



National Curriculum Foundation Stage Subjects-Statutory Subjects 2016 Key Stage 1

Art and Design	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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. 	Geography	<p>Pupils should develop knowledge about the world, the United and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first hand observation, to enhance their locational awareness.</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans • Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
Computing	<ul style="list-style-type: none"> • 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 • 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. 		<p>Place knowledge</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human, physical geography of a small area of the UK and a small area of a contrasting non-European country
History	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit in within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of every day historical terms. They should ask and answer questions choosing and using parts of stories and other sources show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, theses should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally • 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, significant historical events, people and places in their own locality. 		<p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK 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: 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. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans covered at this key stage. • Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map • Use aerial photographs and plan perspectives to recognise land marks 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.



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Design and Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in the process of design and making. They should work in arrange of relevant contexts

When designing and making,

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate 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

- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.

Evaluate

- Evaluate and explore 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 in their products

Physical Education

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against themselves and others) and co-operative physical activities, in a range of increasingly challenging situations.

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in arrange of activities.
- Participate in team games, developing tactics for attacking and defending
- Perform dance using simple movement patterns.

Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open the door to one of the greatest expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.