

Key Stage 1 Curriculum Coverage

This document outlines our coverage of the New National Curriculum. As we work with the new curriculum through the year modification and monitoring for coverage will ensure breadth and depth of coverage.

Subject – Key Stage 1

WRITING	1A1	1A2	1Sp1	1Sp2	1Su1	1Su2	2A1	2A2	2Sp1	2Sp2	2Su1	2Su2
Narrative												
• Write stories set in places pupils have been	•						•					
• Write stories with imaginary settings			•					•				
• Write stories and plays that use the language of fairy tales and traditional tales				•				•				
• Write stories that mimic significant authors		•								•		
• Write narrative diaries												
Non-fiction												
• Write labels	•								•			
• Write lists			•				•					
• Write captions		•			•							•
• Write instructions					•				•			
• Write recounts				•					•			
• Write glossaries						•					•	
• Present information					•							•
• Write non-chronological reports		•								•	•	
Poetry												
Write poems that use pattern, rhyme and description	•					•						
Write nonsense and humorous poems and limericks							•				•	
Ambition*												
Recognise our own importance	•											
Understand that differences are important	•		•									
To embed resilience												
Aim to realise potential												
Recognising the importance of putting in effort							•					
Appreciating and sharing successes												
To celebrate all successes (to be happy for other people)												

Ambition* cont.	1A1	1A2	1Sp1	1Sp2	1Su1	1Su2	2A1	2A2	2Sp1	2Sp2	2Su1	2Su2
To welcome challenges in our learning												
Recognise the difference between wants and needs												
To persevere and aspire in all that they do												
To have an aspiration												
To show resilience in the face of challenge												
Curiosity*												
Use natural curiosity as a premise for enquiry							●					
Ask questions and find a process for finding the answers												
Work on their own or with others to seek solutions and answers												
Carry out the steps and processes involved in investigations												
Be resilient when faced with obstacles or challenges.												
Use existing knowledge to build new knowledge	●											
Acknowledge and celebrate progress and improvements in themselves and others	●											
Modify or adapt their approach when something doesn't work												
Empathise with others												
Help and receive help from their peers												
Express their ideas clearly and confidently							●					
Reflect on processes and outcomes through self and peer assessment												
Awareness*												
To know that I am responsible for my actions and the consequences of them	●											
I am motivated to do my best and to motivate others							●					
To always try to be understanding of others	●						●					
To be sympathetic to others												

Awareness cont.*	1A1	1A2	1Sp1	1Sp2	1Su1	1Su2	2A1	2A2	2Sp1	2Sp2	2Su1	2Su2
To take pride in a caring environment												
To show respect for differences and to understand that differences exist							●					
To know the value of roles in groups												
To have faith in ourselves and in others												
To show resilience in the face of challenge												
To be confident and to believe in myself												

READING

Listen to traditional tales.				●			●	●				
Listen to a range of texts.	●	●	●	●	●	●	●	●	●	●	●	●
Learn some poems by heart.	●					●	●					
Become familiar with a wide range of texts of different lengths.	●	●		●	●	●	●	●	●	●	●	●
Discuss books.	●	●	●	●	●	●	●	●	●	●	●	●
Build up a repertoire of poems to recite.	●					●	●					
Use the class and school libraries.	●	●	●	●	●	●	●	●	●	●	●	●
Listen to short novels over time.									●	●	●	●

COMMUNICATION

Engage in meaningful discussions in all areas of the curriculum.	●	●	●	●	●	●	●	●	●	●	●	●
Listen to and learn a wide range of subject specific vocabulary.	●	●	●	●	●	●	●	●	●	●	●	●
Through reading identify vocabulary that enriches and enlivens stories.	●	●	●	●	●	●	●	●	●	●	●	●
Speak to small and larger audiences at frequent intervals.	●	●	●	●	●	●	●	●	●	●	●	●
Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.	●	●	●	●	●	●	●	●	●	●	●	●
Listen to and tell stories often so as to internalise the structure.	●	●	●	●	●	●	●	●	●	●	●	●
Debate issues and formulate well-constructed points.	●	●	●	●	●	●	●	●	●	●	●	●

MATHEMATICS	1A1	1A2	1Sp1	1Sp2	1Su1	1Su2	2A1	2A2	2Sp1	2Sp2	2Su1	2Su2
Count and calculate in a range of practical contexts.	•	•	•	•	•	•	•	•	•	•	•	•
Use and apply mathematics in everyday activities and across the curriculum.	•	•	•	•	•	•	•	•	•	•	•	•
Repeat key concepts in many different practical ways to secure retention.	•	•	•	•	•	•	•	•	•	•	•	•
Explore numbers and place value up to at least 100.	•	•	•	•	•	•	•	•	•	•	•	•
Add and subtract using mental and formal written methods in practical contexts.	•	•	•	•	•	•	•	•	•	•	•	•
Multiply and divide using mental and formal written methods in practical contexts.			•	•	•	•	•	•	•	•	•	•
Explore the properties of shapes.	•			•			•		•		•	
Use language to describe position, direction and movement.				•				•		•		•
Use and apply in practical contexts a range of measures, including time.		•	•	•	•		•	•	•	•	•	•
Handle data in practical contexts.								•		•		•
SCIENCE												
Biology												
Plants												
Identify, classify and describe their basic structure					•						•	
Observe and describe growth and conditions for growth											•	
Habitats												
Look at the suitability of environments and at food chains								•				
Animals and humans												
Identify, classify and observe	•						•					
Look at growth, basic needs, exercise, food and hygiene	•						•					•
All living things												
*Investigate differences	•				•			•				

Chemistry	1A1	1A2	1Sp1	1Sp2	1Su1	1Su2	2A1	2A2	2Sp1	2Sp2	2Su1	2Su2
Materials												
Identify, name, describe, classify, compare properties and changes		•								•		
Look at the practical uses of everyday materials		•								•		
Physics												
Light												
Look at sources and reflections.			•									
Sound												
Look at sources				•								
Forces												
Describe basic movements												•
Earth and space												
Observe seasonal changes.												
Working Scientifically												
Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.)	•	•	•	•	•	•	•	•	•	•	•	•
Electricity												
*Look at appliances and circuits						•			•			
ART & DESIGN												
Use experiences and ideas as the inspiration for artwork	•	•	•	•	•	•	•	•	•	•	•	•
Share ideas using drawing, painting and sculpture	•	•	•	•	•	•	•	•	•	•	•	•
Explore a variety of techniques	•	•	•	•	•	•	•	•	•	•	•	•
Learn about the work of a range of artists, artisans and designers					•	•	•	•				
Computing												
Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions	•	•					•	•				
Write and test simple programs	•	•					•	•				
Use logical reasoning to predict the behaviour of simple programs	•	•					•	•				

Computing cont.	1A1	1A2	1Sp1	1Sp2	1Su1	1Su2	2A1	2A2	2Sp1	2Sp2	2Su1	2Su2
Organise, store, manipulate and retrieve data in a range of digital formats			●	●	●	●			●	●	●	●
Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school			●	●	●	●			●	●	●	●
Design & Technology												
Design												
Design purposeful, functional, appealing products for themselves and other users based on design criteria		●	●	●	●	●	●	●	●	●	●	●
Generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology		●	●	●		●	●	●	●	●	●	●
Make												
Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing		●	●	●	●	●		●	●	●	●	
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics			●	●	●	●	●	●	●	●	●	
Evaluate												
Explore and evaluate a range of existing products		●		●		●	●	●	●	●	●	●
Evaluate their ideas and products against design criteria		●		●		●	●	●	●	●	●	●
Technical knowledge												
Build structures, exploring how they can be made stronger, stiffer and more stable				●		●	●	●		●		
Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products		●				●		●		●		

COOKING AND NUTRITION	1A1	1A2	1Sp1	1Sp2	1Su1	1Su2	2A1	2A2	2Sp1	2Sp2	2Su1	2Su2
Use the basic principles of a healthy and varied diet to prepare dishes	●		●				●					●
Understand where food comes from			●		●		●					●
GEOGRAPHY												
Investigate the world's continents and oceans			●			●	●	●	●		●	
Investigate the countries and capitals of the United Kingdom	●		●	●			●		●			
Compare and contrast a small area of the United Kingdom with that of a non-European country			●								●	
Explore weather and climate in the United Kingdom and around the world				●	●	●	●	●			●	●
Use basic geographical vocabulary to refer to and describe key physical and human features of locations		●	●			●	●	●	●	●	●	●
Use world maps, atlases and globes	●		●			●	●	●	●	●		●
Use simple compass directions		●		●			●			●		●
Use aerial photographs		●		●	●					●		●
Use fieldwork and observational skills		●	●		●	●		●		●	●	
HISTORY												
The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti				●		●	●		●		●	
Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year		●	●	●			●			●		●
Significant historical events, people and places in their own locality		●		●				●		●		

LANGUAGE	1A1	1A2	1Sp1	1Sp2	1Su1	1Su2	2A1	2A2	2Sp1	2Sp2	2Su1	2Su2
Languages is optional at Key Stage 1									•	•	•	•
MUSIC												
Use their voices expressively by singing songs and speaking chants and rhymes	•	•	•	•			•			•		
Play tuned and untuned instruments musically		•		•	•		•		•		•	
Listen with concentration and understanding to a range of high-quality live and recorded music	•		•			•				•		
Make and combine sounds using the inter-related dimensions of music		•			•			•		•	•	•
PERSONAL DEVELOPMENT												
*Discuss and learn techniques to improve in the eight areas of success	•	•	•	•	•		•	•	•	•	•	•
*Study role models who have achieved success		•				•	•	•				