



Summer 1 YEAR B

Key Stage: KS1

Topic: Space

Summer 1 Year B		
English	Maths	
	Year 1	Year 2
<p><u>The Man on the Moon</u></p> <p>Children retell the story of The Man on the Moon before writing their own version</p> <ul style="list-style-type: none"> READING: Year 1 - listening to and discussing a wide range of stories. Year 2 - expressing views. WRITING: Year 1 - To use 'un' as a prefix; to use a range of conjunctions. Year 2 - To use a range of coordinating and subordinating conjunctions; to use expanded noun phrases <p><u>Traction Man</u></p> <p>Children retell some of Traction Man's adventures in the style of Mini Grey before creating their own adventure for him to go on</p> <ul style="list-style-type: none"> READING: checking that the text makes sense to them as they read and correcting inaccurate reading WRITING: Year 1 - To write a coherent narrative; to use a range of conjunctions; to write correctly punctuated questions. Year 2 - To use a range of conjunctions; to use a range of punctuation; to spell most common exception words correctly. <p><u>The Sun and the Wind</u></p> <p>Children learn this tradition fable and the meaning behind it before thinking about the character traits of the sun and the wind</p> <ul style="list-style-type: none"> READING: predicting what might happen on the basis of what has been read so far. WRITING: Year 1 - To use a range of conjunctions; to use suffixes (-ing): to use consistent tenses. Year 2 - To use a range of conjunctions; to use suffixes (-ing, -ly): to use consistent tenses; to use expanded noun phrases 	<p>Geometry: Shape</p> <ul style="list-style-type: none"> Recognise and name 2D shapes Sort 2D shapes Recognise and name 3D shapes Sort 3D shapes Create and recognise patterns with 3-d and 2-d shapes <p>Geometry: Position and Direction</p> <ul style="list-style-type: none"> Describe turns Describe position – left and right Describe position – forwards and backwards Describe position – above and below 	<p>Geometry: Shape</p> <ul style="list-style-type: none"> Recognise 2-D and 3-D shapes Count sides on 2-D shapes Count vertices on 2-D shapes Draw 2-D shapes Sort 2-D shapes Count faces on 3-D shapes Count edges on 3-D shapes Count vertices on 3-D shapes Sort 3-D shapes Make patterns with 2-D and 3-D shapes <p>Geometry: Position and Direction</p> <ul style="list-style-type: none"> Use the language of position Describe movement Describe turns Describe movement and turns Continue shape patterns with turns

	Computing	History	Geography
Description	The children will learn how to develop digital photography	Children learn about the history of space travel including the animals and humans that have been in space and landed on the moon.	
NC Objectives	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content 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. Recognise common uses of information technology beyond school 	<ul style="list-style-type: none"> Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. 	
Substantive Knowledge	<ul style="list-style-type: none"> Children will learn how to take a good photo Children will learn how to centre the focus of a photo Children will learn how to add lighting and effects Children will learn how to edit photos 	<ul style="list-style-type: none"> Children learn about the animals and humans that have been to space and landed on the moon They learn the order that the animals went into space They learn about the Apollo 11 missions and the first moon landing Children learn about Tim Peake and compare him to Neil Armstrong 	
Disciplinary Skills	<ul style="list-style-type: none"> Understand how to use the iPads with greater accuracy Understand how to access the camera app Understand how to frame a photo Understand how to use the camera with a landscape lens Understand how to use the camera with a portrait lens Understand how lighting affects the photo Understand how to take a photo using the shutter button 	<ul style="list-style-type: none"> Chronology - use a timeline for key events in space exploration and describe them in relation to each other - first flight, later flights, animal and human space exploration; describe which events happened first and why, including the use of vocabulary associated with the past. Characteristic features - compare two key historical figures (astronauts) and discuss their role and importance in advancing space travel. Continuity and Change - describe some similarities and differences between the lunar landing missions and later missions of Tim Peake and Neil Armstrong. Cause and Consequence - describe, in simple terms, the consequences of space travel for the world. Historical Significance - explain the importance of events in living memory, understanding how it took a collective effort to achieve space travel for the first time; discuss why people are now considered important and name at least one person they feel is important with a given reason. Historical Interpretation - understand that historians use different types of sources to find the answers to questions and that different people will reach different opinions. Historical Enquiry - use information from different types of sources to find answers to questions and to tell a story of events. 	
Vocabulary	portrait, landscape, rotate, lens, photo, photograph, shutter, lighting, effects, zoom, flash,	Tier 1: sun, moon, Earth, rocket, space, journey, launch Tier 2: orbit, solar system, astronaut, space race, shuttle, Apollo 11, Mars Rover, International Space Station, Neil Armstrong, Tim Peake Tier 3: V-2 rocket	
Assessment	Can the child take a photo with the focus in the centre and use lighting to create effect	Key Enquiry Question: Who played the greatest role in furthering our knowledge of space? <ul style="list-style-type: none"> Children will recall the events of space travel of animals and humans, in order Children will be able to explain similarities and differences between Neil Armstrong and Tim Peake's missions Children will make a judgement about who contributed the most to space travel and knowledge 	

	Art	DT	Science
Description	Children will learn about Vincent Van Gogh and his Starry Night painting. They will create their own night sky painting.		Children will learn about the changes across the seasons, focussing on spring and summer
NC Objectives	<ul style="list-style-type: none"> • 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, patterns, 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 		<ul style="list-style-type: none"> • Observe changes across the four seasons
Substantive Knowledge	<p>Theoretical</p> <ul style="list-style-type: none"> • To find out about Vincent Van Gogh's life and artwork. • To explore his artwork. What is the same/different? • How are their artwork the same/ different to other artists you have learnt about? <p>Practical</p> <ul style="list-style-type: none"> • Experiment with and control marks made with different media: pencils and oil pastels. • Control the types of marks made. • Draw lines and shapes using different surfaces. • Invent lines and shapes in drawing. • Investigate texture. • To draw from imagination and experience. • Use a variety of tools and techniques i.e. brush sizes and types. • Experiment with tools and techniques e.g. layering, mixing. • Experiment with making tints. • Recognise warm and cool colours 		<ul style="list-style-type: none"> • There are four seasons, spring, summer, autumn and winter • Each season is about three months long • In spring, young animals like lambs and chicks are born, the flowers bloom and the weather starts to become warmer. • In summer the trees are full of green leaves and the weather is at its warmest.
Disciplinary Skills	<p>Disciplinary Knowledge</p> <p>Let's Think Art</p> <p>Slow reveal of Starry night.</p> <p>What is the purpose of art?</p>		<ul style="list-style-type: none"> • Children will use careful observation to answer questions about the seasons
Vocabulary	Line, shape, colour (warm and cool), texture, emotions, form, oil pastels, blending, layering, colour mixing		spring, summer, autumn, winter, seasons, year, months
Assessment	<p>Can the children recall facts about Vincent Van Gogh and his artwork?</p> <p>Can they describe what they see in a painting using the words line, shape and colour?</p> <p>Can they begin to describe texture in a painting?</p> <p>Can they describe what they think the painting is showing?</p> <p>Can they use different types of line (swirls, circles, waves) using paint and oil pastels to create their own night sky?</p>		Headstart assessment on seasons

	PE	Music	PSHE
Description	Athletics Striking/Field Games (Cricket)	Children will create and perform dragon pieces as a class and in small groups	Relationships - children will learn about belonging to a family. They will learn about people who help them and qualities in friendships
NC Objectives	<ul style="list-style-type: none"> Pupils should be taught to 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 Pupils should participate in team games, developing simple tactics for attacking and defending Pupils should perform dances using simple movement patterns Pillars of Progression - FMS: Locomotor Skills, Stability Skills, Manipulation Skills	<ul style="list-style-type: none"> Children should be taught to 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 inter-related dimensions of music 	<ul style="list-style-type: none"> Learn about the roles different people play in our lives Identify the people who love and care for them and what they do to help them feel cared for Learn about different types of families, including those that may be different to their own Know that it is important to tell someone if something about their family makes them unhappy or worried Learn about how people make good friends Learn simple strategies to resolve arguments between friends positively
Substantive Knowledge	<ul style="list-style-type: none"> How to position their body to attack and defend Children will learn to be ready to react - knees bent and feet apart They will learn how to accelerate to move more quickly They will learn to bend their knees to help them to slow down They will learn to stay in their lane when running a race They will learn how to take part in a relay race Know that there are rules of the game I must follow. Know the importance of good awareness of others when playing games. Know when to apply simple tactics, such as, hit the ball into space to help score more points. 	<ul style="list-style-type: none"> Respond to, recognise and identify getting louder and quieter Respond to, recognise and identify getting faster and slower 	<ul style="list-style-type: none"> Identify the different members of my family and that there are lots of types of families Identify what a good friend means to them Know appropriate ways of physical contact to greet their friends and know which they prefer Know who can help them in their school community Recognise qualities as a person and a friend Explain why they appreciate someone special
Disciplinary Skills	<ul style="list-style-type: none"> To understand how to make themselves less wobbly whilst balancing Children will apply the fundamental movement skills that they have learnt throughout the year to simple team games Children will practise their throwing and catching skills individually and with a partner and learn how to improve accuracy To apply their throwing and catching skills to play simple throwing and catching games To apply their skills of catching to react to catch a ball that their partner has bounced or dropped To know when they are ready to ask their partner to challenge them to drop or bounce the ball harder or faster To apply the skills of running in lanes to running a race against their peers To apply their knowledge of relay races to compete in races against their peers Know how to move fluently, changing direction and speed – with and without a ball. – avoiding collisions. Know how to run, jump, throw, catch, and skip. Know how to compete against myself and others. Know how to throw/hit a ball in different ways e.g., high, low, fast, slow showing basic control. 	<ul style="list-style-type: none"> Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments. Begin to play with musical intent. Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions Listen and respond to How to Train Your Dragon - John Powell Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's idea Think and talk about what you hear, begin to explore ideas behind the music and how they make you feel 	<ul style="list-style-type: none"> Understand and accept that everyone's family is different Know which types of physical contact they like and which they don't like Demonstrate how to solve conflict with their friends Understand how it feel to be asked to keep a secret they don't want to and who to talk to about this Understand how it feels to trust someone
Vocabulary	balance, wobbly, strong core, left, right, receive, throw, stance, attack, defend, dodge, mark, score, opponent	loud (forte), quiet (piano), louder, quieter, silence, tempo, fast, slow, faster, slower	friends, family, different, physical touch, conflict, secrets, safe adults, resolve
Assessment	Assessed against Hordle's PE internal assessment criteria..	Respond to and recognise getting louder and quieter and faster and slower	Explain why they appreciate someone who is special to them

	Religious Education		
Description	<p>SPECIAL PLACES</p> <p>Children will think about a place that is special to them and how they feel when they spend time there. They will learn about key features of Christian Churches and Jewish Synagogues and consider why these are special places for the people that Worship there.</p>		
Living Difference Concept Cycle	<p>Communicate</p> <ul style="list-style-type: none"> To talk about and draw a place that is special to them and explain why <p>Apply</p> <ul style="list-style-type: none"> To identify how they feel in their special place To recognise that other people may have different special places to them for different reasons <p>Inquire</p> <ul style="list-style-type: none"> To consider whether different places in my local area are special or not To recognise what makes some places more special than others <p>Contextualise</p> <ul style="list-style-type: none"> To understand that the church is a special place for Christians and to recognise and name some common features of a church To understand that a synagogue is a special place for Jewish people and to recognise some features of a synagogue building. <p>Evaluate</p> <ul style="list-style-type: none"> To identify a feature of All Saints Church that they like and say why To recognise that churches and synagogues are special for different groups of people To recognise that some of the reasons that make churches and synagogues special places are the same and some are different 		
Religious Traditions	CHRISTIANITY JUDAISM		
Vocabulary	Special, community, worship, prayer, Church, Synagogue		
Assessment	To identify and name key features inside a church and synagogue		