



Year 1 - Foundation Subject Coverage

Science	
Working scientifically	<ul style="list-style-type: none"> ➤ Ask simple questions. ➤ Observe closely using simple equipment. ➤ Perform simple tests. ➤ Identify and classify. ➤ Use observations and ideas to suggest answers to questions. ➤ Gather and record data to help in answering questions.
Animals and humans	<ul style="list-style-type: none"> ➤ Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. ➤ 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 (birds, fish, amphibians, reptiles, mammals and invertebrates, 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.
Plants	<ul style="list-style-type: none"> ➤ Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. ➤ Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.
Materials	<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.
Seasonal changes	<ul style="list-style-type: none"> ➤ Observe changes across the four seasons.



History	
To investigate and interpret the past	<ul style="list-style-type: none"> ➤ Use artefacts, pictures, stories, online sources and databases to find out about the past. ➤ Sort artefacts from then and now. ➤ Ask questions such as what was it like for people? What happened? How long ago? ➤ Ask and answer relevant basic questions about the past. ➤ Find answers to some simple questions about the past from simple sources of information. ➤ Describe some simple similarities and differences between artefacts.
To build and overview of world history	<ul style="list-style-type: none"> ➤ Describe significant people from the past. ➤ Describe historical events. ➤ Understand key features of events. ➤ Relate his/her own account of an event and understand that others may give a different version. ➤ Identify some similarities and differences between ways of life in different periods.
To understand chronology	<ul style="list-style-type: none"> ➤ Place events and artefacts in order on timeline. ➤ Place known events in chronological order. ➤ Label time lines with words or phrases such as past, present older, newer. ➤ Use common words and phrases relating to the passing of time. ➤ Recount changes that have occurred in their own lives. ➤ Sequence and recount events within living memory.
To communicate historically	<ul style="list-style-type: none"> ➤ Talk draw or write about aspects of the past.

Geography	
Locational knowledge	<ul style="list-style-type: none"> ➤ Identify the key features of a location in order to say whether it is a city or a town, village coastal or rural area. ➤ Ask and answer geographical questions such as, what is a place like? What or who will I see in this place? What do people do in this place? ➤ Devise a simple map, use and construct basic symbols in a key, use simple grid reference (A1, B1).



Place knowledge	<ul style="list-style-type: none"> ➤ Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. ➤ Identify land use around the school.
Human and physical geography	<ul style="list-style-type: none"> ➤ Start weather patterns in year one. ➤ Continue into Y2. ➤ Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. (Overlap with place knowledge) ➤ Key human features – including; city; town; village; factory; farm; house; office and shop. ➤ Progress into Y2 - name and identify human and physical features.
Geographical skills and fieldwork	<ul style="list-style-type: none"> ➤ Name England, Ireland, Scotland and Wales – locate on a map. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. ➤ Identify land use around the school.

Art

To develop ideas	<ul style="list-style-type: none"> ➤ Respond to ideas and starting points. ➤ Say what he/she likes about the work of others. ➤ Know the name of tools, techniques and elements that he/she uses. ➤ Explore ideas and collect visual information. ➤ Use artwork to record ideas, observations and experiences. ➤ Experiment with different materials to design and make products.
To master techniques	<p>PAINT</p> <ul style="list-style-type: none"> ➤ Mix primary colours to make secondary. ➤ Add white to colours to make tints and black to colours to make tones. (<i>Exploring light and dark</i>) ➤ Use thick and thin brushes. ➤ Explore mark making using a variety of tools.



	PRINT <ul style="list-style-type: none">➤ Use repeating or overlapping shapes.➤ Use objects to create prints (e.g. fruit, vegetables or sponges).➤ Make marks in print using found objects and basic tools and use these to create repeating patterns.
	SCULPTURE <ul style="list-style-type: none">➤ Use a combination of shapes (<i>Selecting own shapes, for example, junk modelling</i>)➤ Use techniques such as rolling and cutting.➤ Use rolled up paper, straws, paper, card and clay as materials.➤ Make structures by joining simple objects together.➤ Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper and magazines.
	TEXTILES <ul style="list-style-type: none">➤ Join material using glue.➤ Use weaving to create a pattern.➤ Use dip dye techniques.➤ Sort, cut and shape fabrics and experiment with ways of joining them.
	DIGITAL <ul style="list-style-type: none">➤ Use a wide range of tools to create different lines, colours and shapes.
	DRAWING <ul style="list-style-type: none">➤ Draw lines of different sizes.➤ Show pattern and texture by adding dots and lines (<i>Beginning to explore and show this in parts of their work</i>).➤ Colour (own work) neatly following the lines.➤ Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.
To take inspiration from the greats (classic and modern)	<ul style="list-style-type: none">➤ Use some of the ideas of artists studied to create pieces.



Music	
To compose	<ul style="list-style-type: none"> ➤ Clap rhythms. ➤ Listen to, copy and repeat a simple rhythm or melody. ➤ Create a mixture of different sounds (long and short, loud and quiet, high and low). <ul style="list-style-type: none"> ○ Understand that pitch describes how high or low sounds are. ○ Understand that tempo describes how fast or slow the music is. ○ Understand that dynamics describe how loud or quiet the music is. ➤ Choose sounds to create an effect. ➤ Create short, musical patterns. ➤ Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.
To describe music	<ul style="list-style-type: none"> ➤ Identify the beat of a tune. ➤ Listen to music with sustained concentration. ➤ Find the pulse whilst listening to music and using movement. ➤ Use the correct musical language to describe a piece of music. ➤ Recognise different instruments. ➤ Discuss feelings and emotions linked to different pieces of music.
To perform	<ul style="list-style-type: none"> ➤ Make and control long and short sounds, using voice and instruments. ➤ Learn and perform chants, rhythms, raps and songs. ➤ Follow instructions on how and when to sing or play an instrument. ➤ Work and perform together with others as an ensemble or as a group singing. ➤ Learn to follow the conductor or band leader. ➤ Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture.
To transcribe	<ul style="list-style-type: none"> ➤ Use symbols to represent a composition and use them to help with a performance (<i>Exploring using symbols to represent and record ideas</i>).

Design and Technology	
To master practical skills	FOOD <ul style="list-style-type: none"> ➤ Cut, peel or grate ingredients safely and hygienically. ➤ Assemble or cook ingredients.



	<ul style="list-style-type: none"> ➤ Measure or weigh using measuring cups. ➤ Talk about what they eat at home and begin to discuss healthy foods. ➤ Say where some foods come from and give examples of food that is grown.
	<p>MATERIALS</p> <ul style="list-style-type: none"> ➤ Cut materials safely using tools provided. ➤ Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). ➤ Demonstrate a range of joining techniques (such as gluing and hinges).
	<p>MECHANICS</p> <ul style="list-style-type: none"> ➤ Use wheels and axles in a product. ➤ Build structures, exploring how they can be made stronger, stiffer and more stable.
	<p>TEXTILES</p> <ul style="list-style-type: none"> ➤ Shape textiles using templates. ➤ Join textiles using running stitch. ➤ Colour and decorate textiles using techniques (such as adding sequins).
	<p>CONSTRUCTION</p> <ul style="list-style-type: none"> ➤ Use materials to practise gluing and nailing materials to make products.
To design, make, evaluate and improve	<ul style="list-style-type: none"> ➤ Design products that have a clear purpose and an intended user. ➤ Ask questions about existing products and those they have made.
To take inspiration from design throughout history	<ul style="list-style-type: none"> ➤ Explore objects and designs to identify likes and dislikes of the designs.

Computing

Computers	<ul style="list-style-type: none"> ➤ Recognises common uses of technology in the home and school environment. ➤ Examples of what this looks like: <ul style="list-style-type: none"> ○ Technology hunts. ○ Annotated photos of electronic devices. ○ When/why/how do we use: cameras, remotes, phones, TVs, CD players, other electronic devices, etc? ○ Watch BBC Bitesize Computing clips and discuss learning.
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Using computers	<ul style="list-style-type: none"> ➤ Use technology purposefully to create digital content. ➤ Examples of what this looks like: <ul style="list-style-type: none"> ○ Use Learn Pads/computers to: take photos, record voice clips, record videos, make stop motion videos, draw pictures, etc. ○ Change font, txt size, text colour. ○ Add shape or picture to document. ○ Control when drawing and set pen colour, size and shape on tablets and IWB.
E-Safety	<ul style="list-style-type: none"> ➤ Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. ➤ Examples of what this looks like: <ul style="list-style-type: none"> ○ Discussions on e-safety. ○ Watching e-safety videos and children being able to identify key points. ○ Just as children know how to tell a teacher if someone upsets them in the playground, encourage them to do the same with online platforms. ○ Watch BBC Bitesize Computing clips and discuss learning.
Coding	<ul style="list-style-type: none"> ➤ Predict the behaviour of simple programs. ➤ Understand what algorithms are and how they are implemented on digital devices. ➤ Examples of what this looks like: <ul style="list-style-type: none"> ○ Children understand the term 'algorithm' as a precise set of instructions. ○ Task the children to instruct the teacher to make a jam sandwich. Children identify the steps required and issue these. Regardless of the outcome, the teacher follows the step precisely. Discuss errors, ensuring the term algorithm is used to refer to a set of instructions. Modify instructions and teacher to follow again. ○ Controlling motion by instructing others around the classroom/grid on the floor by specifying commands – forward, backwards, turn left, turn right, number of steps to travel. ○ Moving an image on a grid on a digital device, such as IWB. ○ Watch BBC Bitesize Computing clips and discuss learning. ○ Children explore and use Barclay's Code Playground. ○ Code.org.