

Asby Endowed School Key Stage 1 Curriculum Map

Identifying National Curriculum Coverage Across All Areas

Key Stage 1 (Year 1 and Year 2) Curriculum Map Identifying National Curriculum Coverage Across All Areas

Foundation Subjects	National Curriculum Coverage		Cycle A 2022 - 2023			Cycle B 2023 - 2024			Cycle C 2024 - 2025		
		Toys: Now and Then	Explorers (Artic/Jungle)	Great Fire of London London (present)	Homes & Houses	Nurturing Nurses Continents &Oceans	mbrance the Sea	Travel & Transport	Kings & Queens	Dinosaurs & Mapping	
Art and Design	 to use a range of materials creatively to design and make products 	Х	Х	Х	Х	Х	Х	Х	Χ	Х	
	 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	Х	Х	Х	Х	Х	Х	Х	Χ	Х	
	 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	Х	Х	Х	Х	Х	Х	Х	Х	Х	
	 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. 	Х	Х	Х	Х	Х	Х	х	Х	Х	
Computing	 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 	X	Х	Х	Х	Х	Х	Х	Х	Х	
	 create and debug simple programs 	Х	х	Х	Х	Х	Х	х	Х	Х	
	 use logical reasoning to predict the behaviour of simple programs 	Х	Х	X	X	Х	X	Х	Х	Х	
	 use technology purposefully to create, organise, store, manipulate and retrieve digital content 	X	X	X	X	X	X	X	X	X	
	recognise common uses of information technology beyond school	X	X	X	X	X	X	X	X	_ ^	
	 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. 	X	X	X	X	X	X	X	X	X	
Design and Technology	design purposeful, functional, appealing products for themselves and other users based on design criteria	Х	х	Х	х	X	х	Х	Х	х	
Design	generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	X	X	X	X	X	X	X	X	X	
Make	 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 	X	V	X	X	X	Х	Х	Х	X	
ac	select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	X	X	X	X	X	X	X	X	X	
Evaluate	explore and evaluate a range of existing products		Х		Х	Х	Х	Х	Х	Х	
	 evaluate their ideas and products against design criteria 	Х	Х	Х	Х		Х	Х	Х		
	 build structures, exploring how they can be made stronger, stiffer and more stable 			Х	X	Х		X			
Technical knowledge	 explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products 		X				Х		Х		
Cooking & nutrition	 use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from 	X								X	
Geography	name and locate the world's seven continents and five oceans	X	V		X	v	v	v		X	
Locational knowledge	 name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	X	X	Х	X	X	X	Х	Х		
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 	Х			х			х		Х	
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		Х		х			х		Х	
Geographical skills and fieldwork	use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather		х	х	х		х	х	Х	х	
	key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Х	Х	х	х	х	х	х	Х	х	
	 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 	Х	Х	х	Х	Х	х	х	Х	х	
	 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 	Х	х	х	х	X	х	х	Х	х	
	 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 				Х	X				Х	
	• 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.			Х		х		Х		+	

Foundation Subjects History	National Curriculum Coverage	Cycle A 2022 - 2023			Cycle B 2023 - 202			Cycle C 4 2024 - 2025			
	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Х			Х			Х			
	 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] 		х	Х		х	Х		Х	х	
	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]		х	х		х	Х		х		
	significant historical events, people and places in their own locality.	Х			Х			Х		Х	
Music	 use their voices expressively and creatively by singing songs and speaking chants and rhymes 	Х	Х	Х	Х	Х	Χ	Х	Х	Х	
	 play tuned and untuned instruments musically 	Х	Х	Х	Х	Х	Χ	Х	Х	Х	
	 listen with concentration and understanding to a range of high-quality live and recorded music 	Х	X	X	Х	X	Χ	X	Χ	Х	
	experiment with, create, select and combine sounds using the inter-related dimensions of music.	Х	X	X	Х	X	Χ	X	Х	Х	
Physical Education	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	х	Х	Х	Х	Х	Х	х	Х	Х	
	 participate in team games, developing simple tactics for attacking and defending 	Х	Х	Х	Х	Х	Χ	Х	Χ	Х	
	perform dances using simple movement patterns.	Х	Х	Х	Х	Х	Х	Х	Х	Х	
Swimming and water safety	swim competently, confidently and proficiently over a distance of at least 25 metres		Х	Х		Х	Х		Х	Х	
	 use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] 		Х	Х		Х	Х		Х	Х	
	 perform safe self-rescue in different water-based situations. 		Х	Х		Х	Χ		Х	Х	
Religious Education (refer to Cumbria Syllabus)	A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	Х	Х	Х	Х	Х	Х	Х	Х	Х	
	 A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. 			Х				х	Х		
	A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.			Х	Х						
	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	Х	Х	Х	Х	x	Х	Х	х	Х	
	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Х	Х	Х	Х	Х	Χ	Х	Х	Х	
	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	Х	Х	Х	Х	Х	Χ	Х	Х	Х	
	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	х	х	х	х	Х	Х	х	Х	х	
	C2. Find out about and respond with ideas to examples of co-operation between people who are different.	х	х	Х	х	Х	Х	х	Х	Х	
	 C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response. 	Х	Х	Х	Х	Х	Х	Х	Х	Х	