



Summer 1 YEAR B

Key Stage: KS1

Topic: Space

Summer 1 Year B		
English	Maths	
	Year 1	Year 2
<p><u>Marwell Recount</u></p> <p>Children write a recount of their school trip to Marwell Zoo</p> <p>Year 1 - to spell most common exception words correctly; to write a coherent narrative Year 2 - to spell most common exception words correctly; to write a coherent narrative; to use commas in a list</p> <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> <p>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> <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> <p>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>	<p>Weight and Mass</p> <ul style="list-style-type: none"> Measure and compare weights Solve weight and mass problems <p>Capacity and Volume</p> <ul style="list-style-type: none"> Measure capacity and volume Solve capacity and volume problems <p>Multiplication and Division</p> <ul style="list-style-type: none"> Counting in 2s, 5s and 10s Using this to total amounts of money <p>Money</p> <ul style="list-style-type: none"> Compare set of coins Find the total amount by adding coins of different values Find how many coins are needed to make a given value 	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> Solve a variety of addition and subtraction questions, including missing number problems <p>Time</p> <ul style="list-style-type: none"> Telling the time to o'clock Telling the time to half past Telling the time to quarter to/past Duration of time <p>Multiplication and Division</p> <ul style="list-style-type: none"> Recall multiplication and division facts for 2s, 5s and 10s and use them to solve problems <p>Fractions</p> <ul style="list-style-type: none"> Find fractions of amounts <p>Measure</p> <ul style="list-style-type: none"> Read scales in divisions of 1s, 2s, 5s and 10s Use different coins to make the same amount of money

	Computing	History	Geography
Description	The children will learn to program Scratch Junior with a simple algorithm.	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"> 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 Use logical reasoning to predict the behaviour of simple programs 	<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 what an algorithm is Children will learn how to create a simple algorithm Children will learn that the sequence of algorithms is important Children will learn to debug simple algorithms Children will learn that algorithms are implemented as programs on digital devices 	<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 drag and drop directional inputs to make an algorithm Know how to add a sprite and background to Scratch Jr Know how to edit the sprite and background on Scratch Jr 	<ul style="list-style-type: none"> Chronology - can sequence timelines on the events of the space race, using dates; use vocabulary associated with the past and intervals of time Characteristic features - recognise that clothing, transport and technology could be different in the past; describe, in simple terms, some characteristics of the people studies Continuity and Change - can match older objects to people or situations from the past; can talk about similarities and differences between Apollo 11 and the Soyuz rocket Cause and Consequence - describe, in simple terms, the consequences of space travel Historical Significance - recognise and talk about who was important Historical interpretation - identifying and talking about different accounts of space travel; talking about differences in accounts relating to space travel from the time (primary) and from the present (secondary) Historical Enquiry - talk about past events by identifying key features of sources; gather information from sources to ask and answer questions about the past; able to explain how they have found out about the past 	
Vocabulary	algorithm, animation, blocks, button, code, debug, loop, instructions, repeat, Scratch Jr, sequence, edit	chronology, past, present, primary source, secondary source, national, international, space race,	
Assessment	Can the child edit their sprite and background before making a simple algorithm on Scratch Jr	End of Unit Workout <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 	

	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"> • Children will know the names of the four seasons and when they occur in the year • They will know the common types of weather associated with each season
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	Indoor PE - This Real PE unit focuses on counter balances in pairs and static balances Outdoor PE - Children will learn simple attacking and defending games	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 develop balance, agility and coordination Pupils should be taught to participate in team games, developing simple tactics for attacking and defending Pupils should be taught to master basic movement including running, jumping, throwing and catching and begin to apply these in a range of activities 	<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 	PSHE Association <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"> Children will learn to perform paired, seated counter balances They will learn to have a strong base, tummies tight, back straight and head up to balance Children will learn to use smooth, controlled movements when performing a counter balance They will learn to perform a front support position How to position their body to attack and defend 	<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 To apply their balancing skills to paired counter balances To perform their counter balances in front of an audience of peers Children will apply the fundamental movement skills that they have learnt throughout the year to simple team games 	<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 feels 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	Indoor - Can children perform a paired counter balance? Outdoor - Can children apply their movement skills?	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		