

KS1 Curriculum Coverage

NC Subject	National Curriculum Objective KS1 Pupils should be taught:	Year 1			Year 2			Notes
		Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term	
Art and Design	to use a range of materials creatively to design and make products	Superhero capes Christmas card		Fork Lion pictures	Christmas cards Wrapping paper Calendars			
	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Design a superhero logo			Drawing portraits Painting portraits			
	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Design a superhero logo Pop art – Andy Warhol Calendars			Drawing portraits Painting portraits Christmas cards Wrapping paper Calendars		Window fish – pastels Collages – paint & collage	
	about the work of a range of artists, craft makers and designers, describing the differences and similarities	Andy Warhol and Roy Lichtenstein				Van Gogh, Mondrian, Warhol, Picasso, Klee, Monet		

	between different practices and disciplines, and making links to their own work.							
Design Technology	to design purposeful, functional, appealing products for themselves and other users based on design criteria	Superhero cape	Design moving pictures		Designing a car	Design own invention to help teacher		
	to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology				Designing a car			
	to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]		Make an outfit for a prince or princess		Making a wheel Making a car			
	to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Superhero cape			Making a car			
	to explore and evaluate a range of existing products				Evaluating products			
	to evaluate their ideas and products against design criteria	Evaluating capes			Evaluating car			
	to build structures, exploring how they can be made stronger, stiffer and more stable				Evaluating products			
	to explore and use mechanisms [for example, levers, sliders,		Make moving pictures		Designing a car Making a car			

	wheels and axles], in their products							
Geography	to name and locate the world's seven continents and five oceans						Identify and name 7 continents and 5 oceans	
	to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas						UK countries and Seas lesson	
	to 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			Comparison of UK and African country				
	to 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			Science lessons Locating Africa on a map in relation to the UK				
	to use basic geographical vocabulary to refer to: * <i>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> * <i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i>			Comparison of Woburn Sands and an African town			Katy Morag Lesson – create your own island and label physical and human features	

	to 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	Labelling features of local area on maps		Finding Africa on a map			Identify and name UK & Seas; Continents and Oceans	
	to 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		Mapping Warwick Castle trip				Maths lessons	
	to 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	Superhero Map work					Katy Morag Lesson – create your own island and label physical and human features	
	to 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.	Superhero wow day Local walk		Y1 Science lessons				Enrichment session
History	about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Timeline of comic strips	Comparison of castles and homes Comparisons of clothing		Family portraits/history of cameras Schools past and present Transport past and present			

					First aeroplane School Trip to MK Museum			
	about 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]				First aeroplane	Great Fire of London	The Titanic	
	about 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]		William the Conqueror			Columbus and Armstrong Emily Davison Samuel Pepys Roald Dahl Van Gogh Mondrian Rosa Parks Maya Angelou		
	about significant historical events, people and places in their own locality.				School trip – MK Museum	School trip – Roald Dahl Gallery		
Music	to use their voices expressively and creatively by singing songs and speaking chants and rhymes	Christmas Performance Charanga	Charanga Charanga	Charanga Charanga	Christmas Performance Charanga	Charanga	Charanga	

	to play tuned and untuned instruments musically	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga	
	to listen with concentration and understanding to a range of high-quality live and recorded music	Charanga	Charanga	Charanga	Charanga	Charanga Famous composers	Charanga	
	to experiment with, create, select and combine sounds using the inter-related dimensions of music.	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga	
PE	to 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					Gymnastics	Tennis Athletics	
	to participate in team games, developing simple tactics for attacking and defending				Week 1 – team games		PE Enrichment day – netball	
	to perform dances using simple movement patterns.				Dance with Eve			