



# YEAR A - SUMMER 2

## Key Stage: KS1

### Topic: VIPast Events

YEAR A - SUMMER 2		
English	Maths	
	Year 1	Year 2
<p><b><u>George's Marvellous Medicine</u></b></p> <p>Children retell key parts to George making the medicine and giving it to Grandma before creating their own medicine</p> <p>Year 1 - To write a coherent narrative using correctly punctuated sentences; to use 'ed' endings for past tense Year 2 - To write a coherent narrative; to use a range of correctly punctuated sentence types; to use a range of coordinating and subordinating conjunctions; to use expanded noun phrases</p> <p><b><u>Sports Day Recount</u></b></p> <p>Children write a recount of their sports day</p> <p>Year 1 - To write a recount in chronological order; to use 'ed' endings for past tense Year 2 - To write a recount in chronological order; to use a range of suffixes; to use a range of correctly punctuated sentences</p> <p><b><u>Benjamin Zephaniah Poetry</u></b></p> <p>Children will learn Benjamin Zephaniah's Nature Trail poem before creating their own</p> <p>Year 1 - To use carefully chosen vocabulary; to understand rhyme Year 2 - To use carefully chosen vocabulary; to understand rhyme</p>	<p><b>Place Value (to 100)</b></p> <ul style="list-style-type: none"> <li>Counting to 100</li> <li>Counting forwards and backwards within 100</li> <li>Comparing and ordering numberings using &gt;, &lt; and =</li> <li>One more/one less than a number</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>Before and after</li> <li>Days of the week</li> <li>Telling the time to o'clock</li> <li>Telling the time to half past</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Consolidation of strategies taught throughout the year</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Consolidation of arrays, equal groups, sharing and grouping</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Describing turns</li> <li>Describing position</li> </ul>	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Describing properties of 2D shapes</li> <li>Finding lines of symmetry</li> <li>Describing properties of 3D shapes</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>Solve length/height problems</li> <li>Solve mass/capacity problems</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Counting in 3s</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Describing turns</li> <li>Describing position</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Pictograms</li> <li>Tally charts</li> <li>Block diagram</li> </ul>

	Computing	History	Geography
Description	The children will learn to program Scratch Junior with a simple algorithm.	Children learn about The Great Fire of London. They will learn about how it started and how it spread so quickly.	
NC Objectives	<ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be taught about events beyond living memory that are significant nationally or globally</li> </ul>	
Substantive Knowledge	<ul style="list-style-type: none"> <li>Children will learn what an algorithm is</li> <li>Children will learn how to create a simple algorithm</li> <li>Children will learn that the sequence of algorithms is important</li> <li>Children will learn to debug simple algorithms</li> <li>Children will learn that algorithms are implemented as programs on digital devices</li> </ul>	<ul style="list-style-type: none"> <li>Children will learn the sequence of events that led to The Great Fire of London</li> <li>They will learn how the fire started and the reasons why it spread so quickly</li> </ul>	
Disciplinary Skills	<ul style="list-style-type: none"> <li>Understand how to drag and drop directional inputs to make an algorithm</li> <li>Understand why the sequence of an algorithm is important</li> <li>Understand how to debug an algorithm on Scratch Jr</li> </ul>	<ul style="list-style-type: none"> <li>Chronology - can sequence timelines on the events of Titanic using dates; use vocabulary associated with the past and intervals of time</li> <li>Characteristic features - recognise that buildings, transport and technology could be different in the past; describe, in simple terms, some characteristic features of the period</li> <li>Continuity and Change - can match old fire fighting objects to the past; talking about how aspects of life differ today as a result of The Great Fire of London</li> <li>Cause and Consequence - can describe, in simple terms, the causes and consequences of The Great Fire of London</li> <li>Historical Significance - can recognise and talk about who was important</li> <li>Historical interpretation - identifying and talking about different accounts of The Great Fire of London; talking about differences in accounts relating to the fire from the time (primary) and from the present (secondary)</li> <li>Historical Enquiry - talk about similarities and differences between historical sources about The Great Fire of London; talk about past events by identifying important features of sources; gather information from simple sources to answer questions about the fire; explain events and actions; able to explain how they have found out about the past</li> </ul>	
Vocabulary	algorithm, animation, blocks, button, code, debug, loop, instructions, repeat, Scratch Jr, sequence, edit	chronology, past, present, primary source, secondary source,	
Assessment	Can the child create and debug an algorithm on Scratch Jr	<p>End of Unit Workout</p> <ul style="list-style-type: none"> <li>Children will recall the event of Titanic's journey</li> <li>Why was the loss of life so great on Titanic?</li> <li>What has changed as a result of this?</li> </ul>	

	Art	DT	Science
<b>Description</b>	Children will learn about Frida Kahlo and explore her self portraits before creating their own self portrait		Children will learn about the importance of exercise and nutrition for humans as well as dental health and hygiene
<b>NC Objectives</b>	<ul style="list-style-type: none"> <li>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>Develop a wide range of art and design techniques in using colour, patterns, texture, line, shape, form and space</li> <li>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</li> </ul>		<ul style="list-style-type: none"> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene</li> </ul>
<b>Substantive Knowledge</b>	<p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>To find out who Frida Kahlo, what happened in her life and why she painted portraits</li> <li>To explore her portraits and find out about the elements of art, symbolism and feelings portrayed</li> <li>To explore her artwork. What is the same/different?</li> <li>How is her art the same/ different to other artists you have learnt about?</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Experiment with and control marks made with different media: pencils</li> <li>Invent lines and shapes in drawing.</li> <li>To draw from imagination and experience</li> <li>Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</li> <li>Use a variety of tools and techniques e.g. brush sizes and types; layering, mixing</li> <li>Name and mix primary colours to make secondary colours</li> <li>Begin to use shape and proportion for facial features</li> <li>Use some shading to create texture for hair</li> <li>Begin to add details like eyelashes, eyebrows</li> </ul>		<ul style="list-style-type: none"> <li>Children will learn about the importance of health and hygiene and that they need clean bodies, teeth and clothes</li> <li>They will understand what a balanced diet is and that eating the right amounts of food is important</li> </ul>
<b>Disciplinary Skills</b>	<p><b>Disciplinary Knowledge</b></p> <p>Let's Think Art</p> <p>Can art teach you about a country's culture?</p>		<ul style="list-style-type: none"> <li>Children will sort foods into groups</li> <li>They will perform simple, practical tests to learn about the basic effect of exercise on our bodies</li> <li>They will observe closely the changes in their body before and after exercise</li> </ul>
<b>Vocabulary</b>	Portrait, self portrait, culture, nature, symmetry, proportion, primary colours, secondary colours, Mexico, background observation, feelings/emotions		Hygiene, healthy, lifestyle, needs, nutrition, exercise
<b>Assessment</b>	Can the children recall facts about Frida Kahlo? Can they identify similarities and differences in her artwork and between other artwork? Can the children draw a self portrait where they are beginning to use proportion for eyes, nose and mouth. Do their portraits represent their own culture or hobbies?		Headstart assessment on animals, including humans

	PE	Music	PSHE
Description	Indoor PE - This Real PE unit focuses on agility: reaction/response Outdoor PE - Children will learn the basic skills for running races	Children will learn how to play ukuleles and they will perform on them.	Changing Me - children will learn about life cycles in nature and growing from young to old. They will learn about the differences in female and male bodies
NC Objectives	<ul style="list-style-type: none"> <li>Pupils should be taught to develop balance, agility and coordination</li> <li>Pupils should be taught to participate in team games, developing simple tactics for attacking and defending</li> <li>Pupils should be taught to master basic movement including running, jumping, throwing and catching and begin to apply these in a range of activities</li> </ul>	<ul style="list-style-type: none"> <li>Children should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and untuned instruments musically</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>Name the main parts of the body including external genitalia</li> <li>Learn about growing and changing from young to old and how people's needs change</li> <li>Learn about preparing to move to a new class</li> </ul>
Substantive Knowledge	<ul style="list-style-type: none"> <li>Children will learn to be ready to react - knees bent and feet apart</li> <li>They will learn how to accelerate to move more quickly</li> <li>They will learn to bend their knees to help them to slow down</li> <li>They will learn to stay in their lane when running a race</li> <li>They will learn how to take part in a relay race</li> </ul>	<ul style="list-style-type: none"> <li>Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes</li> </ul>	<ul style="list-style-type: none"> <li>Recognise cycles of life in nature and the natural process of growing from young to old</li> <li>Recognise how their bodies have changed since they were babies</li> <li>Recognise the physical differences between boys and girls and use the correct names for parts of the body, including genitalia, and know that parts of their bodies are private</li> <li>Understand that there are different types of touch and explain which they do and don't like</li> </ul>
Disciplinary Skills	<ul style="list-style-type: none"> <li>To apply their skills of catching to react to catch a ball that their partner has bounced or dropped</li> <li>To know when they are ready to ask their partner to challenge them to drop or bounce the ball harder or faster</li> <li>To apply the skills of running in lanes to running a race against their peers</li> <li>To apply their knowledge of relay races to compete in races against their peers</li> </ul>	<ul style="list-style-type: none"> <li>Develop instrumental skills and techniques</li> <li>Learn about origins of the instrument and name its parts</li> <li>Pluck patterns on open strings as an accompaniment</li> <li>Make decisions about their music and demonstrate their learning in a creative response</li> <li>Sing and play in time, follow a range of simple directions, know why and how to improve</li> <li>Start to develop rehearsal and practice routines and strategies in preparation for a performance</li> <li>Respond to, identify and use symbols and other graphic notation</li> <li>Listen and respond to Hound Dog - Elvis Presley</li> <li>Respond to, identify and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas</li> <li>Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel</li> </ul>	<ul style="list-style-type: none"> <li>Understand that there are changes outside of their control and recognise how they feel about this</li> <li>Identify people who they respect who are older than them</li> <li>Feel proud about becoming more independent</li> <li>Explain what they do/don't like about being a boy/girl</li> <li>Be confident to say what they do/don't like about being able to ask for help</li> </ul>
Vocabulary	react, respond, print, jog, run, relay, race	pitch, high, low, higher, lower, steps, leaps, repeats body, neck, head, sound hole, bridge, fretboard, nut, strings, tuning pegs, strum, pluck, rhythm, steady beat	male, female, boy, girl, penis, anus, testicles, vagina, vulva, physical touch, private
Assessment	Indoor - Can children react appropriately and catch a ball from their partner? Outdoor - Can children take part in sports day races?	Perform on ukuleles	Children will be able to name the parts of the body, using correct terminology and understand that our bodies change from young to old

	Religious Education		
<b>Description</b>	<p style="text-align: center;"><b>SPECIAL FOOD</b></p> <p>The children will consider occasions when they have a special meal and how this makes them feel. They will learn about the Passover meal observed by followers of the Jewish Tradition.</p>		
<b>Living Difference Concept Cycle</b>	<p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>To talk about occasions when they may have a special meal and to reflect on how this makes them feel</li> </ul> <p><b>Apply</b></p> <ul style="list-style-type: none"> <li>To recognise that not everyone may have the same special meals</li> <li>To think about what it is that makes a meal more special than others and to consider if it would still be special if you ate it everyday</li> </ul> <p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>To know that food is often considered special when it helps people to remember important events</li> </ul> <p><b>Contextualise</b></p> <ul style="list-style-type: none"> <li>To know that many Jewish families share a special meal each week at the start of Shabbat</li> <li>To understand that Jewish people celebrate Passover by sharing a special meal together</li> <li>To name each item of food on a seder plate and describe what it represents</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To consider why the story of Moses leading the Israelites out of Egypt is important for Jewish people to remember</li> </ul>		
<b>Religious Traditions</b>	JUDAISM		
<b>Vocabulary</b>	Moses, celebrate, remember, Shabbat, Passover		
<b>Assessment</b>	A labelled seder plate		