

Long term planning Key Stage 1

Science

Plants	Animals including Humans	Everyday Materials	Light	Seasonal Changes
<p>Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</p> <p>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>	<p>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets).</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.</p> <p>Compare how things move on different surfaces.</p>	<p>Observe and name a variety of sources of light, including electric lights, flames and the Sun.</p> <p>Associate shadows with a light source being blocked by something.</p>	<p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>
			All things living and their habitats	Sound
			<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>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>	<p>Observe and name a variety of sources of sound, noticing that we hear with our ears.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>

Topic- Geography

General	Location knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
<p>Pupils should develop knowledge about the world, the United Kingdom 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>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</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>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.</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>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>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>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.</p> <p>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.</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>

Topic-History			
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 within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to 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.	Events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)	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 (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong etc)	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Significant historical events, people and places in their own locality.

Art and Design			
General	Pupils should be taught		
Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.	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.

Design Technology				
General	Design	Make	Evaluate	Technical Knowledge
Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment.	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.	Select from and use a range of tools and equipment to perform practical tasks such as 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.	Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.	Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.

Computing				
Pupils should be taught				
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. Recognise common uses of information technology beyond school.	Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet.

Music	Religious Education	Physical Education
<p>Pupils should be taught to:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Pupils will follow the Kirklees agreed syllabus. The aims are:</p> <p>To know about and understand a range of religions and other world views;</p> <p>To express ideas and insights about questions of beliefs and meaning;</p> <p>To investigate and respond to important questions for individuals and the wider community.</p> <p>At key stage 1, through these three aims, pupils should develop their knowledge and understanding of religions, beliefs and values, recognising local, national and global contexts, with particular reference to Christianity, Islam and a non- religious approach. They should use basic subject specific vocabulary. In the course of study:</p> <p>Pupils should raise questions about beliefs, meaning and identity, drawing on their understanding of religions, beliefs and values.</p> <p>They should find out about questions of right and wrong.</p> <p>They should begin to express their own views in response to their learning and questions.</p> <p>As an integral part of learning, pupils should be given the opportunity to engage with people and communities of faith within school or through visits outside school.</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <p>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.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Perform dances using simple movement patterns.</p>