

Y1 NATIONAL CURRICULUM COVERAGE FOR OWL AND ROBIN CLASS

Children in Year 1 are taught in both Owl and Robin classes at Park Street. Children are allocated into classes based predominantly on age but also based on their learning level, emotional and social maturity and readiness for formal learning. Robin Class is more formal and Owl class uses the EYFS principles and some learning will be addressed through directed opportunities within continuous provision. Whichever class Year 1 children are taught in; they have the same access to learning the National Curriculum. Children do not necessarily access the same topics at the same time but will be taught the same National Curriculum objectives over each year often using a different context for learning so children do not repeat the same topics in Reception and Year 2. Our curriculum has been constructed with a lot of thought and care to ensure that all Year 1 children have equality of opportunity. At Park Street we encourage children to **make connections** within and between subjects; looking at some learning objectives through different contexts allows children to make more connections leading to deeper learning. Constructing long term memories requires revisiting learning; this is particularly important for SEND and EAL learners to ensure everyone has equal opportunities to develop the required knowledge but also challenges all pupils to think about their learning in new ways creating deeper learning. This document specifies where each National Curriculum objective is taught to each class during our two-year curriculum learning cycle.

	National Curriculum objective <i>Please see NC document and curriculum coverage documents for full breakdown of each topic.</i>	Cycle A Sept – even number year		Cycle B Sept – odd number year	
		Owls	Robins	Owls	Robins
Science	Plants – Potty about Plants (Y1) <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (revise in deep in the woods) identify and describe the basic structure of a variety of common flowering plants, including trees. Animals (including humans) (Y1) Seaside; oceans, seas and pirates; deep in the woods, fairy tales <ul style="list-style-type: none"> 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, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Marvellous Me and We're on Fire! Everyday Materials (Y1) Trip to a Museum <ul style="list-style-type: none"> 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 the basis of their simple physical properties. Seasonal Changes (Y1) – Weather experts (Robins), Celebrate good times! (festivals) (Owls) <ul style="list-style-type: none"> observe changes across the four seasons – taught throughout cycle B in Owls and describe weather associated with the seasons and how day length varies. 	Marvellous Me EYFS obj Healthy and unhealthy diets Oral health Body parts Hygiene – hand washing	Ready, Steady, Go! No science unit	Marvellous Me Animals Y2 and the 4 th objective from Y1 (body parts and senses)	We're on Fire! Animals Y2 and the 4 th objective from Y1 (body parts and senses)
		Trip to a museum – toys Everyday Materials – Y1 objectives	Trip to a museum – homes Everyday Materials – Y1 objectives	Celebrate good times! (festivals) Seasonal Change Y1	Weather experts Seasonal Change Y1
		Up, up and away – space Uses of everyday materials – Y2 objectives	Up, up and away – flight Uses of everyday materials – Y2 objectives Paper aeroplane investigation	Off around the UK Seasonal Change Y1	Brilliant Britain through Brilliant Books Living things Y2 obj
		Potty about plants	Potty about plants/Dragons and Giants	Fairy Tales Animals including humans Y1	Kings, Queens and Castles Optional

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<p>Living things and their habitats Y2 Deep in the Woods (Owls) Brilliant Britain through Brilliant Books (Robins)</p> <ul style="list-style-type: none"> 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 micro-habitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Plants (Y2) – Potty about Plants</p> <ul style="list-style-type: none"> 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. <p>Animals, including humans (Y2) We're on Fire, Marvellous Me (cycle B)</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults (seaside and oceans, seas and pirates) 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. <p>Uses of everyday materials (Y2) Up, up and away, revised and applied through investigations in Kings, Queens and Castles.</p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular</p>	Y1 and Y2 plants objectives	Y1 and Y2 plants objectives	objectives (1st 3 objectives) using land animals as focus Seasonal Change Y1	Investigation - what material should we build a catapult from? What makes the best ammunition?
	<p>We are world explorers (inc. Wales and N. Ire, hot and cold countries)</p> <p>Exploring ice – changing materials</p>	<p>Penguins, possums and polar bears.</p> <p>Animals Y1 objectives – focus on animals from Australasia, the ocean and the poles – NOT WOODLAND</p> <p><i>This unit is also taught in Deep in the Woods with focus on applying learning to Woodland habitat</i></p>	<p>Kings, Queens and Castles</p> <p>Seasonal Change Y1 Optional investigation- which material makes the best ammunition for a catapult?</p>	<p>Historic Cambridge</p> <p>— our Victorian School</p> <p>Optional investigation Life of a Cambridge Scientist – teacher choice Darwin Do worms have a sense of smell? Do worms respond more to water or vibration? Biography Revise senses learning</p>
	<p>I do like to be beside the seaside</p> <p>Animals Y2 objective 1 – human life cycle (PSHE SRE) Animals including humans – Y1 objectives (sea and coastal animal focus) Continuing exploring ice – making ice lollies</p>	<p>Oceans, seas and pirates</p> <p>Animals Y2 objective 1 – human life cycle (PSHE SRE) <i>Teacher choice to revise learning on habitats and animal groups with focus on the ocean habitat.</i></p>	<p>Deep in the Woods</p> <p>Living things Y2 objectives (Woodland animal focus) + deciduous and evergreen trees (Y1 plants)</p>	<p>Deep in the Woods</p> <p>Animals including humans Y1 objective focusing on woodland animals and revisit Living things Y2 focusing on woodland and Y1 plants – deciduous and evergreen trees – e.g. food chains.</p>

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		Owls	Robins	Owls	Robins
History	<p>Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Trip to a museum – toys and homes, Up, up and away – flight and space</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally [for example, the Great Fire of London We're on fire! (Robins) Celebrate good times – festivals; Owl's immersion week), the first aeroplane flight Up, up and away – flight (Robins) or events commemorated through festivals or anniversaries Celebrate good times – festivals – Remembrance Day and Bonfire night (Owls). Kings, Queens and Castles – Battle of Hastings (Y1 and Y2 only) 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 Kings, Queens and Castles, Christopher Columbus and Neil Armstrong (Up, up and away – space), 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] 	<p>Marvellous Me</p> <p>How have we changed?</p>	<p>Ready, Steady, Go!</p>	<p>Marvellous Me</p> <p>EYFS – How have we changed since we were babies? Understanding of history vocab related to passing of time</p>	<p>We're on Fire!</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London</p>
		<p>Trip to a museum - toys Changes within living memory – toys</p> <p>How have toys changed in our grown-up's lifetimes?</p>	<p>Trip to a museum – homes Changes within living memory - homes</p>	<p>Celebrate good times! (festivals) Events beyond living memory that are significant nationally or globally - the Great Fire of London – taught as an immersion week to Y1 only Events commemorated through festivals or anniversaries – Remembrance day; Bonfire night.</p>	<p>Weather experts</p>
		<p>Up, up and away – space The lives of significant individuals who may have contributed to national and international achievements – Tim Peake/Neal Armstrong Changes within living memory. Where</p>	<p>Up, up and away – flight 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 – The wright brothers'</p>	<p>Off around the UK</p>	<p>Brilliant Britain through Brilliant Books 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</p>



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	<ul style="list-style-type: none"> significant historical events, people and places in their own locality – Historic Cambridge – our Victorian School (Owl Y1s to join for immersion day) 	appropriate, these should be used to reveal aspects of change in national life - space	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - flight		in different periods – Beatrix Potter
		Potty about plants	Potty about plants/Dragons and Giants	Fairy Tales	Kings, Queens and Castles 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 Elizabeth II events beyond living memory that are significant nationally or globally – The Battle of Hastings
		We are world explorers (inc. Wales and N. Ire, hot and cold countries) The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to	Penguins, possums and polar bears. 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	Kings, Queens and Castles 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	Historic Cambridge – our Victorian School significant historical events, people and places in their own locality. Y1 from both classes to join together for curriculum Victorian school immersion day



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		compare aspects of life in different periods Shackleton	Shackleton	example, Elizabeth I and Elizabeth II. events beyond living memory that are significant nationally or globally – The Battle of Hastings (Y1 only)	
		I do like to be beside the seaside Changes within living memory – holidays. Comparing Victorian and modern seaside	Oceans, seas and pirates	Deep in the Woods	Deep in the Woods



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Geography	National Curriculum objective Please see NC document and curriculum coverage documents for full breakdown of each topic.	Cycle A Sept – even number year		Cycle B Sept – odd number year	
		Owls	Robins	Owls	Robins
		Marvellous Me	Ready, Steady, Go!	Marvellous Me	We're on Fire!
	<p>Locational knowledge</p> <ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans Weather Experts (Robins), Celebrate good times – festivals (Owls), World explorers, Penguins, possums and polar bears, I do like to be beside the seaside, Oceans, seas and pirates - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Off around the UK and Brilliant Britain through Brilliant Books – focus on Scotland and England We are world explorers and Dragons and giants – focus on NI and Wales <p>Place knowledge</p> <ul style="list-style-type: none"> - 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 (Off around the UK, Brilliant Britain through Brilliant Books, Penguins, Possums and Polar Bears, We are World Explorers.) - 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 Weather experts (Robins); Off around the UK (Owls); Penguins, Possums and Polar Bears, We are World Explorers. <p>Use basic geographical vocabulary to refer to:</p>	Trip to a museum - toys	Trip to a museum – homes	<p>Celebrate good times! (festivals) Harvest – little red hen 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. 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 name and locate the world's seven continents and five oceans (Christmas tracking Santa)</p>	<p>Weather experts name and locate the world's seven continents and five oceans 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: key physical features, season and weather</p>



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	<ul style="list-style-type: none"> - 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>Off around the UK, Brilliant Britain through Brilliant Books, I do like to be beside the seaside, Oceans, Seas and Pirates, Deep in the Woods,</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - 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 <p>Off around the UK, Brilliant Britain through Brilliant Books, I do like to be beside the seaside, Oceans, Seas and Pirates, Deep in the Woods, Historic Cambridge-our Victorian School, Fairy Tales</p> <p>Geography – key stages 1 and 2 Historic Cambridge – our Victorian School (Robins), Deep in the Woods (Owls), Celebrate good times – Little Red Hen unit, Fairy tales, Off around the UK, Brilliant Britain through Brilliant Books.</p> <ul style="list-style-type: none"> - 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. 	<p>Up, up and away – space</p> <p>Geographical skills and fieldwork 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</p>	<p>Up, up and away – flight</p> <p>Geographical skills and fieldwork 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</p>	<p>Off around the UK (Owls) Brilliant Britain through Brilliant Books (Robins)</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (Focus on England and Scotland)</p> <p>identify seasonal and daily weather patterns in the United Kingdom (Owls only) Use basic geographical vocabulary to refer to: key physical features, season and weather (Owls)</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>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</p> <p>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>
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		Potty about plants	Potty about plants/Dragons and Giants name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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	Fairy Tales devise a simple map; and use and construct basic symbols in a key 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	Kings, Queens and Castles Teacher choice – identify the location of castles on a UK map



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		<p>We are world explorers (inc. Wales and N. Ire, hot and cold countries) 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 United Kingdom and its surrounding seas</p> <p>the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>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</p>	<p>Penguins, possums and polar bears.</p> <p>name and locate the world's seven continents and five oceans</p> <p>the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>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</p> <p>Human and physical geography</p>	<p>Kings, Queens and Castles</p>	<p>Historic Cambridge – our Victorian School</p> <p>devise a simple map; and use and construct basic symbols in a key (school map) use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>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.</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and</p>
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		in a contrasting non-European country Human and physical geography			far; left and right], to describe the location of features and routes on a map
		<p>I do like to be beside the seaside Oceans, seas and pirates</p> <p>name and locate the world's seven continents and five oceans</p> <p>devise a simple map; and use and construct basic symbols in a key 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</p> <p>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>		<p>Deep in the Woods</p> <p>Y1 only - 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.</p> <p>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</p>	<p>Deep in the Woods</p> <p>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</p>

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	National Curriculum objective Please see NC document and curriculum coverage documents for full breakdown of each topic.	Cycle A Sept – even number year		Cycle B Sept – odd number year	
		Owls	Robins	Owls	Robins
		Marvellous Me	Ready, Steady, Go!	Marvellous Me	We're on Fire!
Art	<ul style="list-style-type: none"> - to use a range of materials creatively to design and make products (Marvellous Me, We're on fire; Celebrate good times (festivals); weather experts; Up, up and Away (space and flight); Brilliant Britain through Brilliant Books and Off around the UK; Fairy Tales, Potty about Plants - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination – all units - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space – all units - 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. – focus for Y2s 	<p>Self-portraits – painting and sketching</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Self-portraits</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Self-portraits</p> <p>Acrimboldo – fruit faces</p> <p>Andy Goldsworthy – natural art</p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Tudor houses</p> <p>Annmarie Whitton</p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>



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		<p>Trip to a museum - toys</p> <p>Still life drawing of simple toys – simple sketching techniques</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Trip to a museum – homes</p> <p>Sketching – shading techniques and still life</p> <p>Sketching homes (opposite school)</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Celebrate good times! (festivals)</p> <p>Van Gogh's starry night- using pastels and water colours</p> <p>Clay diva's – using tools and joining techniques</p> <p>Tudor houses</p> <p>Annmarie Whitton – during Y1 immersion week on Great Fire of London</p> <p>to use a range of materials creatively to design and make products</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Weather experts</p> <p>Seasonal change</p> <p>Artist focus – Trena McNabb</p> <p>to use a range of materials creatively to design and make products</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
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		<p>Up, up and away – space</p> <p>Colour mixing – painting planets – large scale – powder paints (Rec and Y1)</p> <p>Paper Mache planets – 3D modelling</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Up, up and away – flight</p> <p>Aerial photographs and maps for inspiration</p> <p>Watercolours and fine liners</p> <p>to use a range of materials creatively to design and make products</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Off around the UK</p> <p>Weaving – tartan</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Brilliant Britain through Brilliant Books</p> <p>Watercolour painting landscapes: David Hockney – Road across the Wolds</p> <p>To use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
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		<p>Potty about plants</p> <p>Modelling with paper – plants and insects to create mobile</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to use a range of materials creatively to design and make products</p> <p>Georgia O’Keefe – plant drawing using pastels (Y1 only)</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Finger print flower and insects (CP)</p>	<p>Potty about plants/Dragons and Giants</p> <p>Georgia O’Keefe – plant drawing using pastels</p> <p>to use a range of materials creatively to design and make products</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Fairy Tales</p> <p>Painting skills – landscape background – water colours (cont. from Aut 2)</p> <p>Collage – foreground</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Kings, Queens and Castles</p> <p>Drawing portraits: Queen Elizabeth I</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
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		<p>We are world explorers (inc. Wales and N. Ire, hot and cold countries)</p> <p>Hot and cold colours – shades of blue; shades of red Aboriginal dot art (Y1 taught; Rec free exploration in CP)</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Penguins, possums and polar bears.</p> <p>Hot and cold colours – shades of blue; shades of red Aboriginal dot art</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Kings, Queens and Castles</p> <p>Paul Klee Cubism sun and castle picture in different media</p> <p>Wax resist dragons; colour mixing water colours</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Historic Cambridge – our Victorian School</p> <p>Observational drawing - historic buildings in Cambridge</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
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		<p>I do like to be beside the seaside</p> <p>Seascapes – watercolours and fine liners (applying shades of blue learning and continuing with shades of green) Acrylics (Y1 only) Alfred Wallis (Y1 only)</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Oceans, seas and pirates</p> <p>Paintings of the sea (acrylics) Alfred Wallis</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Deep in the Woods</p> <p>Observational drawing in our locality Mixed media – animal masks</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Deep in the Woods</p> <p>Andy Goldsworthy – natural art</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
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Y1 NATIONAL CURRICULUM COVERAGE FOR OWL AND ROBIN CLASS

	National Curriculum objective Please see NC document and curriculum coverage documents for full breakdown of each topic.	Cycle A Sept – even number year		Cycle B Sept – odd number year	
		Owls	Robins	Owls	Robins
DT	Design <ul style="list-style-type: none"> - 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 	Marvellous Me!	Ready, Steady, Go!	Marvellous Me Use the basic principles of a healthy and varied diet to prepare dishes - healthy packed lunch	We're on Fire! Use the basic principles of a healthy and varied diet to prepare dishes Bread making
	Make <ul style="list-style-type: none"> - 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 			Cooking and nutrition	Cooking and nutrition Creating a winding mechanism toy (Tudor house)
	Evaluate <ul style="list-style-type: none"> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria 	Trip to a museum - toys Sewing – stockings Design, make and evaluate	Trip to a museum – homes Moving vehicles – design, make and evaluate a toy car Design, make and evaluate Technical knowledge 1 and 2	Celebrate good times! (festivals) Use the basic principles of a healthy and varied diet to prepare dishes Bread making	Weather experts Design, make and create a rain gauge, wind streamer and thermometer box (connected with science)
	Technical knowledge <ol style="list-style-type: none"> 1. build structures, exploring how they can be made stronger, stiffer and more stable 2. explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 			Cooking and nutrition	Design, make and evaluate Technical knowledge 1



Y1 NATIONAL CURRICULUM COVERAGE FOR OWL AND ROBIN CLASS

	Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from Potty about Plants .	Up, up and away – space Moving vehicles – design, make and evaluate a space buggy Design, make and evaluate Technical knowledge 1 and 2	Up, up and away – flight What design makes the best paper aeroplane Design, make and evaluate Technical knowledge 1	Off around the UK	Brilliant Britain through Brilliant Books
		Potty about plants Understand where food comes from. Cooking and nutrition Modelling with paper – plants and insects to create mobile (Art/DT cross curricula focus project) Design, make and evaluate Technical knowledge 1	Potty about plants/Dragons and Giants Understand where food comes from. Cooking and nutrition	Fairy Tales Use construction materials to design, make and evaluate bridges for the 3 Billy Goats Gruff CP – junk modelling – fairy tale homes Design, make and evaluate Technical knowledge 1	Kings, Queens and Castles Design and create a catapult and ammunition (connected with science) Design, make and evaluate Technical knowledge 1 and 2
		We are world explorers (inc. Wales and N. Ire, hot and cold countries) Use the basic principles of a healthy and varied diet to prepare dishes – world cooking Cooking and nutrition	Penguins, possums and polar bears. Use the basic principles of a healthy and varied diet to prepare dishes – making energy bars for an expedition Cooking and nutrition	Kings, Queens and Castles Model castles with moving part wind –up drawbridge (Y1 only) Design, make and evaluate Technical knowledge 1	Historic Cambridge – our Victorian School Binka cross stitch Design, make and evaluate

Y1 NATIONAL CURRICULUM COVERAGE FOR OWL AND ROBIN CLASS

		<p>I do like to be beside the seaside</p> <p>Design, make and evaluate a tie dye T-shirt</p> <p>Design, make and evaluate</p> <p>Puppets – Punch and Judy (CP)</p>	<p>Oceans, seas and pirates</p> <p>Design, make and evaluate a tie dye T-shirt (Y1 only)</p> <p>Design, make and evaluate</p>	<p>Deep in the Woods</p> <p>Sewing – Y1 only</p> <p>Victorian cross stitch bookmarks</p> <p>Design, make and evaluate</p> <p>Preparing a teddy bears picnic.</p> <p>Cooking and nutrition</p>	<p>Deep in the Woods</p> <p>Creating and preparing a healthy balanced teddy bears picnic for the Owl and Robin's teddy bear party</p> <p>Cooking and nutrition</p>
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Y1 NATIONAL CURRICULUM COVERAGE FOR OWL AND ROBIN CLASS

	National Curriculum objective Please see NC document and curriculum coverage documents for full breakdown of each topic.	Cycle A Sept – even number year		Cycle B Sept – odd number year	
		Owls	Robins	Owls	Robins
Music	<ol style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and un-tuned 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 	Marvellous Me Y1 pulse and rhythm NC: 1, 2, 3, 4	Ready, Steady, Go! Y1 pulse and rhythm NC: 1, 2, 3, 4	Marvellous Me EYFS: Music and movement (taught in morning when reception are settling in) NC: 1, 2, 3, 4	We're on Fire! Y2: Orchestral Instruments (Theme Traditional Western Stories) NC: 2, 3, 4
		Trip to a museum - toys Nativity NC: 1 Y1: Learn to play 'Twinkle, twinkle little star' on tuned percussion (alternative to Y2: Musical Me unit) NC: 2, 3, 4 https://www.youtube.com/watch?v=U03H6ewJ9TM	Trip to a museum – homes Nativity NC: 1	Celebrate good times! (festivals) Nativity NC: 1 EYFS: Celebration music taught through topic (Lesson 1 and 2 – Hanukah and Diwali) NC: 1, 3	Weather experts Nativity NC: 1
		Up, up and away – space EYFS: Exploring sound extended for Y1 using Y2: Dynamics, timbre, tempo and motifs (Theme: Space) materials. NC: 2, 3, 4	Up, up and away – flight Y2: Dynamics, timbre, tempo and motifs (Theme: Space) NC: 2, 3, 4	Off around the UK Y1: Classical music, dynamics and tempo (Theme: animals) NC: 1, 2, 3, 4	Brilliant Britain through Brilliant Books Y2: On this Island: British songs and sounds NC:1, 2, 3, 4



Y1 NATIONAL CURRICULUM COVERAGE FOR OWL AND ROBIN CLASS

		<p>Potty about plants EYFS: Musical Stories Includes NC obj: 2, 4 Year 1: Timbre and rhythmic patterns (Theme: fairy-tales) NC:1, 2, 3, 4 Link to Jack and the Beanstalk – must be taught using different story to in cycle B. Adapt KAPOW materials</p>	<p>Potty about plants/Dragons and Giants Y2 Musical Me NC: 1, 2, 3, 4</p>	<p>Fairy Tales Year 1: Timbre and rhythmic patterns (Theme: fairy-tales) NC:1, 2, 3, 4 <i>Must be taught using different story to in cycle A use KAPOW materials</i></p>	<p>Kings, Queens and Castles Y2: Myths and Legends Must also do some warm up activities developing understand of high and low pitch to be consistent from Y1 pitch and tempo unit NC: 2, 3, 4</p>
		<p>We are world explorers (inc. Wales and N. Ire, hot and cold countries) Year 1 musical vocabulary (Theme: Under the sea). During 'Handa's surprise' learning Y1 children to learn 'Che che Kule' https://video.link/w/i2sFb and make simple call and response rhythms NC: 1, 2, 3, 4</p>	<p>Penguins, possums and polar bears. Y2: West African call and response songs (Theme: animals) NC: 1, 2, 3, 4</p>	<p>Kings, Queens and Castles Y1: Pitch and tempo (Theme: Superheroes) NC: 1, 2, 3, 4</p>	<p>Historic Cambridge – our Victorian School Y1: Classical music, dynamics and tempo (Theme: animals) NC: 1, 2, 3, 4</p>
		<p>I do like to be beside the seaside Y1 vocal and body sounds (Theme: By the sea) NC: 1, 2, 3, 4</p>	<p>Oceans, seas and pirates Year 1 musical vocabulary (Theme: Under the sea) NC: 2, 3, 4</p>	<p>Deep in the Woods EYFS: Big band extended for Y1 using Y2: Orchestral instrument unit NC: 2, 3, 4</p>	<p>Deep in the Woods Year 1: Timbre and rhythmic patterns (Theme: fairy-tales) NC:1, 2, 3, 4</p>

Y1 NATIONAL CURRICULUM COVERAGE FOR OWL AND ROBIN CLASS

	National Curriculum objective Please see NC document and curriculum coverage documents for full breakdown of each topic.	Cycle A Sept – even number year		Cycle B Sept – odd number year	
		Owls	Robins	Owls	Robins
Computing	<ol 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>In Owl Class Year 1 are taught computing separately while reception engage in CP. Where appropriate, reception may join for a short whole class teaching session where it will give them the skills to enable them to use IT more effectively and efficiently during CP.</p>	Marvellous Me	Ready, Steady, Go!	Marvellous Me	We're on Fire!
		Computing Systems and Networks- Technology Around Us NC objectives: 4, 5, 6		Computing Systems and Networking – IT around us NC objectives: 4, 5, 6	
		Trip to a museum - toys	Trip to a museum – homes	Celebrate good times! (festivals)	Weather experts
		Creating media – digital painting NC objectives: 4		Creating media – digital photography NC objectives: 4, 5, 6	
		Up, up and away – space	Up, up and away – flight	Off around the UK	Brilliant Britain through Brilliant Books
		Programming A – Moving a robot NC objectives: 1, 2, 3, 5		Programming A – Robot algorithms NC objectives: 1, 2, 3, 4	
		Potty about plants	Potty about plants/Dragons and Giants	Fairy Tales	Kings, Queens and Castles
		Data and Information – Grouping Data NC objectives: 4, 6		Data and information – Pictograms NC objectives: 4 and 6	
		We are world explorers (inc. Wales and N. Ire, hot and cold countries)	Penguins, possums and polar bears.	Kings, Queens and Castles	Historic Cambridge – our Victorian School
		Creating media – digital writing NC objectives: 4, 6		Creating media – digital music NC objectives: 4	
		I do like to be beside the seaside	Oceans, seas and pirates	Deep in the Woods	Deep in the Woods
		Programming B – Programming Animations NC objectives: 1, 2, 3, 4		Programming B – Programming Quizzes NC objectives: 1, 2, 3	



Y1 NATIONAL CURRICULUM COVERAGE FOR OWL AND ROBIN CLASS

	National Curriculum objective Please see NC document and curriculum coverage documents for full breakdown of each topic.	Cycle A Sept – even number year		Cycle B Sept – odd number year	
		Owls	Robins	Owls	Robins
PE	1. 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 2. participate in team games, developing simple tactics for attacking and defending 3. perform dances using simple movement patterns.	Marvellous Me Games Y1 unit PE fundamentals unit 1 Cambs S. of W. National Curriculum objectives: 1, 2	Ready, Steady, Go! Games Y1 unit PE fundamentals unit 1 Cambs S. of W. National Curriculum objectives: 1, 2	Marvellous Me Multi-skills PD assessment Gymnastics unit: Travel and stop NC: 1 Games Reception Unit fundamentals unit 1 Cambs S. of W. National Curriculum objectives : 1, 2	We're on Fire! Games Y2 unit PE fundamentals unit 1 Cambs S. of W. National Curriculum objectives: 1, 2
		Trip to a museum – toys Games Y1 unit PE fundamentals unit 2 Cambs S. of W. National Curriculum objectives: 1, 2 Nativity dance NC obj: 3	Trip to a museum – homes Games Y1 unit PE fundamentals unit 2 Cambs S. of W. National Curriculum objectives: 1, 2 Nativity dance NC obj: 3	Celebrate good times! (festivals) Gymnastics unit: Travel and stop NC: 1 Nativity dance NC obj: 3 Games Reception Unit fundamentals unit 2 Cambs S. of W. National Curriculum objectives: 1, 2	Weather experts Games Y2 unit PE fundamentals unit 2 Cambs S. of W. National Curriculum objectives: 1, 2 Nativity dance NC obj: 3



Y1 NATIONAL CURRICULUM COVERAGE FOR OWL AND ROBIN CLASS

		<p>Up, up and away – space Gymnastics – Y1 unit: Jumping Jacks Cambs S of W NC: 1</p>	<p>Up, up and away – flight Gymnastics – Y1 unit: Jumping Jacks Cambs S of W NC: 1</p>	<p>Off around the UK Dance – on parade unit Cambs S of W Scottish country dancing NC: 3</p>	<p>Brilliant Britain through Brilliant Books Gymnastics – Y2 unit: Points of Contact Cambs S of W NC: 1</p>
		<p>Potty about plants Dance – Y1 unit: Moving Words Cambs S of W NC: 3</p>	<p>Potty about plants/Dragons and Giants Dance – Y1 unit: Moving Words Cambs S of W NC: 3</p>	<p>Fairy Tales Gymnastics – Reception Unit Fun Gym Shapes Cambs S of W Gymnastics – twinkl – traditional tales NC: 1</p>	<p>Kings, Queens and Castles Dance – Y2 unit Great Fire of London (Use objectives if teaching using different topic) Cambs S of W NC: 3</p>
		<p>We are world explorers (inc. Wales and N. Ire, hot and cold countries) Multi-skills – Y1 unit twinkl: Running and jumping NC: 1 Handa's surprise dance unit: BBC sounds NC: 3 Games: Tennis NC: 1, 2</p>	<p>Penguins, possums and polar bears. Multi-skills – Y1 unit twinkl: Running and jumping NC: 1 Handa's surprise dance unit: BBC sounds NC: 3 Games: Tennis NC: 1, 2</p>	<p>Kings, Queens and Castles Year 1 twinkl: Multi-skills unit: Throw and catch objectives taught through Games: Tennis NC: 1, 2</p>	<p>Historic Cambridge – our Victorian School Athletics – Y2 Unit Throwing and Catching (twinkl) NC: 1, 2</p>

Y1 NATIONAL CURRICULUM COVERAGE FOR OWL AND ROBIN CLASS

		<p>I do like to be beside the seaside</p> <p>Games: Tennis NC: 1, 2</p> <p>Dry swimming – Cambs PE advisory unit</p> <p>Sports Day preparation NC: 1</p>	<p>Oceans, seas and pirates</p> <p>Games: Tennis NC: 1, 2</p> <p>Dry swimming – Cambs PE advisory unit</p> <p>Sports Day preparation NC: 1</p>	<p>Deep in the Woods</p> <p>Games: Tennis NC: 1, 2</p> <p>Dry swimming – Cambs PE advisory unit</p> <p>Multi-skills athletics Twinkl Year 1 unit NC:1</p>	<p>Deep in the Woods</p> <p>Games: Tennis NC: 1, 2</p> <p>Dry swimming – Cambs PE advisory unit</p>
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