Leominster Year 1 planning yearly overview

Term 1 : Ourselves	Term 1: Where am I?	Term 2: Plants Growing
History • Look at changes within living memory. Where appropriate these 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. •		Science • Plants
Science • **Animals, including humans** •	Human/Physical Geography • 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 (e.g. beach, cliff, forest, hill, mountain, sea, ocean, river, soil, valley, season and weather.) and key human features (e.g. post office, shops, city, town, village, farm, house.)	**Geography** Skills and Fieldwork • 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

Term 3 : Significant Events and people / Castles
History • Significant historical events, people and places in their own locality.
Geography Skills and Fieldwork • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic simples in a key.
Science **Materials**

To be covered through out the year:

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<td><u>Computing</u>

• 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 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.</td>
<td><u>Design and Technology</u>
<u>Design</u>
• 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.
<u>Make</u>
• Select from and use a range of tools and equipment to perform practical tasks (eg 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.
<u>Evaluate</u>
• Explore and evaluate a range of existing products.
• Evaluate their ideas and products against design criteria.
<u>Technical knowledge</u>
• Build structures, exploring how they can be made stronger, stiffer and more stable.
• Explore and use mechanisms (eg levers, sliders, wheels and axles), in their products.</td>
<td>. <u>Physical Education</u>

• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
• Participate in team games, developing simple tactics for attacking and defending.
• Perform dances using simple movement patterns.
Swimming instruction currently undertaken throughout Yr 2

<u>Music</u>

• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
• Play tuned and untuned 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 interrelated dimensions of music</td>
<td><u>Art and Design</u>

• Use a range of materials creatively to design and make products.
• 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.
Learn 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.</td>
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<td><u>Religious Education</u>

Continue to follow locally agreed syllabus for RE.</td>
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Science statutory requirements:

Term 1:	Term 2:	Term 3:
Animals including humans **Pupils should be taught to:** • Identify and name 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 (including fish, amphibians, reptiles, birds and mammals including pets.) • Identify, name and draw and label the basic parts of the human body and say which part of the body is associated with each sense.	**Seasonal Change ongoing** **Pupils should be taught to:** • Observe changes across all four seasons • Observe and describe weather associated with the seasons and how day length varies.	Everyday Materials **Pupils should be taught to:** • 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.
Ongoing all terms **Pupils should be taught to:** **<u>Working Scientifically</u>** • Ask simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use their observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions.	**Plants** **Pupils should be taught to:** • Identify and name a variety of common animals including amphibians, reptiles, bird and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	**Ongoing** **Pupils should be taught to:** **<u>Working Scientifically</u>** • Ask simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use their observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. •
Seasonal Change ongoing **Pupils should be taught to:** • Observe changes across all four seasons • Observe and describe weather associated with the seasons and how day length varies.	**<u>Science</u>** **<u>Working Scientifically</u>** • Ask simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use their observations and ideas to suggest answers to questions.	**Seasonal Change ongoing** **Pupils should be taught to:** • Observe changes across all four seasons • Observe and describe weather associated with the seasons and how day length varies.

	• Gather and record data to help in answering questions.	