



YEAR A - SUMMER 1

Key Stage: KS1

Topic: VIPlaces

YEAR A - SUMMER 1		
English	Maths	
	Year 1	Year 2
<p><u>Zoo</u></p> <p>Children write as the characters from Zoo seeing the animals for the first time.</p> <p>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</p> <p><u>Toys in Space</u></p> <p>Children write 'lost' posters for the toys</p> <p>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</p> <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> <p>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>	<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 four countries of the United Kingdom. They will learn about the key human and physical features of them and look at the four capital cities. They will identify the surrounding seas of the UK..
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"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas Use world maps, atlases and globes to identify the UK and its countries
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 		<p>Locational Knowledge</p> <ul style="list-style-type: none"> Children will name and locate the four countries of the UK Children will be able to name and locate each country of the UK's capital city <p>Place Knowledge</p> <ul style="list-style-type: none"> Children will learn about key human and physical features in each country of the UK <p>Geography Skills and Fieldwork</p> <ul style="list-style-type: none"> Children will use world maps and Google maps to locate the countries above. They will use simple compass directions to explain where the country is in relation to the UK
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"> Understand that maps are used to locate places around the world and that they are 2D representations of Earth Compare and contrast the four countries of the UK based on their human and physical features Describe the location of the four countries of the UK in relation to each other using simple compass points
Vocabulary	algorithm, animation, blocks, button, code, debug, loop, instructions, repeat, Scratch Jr, sequence, edit		United Kingdom, England, Scotland, Wales, Northern Ireland, North Sea, English Channel, Irish Sea, Atlantic Ocean, London, Edinburgh, Cardiff, Belfast
Assessment	Can the child edit their sprite and background before making a simple algorithm on Scratch Jr		<p>End of Unit Workout</p> <ul style="list-style-type: none"> Children will label the four countries of the UK and their capital cities on a map Children will label the surrounding seas of the UK on a map Children will be able to identify key human and physical features from each country

	Art	DT	Science
Description		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.
NC Objectives		<ul style="list-style-type: none"> • 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 material and components, including textiles • 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 	<ul style="list-style-type: none"> • Identify, name and draw and label the basic parts of the human body and say which part is associated with which sense
Substantive Knowledge		<ul style="list-style-type: none"> • Designing - hand puppet for on a traditional tale based on research of existing hand puppets • 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 • Evaluate - Adapt and problem solve along the journey. Find solutions to make the puppet more appealing and the joins secure enough to use • Technical Knowledge - learn how to use basic sewing stitches alongside other joins 	<ul style="list-style-type: none"> • Children will learn and name the basic parts of the human body • They will learn about the five senses and associate body parts to each sense
Disciplinary Skills		<ul style="list-style-type: none"> • To apply the substantive knowledge of the existing products and materials to create their own puppet, making thoughtful improvements for the future. 	<ul style="list-style-type: none"> • Children will use careful observation to answer questions about the sense • They will perform simple, practical tests to learn about some of the sense
Vocabulary		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
Assessment		Assess final product against the design criteria	Headstart assessment on animals, including humans

	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 a class and individual 'Walking the Dog' composition.	Relationships - children will learn about different types of families. They will learn about physical contact boundaries.
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"> 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 friends and what makes a good friend 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"> Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed Explore, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses 	<ul style="list-style-type: none"> Identify the different members of my family and my relationships with each of them Understand that there are lots of forms of physical contact within a family and what is and is not acceptable Identify some things that might cause conflict with their friends Understand that sometimes it is good to keep a secret and sometime it is not Recognise people who can help me in my family, school and community
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 an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand Sing and play in time and follow a range of simple directions including ideas about how to improve Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions Listen and respond to 'Walking the Dog' - Gershwin Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes you feel Think and talk about sounds and 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	steady beat, opening, ending, beginning, middle and end, echo, (repeat) and response	friends, family, different, physical touch, conflict, secrets, safe adults, resolve
Assessment	Indoor - Can children perform a paired counter balance? Outdoor - Can children apply their fundamental movement skills to games?	Perform a class and individual 'Walking the Dog' composition.	Explain why they appreciate someone who is special to them

	Religious Education		
Description	<p style="text-align: center;">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>Communicate</p> <ul style="list-style-type: none"> To create a brand new animal, thinking about what it will look like, what it will eat and where it will live <p>Apply</p> <ul style="list-style-type: none"> To consider what it felt like to create something new To reflect on whether they were happy with their creation or whether they could improve it <p>Inquire</p> <ul style="list-style-type: none"> To understand what is meant by the term creation and to look at the dictionary definition <p>Contextualise</p> <ul style="list-style-type: none"> To describe and illustrate the Christian creation story To compare the Christian creation story to a Hindu story of creation <p>Evaluate</p> <ul style="list-style-type: none"> 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 		
Religious Traditions	<p>CHRISTIANITY JUDAISM 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>		