

Summer term —Curriculum Driver

Year 1/2 Summer Term

School days

Topic Question: what was it like to go to school in Victorian times?

Topic Composite/Finale: class collective worship to showcase our learning.

Prior Learning Topic: me and my community (EYFS).

Future Learning Topic: magnificent monarchs (1/2), How life was impacted and the legacy of war (5/6).

Linked texts: Queen Victoria's underpants, Daisy saves the day.

Trips/Visitors: parent/ volunteer who went to the old school/ the Eden project.

History

Intent: to explore what our school is like in the present day and what it was like in the past.

Hooks from old learning (YR): me and my community.

Skills and Knowledge Components Focus

Year 1

Put things in order within a topic.

Who, where, when, why?

Ask questions to find out more information.

Year 2

Offer opinion and facts with some reasoning.

Put things in order within a topic.

Sticky Knowledge: know four countries of the United Kingdom and their capital cities.

Key Vocabulary: Victorian era, past, present, future, inventions, chronological.

Subject Composite: Children will host an assembly showcasing their learning.

Impact: children will know about a significant place in their own locality and will be able to make comparisons between the past and the present.

Hooks for new learning: (Y5/6) how life was impacted by the world wars.

R.E.

Intent:

Summer 1: Thematic—what does it mean to belong to a faith community?

The children will learn what it means to belong to a faith community. They will revisit prior learning about Muslims, Christians and Jewish people, considering how members of these communities show that they belong.

Hooks from old learning (YR): which stories are special and why?

Skills and Knowledge Components Focus

Year 1- Retell a religious (eg Christian, Hindu etc) story and talk about it.

Think about what is important to them and to other people. Recognise that religious symbols, words and actions express a community way of living.

Year 2- Ask and respond to questions about why religious communities do different things.

Retell a religious story and suggest meanings to some religious and moral stories.

Notice and respond sensitively to some similarities between different religious and worldviews.

Sticky Knowledge: give an example of how Muslims, Christians and Jewish people show they belong to a faith community. Understand what a faith community is.

Key Vocabulary: faith, community, Shabbat, baptism, Allah, parable, wedding, ichthus.

Subject Composite: poster to show how different people belong to different faith communities.

Impact: children will know what belonging to a faith community means to different people. They will have an understanding of how belonging appears in different faiths. They will consider where they belong and the communities to which they are a part of.

Hooks for new learning: (Y3/4 A) - how and why do people make the world a better place?

Summer 2 : Thematic— how should we care for the world and why does it matter?

Intent - to explore different stories and texts that say something about different people being unique and valuable, making links to Christian and Jewish worldviews and the belief that God loves all people.

Hooks from old learning (YR): being special, where do we belong?

Skills and Knowledge Components Focus

Year 1 - Retell a religious (eg Christian, Hindu etc) story and talk about it.

Year 2 - Retell a religious story and suggest meanings to some religious and moral stories. Begin to express their ideas and opinions and to recognise there could be more than one answer.

Sticky Knowledge: know what makes people feel unique and special and give an example of what the Bible says about people being special to God.

Key Vocabulary: community, world, psalm, stewardship, love, genesis, religious, non-religious, Christian, Jews.

Subject Composite: artwork to demonstrate how Jewish and Christian people might look after the world.

Impact: understand how Christians and Jews care for people of the world, including giving to charities, and how this action links to teaching found within the Bible and the Torah.

Science

Intent: The children will our child will learn that plants are living things that grow from seeds or bulbs. They will revisit the concept of seasonal change, observing how trees and other plants change with the seasons, particularly from winter to spring. We will observe, photograph and identify various plants growing in and around the school grounds and will choose one plant they would like to study for the project's duration. They will know the parts of plants, explore where new plants come from and learn the names of some plants that grow from seeds and bulbs. They will ask and answer scientific questions about the importance of plants to animals, including humans. They will observe how their chosen plant has changed over time and record their findings.

Hooks from old learning (YR): understanding of the world—the natural world, sunshine and flowers.

Skills and Knowledge Components Focus

Year 1

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
Identify and describe the basic structure of a variety of common flowering plants, including trees.

WS: Identify and classify

Year 2

Ask simple questions recognising that they can be answered in different ways.

Identify and classify.

Use observations and ideas to suggest answers to questions.

Sticky Knowledge: identify and name wild and garden plants, name the main parts of a plant, describe deciduous and evergreen trees.

Key Vocabulary: plants, deciduous, evergreen, bulb, seed, observation, stem, root, fruit, leaf, flower.

Subject Composite: children will create a fact file about a plant after carrying out their observations around the school grounds and on our trip to the Eden Project.

Impact: Children will be able to identify and name a variety of different plants and will be able to identify and label the structure of plants using correct scientific vocabulary.

Hooks for new learning: (Y3/4) plants **(Y5/6)** plants.

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Art and Design

Intent: to explore the work of a significant artist and use different techniques in their own artwork.

Hooks from old learning: (YR) primary colours.

Skills and Knowledge Components Focus

Year 1

Use a piece of artwork as a starting point for their own work.

Use a range of tools (sponges, fabric) to begin to experiment with texture.

Year 2

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Use a range of materials creatively to design and make products.

Key Vocabulary: 3-D effect, artwork, composition, form, Pop Art, subject, texture.

Subject Composite: Create a landscape piece of art-work inspired by James Rizzi and display in a class gallery.

Impact: children will know how a significant artist uses different techniques to create 3D effects in their own artwork.

Hooks for new learning:

Design Technology

Intent: Understand which foods healthy and which foods are treats. Suggest healthy dishes to prepare and make. Understand where some foods come from (meat, fruit and veg).

Hooks from old learning: (YR) machine art, toys from the past.

Skills and Knowledge Components Focus

Year 1

Understand which foods healthy and which foods are treats. Suggest healthy dishes to prepare and make. Understand where some foods come from (meat, fruit and veg).

Year 2

Key Vocabulary: healthy, unhealthy, food,

Subject Composite: Make a model taxi that moves.

Impact: Children will understand the purpose and function of wheels, axles and chassis in a moving vehicle.

Hooks for new learning: (Y3/4) Tomb builders, (Y5/6) Moving mechanisms.

Computing

Intent: Coding: the children will learn how instructions are used within computer programmes and will understand how using a code makes a computer programme. Throughout the term, the children will develop their understanding of coding within computer programmes and will use different objects within their own programmes.

Hooks from old learning: (EYFS) workspace area on purple mash.

Skills and Knowledge Components Focus

Year 1

Select appropriate images to add to work.

Recognise how ICT is used beyond school.

To sort items based on a range of criteria.

According to schools E-safety policy and acceptable use policy.

Year 2

Know what personal information is and why they need to keep it private.

Use technology safely and respectfully.

Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Key Vocabulary: online, safety, login, password, menu, save, log out, instructions, coding, algorithm.

Subject Composite: children will use their knowledge of algorithms to make their own computer programme.

Impact: Children will know what an algorithm is and how to use algorithms to make events and actions within a computer programme.

Hooks for new learning: (Y3/4 and Y5/6) coding.

Music

Intent: Children will learn about different styles of music. They will learn about six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week we will listen and learn a different style of In The Groove.

Hooks from old learning: Yr R-Listen and respond to different music. (YR, Y1, Y2) To build on previously learnt skills from the Charanga scheme.

Skills and Knowledge Components Focus Year 1

Follow instructions on how and when to sing/play an instrument.

Hear the pulse in music.

Hear different moods in music.

Take part in singing.

Make a sequence of long and short sounds with help (duration).

Clap longer rhythms with help.

Provide opportunities to play tuned/ untuned instruments.

Year 2

Perform in an ensemble with instructions from the leader.

Key Vocabulary: Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove.

Subject Composite: the children will perform an end of unit performance as a whole class and share their reflections on the performance together.

Impact: Children are able to identify 5 different styles of music within In the groove. They are able to find the pulse of the music that they listen to.

Hooks for new learning: (Y3/4 and 5/6) History of music.

P.E.

Athletics and Net and wall games

Intent: to learn running, jumping and throwing skills. To learn different skills that can be applied to a game.

Hooks from old learning: (YR) multi-skills.

Skills and Knowledge Components Focus

Year 1

Run with control and jump with control.

Move or stop to catch or collect a ball.

Decide where to stand to make it difficult for the opposing team.

Year 2

Explore different jump techniques.

Set myself targets to improve my performance.

Decide on the best position and move accordingly.

Understand basic tactics of a game.

Reflect on reasons for rules and how to make games more challenging.

Key Vocabulary: walk, jog, run, distance, speed, jumps, throw, ready position,

Subject Composite: participate in a mini-competition applying skills I have learned this half-term.

Impact: Children will understand how they can run slower/ faster depending on the distance of their run. They will be able to jump small hurdles and apply their running, throwing and jumping skills in a completion situation. Children will understand how to hit a ball accurately with a racket and how to hit a target. They will know different ways to return a ball to a partner.

Hooks for new learning: (Y3/4 and 5/6) athletics, crickets and rounders.