



Y1 Foundation Subject Curriculum Coverage Autumn 2026



History – Changes Beyond My Lifetime

- ❖ I know that people older than me were born before me.
- ❖ I know that people younger than me were born after me.
- ❖ I can use artefacts, pictures, stories, online sources and databases to find out about the past
- ❖ I know that times were different when my grandparents were the same age as me.

Geography – My Locality

- ❖ I understand that every house and street in our country has a name and a postcode.
- ❖ I know the name of a street is usually on a wall or a sign at the beginning of the street.
- ❖ I know that our address has the name of the street you live in, the number or name of your house; the village, town or city you live in and a postcode.
- ❖ I can locate and identify characteristics of the surrounding locality.

Computing Programming 1: Algorithms

- ❖ I know what an algorithm is
- ❖ I can create simple algorithms using symbols
- ❖ I can debug simple algorithms
- ❖ I know that computers need precise instructions.

Computer Systems and Networks: Improving Mouse Skills

- ❖ I can log on to a computer independently.
- ❖ I can type simple sentences using the **shift** key for capital letters.
- ❖ I know and can use the **enter** and **backspace** keys.
- ❖ I can use a simple paint program to create images, changing line size and colour and using the shape and fill features independently.

Religion & Worldwide views Belonging

- ❖ I can reflect on what is special to myself and others.
- ❖ I can identify connections to religion and belief in the community.
- ❖ I can identify precious things for people of faith.
- ❖ I can explain how a person shows religion in their life.
- ❖ I can talk about the lives of children from two different faith communities.
- ❖ I can say why religious people celebrate an important life event.
- ❖ I can think about what matters most in a religious ceremony, including symbols and artefacts
- ❖ I can say why people of faith make promises.

PE – Cross Country/Yoga

- ❖ I can hold a balance.
- ❖ I can demonstrate control and coordination when balancing and moving.
- ❖ I know the difference between running, jumping, skipping, hopping and walking and will be able to demonstrate these.
- ❖ I can pace myself.

Music – Charanga

- ❖ I know and recognise the sound and names of some of the instruments I use.
- ❖ I can use my voice and instruments to match the pitch of a song.
- ❖ I can play an instrument following instructions.
- ❖ I know that everyone can improvise.
- ❖ I can learn that when someone improvises, they make up their own tune.
- ❖ I can help to create a simple melody using one, two or three notes.

DT – Fruit and Vegetables

- ❖ I can generate, develop, model and communicate my ideas through talking, drawing, templates and mock-ups.
- ❖ I can select from and use a range of tools and equipment to perform my task.
- ❖ I can select from and use a wide range of ingredients.
- ❖ I can explore and evaluate a range of existing products.
- ❖ I can evaluate their ideas and products against design criteria.

PHSE

Being Me in my World

- ❖ I can understand the rights and responsibilities of a member of a class.
- ❖ I can understand that every individuals' views are important.
- ❖ I can understand that every choice has a consequence.
- ❖ I can understand my own rights and responsibilities within the classroom.

Celebrating differences

- ❖ I can identify similarities and differences between people in my class.
- ❖ I can tell you what bullying is.
- ❖ I know some people who I could talk to if I was feeling unhappy or being bullied.
- ❖ I know how to make new friends.
- ❖ I understand some ways I am different from my friends.

Art – Self Portraits

- ❖ I can use a sketchbook to record my ideas and observations
- ❖ I can use scale and proportion in observational drawings
- ❖ I know artists draw in different ways
- ❖ I can begin to adapt my drawings dependant on purpose
- ❖ I can explore a key artist
- ❖ I can evaluate an artist's work giving opinions
- ❖ I can compare work of an artist



**East Park
Primary School**

Respect, grow, believe and achieve together

Y1 Foundation Subject Curriculum Coverage and Key Vocabulary Autumn 2026



**Horizon
Academy Trust**

Where anything is possible

History vocabulary

years, decades, centuries, a long time ago, after, artefact, before, celebrate, chronological, difference, event(s), explain, very old, when I was little, when mummy and daddy were little.

Art vocabulary

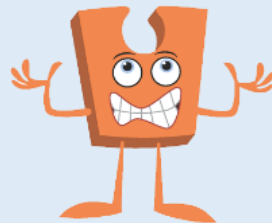
sketch, printing, repeated, self-portrait, rotated, reversed, patterns, proportion, colour, lines, shapes, half, Diwali, symmetry, features, pressure

Music vocabulary

pulse – the steady beat of the music
rhythm – repeated patterns of sounds
pitch – how high or low the notes are

PHSE vocabulary

Safe, special, calm, belonging, rights, Jigsaw, Charter, rewards, proud, consequences, upset, disappointed, illustration, responsibilities, learning



Science vocabulary

fish
reptiles
mammals
amphibians
omnivore
carnivore
herbivore
Spring
Summer
Autumn
Winter
daytime
weather
night

Computing vocabulary

log on
enter
undo
shift
fill
control
cursor
mouse
Program
internet
search
username
password
safe
private



Geography vocabulary

street, road signs, address, supermarket, Post Office, church, map, aerial, postcode, urban, rural, compass, symbol, key



DT vocabulary

stencil, template, vegetable

blender, carton, fruit, healthy, ingredients, peel, peeler, recipe, slice, smoothie,

Religion & Worldwide views vocabulary

belonging
commitment
faith
community
ritual
worldview
religion
life values
rules
naming ceremony
promises



PE vocabulary

running, jumping, throwing, catching, movement, passing, dribbling, receiving, shoot, target, goal, bend, health, wellbeing, exercise, fitness, warm up, cool down, stretch, rules, balance, teamwork, challenge, competition, space, travel, direction, equipment, communication, respect, against





Y1 English and Science Curriculum Coverage Autumn 2026

Reading

- ❖ I can apply phonic knowledge and skills as the route to decode words
- ❖ I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- ❖ I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- ❖ I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ❖ I can develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently
- ❖ I can be encouraged to link what I read or hear to my own experiences
- ❖ I can become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- ❖ I can recognise and join in with predictable phrases

Class Texts

Hamilton's Hat
The Tiger who came to Tea
Room in the Broom
Gruffalo's Child
Grandad's Island

Writing

- I can compose a sentence orally before writing it
- ❖ I can discuss what I have written with the teacher or other pupils
- ❖ I can leave spaces between words
- ❖ I can begin to punctuate using a capital letter and a full stop
- ❖ I can sequence sentences to form short narratives
- ❖ I can begin to use a capital letter for the pronoun "I"

Grammar

- ❖ Capital letters for the start of a sentence
- ❖ Capital letter for names of people, places, days of the week and the pronoun I
- ❖ Full stops
- ❖ Separating words with spaces
- ❖ Question marks

Vocabulary

Capital letter
Full stop
Question mark
Exclamation mark
Noun, adjectives, verbs, preposition
Singular, Plural
Narrative
Common exception words

Science

Working scientifically

- ❖ I can ask simple questions and recognise that they can be answered in different ways
- ❖ I can observe closely, using simple equipment
- ❖ I can perform simple tests
- ❖ I can identify and classify
- ❖ I can use their observations and ideas to suggest answers to questions

Seasons

- ❖ I can observe changes across the four seasons
- ❖ I can observe and describe weather associated with the seasons and how day length varies

Animals including Humans

- ❖ I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- ❖ I can identify and name a variety of common animals that are carnivores, herbivores and omnivores
- ❖ I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- ❖ I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense



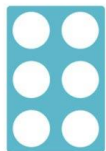
Y1 Maths Curriculum Coverage and Key Vocabulary Autumn 2026

Place Value (numbers within 10)

- ❖ I can verbally count beyond 20 (ELG)
- ❖ I can sort, count and represent objects within 10
- ❖ I can count, read and write numbers up to 10 forwards and backwards
- ❖ I can count one more and one less
- ❖ I can compare numbers using the symbols $\leq$ $\geq$ $=$
- ❖ I can order numbers to 10 and make a number line

Vocabulary

Number
Zero, one, two, three to twenty and beyond
None
Count (on/up/to/from/down)
Before, after
More, less, many, few, fewer, least, fewest, smallest, greater, lesser
Equal to, the same as
Odd, even
Pair
Units, ones, tens
Ten more/less
Digit
Numeral
Figure(s)
Compare
(In) order/a different order
Size
Value
Between, halfway between
Above, below



6

six

Addition and Subtraction

- ❖ I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- ❖ I can represent and use number bonds and related subtraction facts within 20
- ❖ I can add and subtract one-digit and two-digit numbers to 20, including 0
- ❖ I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$

Vocabulary

Number bonds
number line
Add, more, plus, make, sum, total, altogether
Inverse
Double, near double
Half, halve
Equals, is the same as (including equals sign)
Difference between
Subtract
Take away
Minus

How many more to make..?
How many more is...than..
How much more is..
How many fewer is...than..
How much less is..?

Concrete – children should have the opportunity to use concrete objects and manipulatives to help them understand what they are doing.

Pictorial – alongside this children should use pictorial representations. These representations can then be used to help reason and solve problems.

Abstract – both concrete and pictorial representations should support children's understanding of abstract methods.

Reasoning – explaining why – use the word 'because' to explain how you know.

Problem solving – real life examples of when the maths might be used.

