

Year 1

“The job of a good curriculum is to inspire teachers, not instruct them” – Russell Hobby

Science	
Sc1/1 Working Scientifically	
During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:	
Sc2/1.1	asking simple questions and recognising that they can be answered in different ways
Sc2/1.2	observing closely, using simple equipment
Sc2/1.3	performing simple tests
Sc2/1.4	identifying and classifying
Sc2/1.5	using their observations and ideas to suggest answers to questions
Sc2/1.6	gathering and recording data to help in answering questions.
Sc1/2.1 Plants	
Sc1/2.1a	identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
Sc1/2.1b	identify and describe the basic structure of a variety of common flowering plants, including trees
Sc1/2.2 Animals including humans	
Sc1/2.2a	identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals
Sc1/2.2b	identify and name a variety of common animals that are carnivores, herbivores and omnivores
Sc1/2.2c	describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
Sc1/2.2d	identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Sc1/3.1 Everyday materials	
Sc1/3.1a	distinguish between an object and the material from which it is made
Sc1/3.1b	identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
Sc1/3.1c	describe the simple physical properties of a variety of everyday materials
Sc1/3.1d	compare and group together a variety of everyday materials on the basis of their simple physical properties
Sc1/4.1 Seasonal Changes	
Sc1/4.1a	observe changes across the 4 seasons
Sc1/4.1b	observe and describe weather associated with the seasons and how day length varies.
History	
Hi1/1.1	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
Hi1/1.3	significant historical events, people and places in their own locality.
Geography	
Locational knowledge	
Ge1/1.1b	name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

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Place Knowledge Ge1/1.2a 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 Ge1/1.3a 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
Geography Skills and Fieldwork Ge1/1.3a 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 Ge1/1.3b 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
Art (KS1)
Ar1/1.1 to use a range of materials creatively to design and make products Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Ar1/1.4 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.
DT (KS1)
DT1/1.1 Design DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
DT1/1.2 Make DT1/1.2a select from and use a range of tools and equipment to perform practical tasks DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
DT1/1.3 Evaluate DT1/1.3a explore and evaluate a range of existing products DT1/1.3b evaluate their ideas and products against design criteria
DT1/2.1 Cooking & Nutrition DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes

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DT1/2.1b	understand where food comes from.
Music (KS1)	
Mu1/1.1	use their voices expressively and creatively by singing songs and speaking chants and rhymes
Mu1/1.2	play tuned and untuned instruments musically
Mu1/1.3	listen with concentration and understanding to a range of high-quality live and recorded music
Mu1/1.4	experiment with, create, select and combine sounds using the interrelated dimensions of music
Computing (KS1)	
Co2/1.1	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
Co2/1.2	create and debug simple programs
Co2/1.3	use logical reasoning to predict the behaviour of simple programs
Co2/1.4	use technology purposefully to create, organise, store, manipulate and retrieve digital content
Co2/1.5	recognise common uses of information technology beyond school
Co2/1.6	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies
P.E (KS1)	
Sport & Games	
PE1/1.1a	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
PE1/1.1b	participate in team games, developing simple tactics for attacking and defending
PE1/1.1c	perform dances using simple movement patterns.