

Barwell Infant School KS1 Curriculum

	Year 1	Year 2
Science	<p>Working Scientifically</p> <ul style="list-style-type: none"> ask simple scientific questions use simple equipment to make observations carry out simple tests identify and classify things suggest what I have found out use simple data to answer questions <p>Plants</p> <ul style="list-style-type: none"> name a variety of common wild and garden plants name the petals, stem, leaf and root of a plant name the roots, trunk, branches and leaves of a tree <p>Animals including humans</p> <ul style="list-style-type: none"> name a variety of animals including fish, amphibians, reptiles birds and mammals classify and name animals by what they eat (carnivore, herbivore and omnivore) sort animals into categories (incl. fish, amphibians, reptiles, birds and mammals) sort living and non-living things name the parts of the human body that I can see link the correct part of the human body to each sense <p>Everyday Materials</p> <ul style="list-style-type: none"> distinguish between an object and the material it is made from explain the materials that an object is made from name wood, plastic, glass, metal, water and rock describe the properties of everyday materials group objects based on the materials they are made from <p>Seasonal change</p> <ul style="list-style-type: none"> observe and comment on changes in the seasons name the seasons and suggest the type of weather in each season 	<p>Working Scientifically</p> <ul style="list-style-type: none"> ask simple scientific questions use simple equipment to make observations carry out simple tests can identify and classify things suggest what I have found out use simple data to answer questions <p>Plants</p> <ul style="list-style-type: none"> describe how seeds and bulbs grow into plants describe what plants need in order to grow and stay healthy (water, light & suitable temp) <p>Animals including humans</p> <ul style="list-style-type: none"> explain the basic stages in a life cycle for animals, including humans describe what animals and humans need to survive describe why exercise, a balanced diet and good hygiene are important for humans <p>Living things and their habitats</p> <ul style="list-style-type: none"> identify things that are living, dead and never lived describe how a specific habitat provides for the basic needs of plants/animals living there identify and name plants and animals in a range of habitats match living things to their habitat describe how animals find their food name some different sources of food for animals explain a simple food chain <p>Everyday materials</p> <ul style="list-style-type: none"> identify and name a range of materials (wood, metal, plastic, glass, brick, rock, paper etc.) suggest why a material might or might not be used for a specific job explore how shapes can be changed by squashing, bending, twisting and stretching
Computing	<ul style="list-style-type: none"> simulations and modelling programming and algorithms creating and sharing content images, video and animation sound data handling using the Internet digital communication and social networking E-Safety 	<ul style="list-style-type: none"> simulations and modelling programming and algorithms creating and sharing content images, video and animation sound data handling using the Internet digital communication and social networking E-Safety
History	<ul style="list-style-type: none"> use words and phrases like: old, new and a long time ago recognise that some objects belonged to the past explain how I have changed since I was born explain how some people have helped us to have better lives ask and answer questions about old and new objects spot old and new things in a picture explain what an object from the past might have been used for <ul style="list-style-type: none"> ~ Toys in the past ~ Homes in the past ~ The Great Fire of London ~ Samuel Pepys ~ Guy Fawkes 	<ul style="list-style-type: none"> use words and phrases like: before, after, past, present, then and now recount the life of someone famous from Britain who lived in the past explain what they did earlier and what they did later give examples of things that were different when my grandparents were children find out things about the past by talking to an older person answer questions using books and the internet research the life of a famous person from the past using different sources of evidence <ul style="list-style-type: none"> ~ Victorians ~ History of Barwell ~ Florence Nightingale ~ Charles Darwin
Geography	<ul style="list-style-type: none"> keep a weather chart and answer questions about the weather explain where I live and tell someone my address explain some of the main things that are in hot and cold places explain the clothes that I would wear in hot and cold places explain how the weather changes throughout the year and name the seasons name the four countries in the United Kingdom and locate them on a map name some of the main towns and cities in the United Kingdom use basic geographical language to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season) use basic geographical language to refer to key human features (city, town, village, factory, farm, house, office, port, harbour, shop) use aerial photos and plans to recognise landmarks and human and physical features use fieldwork and observational skills to study the geography of the school and its grounds use fieldwork and observational skills to study key features of our surroundings 	<ul style="list-style-type: none"> say what I like and do not like about the place I live in say what I like and do not like about a different place describe a place outside Europe using geographical words describe some of the features of an island use basic geographical language to refer to key physical features use basic geographical language to refer to key human features explain how jobs may be different in other locations explain how an area has been spoilt or improved and give my reasons explain the facilities that a village, town and city may need and give reasons name the continents of the world and locate them on a map name the world oceans and locate them on a map name the capital cities of England, Wales, Scotland and Ireland find where I live on a map of the United Kingdom use simple compass directions to describe the location of features on a map devise a simple map and use and construct basic symbols in a key
Art & Design	<ul style="list-style-type: none"> show how people feel in paintings and drawings create moods in art work use pencils to create lines of different thickness in drawings name the primary and secondary colours create a repeating pattern in print cut, roll and coil materials use IT to create a picture describe what I can see and give an opinion about the work of an artist ask questions about a piece of art (incl. Goldsworthy) 	<ul style="list-style-type: none"> choose and use three different grades of pencil when drawing use charcoal, pencil and pastel to create art use a viewfinder to focus on a specific part of an artefact before drawing it mix paint to create all the secondary colours create brown with paint create tints with paint by adding white create tones with paint by adding black create a printed piece of art by pressing, rolling, rubbing and stamping make a clay pot use different effects within an IT paint package suggest how artists have used colour, pattern and shape create a piece of art in response to the work of another artist (incl. Lowry, Van Gogh and William Morris)

Design & Technology	<ul style="list-style-type: none"> • use my own ideas to make something • describe how something works • cut food safely • make a product which moves • make my model stronger • explain to someone else how I want to make my product • choose appropriate resources and tools • make a simple plan before making 	<ul style="list-style-type: none"> • think of an idea and plan what to do next • choose tools and materials and explain why I have chosen them • join materials and components in different ways • explain what went well with my work • explain why I have chosen specific textiles • measure materials to use in a model or structure • describe the ingredients they are using when cooking
Music	<ul style="list-style-type: none"> • use my voice to speak, sing and chant • use instruments to perform • clap short rhythmic patterns • make different sounds with my voice and with instruments • repeat short rhythmic and melodic patterns • make a sequence of sounds • respond to different moods in music • say whether I like or dislike a piece of music • choose sounds to represent different things • follow instructions about when to play and sing 	<ul style="list-style-type: none"> • sing and follow a melody • perform simple patterns and accompaniments keeping a steady pulse • play simple rhythmic patterns on an instrument • sing or clap increasing and decreasing tempo • order sounds to create a beginning, middle and an end • create music in response to different starting points, choosing sounds which create effects • use symbols to represent sounds and make connections between notations and sounds • listen out for particular things when listening to music • improve my own work

**To make our learning exciting, fun and memorable,
we plan in lots of opportunities for special “Super Learning Days”**

