

Subject Coverage Expectations Year 1

NC Subject	Expected coverage for the year group over the academic year	Detail the Theme or X-Curricular links	<u>Half Term</u> eg Aut1
English	<p><u>Narrative</u> Story with familiar settings Story – range of cultures Traditional and fairytales Fantasy Worlds</p> <p><u>Non Fiction</u> Labels, lists and captions Instructions Recounts, diaries Information texts</p> <p><u>Poetry</u> Pattern and rhyme Using senses Poems on a theme</p> <p>At least one book focus per term</p> <hr style="width: 30%; margin-left: 0;"/>	<p>Ourselves Festivals and Toys Weather Growing Plants</p> <p>Ourselves Festivals & Toys Summer Fun Transport</p> <p>Summer Fun Ourselves Weather & Transport</p> <p><u>Year 1 Medium Term English Plans</u> <u>Year 1 Medium Ongoing Term Maths Plans</u></p>	<p>Aut 1 Aut 2 Spr 1 Sum 1</p> <p>Aut 1 Aut 2 Sum 2 Spr 2</p> <p>Sum 2 Aut 1 Spr 1 & 2</p>
Maths	<p>All children will cover number and place value, addition and subtraction, multiplication and division, fractions, measurement, statistics, properties of shape and position and direction in every term at a level appropriate to their stage of learning. Please see the medium term plans for each year group for more detailed information.</p>	<p><u>Year 1 Medium Ongoing Term Maths Plans</u></p>	
History	<p>Changes within living memory including changes nationally</p> <p>Events beyond living memory that are significant or global e.g. Great Fire of London, first aeroplane flight or events commemorated through festivals or anniversaries</p>	<p>Ourselves</p> <p>Toys & Festivals Transport Summer Fun</p>	<p>Autumn 1</p> <p>Autumn 2 Spring 2 Summer 2</p>
Geography Display	<p><u>Display Requirements:</u></p> <ul style="list-style-type: none"> - UK/ WORLD map on display at child friendly height. - Both classes have a puppet that is taken by a pupil every weekend/holiday – classroom display, book which goes home with puppet for diary to be written. <p><u>Areas that must be covered in teaching.</u></p> <ul style="list-style-type: none"> - Name, locate and identify characteristics of the 4 countries & capital cities of UK (map, atlas, globe work). - Compare and contrast human/physical geography of area of UK and small area of contrasting non-European country. Use basic geographical vocabulary (See program of study) e.g. Peterborough & Kenya (possible links to story from another culture). -Weather – seasonal, daily weather patterns, hot and cold areas of world (Equator, North and South poles) 	<p>On display. Ongoing throughout the year.</p> <p>Toys & Festivals Weather</p> <p>Ourselves (where I come from) Weather Toys & Festivals Transport Growing</p> <p>Weather</p>	<p>Ongoing</p> <p>Autumn 2 Spring 1</p> <p>Autumn 1 Spring 1 Autumn 2</p> <p>Spring 2 Summer 1</p> <p>Spring 1</p>

	- ****PLUS SKILLS & FIELDWORK area of geography curriculum throughout year. Field work focus within school grounds****	Ourselves Summer Fun	Autumn 1 Summer 2
MFL	Teach basic language when the opportunity arises. E.g. numbers to 10, greetings. Use a range of materials creatively to design and make products.	Ongoing	Ongoing
Art	Use drawing, painting and sculpture to develop and share ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn 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. Displays There are a number of artefacts, posters and photographs which can be utilised.	Ongoing – artist focus with each art topic.	Ongoing
Religious Education	<u>Areas that must be covered in teaching.</u> (4 Christianity and 2 Islam) -What makes a place special for Christian people? Visit to Werrington Church -Who do Christians say that Jesus was? (Link to Christmas) - How does being a Muslim make a difference to a family? <i>Local visitor opportunity</i> - What are the key special religious occasions that Muslims celebrate? -How can people be part of the big story of the bible? -The family in Christianity: what difference does belonging to a faith make to a family? <i>Local visitor opportunity</i> ** Whole plans or specific planning guidance can be found in the RE folder on the server**	Ourselves Toys & Festivals Weather Transport Growing Summer Fun	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2

Science	<p><u>Animals inc. humans</u> 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.</p>	Transport (discreet teaching as not linked)	Spring 2
		Ourselves	Autumn 1
	<p><u>Plants</u> 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.</p>	Growing	Summer 1
		N.B. Science Week	
	<p><u>Seasonal Changes</u> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p>	Weather Summer Fun	Spring 1 Summer 2
<p><u>Everyday Materials</u> 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.</p>	Toys and Festivals	Autumn 2	

<p>P.E.</p>	<p>Swimming is the ONLY compulsory element which can be taught in KS1 or KS2</p> <p>There is a much greater emphasis on skill development rather than learning specific games.</p> <p>Your lessons should cover the following <u>FUNDAMENTAL MOVEMENT SKILLS</u></p> <p>Travel, Turn, Jump and Balance</p> <p>And explored through the following <u>PRINCIPLES</u></p> <p>Space, Time, Weight and Flow</p> <p>Dance incorporates these with the addition of <u>GESTURE</u></p> <p>That said we will incorporate these skills through:</p> <p>Gymnastic activities</p> <p>Dance Activities</p> <p>Multi Skills sessions – <u>TARGET GAMES</u></p> <p>There is an increased emphasis on competitive and cooperative physical activities – these can be both against self and others.</p> <p>Key Stage One</p> <p>Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.</p> <p>They should be able to engage in competitive (both Ongoing against self and others) and co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>n/a</p> <p>Gymnastics</p> <p>Gymnastics</p> <p>Dance</p> <p>Gymnastics</p> <p>Dance</p> <p>Multi-skills</p> <p>Multi-skills Summer Fun Sports Day</p> <p>Ongoing</p>	<p>n/a</p> <p>Autumn 1</p> <p>Autumn 1 Aut 1 & 2</p> <p>Autumn 1 Spring 2</p> <p>Aut 1 & 2</p> <p>Ongoing coaches Ongoing Summer 2 Summer 2</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play untuned instruments musically.</p> <p>Listen with concentration and to a range of high-quality live and recorded music.</p> <p>Experiment with and create sounds using the inter-</p>		

	related dimensions of music.																																
Computing	<p>Switched On Computing</p> <table border="1"> <tr> <td>Using programmable toys</td> <td>Programming</td> </tr> <tr> <td>Filming a recipe</td> <td>Computational thinking</td> </tr> <tr> <td>Illustrating an eBook</td> <td>Creativity</td> </tr> <tr> <td>Finding images using the web</td> <td>Computer networks</td> </tr> <tr> <td>Producing a talking book</td> <td>Communication/Collaboration</td> </tr> <tr> <td>Creating a card electronically</td> <td>Productivity</td> </tr> </table>	Using programmable toys	Programming	Filming a recipe	Computational thinking	Illustrating an eBook	Creativity	Finding images using the web	Computer networks	Producing a talking book	Communication/Collaboration	Creating a card electronically	Productivity	<table border="1"> <tr> <td>1.1</td> <td>We are treasure hunters</td> <td>Aut 2</td> </tr> <tr> <td>1.2</td> <td>We are TV chefs</td> <td>Spr 1</td> </tr> <tr> <td>1.3</td> <td>We are painters</td> <td>Spr 2</td> </tr> <tr> <td>1.4</td> <td>We are collectors</td> <td>Sum 1</td> </tr> <tr> <td>1.5</td> <td>We are storytellers</td> <td>Sum 2</td> </tr> <tr> <td>1.6</td> <td>We are celebrating</td> <td>Aut 1</td> </tr> </table>	1.1	We are treasure hunters	Aut 2	1.2	We are TV chefs	Spr 1	1.3	We are painters	Spr 2	1.4	We are collectors	Sum 1	1.5	We are storytellers	Sum 2	1.6	We are celebrating	Aut 1	
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PSHE Inc SRE	<p>SEAL Focus New Beginnings Celebrating and appreciating differences, rights and responsibilities, feelings. Getting On & Falling Out Being a good friend, why friends fall out, conflict resolution. Anti- Bullying Week SEAL Going For Goals Aspirational goals, persistence and overcoming frustration Good to be Me Strengths, how to make others feel good. Cambs SOW Citizenship 1E – Rules & Rights Rules and why we have them 1F – Understanding & Practicing Democracy How decisions are made 1H – Similarities & Differences Similarities and differences between people SEAL Relationships Close relationships, jealousy and pride, hurt, uncomfortable feelings Changes Making changes happen, co-operative group work Cambs SOW Growing & Changing 1L – Healthy Lifestyles Food, exercise and rest, making healthy choices Seal Units & Cambs SOW file, plus green & blue resource boxes all stored in Group Room See new scheme of work. Mechanisms – Sliders and Levers. Exploring a variety of existing products, looking at how they could make their own. Design, create, evaluate. (e.g. storybook, poster, greetings card)</p>	(discreet teaching)																															
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Design Technology	<p>Structures – Freestanding Structures. Exploring a variety of existing products, looking at how they could make their own. Design, create, evaluate. (e.g. mini enclosures for animals, playground equipment, bridge for Billy goats gruff, furniture for the three little bears)</p> <p>Food – Preparing fruit and vegetables Looking at existing fruit and veg, what have they already had? How do you prepare these fruit/veg? Choose oranges (to peel)</p>	Toys & Festivals	Autumn																														
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	lemon/lime (to squeeze) strawberries (to cut).		
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