

LINGDALE PRIMARY SCHOOL

YEAR ONE & TWO CURRICULUM OVERVIEW 2015 – 2016

AUTUMN TERM – LONDON'S BURNING/ UNDER THE TREE!

Science	Year 1 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Year 2 Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 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.
Computing	Year 1 Programming: <ul style="list-style-type: none">• I can move a programmable toy in different directions• I can combine commands to follow a route• I can explain what an algorithm is• I can describe and write algorithms to complete specific tasks Graphs: <ul style="list-style-type: none">• I can sort items into sets• I can draw a simple graph, e.g. pictogram / block graph• I can explain what the graph shows	Year 2 Programming: <ul style="list-style-type: none">• I can enter a sequence of commands before running them• I can correct errors in programs• I can predict the outcome of a program by reading the steps Simulations: I can explore a computer simulation that copies real life Databases: <ul style="list-style-type: none">• I can read and use a simple database to find information• I can add information to a database

Art and Design	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space			
Design and Technology	Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.			
Geography	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 Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans of the World Use simple compass directions (North, South, East and West)			
History	Study an event beyond living memory that was significant nationally or globally - the Great Fire of London <i>(Learn key facts about the Great Fire and place it within a chronological framework /Understand why the Fire spread so far and for so long /Understand what it would have been like to have been in London during the Fire /Develop research skills – link to Computing)</i>			
Physical Education	Outdoor Adventurous	Dance	Gymnastics	Ball Skills – Net Games

SPRING TERM – HOME AND AWAY

<p>Science</p>	<p>Year 1 - Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Year 1 – Everyday Materials 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>Year 2 – Plants Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Year 2 – Everyday Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</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>Computing</p>	<p>Year 1 - Word Processing:</p> <ul style="list-style-type: none"> • I can use letters, basic punctuation, spacebar and enter key to type words and sentences quickly • I can use backspace to make corrections • I can use shift key for punctuation <p>Year 1 - Research:</p> <ul style="list-style-type: none"> • I can read words, look at pictures and watch videos on a website • I can explore a website using hyperlinks 	<p>Year 2 – Word Processing</p> <ul style="list-style-type: none"> • I can edit and improve my work by changing, adding or removing words • I can change the font size, colour and style to change my work <p>Year 2 – Research:</p> <ul style="list-style-type: none"> • I can find out facts by navigating websites • I know each website has a unique address • I can navigate to a website via favourites and typing in address • I know not all the information found on the internet will be accurate • I can use a search engine to find facts using key word search • I know what to do if I find something inappropriate online
<p>Art and Design</p>		

Design and Technology	<p>When designing and making, pupils should be taught to:</p> <p>Design: 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</p> <p>Make: 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</p> <p>Evaluate: Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Technical knowledge 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.</p>			
Geography	<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>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>Use basic geographical vocabulary to refer to key physical and human features.</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>			
History	<p>Study the lives of significant individuals in the past who have contributed to national and international achievements and to compare aspects of life in different periods - Mary Seacole and Edith Cavell (Crimean War/ First World War)</p>			
Physical Education	Cross Curricular Project (Health and Fitness)	Gymnastic	Ball Skills – Fielding and Striking	Dance

SUMMER TERM – OH I DO LIKE TO BE BESIDE THE SEASIDE!

<p>Science</p>	<p>Year 1 - 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>Year 1 – Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>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 (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>Year 2 - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</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>Year 2 - Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>
<p>Computing</p>	<p>Year 1 - Creating images:</p> <ul style="list-style-type: none"> • I can paint with different colours • I can paint neatly using undo or eraser tool to correct mistakes • I can change the brush size or style for effect <p>Photography:</p> <ul style="list-style-type: none"> • I can use a digital still camera to take a picture <p>Audio:</p> <ul style="list-style-type: none"> • I can record an audio recording • I can play back an audio recording 	<p>Year 2 - Creating images:</p> <ul style="list-style-type: none"> • I can draw shapes in different colours to make a picture • I can fill shapes with colour <p>Photography:</p> <ul style="list-style-type: none"> • I understand the need to frame the image and keep the camera still • I can discuss the quality of my image and make decisions e.g. delete a blurred image <p>Video:</p> <ul style="list-style-type: none"> • I can record a video recording

	<p>Programming:</p> <ul style="list-style-type: none"> • I can move a programmable toy in different directions • I can combine commands to follow a route 	<ul style="list-style-type: none"> • I understand the need to frame the image and move the camera carefully • I can play back a video recording <p>Programming:</p> <ul style="list-style-type: none"> • I can move a programmable toy in different directions • I can combine commands to follow a route • I can explain what an algorithm is • I can describe and write algorithms to complete specific tasks
<p>Art and Design</p>	<p>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. 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 (Local artist Christine Graham- Saltburn Studio/ Beachcomber Art)</p>	
<p>Design and Technology</p>	<p>Design 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</p> <p>Make 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</p> <p>Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p>Technical knowledge 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. (Saltburn Pier/ Halfpenny Bridge)</p>	
<p>Geography</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 maps. 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>	

	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.		
History	Learn about significant historical events, people and places in their own locality. (John Andrew – “The King of Smugglers/ Alum Mining/Henry Pease)		
Physical Education	Athletics	Ball Skills - Invasion	Outdoor and Adventurous Activities