Years 1 and 2 Curriculum Coverage 2019 -2020 (Foundation Subjects)

	Term 1 WE'RE WORTH IT!	Term 2 TOY STORY *PANTO TRIP*	Term 3 SUPER SAFARI	Term 4 KINGS AND QUEENS	Term 5 GREEN FINGERS	Term 6 LET'S GO ON HOLIDAY
ART & DESIGN MARY TOURTEL CHARLES RENNIE MACKINTOSH GEORGES SEURAT	Develop art and design techniques using colour, pattern, texture, line, shape, form and space. Observe work from a range of artists.	Use a range of materials creatively to design and make products. Develop art and design techniques using colour, pattern, texture, line, shape, form and space.	Use a range of materials creatively to design and make products. Use drawing to develop and share ideas, experiences and imagination.	Use a range of materials creatively to design and make products. Use drawing to develop and share ideas, experiences and imagination.	Use a range of materials creatively to design and make products. Use painting and sculpture to develop and share ideas, experiences and imagination. Develop art and design techniques using colour, pattern, texture, line, shape, form and space. Observe the work of a range of artists.	Use a range of materials creatively to design and make products. Use painting and sculpture to develop and share ideas, experiences and imagination. Develop art and design techniques using colour, pattern, texture, line, shape, form and space. Observe the work of a range of artists, craft makers and designers.
COMPUTING	Recognise common uses of information	Recognise common uses of information	Recognise common uses of information	Recognise common uses of information	Understand what algorithms are, how they are	Understand what algorithms are, how they are

	technology beyond school. Use technology safely and respectfully, keeping personal information private, identify where to go for help and support.	technology beyond school. Use technology safely and respectfully, keeping personal information private, identify where to go for help and support.	technology beyond school. Use technology safely and respectfully, keeping personal information private, identify where to go for help and support.	technology beyond school. Use technology safely and respectfully, keeping personal information private, identify where to go for help and support.	implemented as programs on digital devices and that programs follow precise 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.	implemented as programs on digital devices and that programs follow precise 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.
DESIGN & TECHNOLOGY	Understand where food comes from. Select from and use a range of tools and equipment to perform practical tasks.	Understand where food comes from. Select from and use a range of tools and equipment to perform practical tasks.	Understand where food comes from. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a range of materials and components e.g. construction materials. Build structures, exploring how they can be made	Understand where food comes from. Select from and use a range of tools and equipment to perform practical tasks.	Use the basic principles of a healthy and varied diet to prepare dishes. Design purposeful, functional, appealing products based on design criteria. Generate, develop, model and communicate ideas through talking, drawing, templates,	Design purposeful, functional, appealing products based on design criteria. Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and if appropriate ICT. Select from and use a range of materials and components e.g. textiles.

			stronger and more stable.		mock-ups and if appropriate ICT. Select from and use a range of materials and components e.g. ingredients. Explore and evaluate a range of existing products. Evaluate ideas and products against design criteria.	Explore and use mechanisms in products.
GEOGRAPHY	Use basic geographical knowledge to refer to physical features and key human features Use world maps, atlases and globes Use aerial photographs to recognise landmarks. Devise a simple map. Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.	Use world maps, atlases and globes. Name and locate the world's seven continents and five oceans.	Name, locate and identify characteristics of the four countries and capital cities of UK Use world maps, atlases and globes. Use aerial photographs to recognise landmarks.	Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.	Identify seasonal and daily weather patterns in UK and the location of hot and cold areas of the World in relation to the Equator and the North and South Poles.	Understand geographical similarities and differences between small area of UK and small area in a contrasting non-European country. Use basic geographical vocabulary to refer to key physical features e.g. beach, cliff, coast, sea, ocean, season, weather.

HISTORY	Develop an awareness of the past using common words and phrases relating to the passing of time. Changes within living memory. Events commemorated through festivals or anniversaries.	Develop an awareness of the past using common words and phrases relating to the passing of time. Events beyond living memory e.g. the Gunpowder Plot. Events commemorated through festivals or anniversaries.	Develop an awareness of the past using common words and phrases relating to the passing of time. Events beyond living memory e.g. Great Fire of London. Identify similarities and differences between ways of life in different periods. Events commemorated through festivals or anniversaries.	Events commemorated through festivals or anniversaries.	Changes within living memory. The lives of significant individuals in the past e.g. Tim Berners-Lee	Develop an awareness of the past using common words and phrases relating to the passing of time. Identify similarities and differences between ways of life in different periods. The lives of significant individuals in the past e.g. Queen Victoria, Mary Seacole.