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CE Primary Academy

KS1 Curriculum Coverage Map 2020-2021

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KS1	Autumn 1 'What makes my world go around?'	Autumn 2 The 'Toy' Story Toys	Spring 1 Animals Y2 - How can we help a hedgehog?	Spring 2 Great Fire of London	Summer 1 Great Explorers	Summer 2 Olympics
English *text types and books to be put in when topics chosen and added to MTP	Fiction Fiction Non-fiction	Poetry Non-fiction Fiction	Non-fiction Non-fiction Fiction	Fiction Non-fiction Poetry	Fiction Fiction Non-fiction	Non-fiction Fiction Non-fiction
Vocabulary, Grammar and Punctuation						
Year One	-leave spaces between words -join words and clauses using and	-begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	-use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	-leave spaces between words -join words and clauses using and -begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	-use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Recap where needed
Year Two	-learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and	-Use the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	-Use the grammar for year 2 in English Appendix 2 -Use some features of written Standard English -use and understand the grammatical terminology in English Appendix 2 in	-Use the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	-Use the grammar for year 2 in English Appendix 2 -Use some features of written Standard English -use and understand the grammatical terminology in English Appendix 2 in	Recap where needed

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	the possessive (singular) -Use sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly]		discussing their writing.		discussing their writing.	
Maths - Follow Hamilton for overview and coverage						
Year One	<u>Place Value</u> -Count to 20 and estimate quantities -Partition teen numbers; compare <u>Addition and Subtraction</u> -Adding by counting on -Partitioning to create number bonds -Subtraction: count back/take away <u>Shape and Data</u> -Explore shapes; line symmetry -Understand/identify 2-D shapes -Sort 2-D shapes according to properties	<u>Place Value</u> -Count to 100 in 1s/10s; compare -Say 1/10 more or less up to 100 <u>Money</u> -Identify and exchange -Make amount/find possibilities <u>Addition and Subtraction</u> -Add by counting on (numbers to 20) -Number bonds to 10 -Say one more/one less up to 100 <u>Time</u> -O'clock times and sequence events -Days of the week, months of the year	<u>Place Value</u> -1 more and 1 less than 2-digit number -Count in 10s; say numbers 10 more/less -Place value in 2-digit numbers <u>Fractions</u> -Understand halves and quarters -Find half and quarter of amounts <u>Addition and Subtraction</u> -Number bonds to 8 and 9; doubles -Use facts and doubles to add 3 numbers -Find 10 more/less than 2-digit number -Relate	<u>Place Value</u> -Compare, order 2-digit numbers using PV -Place value to order 2-digit nos; say 10 more/less <u>Money</u> -Use coins to pay amounts and find totals -Find change; differences between amounts <u>Multiplication</u> -Even and odd numbers and doubles -Counting in 2s; even/odd numbers -Doubling and halving <u>Measures and Data</u>	<u>Addition and Subtraction (A)</u> -Add 10s and near 10s to a 2-digit number -Subtract 10s/nr 10s from 2-digit numbers -Add/subtract 10, 11, 12 <u>Measures and Shape</u> -Compare and measure capacities -Explore container capacities Recognise/describe 3-D shapes and turns <u>Addition and Subtraction (B)</u> -Number bonds to 10; add to next 10 -Add by bridging 10 using number bonds -Bridge 10 to subtract	<u>Addition and Subtraction (C)</u> -Number facts to add and subtract money Patterns to add/subt 1-digit numbers -Patterns to add 1-digit to 2-digit numbers <u>Money</u> -Find totals of coins using number facts -Change/differences in amounts of money -Totals of amounts; change from 10p, 20p Multiplication, Division, Fractions -Counting in 2s, 5s and 10s

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	-Understand/identify 3-D shapes		adding/subtracting using facts -Add and subtract 10, 20, 30	-Measure using a uniform unit -Compare and measure weights -Measure lengths in cubes -Find differences between lengths	with number bonds **Time** -Analogue time to half/hour; sequencing -Analogue and digital time to half/hour -Units of time and ways of showing times	-Division by finding how many sets - Doubling and halving -Multiplication and division as sets **Data** -Measure time using different units -Time data: graphs and pictograms
Year Two	**Place Value** -Count to 100, identify number, estimate -Place value in 2-digit numbers -Make and write amounts of money -Make amounts of money; give change **Addition and Subtraction** -Addition/subtraction facts; missing numbers -Know how many to next multiple of 10 -Add and subtract 10/20; extend to 11/21 **Measures (A)** -Measure lengths in metric units; rulers -Measure weights in	**Addition and Subtraction** -Use facts to add several numbers -Add/subtract numbers bridging 10 -Add/subtract using facts and place value -Use facts/patterns to add/subtract **Shape and Data (A)** -Left, right, anti-/clockwise turns -Draw and describe 2-D shapes and polygons -Sort shapes: Venn and Carroll diagrams **Addition and Subtraction** -Add/subtract multiples of 10	**Place Value** -Ordinal numbers; properties of numbers -Properties of numbers, e.g. odd/even **Addition and Subtraction (A)** -Use facts, patterns, place value to add/subtract -Use number line/grid to add and subtract **Addition and Subtraction (B)** -Find money totals: solve word problems -Add and double by partitioning **Fractions** -Find fraction of shapes -Find fractions of amounts	**More Addition and Subtraction** -Find change -Subtract by counting back -Choose a strategy to subtract numbers **Multiplication and Division** -Count in 2s, 5s, 10s; 5x tables facts -Division as the inverse of multiplication -Solve multiplication/ division problems - 1 -Solve multiplication/ division problems - 2 **Time** -Revise units of time and telling the time **More Multiplication**	**Number, Fractions, Money** -Count 2s, 3s, 5s, 10s: multiples of 2,5,10 -Count in fractions; fractions of amounts -How to find amounts of money **Addition and Subtraction** -Add by partitioning or counting on -Choose strategies to subtract **Revision** -Revision: addition and subtraction -Revision: multiplication, fractions, time	**Number** -2- & 3-digit numbers on line; round to 10 -Place value in 3-digit numbers **Fractions and Time** -Fractions of amounts: count in fractions -Tell digital and analogue time confidently **Puzzles** -Maths games -Number puzzles -Logic and shape puzzles **Investigation** Problem solving and investigations

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	gms & kgs -Measure capacities in litres **Multiplication and Division** -Understand multiplication as sets -Understand doubles/halves to 20	-Add/subtract 11, 12, 21, 22... -Add/subtract near multiples of 10 -Add pairs of 2-digit numbers **Measures (B)** -Understand hours, minutes, seconds -Tell the time; introduce 5-minute intervals **Shape and Data (B)** -Tally charts, block graphs and pictograms -3-D shapes; identify edges, faces, corners		**and Division** -Multiply by 2, 5 and 10 -Division as inverse of multiplication -Multiplying and doubling and inverses -Solve divisions as inverse of multiplication		
Science						
Year One	**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.	***Computing and Programming*** Wonderful Weather focus: Weather Watching	**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,	**Everyday 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	**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.	***Computing and Programming***

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			birds and mammals, including pets)	the basis of their simple physical properties.		
	Seasonal changes - across the year -observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. **Working scientifically - taught within each unit** -ask simple questions and recognise that they can be answered in different ways -observe closely, using simple equipment -perform simple tests -identify and classify -use their observations and ideas to suggest answers to questions -gather and record data to help in answering questions					
Year Two	**Animals, including humans** -notice that animals, including humans, have offspring which grow into adults -find out about and describe the basic needs of animals, including humans, for survival (water, food and air) -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	***Computing and Programming*** ***Tim Berners-Lee - made the internet***	**Living things and their habitats** -explore and compare the differences between things that are living, dead, and things that have never been alive -identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other -identify and name a variety of plants and animals in their habitats, including microhabitats -describe how animals obtain their food from	**Everyday materials** -identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses -find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	**Plants** -observe and describe how seeds and bulbs grow into mature plants -find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	***Computing and Programming***

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			plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.			
	Working scientifically -taught within each unit -ask simple questions and recognise that they can be answered in different ways -observe closely, using simple equipment -perform simple tests -identify and classify -use their observations and ideas to suggest answers to questions -gather and record data to help in answering questions					
Geography/History						
TOPIC (Hist/Geog)	Geography Key features of our school and its environment All about Me	History Changes within living memory. Toys	Geography Similarities and differences between two different countries Animals	History Events beyond living memory GFoL	History The lives of significant individuals E.g: Darwin, Edmond Hillary, Neil Armstrong, Tim Peakes, David Hempleman Adams, Christopher Columbus.	Geography Naming the continents and oceans United Kingdom - Capital cities Olympics
Art/D+T	Georges Seurat - pointillism, expressionism Paul Klee - buildings, Tadpole Farm in the style of	Making toys with moveable parts	Henri Rousseau - animal artwork	Making houses Wildfire pics Baking	Making transport for explorers	In the style of: A famous artist from a different country. E.g Frida Carlo, Picasso, African, aboriginal International KS1 Gallery
Art/Design and	Use a range of materials creatively to	Use drawing, painting and sculpture to	Design design purposeful, functional, appealing products for themselves and other users based		Develop a wide range of art and design	-Learn about the work of a range of artists,

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Technology Objectives	design and make products	develop and share their ideas, experiences and imagination	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] 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 [for example, levers, sliders, wheels and axles], in their products	techniques in using colour, pattern, texture, line, shape, form and space	craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
PE	See Whole School Overview				
MFL	See Whole School Overview				
RE	See Whole School Overview				
Music	See Whole School Overview				