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 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 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 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	**Place Value (to 100)** • Counting to 100 • Counting forwards and backwards within 100 • Comparing and ordering numberings using >, < and = • One more/one less than a number **Time** • Before and after • Days of the week • 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 **Geometry** • Describing turns • Describing position	**Geometry** • Describing properties of 2D shapes • Finding lines of symmetry • Describing properties of 3D shapes **Measure** • Solve length/height problems • Solve mass/capacity problems **Multiplication and Division** • Counting in 3s **Geometry** • Describing turns • Describing position **Statistics** • Pictograms • Tally charts • Block diagram

	Computing	History	Geography
Description	The children will learn to program Scratch Junior with a simple algorithm.		Children will learn about the weather patterns on Earth, looking at the Equator and the 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		• Identify seasonal and daily weather patterns in the UK 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		Locational Knowledge • Children will be able to name and locate the seven continents on a map • They will recognise where the Equator, Poles and UK are on a map Place Knowledge • Children will be able to identify the human and physical features at the Equator, the Poles and in the UK Human and Physical Geography • Children will be able to identify the location of hot areas on a map, using the Equator to help them Geography Skills and Fieldwork • Children will use world maps and Google maps to locate the Equator, Poles and UK • They will use simple compass directions to explain where they are in relation to each other
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		• Understand that maps are used to locate places around the world and that they are a 2D representation of Earth • Compare and contrast the areas that have learnt about usings maps, photographs and videos to make comparisons • Understand hot and cold locations in the world
Vocabulary	algorithm, animation, blocks, button, code, debug, loop, instructions, repeat, Scratch Jr, sequence, edit		Earth, Equator, North Pole, South Pole, map, location, tropical, polar
Assessment	Can the child create and debug an algorithm on Scratch Jr		End of Unit Workout • Label the Equator, Poles and UK on a map • Identify areas that have a polar climate • Identify areas that have a tropical climate

	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	• 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 • Children will understand that the hours of daylight are less in winter and more in summer • Children will learn when which months have the shortest and 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 quill 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, sub, hot, warm, cold, temperature
Assessment		Assess final product against the design criteria	Headstart assessment on seasons

	PE	Music	PSHE
Description	Indoor PE - This Real PE unit focuses on agility: reaction/response Outdoor PE - Children will learn the basic skills for running races	Children will create and perform space themed music as a class and in small groups	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	• Pupis 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	• 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	PSHE Association • 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	• Children will learn to be ready to react - knees bent and feet apart • They will learn how to accelerate to move more quickly • They will learn to bend their knees to help them to slow down • They will learn to stay in their lane when running a race • They will learn how to take part in a relay race	• 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	• To apply their skills of catching to react to catch a ball that their partner has bounced or dropped • To know when they are ready to ask their partner to challenge them to drop or bounce the ball harder or faster • To apply the skills of running in lanes to running a race against their peers • To apply their knowledge of relay races to compete in races against their peers	• 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	Indoor - Can children react appropriately and catch a ball from their partner? Outdoor - Can children take part in sports day races?	Identify, choose and use the way sounds are made and can be used	Children will be able to name the parts of the body, suing 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		