



YEAR A - SUMMER 2

Key Stage: KS1

Topic: VIPast Events

YEAR A - SUMMER 2		
English	Maths	
	Year 1	Year 2
<p><u>George's Marvellous Medicine</u></p> <p>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"> READING: checking that the text makes sense to them as they read, and correcting inaccurate reading. 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 <p><u>Sports Day Recount</u></p> <p>Children write a recount of their sports day</p> <ul style="list-style-type: none"> READING: Year 1 - being encouraged to link what they read or hear to their own experiences. Year 2 - drawing on what they already know or on background information and vocabulary provided by the teacher WRITING: 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><u>'Slowly' James Reeves</u></p> <p>Children will learn James Reeves' poem and explore the use of repetition before creating their own poetry</p> <ul style="list-style-type: none"> READING: Year 1 - 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 WRITING: Year 1 - To use carefully chosen ideas to convey meaning; to understand repetition. Year 2 - To use carefully chosen ideas to convey meaning; to understand repetition 	<p>Measurement: Money</p> <ul style="list-style-type: none"> Recognise coins Recognise notes Count in coins Compare set of coins Find the total amount by adding coins of different values <p>Time</p> <ul style="list-style-type: none"> 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 <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Consolidation of strategies taught throughout the year <p>Multiplication and Division</p> <ul style="list-style-type: none"> Consolidation of arrays, equal groups, sharing and grouping 	<p>Measurement: Money</p> <ul style="list-style-type: none"> 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 <p>Measurement: Time</p> <ul style="list-style-type: none"> 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 animate a sprite on Scratch Jr and add audio bites into an 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"> 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 events beyond living memory that are significant nationally or globally 	
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 Children will know how to add audio bites by recording their own voice 	<ul style="list-style-type: none"> Children will learn the sequence of events that led to The Great Fire of London They will learn how the fire started and the reasons why it spread so quickly, including the roles and responsibilities of different citizens They will explore eyewitness accounts from significant individuals including Samuel Pepys and John Evelyn 	
Disciplinary Skills	<ul style="list-style-type: none"> 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 Understand how to record audio using the inbuilt microphone 	<ul style="list-style-type: none"> Chronology - create a simple timeline, placing key events of the Great Fire of London in order from earliest to latest; use vocabulary associated with the past and intervals of time Characteristic features - use sources to recognise that buildings, transport and technology could be different in the past; describe, in simple terms, some characteristic features of the period (e.g., proximity of houses, inadequate fire-fighting equipment). Continuity and Change - describe how fire safety and building rules changed following the events of the Great Fire of London. Cause and Consequence - consider factors (causes) that led to the start and spread of the GFOL and can understand some of the consequences of it. Historical Significance - understand that the Great Fire of London is significant in British history and led to wide-spread changes in how we build and respond to fires; explore the landmark on Pudding Lane that commemorates the Great Fire of London and understands why landmarks are used. Historical Interpretation - understands that first-hand accounts can vary depending on the person and circumstances they are in (i.e., Samuel Pepys vs. John Evelyn). Historical Enquiry - understands that we only know some details from eyewitness accounts (e.g., some houses were coated in tar, the fire being too hot to get near enough to use squirts or buckets) and the rest is constructed by historians trying to piece together a story. 	
Vocabulary	algorithm, animation, blocks, button, code, debug, loop, instructions, repeat, Scratch Jr, sequence, edit	Tier 1: fire, flames, London, boats, bakery, oven, result Tier 2: River Thames, St Paul's Cathedral, disaster, cause, consequence, effect, eyewitness, lead, architect Tier 3: flammable, gunpowder, thatch, fire break, fire hook, water squirt	
Assessment	I will be able to create a digital animation that includes a moving sprite of my choice, an edited background and a simple audio block in an algorithm.	Key Enquiry Question: Why did the Great Fire of London cause so much damage and what happened as a result? <ul style="list-style-type: none"> How did the fire start? Why did it spread so quickly? What changes have been made since? 	

	Art	DT	Science
Description	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
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"> • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene
Substantive Knowledge	<p>Theoretical</p> <ul style="list-style-type: none"> • To find out who Frida Kahlo, what happened in her life and why she painted portraits • To explore her portraits and find out about the elements of art, symbolism and feelings portrayed • To explore her artwork. What is the same/different? • How is her art 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 • Invent lines and shapes in drawing. • To draw from imagination and experience • Investigate tone • Use a variety of tools and techniques e.g. brush sizes and types; layering, mixing • Name and mix primary colours to make secondary colours • Begin to use shape and proportion for facial features • Use some shading to create texture for hair • Begin to add details like eyelashes, eyebrows 		<ul style="list-style-type: none"> • Animals have senses to help them survive • Exercise, eating the right amounts of different types of food and hygiene are important to maintain good health and wellbeing
Disciplinary Skills	<p>Let's Think Art</p> <p>Can art teach you about a country's culture?</p>		<ul style="list-style-type: none"> • Children will sort foods into groups • They will perform simple, practical tests to learn about the basic effect of exercise on our bodies • They will observe closely the changes in their body before and after exercise
Vocabulary	Portrait, self portrait, culture, nature, symmetry, proportion, primary colours, secondary colours, Mexico, background observation, feelings/emotions		Hygiene, healthy, lifestyle, needs, nutrition, exercise
Assessment	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?. Do their portraits represent their own culture or hobbies?		Headstart assessment on animals, including humans - exercise

	PE	Music	PSHE
Description	Striking and Fielding (Rounders) Target Games (Golf) Striking and fielding (Volleyball)	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"> 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 Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes 	<ul style="list-style-type: none"> 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 there are different types of touch and explain which they do and don't like
Disciplinary Skills	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Develop instrumental skills and techniques Learn about origins of the instrument and name its parts Pluck patterns on open strings as an accompaniment Make decisions about their music and demonstrate their learning in a creative response Sing and play in time, follow a range of simple directions, know why and how to improve Start to develop rehearsal and practice routines and strategies in preparation for a performance Respond to, identify and use symbols and other graphic notation Listen and respond to Hound Dog - Elvis Presley Respond to, identify and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel 	<ul style="list-style-type: none"> Understand that there are changes outside of their control and recognise how they feel about this Identify people who they respect who are older than them Feel proud about becoming more independent Explain what they do/don't like about being a boy/girl Be confident to say what they do/don't like about being able to ask for help
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	Assessed against Hordle's PE internal assessment criteria..	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		
Description	<p>SPECIAL FOOD</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>		
Living Difference Concept Cycle	<p>Communicate</p> <ul style="list-style-type: none"> To talk about occasions when they may have a special meal and to reflect on how this makes them feel <p>Apply</p> <ul style="list-style-type: none"> To recognise that not everyone may have the same special meals 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 <p>Inquire</p> <ul style="list-style-type: none"> To know that food is often considered special when it helps people to remember important events <p>Contextualise</p> <ul style="list-style-type: none"> To know that many Jewish families share a special meal each week at the start of Shabbat To understand that Jewish people celebrate Passover by sharing a special meal together To name each item of food on a seder plate and describe what it represents <p>Evaluate</p> <ul style="list-style-type: none"> To consider why the story of Moses leading the Israelites out of Egypt is important for Jewish people to remember 		
Religious Traditions	JUDAISM		
Vocabulary	Moses, celebrate, remember, Shabbat, Passover		
Assessment	A labelled seder plate		

