Curriculum Content

What skills and knowledge we will cover through our teaching of topics

Year 1	Topic 1 Toys	Topic 2 On safari	Topic 3 Dinosaurs	Topic 4 Under the sea	Topic 5 The Beach
Science	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. Seasonal Changes Observe changes across the four seasons.	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). Seasonal Changes Observe changes across the four seasons.	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. (Human body focus) Seasonal Changes Observe changes across the four seasons.	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.	Seasonal Changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Seasonal Changes Observe changes across the four seasons.

History	Use terms to show the passing of time (time adverbials) Recognise the difference between the past and the present in their own and other people's lives Know and recount different stories from the past Begin to ask simple questions about the past Answer simple questions about the past using resources such as pictures and stories Begin to use role play, art and text to communicate ideas about the past Know the toys that were played in the past and compare to toys today	n/a	Place 3-5 events and objects in order Use terms to show the passing of time (time adverbials) Begin to ask simple questions about the past Answer simple questions about the past using resources such as pictures and stories Begin to use role play, art and text to communicate ideas about the past Know that dinosaurs existed Know how dinosaurs became extinct	n/a	Recognise the difference between the past and the present in their own and other people's lives
Geography	n/a	Name and locate the four countries of the United Kingdom Identify London as the Capital city of England	n/a	Use world maps to identify seas/oceans studied in 'Under the Sea'	Identify seasonal weather patterns in the United Kingdom (link to science- Seasonal changes) Identify daily weather patterns.

		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 Understand the characteristics of Coventry including historical buildings and places to visit Compare Coventry to a different city identifying similarities and differences		Locate the beach to be visited and compare to Coventry. Understand why Coventry doesn't have a beach	Use geographical vocabulary to refer to physical features (**beach, hill, mountain, ocean, sea weather**) Use geographical vocabulary to refer to human features (**city, town, farm, factory, shop**) Identify and locate hot and cold areas of the world in relation to the equator and North and South poles.
DT	Talk through product ideas before making Design a product which is appealing to themselves To use card and or paper to make a product. Use given cutting and joining tools with some accuracy (scissors/glue)	To cut fruit/vegetables with support.	n/a	Talk through product ideas before making Design a product which is appealing to themselves To use card and or paper to make a product. Use given cutting and joining tools with some accuracy (scissors/glue)	n/a

	To select appropriate cutting and joining tools. To evaluate product's strengths. To record what has been done through drawing and writing. To evaluate effectiveness of tools used.			To select appropriate cutting and joining tools. To evaluate product's strengths. To record what has been done through drawing and writing. To evaluate effectiveness of tools used.	
Art	DRAWING Media - To explore a wider range of textures to draw upon Proportion - To begin to and develop skills of proportion Shape _ To use basic shapes to plan and structure drawings Tone – To begin to develop techniques that how tone Texture – To begin to and develop in shading	PAINTING Identification - To know which primary colours make secondary colours. Effects - To create collections of colours. (E.g. different shades of 2/3 colours) Texture – To create different textures of paint by adding materials Application – To apply 2 or more skills for a purpose	PRINTING Tools - To use a range of tools for a purpose Application _ To use manufactured materials to block print (Primary and secondary colours) Effects -To repeat layered patterns in a number of sequences	TEXTILES Tone – To layer decorations onto fabrics for effect Media – To be able to weave materials through everyday objects SCULPTURE Tools – To use an array of tools to pull apart and reconstruct small and large junk modelling Application – To apply understanding of materials and knowledge of tools	COLLAGE Materials – To fold, crumple, tear and overlap paper Matching and Sorting – To match and sort shapes accordingly Scale – To work on a small scale.

			Tone – To know which primary colours and secondary colours can lighten or darken			
Computing	MULTIMEDIA I can use the letters, spacebar, backspace and enter key to enter text onto the screen. I can use the shift key to create a capital letter.	HANDLING DATA I can present data using create a simple pictogram I can make comments about a pictogram I can make changes to my pictogram	COMPUTERS IN OUR LIVES I can recognise some uses of technology in school I understand that some information is personal	PROGRAMMING I can understand and follow clear instructions to perform a task Beebot		
Music	Hey you!	Rhythm in the way we walk/The Banana Rap	In the groove	Round and Round	Your imagination	