Summer 2 YEAR B
Key Stage: KS1
Topic: Space

Summer 2 Year B		
English	**Maths**	
	Year 1	**Year 2**
Beegu Children write a guide to Earth for Beegu. ● READING: Year 1 - listening to and discussing a wide range of non-fiction. Year 2 - listening to, discussing and expressing views about a wide range of non-fiction. ● WRITING: Year 1 - To write a factual guide; to use a range of punctuation and sentences. Year 2 - To write a factual guide; to use a range of punctuation and sentences. **Nimesh** Children read this adventure story before creating their own ● READING: Year 1 - discussing word meanings, linking new meanings to those already known. Year 2 - participate in discussion about what is read to them. ● WRITING: Year 1 - To write a coherent narrative using correctly punctuated sentences; to use a range of conjunctions, to use a range of suffixes. 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. **Poetry - Daddy Fell into the Pond - Alfred Noyes** Children will read and learn the humorous poem before creating their own funny event in poetry ● READING: learning to appreciate rhymes and poems, and to recite some by heart. Year 2 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. ● WRITING: Year 1 - To use carefully chosen vocabulary, to understand rhyme. Year 2 - To use carefully chosen vocabulary, to understand rhyme, to understand the format of poetry.	**Measurement: Money** ● Recognise coins ● Recognise notes ● Count in coins ● Compare set of coins ● Find the total amount by adding coins of different values **Time** ● Understand before and after ● Days of the week ● Months of the year ● Know what hours, minutes and seconds are ● Telling the time to o'clock ● Telling the time to half past **Addition and Subtraction** ● Consolidation of strategies taught throughout the year **Multiplication and Division** ● Consolidation of arrays, equal groups, sharing and grouping	**Measurement: Money** ● Count Money – pence ● Count Money – pounds (notes and coins) ● Count money – pounds and pence ● Choose notes and coins ● Make the same amount ● Compare amounts of money ● Calculate with money ● Make a pound ● Find change ● Two-step problems **Measurement: Time** ● Telling time to the hour ● Telling time to the half hour ● O'clock and half past ● Writing time ● Quarter past and quarter to ● O'clock and Half Past ● Quarter Past and quarter to ● ● Tell the time past the hour ● Tell the time to the hour ● Tell the time to 5 minutes ● Minutes in an hour ● Hours in a day

	Computing	History	Geography
Description	The children will learn to program Scratch Junior with a simple algorithm.		Weather and Climate What is the weather like at the Earth's equator and poles?
NC Objectives	• 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		• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • 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
Substantive Knowledge	• 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		• Name and locate the four countries of the UK and their capital cities and corresponding flags. • Know that there are 4 seasons (Summer, Spring, Autumn, Winter) • Know that seasons have different weather patterns and be able to describe these. • Know how to locate hot and cold places on a world map and an atlas. • Know that Hordle in hot in the summer and colder in the winter. • Know that countries near the equator are warmer.
Disciplinary Skills	• Understand how to drag and drop directional inputs to make an algorithm • Understand why the sequence of an algorithm is important • Understand how to debug an algorithm on Scratch Jr		• Know how to observe features of weather behaviours closely. • Know how to use simple tools such as a rain gauge, tally marks and a watch. • Know how to make their own simple graphs (with support) • Know how to read simple bar charts or pictograms.
Vocabulary	algorithm, animation, blocks, button, code, debug, loop, instructions, repeat, Scratch Jr, sequence, edit		weather, climate, rain, sun, cloud, wind, temperature, forecast, weather map, symbols, thermometer, rain gauge, data, record, analyse, sunny, cloudy, storm, humidity, season.
Assessment	Can the child create and debug an algorithm on Scratch Jr		End of Unit Quiz- 6 Questions based on the learning in this unit. End of Unit Question- Was the weather like you expected? Why or why not?

	Art	DT	Science
Description		Children will design and make a zoo structure, thinking about how they can keep the animal safe and happy	Children will learn about the weather associated with each of the seasons and how the day length varies across the year
NC Objectives		• 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 and mock-ups • Select from and use a range of tools and equipment to perform practical tasks (for cutting, shaping, joining and finishing) • Select from and use a wide range of materials and components • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria • Build structures, exploring how they can be made stronger, stiffer and more stable	• Observe changes across the four seasons • Observe and describe the weather associated with the seasons and how day length varies
Substantive Knowledge		• Designing - enclosure based on the needs of the animals based on researching current enclosures • Make - select from a range of tools and materials to create the enclosure, using the most appropriate for the task • Evaluate - Adapt and problem solve along the journey. Find solutions to make structures stronger and more sturdy • Technical Knowledge - learn how to make structures stronger, stiffer and more stable	• Daylight hours change throughout the seasons.The hours of daylight are less in winter and more in summer • In spring and summer, the weather is usually sunnier, warmer but we still have cold days and rain • Know which months have the shortest/longest days
Disciplinary Skills		• To apply the substantive knowledge of the existing products and materials to create their own enclosure, making thoughtful improvements for the future.	• Children will perform simple test using data loggers to record data on the temperate outside • They will use their observations to suggest answers to questions • They will record their data in tables
Vocabulary		structure, stronger, stiffer, stable, joining, finishing, designing, evaluating	summer autumn, winter, spring, day ,daytime, weather, wind, rain, snow, hail, sleet, fog, sun, hot, warm, cold, temperature
Assessment		Assess final product against the design criteria	Headstart assessment on seasons

	PE	Music	PSHE
Description	Striking and Fielding (Rounders) Target Games (Golf) Striking and fielding (Volleyball)	Children will create and perform space themed music as a class and in small groups on keyboards	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	• 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	• Children should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and united 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	• Name the main parts of the body including external genitalia • Learn about growing and changing from young to old and how people's needs change • Learn about preparing to move to a new class
Substantive Knowledge	• 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. • Know that the ball moves in different • ways. • Know that control and accuracy is • needed when aiming for a target. • I can choose skills needed when • competing in games. • Know when to throw the ball to a • partner or opponent.	• Identify the way sounds are made (vocalised, shaken, struck, scraped, plucked, strummed, blown or produced electronically) • Recognise and respond to the different layers of sounds used in music	• Recognise cycles of life in nature and the natural process of growing from young to old • Recognise how their bodies have changed since they were babies • 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 • Understand that every time they learn something new, they change a little
Disciplinary Skills	• 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. • Know how to catch and stop the ball, getting in • line with the ball to receive it. • Know how to catch a large ball. • Know how to move a ball in different ways. • Know how to pass, send, and roll a ball in different ways. • Know how to run, jump, balance, hop, leap, and skip. • Know how to send a ball towards a target. • Know how to safely and correctly use a golf putter (golf).	• Demonstrate accuracy and control of correct technique on an appropriate range of untuned percussion instruments - keyboards • Practice, rehearse and improve: Aliens Hello, A Spaceship to the Moon, Michael Collins song and Man on the Moon music (class and small group) • Use of notation if appropriate: graphic notation – in particular to highlight use of texture • Listen and respond to Mare Tranquillitatis - Vangelis • Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel	• Understand that there are changes outside of their control and recognise how they feel about this • Know that changes are OK and that sometimes they happen whether they want them to or not • Respect their bodies and understand which parts are private • Know some ways to cope with change
Vocabulary	react, respond, print, jog, run, relay, race	timbre, vocal, shaken, struck, plucked, strummed, blown, electronic ,texture, layers, keyboards	male, female, boy, girl, penis, anus, testicles, vagina, vulva, physical touch, private, change, respect
Assessment	Assessed against Hordle's PE internal assessment criteria..	Identify, choose and use the way sounds are made and can be used	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		
Description	**IDEAS ABOUT GOD** Children will consider different ideas about God : what God might be like, where God might be, what job God might have and what God might look like They will learn that Christians and Jewish ideas about God are similar. They will learn that the Shema prayer is important to Jewish people as it sets out their beliefs about God.		
Living Difference Concept Cycle	**Communicate** ● To share ideas about who God is, where God lives and the jobs that God does. **Apply** ● To identify when they think about God most and to ● recognise that other people might think about God at different times to them **Inquire** ● To consider some of the names that people use to describe God, what these names mean and what they might tell us about who God is **Contextualise** ● To understand that Christians believe in one God, who is creator, loving, knowing and powerful. ● To identify what different Bible stories tell us about who God is ● To understand that Jewish people also believe in one God. ● To understand that the Shema prayer is important to Jewish people and that it reminds them about their beliefs about God **Evaluate** ● To describe how Jewish people show that the Shema prayer is important to them ● To consider why having objects to remind people about God might be useful. ● To begin to recognise how Christian and Jewish beliefs about God are similar/different to each other and to their own.		
Religious Traditions	JUDAISM CHRISTIANITY		
Vocabulary	God, Love, creator, power, knowing, belief, Shema prayer, Mezuzah, Tefilin		
Assessment	Venn diagram to compare Jewish and Christian beliefs about God		