



# YEAR A - SUMMER 1

## Key Stage: KS1

### Topic: VIPlaces

YEAR A - SUMMER 1		
English	Maths	
	Year 1	Year 2
<p><b><u>Zoo</u></b> Children write as the characters from Zoo seeing the animals for the first time.</p> <ul style="list-style-type: none"> <li>READING: Year 1 - participate in class discussion. Year 2 - ask and answer questions</li> <li>WRITING: Year 1 - To write correctly punctuated sentences; to use exclamation marks. Year 2 - To use a range of correctly punctuated sentence types; to use a range of coordinating and subordinating conjunctions; to use apostrophes for contractions</li> </ul> <p><b><u>Toys in Space</u></b> Children write 'lost' posters for the toys</p> <ul style="list-style-type: none"> <li>READING: predicting what might happen on the basis of what has been read so far.</li> <li>WRITING: Year 1 - To write detailed descriptions; to use consistent tenses; to use a range of conjunctions Year 2 - To write detailed descriptions; to use consistent tenses; to use a range of conjunctions; to use some prepositional phrases</li> </ul> <p><b><u>George's Marvellous Medicine</u></b> Children retell key parts to George making the medicine and giving it to Grandma before creating their own medicine</p> <ul style="list-style-type: none"> <li>READING: checking that the text makes sense to them as they read, and correcting inaccurate reading.</li> <li>WRITING: 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</li> </ul>	<p><b>Geometry: Shape</b></p> <ul style="list-style-type: none"> <li>Recognise and name 2D shapes</li> <li>Sort 2D shapes</li> <li>Recognise and name 3D shapes</li> <li>Sort 3D shapes</li> <li>Create and recognise patterns with 3-d and 2-d shapes</li> </ul> <p><b>Geometry: Position and Direction</b></p> <ul style="list-style-type: none"> <li>Describe turns</li> <li>Describe position – left and right</li> <li>Describe position – forwards and backwards</li> <li>Describe position – above and below</li> </ul>	<p><b>Geometry: Shape</b></p> <ul style="list-style-type: none"> <li>Recognise 2-D and 3-D shapes</li> <li>Count sides on 2-D shapes</li> <li>Count vertices on 2-D shapes</li> <li>Draw 2-D shapes</li> <li>Sort 2-D shapes</li> <li>Count faces on 3-D shapes</li> <li>Count edges on 3-D shapes</li> <li>Count vertices on 3-D shapes</li> <li>Sort 3-D shapes</li> <li>Make patterns with 2-D and 3-D shapes</li> </ul> <p><b>Geometry: Position and Direction</b></p> <ul style="list-style-type: none"> <li>Use the language of position</li> <li>Describe movement</li> <li>Describe turns</li> <li>Describe movement and turns</li> <li>Continue shape patterns with turns</li> </ul>

	Computing	History	Geography
<b>Description</b>	The children will create digital art using the iPads		What is it like to live in Australia?
<b>NC Objectives</b>	<ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>Recognise common uses of information technology beyond school</li> </ul>		<ul style="list-style-type: none"> <li>Name and locate the world's seven continents</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country (Australia)</li> <li>Use basic geographical vocabulary to refer to the human and physical features of Sydney and Hordle.</li> </ul>
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>Children will learn about digital art</li> <li>Children will learn how to access different applications on an iPad</li> <li>Children will learn how to use the colour bucket tool</li> <li>Children will learn how to use the colour pad to select different colours</li> <li>Children will know how to use a range of tools to create digital art</li> </ul>		<ul style="list-style-type: none"> <li>Name and locate the 7 continents and 5 oceans of the world</li> <li>Know that we live on the continent of Europe.</li> <li>Locate the North and South poles on a globe.</li> <li>Know the difference in weather between the UK and Australia.</li> <li>Know that a city is larger than a town.</li> <li>Locate Australia on a world map, atlas and globe.</li> <li>Know that Sydney is on the coast.</li> <li>Know the human physical features of Hordle and Sydney.</li> </ul>
<b>Disciplinary Skills</b>	<ul style="list-style-type: none"> <li>Understand how to navigate different applications</li> <li>Understand how to add lines to a canvas</li> <li>Understand how to use different tools to create digital art</li> <li>Understand how to add shapes to the digital art</li> <li>Understand how to create a digital painting</li> </ul>		<ul style="list-style-type: none"> <li>Know how to recognise and use map symbols</li> <li>Understand that symbols represent real objects on a map.</li> <li>Know where things are in relation to each other</li> <li>Create a bird's-eye view of a place (classroom or playground,) creating their own key.</li> </ul>
<b>Vocabulary</b>	edit, cut, layer, mark up, erase, rub out, pen, pencil, thickness, crop, fill, filter, undo, remove, colour bucket, colours, shapes, canvas, painting, digital		map, globe, country, continent, ocean, island, world, Australia, United Kingdom, equator, hemisphere, southern, northern, hot, cold, weather, desert, city, flag, distance
<b>Assessment</b>	Can the child use a range of tools to create digital art based on a given artist		End of Unit Quiz- 6 Questions based on the learning this unit. End of Unit Question- 2/3 sentences based on the questions .Would you prefer to live in the UK to Australia and why?

	Art	DT	Science
<b>Description</b>		Children will design and make hand puppet based on characters from traditional tales	Children will learn the basic parts of the human body and be able to label them. They will learn which body part is associated with each of the five senses.
<b>NC Objectives</b>		<ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups</li> <li>Select from and use a range of tools and equipment to perform practical tasks (for cutting, shaping, joining and finishing)</li> <li>Select from and use a wide range of material and components, including textiles</li> <li>Select from and use a wide range of materials and components</li> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas and products against design criteria</li> </ul>	<ul style="list-style-type: none"> <li>Identify, name and draw and label the basic parts of the human body and say which part is associated with which sense</li> </ul>
<b>Substantive Knowledge</b>		<ul style="list-style-type: none"> <li>Designing - hand puppet for on a traditional tale based on research of existing hand puppets</li> <li>Make - select from a range of tools and materials to create the puppet, using the most appropriate for the task. Joining materials together using the most appropriate join</li> <li>Evaluate - Adapt and problem solve along the journey. Find solutions to make the puppet more appealing and the joins secure enough to use</li> <li>Technical Knowledge - learn how to use basic sewing stitches alongside other joins</li> </ul>	<ul style="list-style-type: none"> <li>Basic parts of the human body (building on FS - new learning in bold) - head, hair, eyes, nose, mouth, ears, tongue, teeth, shoulders, arms, elbows, wrists, hands, fingers, knuckles, chest, hips, legs, knees, ankles, feet, toes</li> <li>Know that humans have five senses.</li> <li>The five sense organs are the eyes (for seeing), nose (for smelling), ears (for hearing), tongue (for tasting), and skin (for touching or feeling).</li> <li>Animals have senses to help them survive</li> </ul>
<b>Disciplinary Skills</b>		<ul style="list-style-type: none"> <li>To apply the substantive knowledge of the existing products and materials to create their own puppet, making thoughtful improvements for the future.</li> </ul>	<ul style="list-style-type: none"> <li>Children will use careful observation to answer questions about the sense</li> <li>They will perform simple, practical tests to learn about some of the sense</li> </ul>
<b>Vocabulary</b>		textiles, joining, sewing, research, existing product, hand puppet, design criteria	hands, feet, arm, legs, fingers, toes, knees, elbows, chest, neck, head, nose, mouth, eyes, ears, skin, taste, touch, sight, smell, hear
<b>Assessment</b>		Assess final product against the design criteria	Headstart assessment on animals, including humans - body parts

	PE	Music	PSHE
Description	<p>Athletics</p> <p>Striking/Field Games (Cricket)</p>	<p>Children will create and perform a class and individual Walking the Dog' composition.</p>	<p>Relationships - children will learn about different types of families. They will learn about physical contact boundaries.</p>
NC Objectives	<ul style="list-style-type: none"> <li>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</li> <li>Pupils should participate in team games, developing simple tactics for attacking and defending</li> <li>Pupils should perform dances using simple movement patterns</li> </ul> <p>Pillars of Progression - FMS: Locomotor Skills, Stability Skills, Manipulation Skills</p>	<ul style="list-style-type: none"> <li>Play tuned and untuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</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>Learn about the roles different people play in our lives</li> <li>Identify the people who love and care for them and what they do to help them feel cared for</li> <li>Learn about different types of families, including those that may be different to their own</li> <li>Know that it is important to tell someone if something about their family makes them unhappy or worried</li> <li>Learn about how people make friends and what makes a good friend</li> <li>Learn simple strategies to resolve arguments between friends positively</li> </ul>
Substantive Knowledge	<ul style="list-style-type: none"> <li>How to position their body to attack and defend</li> <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> <li>Know that there are rules of the game I must follow.</li> <li>Know the importance of good awareness of others when playing games.</li> <li>Know when to apply simple tactics, such as, hit the ball into space to help score more points.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed</li> <li>Explore, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses</li> </ul>	<ul style="list-style-type: none"> <li>Identify the different members of my family and my relationships with each of them</li> <li>Understand that there are lots of forms of physical contact within a family and what is and is not acceptable</li> <li>Identify some things that might cause conflict with their friends</li> <li>Understand that sometimes it is good to keep a secret and sometime it is not</li> <li>Recognise people who can help me in my family, school and community</li> </ul>
Disciplinary Skills	<ul style="list-style-type: none"> <li>To understand how to make themselves less wobbly whilst balancing</li> <li>Children will apply the fundamental movement skills that they have learnt throughout the year to simple team games</li> <li>Children will practise their throwing and catching skills individually and with a partner and learn how to improve accuracy</li> <li>To apply their throwing and catching skills to play simple throwing and catching games</li> <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> <li>Know how to move fluently, changing direction and speed – with and without a ball. – avoiding collisions.</li> <li>Know how to run, jump, throw, catch, and skip.</li> <li>Know how to compete against myself and others.</li> <li>Know how to throw/hit a ball in different ways e.g., high, low, fast, slow showing basic control.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand</li> <li>Sing and play in time and follow a range of simple directions including ideas about how to improve</li> <li>Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions</li> <li>Listen and respond to Walking the Dog - Gershwin</li> <li>Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/contrasts and how music makes you feel</li> <li>Think and talk about sounds and music and how they make you feel</li> </ul>	<ul style="list-style-type: none"> <li>Understand and accept that everyone's family is different</li> <li>Know which types of physical contact they like and which they don't like</li> <li>Demonstrate how to solve conflict with their friends</li> <li>Understand how it feels to be asked to keep a secret they don't want to and who to talk to about this</li> <li>Understand how it feels to trust someone</li> </ul>
Vocabulary	<p>balance, wobbly, strong core, left, right, receive, throw, stance, attack, defend, dodge, mark, score, opponent</p>	<p>steady beat, opening, ending, beginning, middle and end, echo, (repeat) and response</p>	<p>friends, family, different, physical touch, conflict, secrets, safe adults, resolve</p>
Assessment	<p>Assessed against Hordle's PE internal assessment criteria..</p>	<p>Perform a class and individual Walking the Dog' composition.</p>	<p>Explain why they appreciate someone who is special to them</p>

	Religious Education		
Description	<p>CREATION</p> <p>The children will learn the Biblical account of creation and compare this to a Hindu creation story</p>		
Living Difference Concept Cycle	<p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>To create a brand new animal, thinking about what it will look like, what it will eat and where it will live</li> </ul> <p><b>Apply</b></p> <ul style="list-style-type: none"> <li>To consider what it felt like to create something new</li> <li>To reflect o whether they were happy with their creation or whether they could improve it</li> </ul> <p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>To understand what is meant by the term creation and to look at the dictionary definition</li> </ul> <p><b>Contextualise</b></p> <ul style="list-style-type: none"> <li>To describe and illustrate the Christian creation story To compare the Christian creation story to a Hindu story of creation</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To consider why these stories are important to followers of the religious traditions and to think about whether they may treat the world differently because of their beliefs</li> </ul>		
Religious Traditions	<p>CHRISTIANITY</p> <p>JUDAISM</p> <p>HINDUISM</p>		
Vocabulary	<p>Creation,make, design, plan, change, evaluate, proud, satisfied</p>		
Assessment	<p>An illustration showing what was created on each of the 7 days of the Christian Creation story</p>		