

KS1 CURRICULUM COVERAGE DOCUMENT (TO BE HIGHLIGHTED OVER THE COURSE OF YEARS 1 AND 2)

Science		
Working scientifically	Living things and their habitats	Plants
<p>Y1 and 2</p> <ul style="list-style-type: none"> 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 questions. 	<p>Y2</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including micro-habitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<p>Y1</p> <ul style="list-style-type: none"> 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>Y2</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
Animals, including humans	Everyday materials	Seasonal changes
<p>Y1</p> <ul style="list-style-type: none"> 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>Y2</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Y1</p> <ul style="list-style-type: none"> 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>Y2</p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Y1</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.

Art	
<ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 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.

Computing

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
 - can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
 - can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
 - are responsible, competent, confident and creative users of information and communication technology.
- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
 - 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 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.

DT

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
 - build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
 - critique, evaluate and test their ideas and products and the work of others
 - understand and apply the principles of nutrition and learn how to cook.
- Technical knowledge**
- build structures, exploring how they can be made stronger, stiffer and more stable
 - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
- Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].
- Design**
- design purposeful, functional, appealing products for themselves and other users based on design criteria
 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication 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
- Evaluate**
- explore and evaluate a range of existing products
 - evaluate their ideas and products against design criteria

Geography

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
 - understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
 - are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- Develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.
- Locational knowledge**
- name and locate the world's seven continents and five oceans
 - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Place knowledge**
- 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
- 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
 - use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Geographical skills and fieldwork**
- 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
 - 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 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.

History	
<ul style="list-style-type: none"> ▪ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world ▪ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind ▪ gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ ▪ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses ▪ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed ▪ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	<p>Develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <ul style="list-style-type: none"> ▪ 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 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] ▪ significant historical events, people and places in their own locality.
Music	
<ul style="list-style-type: none"> ▪ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians ▪ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence ▪ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ play tuned and untuned instruments musically ▪ listen with concentration and understanding to a range of high-quality live and recorded music ▪ experiment with, create, select and combine sounds using the inter-related dimensions of music.
PE	
<ul style="list-style-type: none"> ▪ develop competence to excel in a broad range of physical activities ▪ are physically active for sustained periods of time ▪ engage in competitive sports and activities ▪ lead healthy, active lives. <p>Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>	<ul style="list-style-type: none"> ▪ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ▪ participate in team games, developing simple tactics for attacking and defending ▪ perform dances using simple movement patterns. <p><i>Swimming and water safety</i></p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ▪ perform safe self-rescue in different water-based situations.

RE

At key stage 1 pupils learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion for believers, especially other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to themselves and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

At key stage 1 pupils should study Christianity, one other religion and consider other worldviews.

These enquiries take the form of a key question followed by a series of supplementary questions which provide the structure and direction of the individual enquiry. Together the enquiries are designed to engage pupils in both learning about and from religions and worldviews. The characteristics of learning highlight the key features of RE at key stage 1 and the experiences/opportunities provide guidance on the kinds of learning experiences children at key stage 1 should encounter. At key stage 1 pupils should study Christianity and one other religion and include other worldviews.

Why are some stories special? Theme: Believing/Story

This enquiry explores how religions and beliefs express values and commitments in a variety of creative ways

- What stories and books are special to me and my family?
- What stories and books are special to people within religions and beliefs?
- How are stories told and books used within religions and beliefs?
- What do some stories and books say about how people should live?

Why are some times special? Theme: Celebrations

This enquiry explores those aspects of life on earth which are reflected in the pattern of religious and other practices and festivals

- What special times and seasons can I remember? Why were these times special?
- Why are some festivals and celebrations special?
 - When do they happen?
 - What do they remember?
 - What do people do and why?
- What special objects might be used in festivals and celebrations?
- How might some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives?

How do we celebrate our journey through life? Theme: Celebrations

This enquiry explores how religions and beliefs express aspects of life's journey in a variety of creative ways

- How do people celebrate the important events in their lives? (Birth, naming ceremonies, coming of age, joining a group, marriage, death)
- How do members of a religious faith celebrate these milestones in the journey of life?
- What artefacts, symbols and ceremonies are used at significant times?
- Why are certain times in life significant or special?

Why are some symbols and places special? Theme: Symbols

This enquiry explores how religions and beliefs express aspects of human nature in a variety of creative ways

- What places are special to me? Why are they special?
- What places are special to members of a religious or belief community? (Buildings used for worship, special places in the home)
- What do these buildings that are special to religious or belief communities look like?
 - Do they have special places, objects, pictures or symbols?
 - How are these used?
 - What do they tell us about what people believe?

How should we live our lives? Theme: Leaders and Teachers

This enquiry explores how religious and other beliefs affect approaches to moral issues

- How does what I do affect other people?
- What rules and codes of behaviour help me know what to do?
- What values are important to me, and how can I show them in how I live? (Fairness, honesty, forgiveness, kindness)
- How do some stories from religions and beliefs and the example set by some people show me what to do?

Where do we belong? Theme: Belonging

This enquiry explores ideas of those aspects of human nature which relate to the practices of religion and belief communities

- Where do I belong? (Feelings, experiences)
- Where do people belong? (Family, local community, group, club, place, country, faith)
- What do people do because they belong to a faith or belief community?
- How might ideas of family and community be reflected in our own lives?

Who are we? Theme: Myself

This enquiry explores ideas of what it is to be human and relates them to religious and other beliefs

- Who and what is special to me? (People, places, experiences, feelings, stories, objects, beliefs, values)
- Who and what supports and guides us? (People, experiences, feelings, beliefs, values, ideas)
- What makes us joyful, peaceful, wonder, reflective, happy and sad? (Experiences, places, celebrations, stories, songs and, for some people, prayers)
- How might stories, prayers and songs help us understand more about ourselves and ideas about God?

Characteristics of Learning

At key stage 1 pupils learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion for believers, especially other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to themselves and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Experiences and opportunities

- visiting places of worship, focusing on symbols and feelings
- listening to and responding to visitors from local faith community
- using their senses and having times of quiet reflection
- using art and design, music, dance and drama to develop their creative talents
- sharing their own beliefs, ideas and values, and talking about their feelings and experiences
- beginning to use ICT to explore religions and beliefs as practised in the local and wider community.

PSHE		
HEALTH AND WELLBEING	RELATIONSHIPS	LIVING IN THE WIDER WORLD
<ul style="list-style-type: none"> • what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health • to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognize that choices can have good and not so good consequences • to think about themselves, to learn from their experiences, to recognize and celebrate their strengths and set simple but challenging goals • about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings • about change and loss and the associated feelings (including moving home, losing toys, pets or friends) • the importance of and how to maintain personal hygiene • how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others • about the process of growing from young to old and how people’s needs change • about growing and changing and new opportunities and responsibilities that increasing independence may bring • the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls • that household products, including medicines, can be harmful if not used properly rules for and ways of keeping physically and • to recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults’ secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety)) • about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them 	<ul style="list-style-type: none"> • to communicate their feelings to others, to recognise how others show feelings and how to respond • to recognise how their behaviour affects other people • the difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises • to recognise what is fair and unfair, kind and unkind, what is right and wrong • to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class • to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) to offer constructive support and feedback to others • to identify and respect the differences and similarities between people • to identify their special people (family, friends, carers), what makes them special and how special people should care for one another • to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) • that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say • that there are different types of teasing and bullying, that these are wrong and unacceptable • how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help 	<ul style="list-style-type: none"> • how to contribute to the life of the classroom • to help construct, and agree to follow, group and class rules and to understand how these rules help them • that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) • that they belong to various groups and communities such as family and school what improves and harms their local, natural and built environments and about some of the ways people look after them • that money comes from different sources and can be used for different purposes, including the concepts of spending and saving • about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices