









Deepdale Community Primary School

Year 1 Subject Coverage
Academic Year 2024-2025



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	Reading is taught widely across the whole curriculum throughout the year.					
Writing	<p>Text – The Gingerbread Man by Pie Corbett</p>  <p>Poetry – Animals</p>	<p>Text - Lost and Found by Oliver Jeffers</p>  <p>Non-Fiction – Information Booklets</p>	<p>Text - Supertato by Sue Hendra</p>  <p>Non-Fiction – Instructions</p>	<p>Text - Zog by Julia Donaldson</p>  <p>Non-Fiction – Recount</p>	<p>Text - Clem and Crab by Fiona Lumbers</p>  <p>Non-Fiction – Instructions</p>	<p>Classic Text - Peter Rabbit by Beatrix Potter</p>  <p>Non-Fiction – Information Booklets</p> <p>Poetry – Little Peter Rabbit had a fly upon his nose.</p>
Mathematics	<p>Number: Place Value (within 10) Number: Addition and Subtraction (within 10)</p>	<p>Number: Place Value (within 15) Addition and Subtraction (within 10) Geometry: Shape</p>	<p>Number: Place Value (within 20) Number: Addition and Subtraction (within 20) Number: Place Value (within 50)</p>	<p>Number: Place Value (within 50) Measurement: Length and Height Measurement: Mass and Volume</p>	<p>Number: Multiplication and Division Number: Fractions Geometry: Position and Direction</p>	<p>Number: Place Value (within 100) Measurement: Money Measurement: Time</p>
Everyday Maths sessions reinforce and consolidate prior as well as current learning throughout the year.						
Science	<p>Animals</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • 10 animals native to the UK. • 10 commonly known animals found outside the UK. • Carnivores eat other animals; herbivores eat plants and omnivores eat both; and name one of each. • Animals can be grouped by their features. • Some features are gills, scales, feathers, skin, living on land and water, having babies or eggs. 		<p>Everyday Materials</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Objects are made from different materials. • Different materials have different properties. • Materials can be grouped by their properties. • Everyday materials are wood, plastic, glass, metal, water and rock 		<p>Plants</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Recognise Oak, Sycamore, Willow, Silver Birch and Pine trees. • Recognise the properties of deciduous and evergreen trees. • Recognise dandelion, tulip, rose, daffodil and lavender. • Plants have roots, leaves, flowers, petals, fruit, stem or trunk, bulb, seed, branches. 	<p>Animals, including humans</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Some parts of the body are: head, shoulders, neck, torso, arms, wrist, hand, palm, fingers, hips, legs, ankles, feet, toes, eyes, ears, nose, mouth, teeth. • Eyes – sight, ears – hearing, nose – smell, tongue – taste, skin – feel/touch
Seasonal Changes is taught throughout the year alongside all units.						
<ul style="list-style-type: none"> • The colour of leaves change. • Weather is colder and wetter. 			<ul style="list-style-type: none"> • Some flowers begin appearing. • Weather gets warmer. 		<ul style="list-style-type: none"> • Flowers in bloom. • Berries and fruit grow. 	



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	<ul style="list-style-type: none"> Leaves and seeds/fruit fall from trees. Short days. 		<ul style="list-style-type: none"> Leaves begin to grow buds. Days get longer. 		<ul style="list-style-type: none"> Warm and dryer weather. Longer days.
History		<p>Changes within Living Memory - Toys</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Toys have changed. What children play with today is very different. What toys are made of has changed. Some types of toys have been around for many years. 		<p>Events beyond living memory that are significant nationally - The Fire of London</p> <p>Key Learning:</p> <ul style="list-style-type: none"> The fire started on the 2nd September 1666 in Pudding Lane. The fire spread quickly because of how the houses were built People buried items to protect them. Samuel Pepys' Diary is a primary source. 	<p>Significant historical places in own locality - Deepdale Primary School</p> <p>Key Learning:</p> <ul style="list-style-type: none"> The oldest part of the school was built in 1909. The school building has 3 main parts to it. The Junior building was built in 1928 as a Secondary School. The school became one in 2015. The way children were taught in 1909 was very different.
Geography	<p>Geographical Skills and Fieldwork - Where are our favourite places to play?</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Ask simple geographical questions e.g. What is it like to live in the place? Use simple observational skills to study geography of the school and its grounds. Use simple maps of the school. Make simple maps and plans. Use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes. 		<p>Locational Knowledge / Human and Physical Geography - The United Kingdom and Surrounding Seas</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Know the names of, and locate the four countries that make up the United Kingdom. Name the three main seas that surround the U.K Know the name the four capital cities of England, Wales, Scotland and Northern Ireland and which country they are linked too. 		<p>Place Knowledge / Human and Physical Geography - Compare and contrast a small area of the United Kingdom - Preston/Lytham</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Describe and identify seasonal and daily weather pattern changes in the U.K. Use simple observation skills to study the surroundings of Lytham St Annes. Make simple maps and plans. Use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes.
Art	<p>Drawing - Brilliant Britto</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Extend the variety of drawings tools (pastels, charcoal, felt tips and other dry media) showing more control over the marks made. Draw lines of different shapes and thicknesses. Explore drawing techniques such as: line for a walk and scribbling. Name, match and draw shapes from observations. Begin to investigate tone by drawing light/dark lines. Observe patterns and sketch. 		<p>Painting - Marvellous Mondrian</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Know different types of paint and their properties. Develop skills in measuring and mixing paint. Blend colours in palettes & on paper. Develop ability to apply paint skilfully. Use different painting surfaces, cartridge paper, card and canvas. Select, cut and tear paper and card for their collages. Cut shapes using scissors. 		<p>Sculpture and Digital Media - Great Gormley</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Know Encourage accurate drawings of people - observe anatomy. Express their feelings through drawing. Use both hands and tools to build. Carve into media using tools. Change the surface of a malleable material. Pinch and roll coils and slabs using a modelling media - clay



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	<ul style="list-style-type: none"> Express their feelings through drawing. 		<ul style="list-style-type: none"> Use a paint program to make a picture. Use Sketchbooks to develop ideas 		<ul style="list-style-type: none"> Make simple joins by manipulating modelling material or pasting carefully. Experiment with constructing and joining materials. Use a paint program to make a picture. SKETCHBOOKS: Record simple explorations in sketch books and label these.
Design Technology		<p>Food and Nutrition - Fruit Salad</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Develop a food vocabulary using taste, smell, texture and feel. Group familiar food products e.g. fruit and vegetables. Explain where food comes from linked to the foods being used in the topic e.g. fruits above ground. Cut, peel, grate, chop a range of fruits. Work safely and hygienically. Understand the need for a variety of foods in a diet. Measure and weigh food items, non-statutory measures e.g. a little, a lot. 		<p>Basic Mechanisms - Pop-Up Cards</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Join appropriately for different materials and situations e.g. glue, tape. Try out different axle fixings and their strengths and weaknesses. Make vehicles with construction kits which contain free running wheels. Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels. Roll paper to create tubes. Cut dowel using hacksaw and bench hook. Attach wheels to a chassis using an axle. Mark out materials to be cut using a template. 	
Computing	<p>Coding</p> <p>Online Safeguarding – Self imaging and identity/Online Bullying</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Understand what coding means Use design mode to set up a scene. Add characters. Use code blocks to make the character perform actions. Use collision detection. Save and share work. Know the save, print, open and new icon. 		<p>Pictograms</p> <p>Online Safeguarding – Copyright and Ownership/Health, Wellbeing and Lifestyle</p> <p>Key Learning:</p> <ul style="list-style-type: none"> To understand that data can be represented in picture format. To contribute to a class pictogram. To use a pictogram to record the results of an experiment. 		<p>Animated Stories</p> <p>Online Safeguarding – Online Reputation/Privacy and Security</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Introduce e-books and the 2Create story tool. Add animation to a story. Add sound to a story, including voice recording and music the children have composed. Work on a more complex story, including adding backgrounds and copying and pasting pages. Share e-books on a class display board.



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<p>Religious Education</p>	<p>Christianity – God - <i>Why do Christians say that God is the Father?</i></p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Explore how love is important in families. • Discuss how family members support and care for each other. • Christians refer to God as ‘Father’. • Christians compare God to a loving parent because they believe he cares for and provides for them. • Christians pray to God to ask for things, worship God or thank. • Christians use rosary beads to help focus and count when praying. • Christians pray to God to ask for things, worship God or thank. • Christians use rosary beads to help focus and count when praying. • Reflect on children’s own role within the family. • Discuss who they can talk to when they are happy/sad/ worried. 	<p>Christianity – Jesus - <i>Why is Jesus special to Christians?</i></p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Explore how and why babies are special. • Discuss how it is important to look after those who cannot look after themselves. • The story of Jesus being born is the Nativity. • Christians believe Jesus is a special baby. • Christians believe Angels, Shepherds and kings all came to welcome Jesus when he was born. • At Christmas Christians celebrate Jesus being born. • Christians use advent wreaths to reflect each week before Christmas. • Cribs are used to show the scene of Jesus’s birth. • Cards and gifts are sent at Christmas. • Talk about their own beginnings and how they were welcomed into the family. • Reflect on who has helped them in life so far. 	<p>Islam - <i>How might beliefs about creation affect the way people treat the world?</i></p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Muslims believe in one God (Allah). • Muslims believe Allah created the world. • As a gift from Allah, Muslims believe they should care for the world. • Muslims believe they are caretakers of the world. • Muslim people do all they can to care for animals and the environment. • Reflect on how they treat the natural world – and if they have a duty to look after it. 	<p>Judaism - <i>Why might some people put their trust in God?</i></p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Explore what a promise is and why they are important to people. • Jews believe in one god. • Jews believe God flooded the Earth and told Noah to build an Ark to save his family and animals of the world. • Jewish people believe God will honour his promises. • Jews believe in one god. • Jews believe God flooded the Earth and told Noah to build an Ark to save his family and animals of the world. • Jewish people believe God will honour his promises. • At Sukkot Jewish people remember the Jews time in the desert. • During Sukkot Jewish people build a tent outside called a Sukkah. • Reflect on who they can trust/rely on in their own lives. • Discuss the importance of trust. 	<p>Hindu Dharma - <i>What do Hindus believe about God?</i></p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Explore how there are many different ways to see and describe one person. • Discuss how we all have different roles in life. • Hindus believe in one God in many forms. • Hindus believe that God is present in all living things. • The Blind Men and the Elephant shows how Hindu people believe Brahman can be seen in many forms. • Hindu people use Murtis when they are worshipping. • Hindu people believe they are meeting the deity when they worship a deity. • Images of deities represent the qualities they have. • reflect on how others might see them. • talk about the different roles that they might have (friend, child, brother/ sister etc.). • reflect on how others might see them. • talk about the different roles that they might have (friend, child, brother/ sister etc.). 	<p>Christianity - Church - <i>How might some people show that they belong to God?</i></p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Explore how being part of a family or group is special. • Discuss how families play a large part in raising children. • Christians welcome babies into the Church with a baptism. • Being part of a church family is a special way to feel supported. • Features of baptism include; the font, candles, oil, parents & godparents. • Discuss why parents might want to have their child baptised. • Talk about individual identity as part of a family and part of the school community.
<p>P.E.</p>	<p>Invasion Games</p>	<p>Gymnastics</p>	<p>Net & Ball Games</p>	<p>Orienteering</p>	<p>Athletics</p>	<p>Striking & Fielding</p>
<p>P.S.H.E.</p>	<p>Relationships - <i>What is the same and different about us?</i></p> <p>Key Learning:</p> <ul style="list-style-type: none"> • What they like/dislike and are good at. • What makes them special and how everyone has different strengths. • How their personal features and qualities are unique to them. • How they are similar and different to others, and what they have in common. 	<p>Relationships - <i>Who is special to us?</i></p> <p>Key Learning:</p> <ul style="list-style-type: none"> • That family is one of the groups they belong to, as well as, for example, school, friends, clubs. • About the different people in their family/those that live and care for them. • What their family members, or people that are special to them, do to make them feel loved and cared for. • How families are all different but share common features – what is the same and different about them. • About different features of family life, including what families do / enjoy together. 	<p>Health and Wellbeing - <i>What helps us stay healthy?</i></p> <p>Key Learning:</p> <ul style="list-style-type: none"> • What being healthy means and who helps them to stay healthy (e.g. parent, dentist, doctor). • That things people put into or onto their bodies can affect how they feel. • How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy. 	<p>The Wider World - <i>What can we do with money?</i></p> <p>Key Learning:</p> <ul style="list-style-type: none"> • What money is – that money comes in different forms. • How money is obtained (e.g. earned, won, borrowed, presents). • How people make choices about what to do with money, including spending and saving • The difference between needs and wants – that people may not always be able to have things they want. • How to keep money safe and the different ways of doing this. 	<p>Health and Wellbeing - <i>Who helps to keep us safe?</i></p> <p>Key Learning:</p> <ul style="list-style-type: none"> • That people have different roles in the community to help them (and others) keep safe – the job they do and how they help people. • Who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say. • How to respond safely to adults they don’t know. • What to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard. • How to get help if there is an accident and someone is hurt, 	<p>The Wider World - <i>How can we look after each other and the world?</i></p> <p>Key Learning:</p> <ul style="list-style-type: none"> • How kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively. • The responsibilities they have in and out of the classroom. • How people and animals need to be looked after and cared for. • What can harm the local and global environment; how they and others can help care for it. • How people grow and change and how people’s needs change as they grow from young to old. • How to manage change when moving to a new class/year group.



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		<ul style="list-style-type: none">• That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried.			including how to dial 999 in an emergency and what to say.	
Music		<p>Singing - <i>How do we make friends when we sing together?</i></p> <p>Key Learning:</p> <ul style="list-style-type: none">• Sing, rap, rhyme, chant and use spoken word.• Demonstrate good singing posture.• Sing songs from Memory.• Copy back intervals of an octave and fifth (high,low).• Sing in unison.		<p>Composing</p> <p>Key Learning:</p>		<p>Musicianship</p> <p>Key Learning:</p>

Phonics, spelling and handwriting are taught in discrete sessions throughout the year.