



Year 1

National Curriculum coverage



National Curriculum coverage – Year 1



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENQUIRY QUESTION	What kind of superhero do I want to be?	What stories could our toys and games tell?	Where do we live and what makes it special?	What would it be like to live on an island elsewhere in the world?	Which is my favourite wildflower and why?	What will we find at the seaside?
HARMONY PRINCIPLE	The principle of Diversity	The principle of Health	The principle of Adaptation	The principle of Oneness	The principle of the Cycle	The principle of Interdependence
PRINCIPLE QUESTIONS	How are we all different and how are we the same? Why is it important that we are different? What can you do to be a superhero?	Which toys and games do we most enjoy and why? Are our toys and games better than those from long ago? Why is playing in Nature good for our health?	What do you think is special about where you live? Why is it important to look after your local area? What changes can we make to improve where we live?	What is an island? How is life on other islands different from our lives? What does it mean to be part of one world?	What is the life cycle of a wildflower? Which wildflowers grow where I live? Why should we let wildflowers grow?	What might we find at the seaside? What human actions affect life at the seaside? What can we do to look after seaside ecosystems?
SUSTAINABILITY THEME	Food & Farming	Health & Wellbeing	Adaptation for the Future	Energy & Climate Change	Biodiversity	Cycles & Waste
LINK TO SDGs	5 – Gender equality and equal opportunity	12 – Responsible consumption and production	11 – Sustainable cities and communities	8 – Decent work and economic growth	15 – Life on land	12 - Responsible consumption and production
ENGLISH GENRES	Sentence writing; Descriptive writing; Lists	Descriptive sentences; Story writing and performing; Instruction writing	Instructions; Reports; Letter writing; Poetry	Developing questions; Fact finding; Writing stories; Poetry	Sentence writing; Shape poetry; Narratives; Booklets	Information pages; Riddles; Recounts; Story telling
ENGLISH	Write sentences by saying out loud what they are going to write about Sequence sentences to form short narratives Re-read what they have written to check that it makes sense	Write sentences by saying out loud what they are going to write about Sequence sentences to form short narratives Re-read what they have written to check that it makes sense	Write sentences by saying out loud what they are going to write about Sequence sentences to form short narratives Re-read what they have written to check that it makes sense	Write sentences by saying out loud what they are going to write about Sequence sentences to form short narratives Re-read what they have written to check that it makes sense	Write sentences by saying out loud what they are going to write about Sequence sentences to form short narratives Re-read what they have written to check that it makes sense	Write sentences by saying out loud what they are going to write about Sequence sentences to form short narratives Re-read what they have written to check that it makes sense

National Curriculum coverage – Year 1 (continued)



ENGLISH (CONTINUED)	Discuss what they have written with the teacher	Discuss what they have written with the teacher	Discuss what they have written with other pupils	Discuss what they have written with other pupils	Read their writing aloud, clearly enough to be heard by their peers and the teacher	Read their writing aloud, clearly enough to be heard by their peers and the teacher
GPS FOCUS	<p>Leave spaces between words</p> <p>Begin to punctuate sentences using a capital letter and a full stop</p> <p>Use a capital letter for names of people, days of the week and personal pronoun 'I'</p>	<p>Leave spaces between words</p> <p>Begin to punctuate sentences using a capital letter and a full stop</p> <p>Join words and join clauses using 'and'</p> <p>Use a capital letter for names of people, days of the week and personal pronoun 'I'</p>	<p>Begin to punctate sentences using a capital letter, full stop, question mark or exclamation mark</p> <p>Join words and join clauses using 'and'</p> <p>Use a capital letter for names of places</p>	<p>Begin to punctate sentences using a capital letter, full stop, question mark or exclamation mark</p> <p>Join words and join clauses using 'and'</p> <p>Use a capital letter for names of places</p> <p>Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p>	<p>Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark</p> <p>Join words and join clauses using 'and'</p> <p>Use suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words</p>	<p>Begin to punctuate sentences using a capital letter, questions mark or exclamation mark</p> <p>Join words and join clauses using 'and'</p> <p>Use a capital letter for names of places</p> <p>Use the prefix -un</p>
GREAT TEXTS	<p><i>The same but different: A Let's Talk picture book to help young children understand diversity</i> by Molly Potter</p> <p><i>If all the world were...</i> by Joseph Coelho</p> <p><i>Grow: Secrets of our DNA</i> by Nicola Davies</p> <p><i>Giraffes can't dance</i> by Giles Andreae</p> <p><i>What jobs could you do?</i> by Catherine Barr</p> <p><i>The proudest blue</i> by Ibtihaj Muhammad with S.K. Ali</p> <p><i>Can I join your club?</i> by John Kelly</p>	<p><i>A first book of Nature</i> by Nicola Davies</p> <p><i>On Sudden Hill</i> by Linda Sarah</p> <p><i>The oak tree</i> by Julia Donaldson</p> <p><i>Leaf man</i> by Lois Ehlert</p> <p><i>Stanley's stick</i> by John Hegley</p> <p><i>Not a stick</i> by Antoinette Portis</p> <p><i>The velveteen rabbit</i> by Margery Williams</p> <p><i>Lost in the toy museum</i> by David Lucas</p>	<p><i>Invisible Nature: A secret world beyond our senses</i> by Catherine Barr</p> <p><i>Otto Blotter, bird spotter</i> by Graham Carter</p> <p><i>In every house, on every street</i> by Jess Hitchman</p> <p><i>Big panda and tiny dragon</i> by James Norbury</p> <p><i>We build our Homes</i> by Laura Knowles</p> <p><i>Mama Panya's pancakes: A village tale from Kenya</i> by Mary and Rich Chamberlin</p>	<p><i>My world, your world</i> by Melanie Walsh</p> <p><i>Here we are</i> by Oliver Jeffers</p> <p><i>Island</i> by Marc Janssen</p> <p><i>The secret of Black Rock</i> by Joe Todd Stanton</p> <p><i>Flotsam</i> by David Weisner</p> <p><i>Child a song: A celebration of children's rights</i> by Nicola Davies</p> <p><i>You choose</i> by Pippa Goodhart</p> <p><i>Come and eat with us</i> by Annie Kubler and Caroline Formby</p>	<p><i>It starts with a seed</i> by Laura Knowles</p> <p><i>The amazing plant life cycle story</i> by Kay Barnham</p> <p><i>Things that grow</i> by Becca Stadtlander</p> <p><i>Du Iz Tak?</i> by Carson Ellis</p> <p><i>The little gardener</i> by Emily Hughes</p> <p><i>The secret sky garden</i> by Linda Sarah</p> <p><i>Footpath flowers</i> by Jon Arno Lawson</p> <p><i>A little guide to wildflowers</i> by Charlotte Voake</p>	<p><i>The dog who caught the sea</i> by Josie Withers</p> <p><i>A house for hermit crab</i> by Eric Carle</p> <p><i>Hello lighthouse</i> by Sophie Blackall</p> <p><i>The snail and the whale</i> by Julia Donaldson</p> <p><i>10 things I can do to help my world</i> by Melanie Walsh</p> <p><i>Somebody swallowed Stanley</i> by Sarah Roberts</p> <p><i>The robot and the bluebird</i> by David Lucas</p>

National Curriculum coverage – Year 1 (continued)



MATHS	<p>Number and place value Count to and across 100, forwards and backwards, beginning with 0 or 1, or form any given number</p> <p>Number: Addition and subtraction Add and subtract one-digit and two-digit numbers to 20, including 0</p> <p>Geometry: Properties of shapes Recognise and name common 2D and 3D shapes</p> <p>Geometry: Position and direction Describe position, direction and movement</p>	<p>Number and place value Identify and represent numbers using objects and pictorial representations including the number line, and using the language of equal to, more than, less than, fewer, most, least</p> <p>Number: Addition and subtraction Add and subtract one-digit and two-digit numbers to 20, including 0</p> <p>Measurement Compare, describe and solve practical problems for time; sequence events in chronological order using language; recognise and use language relating to dates, including days of the week, weeks, months and years</p>	<p>Number and place value Count to and across 100, forwards and backwards, beginning with 0 or 1, or form any given number; count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p> <p>Number: Addition and subtraction Add and subtract one-digit and two-digit numbers to 20, including 0</p> <p>Measurement Compare, describe and solve practical problems for lengths and heights; measure and begin to record lengths and heights; measure and begin to record time (hours, minutes, seconds)</p> <p>Measurement Sequence events in chronological order using language; recognise and use language relating to dates, including days of the week, weeks, months and years</p>	<p>Number: Addition and subtraction Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</p> <p>Number: Multiplication and division Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p>Measurement Measure and begin to record lengths and heights; measure and begin to record time (hours, minutes, seconds)</p> <p>Geometry: Position and direction Describe position, direction and movement including whole, half, quarter and three quarter turns</p>	<p>Number: Fractions Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity; Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity</p> <p>Number: Multiplication and division Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p>Measurement Measure and begin to record lengths and heights</p> <p>Geometry: Properties of shapes Recognise and name common 2D and 3D shapes</p> <p>Geometry: Position and direction Describe position, direction and movement, including whole, half, quarter and three quarter turns</p>	<p>Number: Addition and subtraction Read, write and interpret mathematical statements involving addition, subtraction and equals; solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</p> <p>Number: Multiplication and division Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p>Measurement Recognise and know the value of different denominations of coins and notes; recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Geometry: Properties of shapes Recognise and name common 2D and 3D shapes</p> <p>Geometry: Position and direction Describe position, direction and movement, including whole, half, quarter and three quarter turns</p>
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National Curriculum coverage – Year 1 (continued)



SCIENCE	<p>Animals including humans 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 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>	<p>Animals including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>Animals including humans 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)</p>	<p>Plants 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 Seasonal changes Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies</p>	<p>Animals including humans Identify and name a variety of common animals that are carnivores, herbivores and omnivores Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Everyday materials Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p>
HISTORY	<p>Significant individual 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</p>	<p>Changes within living memory Where appropriate, these should be used to reveal aspects of change in national life Significant individual 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</p>	<p>Significant historical events, people and places In their own locality</p>	-	-	<p>Changes within living memory Where appropriate, these should be used to reveal aspects of change in national life Significant individual 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</p>
GEOGRAPHY	<p>Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom</p>	-	<p>Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p>	<p>Locational knowledge Name and locate the world's seven continents</p>	<p>Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom</p>	-

National Curriculum coverage – Year 1 (continued)



GEOGRAPHY (CONTINUED)			<p>Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p>Human and physical geography Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, river, season and weather; key human features, including city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries; 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</p>	<p>Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</p> <p>Human and physical geography 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>Human and physical geography Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather; key human features, including city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</p>	<p>Geographical skills and fieldwork 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>	
	DT	-	<p>Evaluate Explore and evaluate a range of existing products</p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria</p>	<p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks</p>	<p>Cooking and nutrition Understand and apply the principles of a healthy and varied diet</p> <p>Understand where food comes from</p>	-

National Curriculum coverage – Year 1 (continued)



DT (CONTINUED)		Make Select from and use a wide range of materials and components, according to their characteristics	Evaluate Evaluate their ideas and products against design criteria			Make Select from and use a wide range of materials and components,
ART & DESIGN	Use a range of materials creatively to design and make products, develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, learn about about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work	-	-	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination, develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space, learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination, develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space	-
PSHE	<p>Health and wellbeing: Ourselves, growing and changing</p> <p>H21. Recognise what makes them special</p> <p>H22. Recognise the ways in which we are all unique</p> <p>H23. Identify what they are good at, what they like and dislike</p> <p>Relationships: Friendships</p> <p>R6. Learn about how people make friends and what makes a good friendship</p> <p>R7. Recognise when they or someone else feels lonely and what to do</p> <p>Economic wellbeing: Aspirations, work and career</p> <p>L14. Learn that everyone has different strengths</p>	<p>Health and wellbeing: Healthy Lifestyles</p> <p>H1. Learn about what keeping healthy means; different ways to keep healthy</p> <p>H3. Learn about how physical activity helps us to stay healthy; and ways to be physically active every day</p> <p>H4. Learn about why sleep is important and different ways to rest and relax</p> <p>H9. Learn about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>Health and wellbeing: Mental Health</p> <p>H13. Learn how feelings can affect people's bodies and how</p>	<p>Relationships: Families and close positive relationships</p> <p>R1. Learn about the roles different people play in our lives</p> <p>R2. Identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. Learn about different types of families including those that might be different from their own</p> <p>Relationships: Respecting self and others</p> <p>R21. Learn about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. Learn about how to treat themselves and others with respect; how to be polite and courteous</p>	<p>Relationships: Respecting self and others</p> <p>R23. To recognise the ways in which they are the same and different to others</p> <p>Living in the wider world: Shared responsibilities</p> <p>L2. Learn about how people and other living things have different needs; about the responsibilities of caring for them</p> <p>Living in the wider world: Communities</p> <p>L4. Learn about the different groups they belong to</p> <p>L5. Learn about the different roles and responsibilities people have in their community</p> <p>L6. Recognise the ways they are the same as, and different to, other people</p>	<p>Health and wellbeing: Keeping safe</p> <p>H32. Learn about ways to keep safe in familiar and unfamiliar environments</p> <p>Health and wellbeing: Drugs, alcohol and tobacco</p> <p>H37. Learn about things that people can put into their body or on their skin; how these can affect how people feel</p> <p>Health and wellbeing: Ourselves, growing and changing (RSE)</p> <p>H25. Learn to name the main parts of the body including external genitalia</p> <p>Relationships: Safe relationships (RSE)</p> <p>R13. Recognise that some things are private and the importance of respecting privacy; that</p>	<p>Health and wellbeing: Healthy lifestyles</p> <p>H8. Learn how to keep safe in the sun and protect skin from sun damage</p> <p>Health and wellbeing: Keeping safe</p> <p>H28. Learn about rules that keep us safe</p> <p>H29. Recognise risk in simple everyday situations and what actions to take to minimise harm</p> <p>H32. Learn about ways to keep safe in familiar and unfamiliar environments</p> <p>H33. Learn about the people whose job it is to keep us safe</p> <p>H35. Learn about what to do if there is an accident and someone is hurt</p>

National Curriculum coverage – Year 1 (continued)



PSHE (CONTINUED)

L16. Learn about different jobs that people they know or people who work in the community do

Living in the wider world: Shared responsibilities

L1. Learn about what rules are, why they are needed, and why different rules are needed for different situations

they behave

H14. Learn how to recognise what others might be feeling

H15. Recognise that not everyone feels the same at the same time, or feels the same about the same things

H16. Learn about ways of sharing feelings; a range of words to describe feelings

H17. Learn about things that help people feel good

H18. Learn different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

Health and wellbeing: Ourselves, growing and changing

H24. Learn how to manage when finding things difficult

Relationships: Managing hurtful behaviour and bullying

R11. Learn about how people may feel if they experience hurtful behaviour or bullying

R12. Learn that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

Living in the wider world: Shared responsibilities

L3. Learn about things they can do to help look after their environment

Living in the wider world: Media, literacy and digital resilience

L7. Learn about how the internet and digital devices can be used safely to find things out and to communicate with others

parts of their body covered by underwear are private

R16. Learn how to respond if physical contact makes them feel uncomfortable or unsafe

H36. Learn how to get help in an emergency

Economic wellbeing: Money

L10. Recognise what money is; forms that money comes in; that money comes from different sources

L11. Learn that people make different choices about how to save and spend money

Health and wellbeing: Ourselves, growing and changing

H27. Learn about preparing to move to a new class/year group

National Curriculum coverage – Year 1 (continued)



MUSIC	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Listen with concentration and understanding to a range of high-quality live and recorded music	Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the interrelated dimensions of music	Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the interrelated dimensions of music	Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the interrelated dimensions of music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes
PE	Master basic movements including running and jumping, as well as developing balance, agility and coordination, and begin to apply these in a range of activities	Master basic movements including running and jumping, as well as developing balance, agility and coordination, and begin to apply these in a range of activities Perform dances using simple movement patterns	Master basic movements including running and jumping, as well as developing balance, agility and coordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending	Master basic movements including running and jumping, as well as developing balance, agility and coordination, and begin to apply these in a range of activities	Master basic movements including running and jumping, as well as developing balance, agility and coordination, and begin to apply these in a range of activities	Master basic movements including running and jumping, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
COMPUTING	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs	Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school	Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school	Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs	Use technology purposefully to create, organise, store, manipulate and retrieve digital content