

**KS 1 2016-17**  
**Identifying National Curriculum Coverage Across All Topics**

Foundation Subjects:	National Curriculum Coverage:	Cycle A		
		All Creatures Great and Small aut 16	Eggs spring 17	trad tales summer 17
Art and Design	to use a range of materials creatively to design and make products			
	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination			
	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space			
	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.			
Computing	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions			
	create and debug simple programs			
	use logical reasoning to predict the behaviour of simple programs			
	use technology purposefully to create, organise, store, manipulate and retrieve digital content			
	recognise common uses of information technology beyond school			
Design and Technology	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.			
	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 [for example, cutting, shaping, joining and finishing]			
	Evaluate			
	select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics			
	explore and evaluate a range of existing products			
	Technical knowledge			
Cooking & nutrition	evaluate their ideas and products against design criteria			
	build structures, exploring how they can be made stronger, stiffer and more stable			
	explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products			
	use the basic principles of a healthy and varied diet to prepare dishes			
Geography	understand where food comes from			
	Geography			
	name and locate the world's seven continents and five oceans			
	Locational knowledge			
	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas			
	Place knowledge			
	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			
	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			
	use basic geographical vocabulary to refer to:			
Geographical skills and fieldwork	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			
	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			
	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			
	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			
	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.			
History	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life			
	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]			
	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]			
	significant historical events, people and places in their own locality.			
Music (where applicable)	use their voices expressively and creatively 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			
	experiment with, create, select and combine sounds using the inter-related dimensions of music.			
Physical Education (where applicable)	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			
	participate in team games, developing simple tactics for attacking and defending			
	perform dances using simple movement patterns.			

All areas are covered within a 2 year period. The curriculum for 2017-18 will be planned with the children and include coverage of any areas not covered.