

Crosby Ravensworth C of E (A) Primary School Class 1: Key Stage 1 Curriculum Map

Identifying National Curriculum Coverage Across All Topics (as at Oct 2024)

Class 1: Key Stage 1 (Year 1 and Year 2) Curriculum Map Identifying National Curriculum Coverage Across All Topics

		Cycle A						Cycle B						
Foundation Subjects	National Curriculum Coverage	How am I making history?	How have toys changed?		חטש טוט שי וכמייי נט fly?	What's it like Ito Live in Shanghai?	Would you prefer to live in a hot or cold place?	What is history?	What is it like here?	la a g	What is a monarch? What is the weather	like in the YK? What can you see at the coast?		
Art and Design	to use a range of materials creatively to design and make products	х		Х		х		Х		х)		
1	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	x		х		Х		Х		х		}		
Computing Design and Technology Design Make Evaluate Technical knowledge	 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	x		Х		X		X		×				
 		x		X				X	 	×		X		
	own work.			^				, ,						
Computing	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	Х	Х		Х		Х			Х	х	Хх		
	 create and debug simple programs 	as creatively to design and make products or caractery to design and design and make products or caractery to product for thomewhose and constructive to go for repart to go for repart to go for re	Х	x	Х×									
						<u></u>	<u> </u>	<u> </u>	<u> </u>					
_	use logical reasoning to predict the behaviour of simple programs	x	Х				X	<u> </u>	<u> </u>	Х	х	Хх		
	use technology purposefully to create, organise, store, manipulate and retrieve digital content			Х	Х	Х	Х	х	X	Х		X X		
-	recognise common uses of information technology beyond school	х		Х	Х	Х		Х	х	x		x)		
·	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.	creatively to disign and make products. It is a second product to develop and have briefless, experiences and insightation It is a second product to develop and have briefless, experiences and insightation It is a second product to develop and have briefless, experiences and insightation It is a second product to develop and have briefless, experiences and insightation It is a second product to develop and have briefless, experiences and insightation It is a second product to develop and have briefless, experiences and insightation It is a second product to develop and have briefless, experiences and insightation It is a second product to develop and have briefless, experiences and insightation It is a second product to develop and have briefless, experiences and insightation to the second product to develop and have briefless, experiences and insightation to the second product to develop and have briefless, experiences and insightation to the second product to develop and have briefless, experiences and insightation to the second product to develop and have briefless, experiences and insightation to the second product to the second product to develop and have briefless, experiences and insightation to the second product to the second product to develop and have briefless, experiences and insightation to the second product to the briefless and continuous developments and continuous developments. The second product to the briefless and continuous developments and continuous developments and continuous developments. The second products for themselves and other uses based on design criteria It is a second products for themselves and other uses based on design criteria It is a second products and continuous developments. The second products are second products to the second products and continuous developments. The second products are second products. The second products are second products and continuous developments and continuous and communicate their deast through stalling drawing, template, make dur	Х	X X										
-	design purposeful, functional, appealing products for themselves and other users based on design criteria		Х		Х		Х		Х		Х	Х		
•	generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology		Х		х		Х		Х		Х	Х		
Make	 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 				Х		Х				Х	X		
•	select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics										Х	X		
Evaluate	explore and evaluate a range of existing products										Х	X		
<u> </u>	evaluate their ideas and products against design criteria		X				X			-	X	X		
								-		+				
	 use the basic principles of a healthy and varied diet to prepare dishes 	Y								-				
Cooking & nutrition	understand where food comes from									+				
Geography	name and locate the world's seven continents and five oceans			Х							X	Х		
_						<u> </u>	-	<u> </u>	<u> </u>	+		X X		
Locational knowledge	name, rocate and ractitity characteristics of the roal countries and capital cities of the officer kingdom and its suffounding seas					L						^ ^		
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 					X	X							
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					Х	X					Х		
	use basic geographical vocabulary to refer to:					<u></u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>		<u> </u>		
	key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather			Х		Х	X		X			Х		
-	key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop			Х		Х	Х		Х			Х		
Geographical skills and	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			(Х	Х		Х		Х	Х		
fieldwork -	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			Х		X	X		X		Х	Х		
-	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			Х		Х	Х		Х			Х		
•	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.			Х		Х	Х		Х		Х	Х		

Foundation Subject	s National Curriculum Coverage		Cycle A						Cycle B				
		How am I making history?	How have toys changed?	Where am I?	How did we learn to fly?	Whats it like in Shanghai?	Would vous profer to live	Would you prefer to live in a hot or cold place?	What is history?	What is it like here?	What are animals? (How as school different	What is a monarch?	What is the weather like in the YK? What can you see at the coast?
History	 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	×	(Х		x			Х		Х	Х	
	 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] 					x						Х	
	• 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]					x							
	significant historical events, people and places in their own locality.	х							Х		Х	Х	
Music	 use their voices expressively and creatively by singing songs and speaking chants and rhymes 	х	:	х	х	x	х	х	Х	х	Х	х	хХ
	play tuned and untuned instruments musically	х	:	Х	х	x	х	Х	Х	х	х	х	хх
	 listen with concentration and understanding to a range of high-quality live and recorded music 	х	:	Χ	х	X	Х	Х	Х	х	х	х	ХX
	experiment with, create, select and combine sounds using the inter-related dimensions of music.	X	(x	X	X	х	Χ	Χ	Х	Х	Х	x X
Physical Education	 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 	×	(Х	Х	X	Х	Х		Х		X	x x
	 participate in team games, developing simple tactics for attacking and defending 					X		Х				Х	Х
	 perform dances using simple movement patterns. 			Х							Х		Х
Swimming and water safety	 swim 5+ metres using back stroke leg action without aids 				Х						Х		
	swim 5+ metres front crawl with & later without aids				Х						Х		
	 push and glide confidently over a longer distance 				Х						Х		

	National Curriculum Coverage			Cycle B								
	National Curriculum Coverage		How have toys changed?	Where am I? How did we learn to fly?	Whats it like in Shanghai?	Would you prefer to live	in a hot or cold place?	what is filte here?	What are animale?	(How as school different	What is the weather	like in the YK? What can you see at the coast?
Science Working	 asking simple questions and recognising that they can be answered in different ways 	Х	Х	х	Х	Х	Х	Х	Х	Х	Х	X >
Scientifically	observing closely, using simple equipment	Х	Х	Х	Х	Х	Х	Х	Х	Χ	Х	X X
	 performing simple tests 	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х
	 identifying and classifying 	Х	Х	Х	Х	Х	Χ	Χ	Х	Х	Х	X
	 using their observations and ideas to suggest answers to questions 	Х	Х	Х	Х	Х	Χ	Χ	Х	Х	Х	X >
	gathering and recording data to help in answering questions	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	X >
Plants Yr1	 identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 					X		Х				
	 identify and describe the basic structure of a variety of common flowering plants, including trees. 					Х		Х				
V-2	 observe and describe how seeds and bulbs grow into mature plants 					Х		Х				х
Yr2	• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.					Х		Х				
Yr2 Living Things and Their Habitats	 explore and compare the differences between things that are living, dead, and things that have neverbeen alive 						Х					>
	• 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						Х					>
	 identify and name a variety of plants and animals in their habitats, including micro-habitats 						Х					>
	 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. 						Х					>
Animals, Including Humans Yr1	 identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals 						Х			x		
	 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) 						X			X		
	• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Х								Х		
	 notice that animals, including humans, have offspring which grow into adults 	Х		Х					Х			
Yr2	find out about and describe the basic needs of animals, including humans, for survival (water, food and air)			Х					Х			
	 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 			Х					Х			
Everyday Materials	distinguish between an object and the material from which it is made		Х									Х
Yr1	identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock		Х									х
	 describe the simple physical properties of a variety of everyday materials 		Х							+		Х
Yr2	 compare and group together a variety of everyday materials on the basis of their simple physical properties. 		X									Х
	• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses				Х						Х	
	• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.				Х						Х	
Yr1 Seasonal Changes	observe changes across the four seasons	Х	х	х	х	х	х	х	х	х	х	x 2
	 observe and describe weather associated with the seasons and how day length varies. 		х	×	Y	х	х	Y	Y	х	х	X >