideas and products against design criteria</i></p> <p>Technical knowledge- build structures, exploring how they can be made stronger, stiffer and more stable</p>		<p><i>themselves and other users based on design criteria</i></p> <p>Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</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> Evaluate - explore and evaluate a range of existing products</p>		<p><i>according to their characteristics</i></p> <p><i>use the basic principles of healthy and varied diet to prepare dishes</i></p> <p><i>understand where food comes from.</i></p>
<p>Geography</p> 	<p>Bird's Eye View of the Farm</p> <p>My Journey to School – strip maps</p> <p><i>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical</i></p>	<p>Linked Provision</p>	<p>What is a City? Differences between city and countryside.</p> <p>London Landmarks</p> <p><i>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i></p> <p><i>use basic geographical vocabulary to refer to key human features, including:</i></p>	<p>Linked provision</p>	<p>The Four Countries in UK compared to the continent of Africa.</p> <p>Comparison UK to Kenya</p> <p>Google Maps/Digi-Maps</p> <p><i>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and</i></p>	<p>Linked provision</p>




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	<p><i>features of its surrounding environment.</i></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><i>city, town, village, factory, farm, house, office, port, harbour and shop</i></p> <p><i>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</i></p> <p><i>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</i></p>		<p><i>of a small area in a contrasting non-European country</i></p> <p><i>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</i></p> <p><i>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</i></p> <p><i>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</i></p>	
History 	<p>My Family</p> <p><i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p> <p><i>Linked home learning topic.</i></p>	<p>Linked provision</p>	<p>Linked provision</p>	<p>The Great Fire of London (Stand-alone mini-topic) + Samuel Pepys</p> <p><i>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]</i></p> <p><i>the lives of significant individuals in the past who have contributed to national and international achievements. Some</i></p>	<p>Nelson Mandela</p> <p><i>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</i></p>	<p>Southend on Sea – Changes to the seaside</p> <p><i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p> <p><i>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]</i></p>



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				<p><i>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]</i></p> <p><i>significant historical events, people and places in their own locality.</i></p>	<p><i>Nightingale and Edith Cavell]</i></p>	<p><i>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]</i></p> <p><i>significant historical events, people and places in their own locality.</i></p>
<p style="text-align: center;">Science</p> 	<p>Animals including humans</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>Plants throughout the year</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>Seasons</p> <p><i>observe changes across the four seasons</i></p>	<p>Plants throughout the year</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>Animals</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>Everyday Materials</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>
<i>Continuous throughout the year</i>						



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	<p><i>Working scientifically</i></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> <i>performing simple tests</i></p> <p><i>identifying and classifying</i> <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>
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