

## English

Please see separate tracking document

## Maths

**Year 1** - Count to and across 100 from any number Count, read and write numbers to 100 in numerals, Measure and begin to record length, mass, volume and time Recognise and know the value of all coins and notes Use language to sequence events in chronological order Recognise and use language relating to dates Tell the time to the half-hour, including drawing clocks

**Year 2** - Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times

## History

Knowledge and understanding of events beyond living memory through simple recording, using texts and drawings, Answer questions using an artefact/photograph provided, including an event beyond living memory, Explain that there are different types of evidence and sources that can be used to help represent the past, Start to compare two versions of a past event, Start to use stories or accounts to distinguish between fact and fiction, Sequence a collection of artefacts, pictures, and events from a period in history studied, Know and recount episodes from stories and significant events in history

## Music

Use their voice to speak/sing/chant, Join in with singing, Use instruments to perform a simple piece, Respond to musical indications about when to play or sing, Respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse, Perform simple patterns and accompaniments keeping a steady pulse, Perform with others, Sing/ clap a pulse increasing or decreasing in tempo, Make a sequence of sounds, Show sounds by using pictures, Order sounds to create a beginning, middle and end, Create music in response to different starting points, Choose sounds which create an effect, Use symbols to represent sounds, Make connections between notations and musical sounds, Respond to different moods in music, Say how a piece of music makes them feel, Say whether they like or dislike a piece of music, Choose sounds to represent different things, Recognise repeated patterns, Follow instructions about when to play or sing

## Art & Design

Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines Demonstrate a range of techniques, e.g., rolling, pressing, stamping, and rubbing. Draw lines of varying thickness. Use dots and lines to demonstrate pattern and texture Identify changes they might make or how their work could be developed further

## Journeys

What type of journeys do we go on?

Summer 2 2022

Learning Objectives

## Design & Technology

Design products that have a purpose and are aimed at an intended user Work in a range of relevant contexts Select from a range of materials, textiles, components, and tools appropriate for completing their projects Begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations Use basic sewing techniques Start to evaluate their product through discussion, comparisons, and simple written responses as to how well it works in relation to the purpose/design criteria When looking at existing products explain what they like and dislike about the products and why.

## Geography

Express own views about a place, people, environment, Consider geographical questions –Where is this place? What is it like? How has it changed? Identify similarities and differences between the local environment and one other place, Consider geographical questions e.g., what is it like to live in this place? Express own views and preferences about a place, people, environment, location and give detailed reasons, Identify hot and cold areas in the world and begin to understand climate in simple terms e.g., consider what they might wear if they lived in a very hot or a very cold country.

## RE

Identify what a parable is. (K2) Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. (K2) Tell the key points of the story of Jonah from the Bible, and recognise a link with the concept of God. (K2) Give clear, simple accounts of what the text means to Christians. (K2) Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. (S2) Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. (S2) Give an example of a way in which Christians use the story of Jonah to guide their beliefs about God, for example, seeing God as Lord, i.e. in control of events and being fair: God wants to save the people of Nineveh. (S2) Give at least two examples of how Christians put their beliefs into practice in worship: for example, using the story in church, in art. (S2) Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. (E2)

## Heartsmart/RSE

Children learn that 'No way through isn't true'!  
Children learn to find alternative solutions to a problem  
Children learn to look at seemingly impossible situations in a different way  
Children learn to find a way to overcome challenges or difficulties  
Children learn to manage worry by imagining good things that could happen  
Children learn to care for our school environment by conserving energy  
Children reflect on ways that 'No way through isn't true'.

## PE

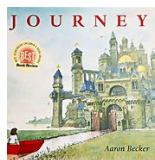
See separate tracking documents

**Science - Year 1** - Observe changes across the four seasons, Observe and describe weather associated with the seasons and how day length varies, Begin to progress from non-standard units, reading cm, m, cl, l, °C, Use simple measurements and equipment with support, Say what I am looking for and what I am measuring, Perform simple tests with support, Begin to discuss my ideas about how to find things out, Begin to say what happened in my investigation, Begin to use simple secondary sources to find answers, Begin to find information to help me from books and computers with help, Begin to say what happened in my investigation, Begin to talk about what they have found out and how they found it out, Begin to say what happened in my investigation, Begin to say whether I was surprised at the results or not **Year 2** - Use simple secondary sources to find answers, Can find information to help me from books and computers with help, Perform simple tests, To discuss my ideas about how to find things out, Say what happened in my investigation, Gather and record data to help in answering questions, Record simple data, Record and communicate their findings in a range of ways, Can show my results in a table that my teacher has provided, Talk about what they have found out and how they found it out, Say what happened in my investigation, Say whether I was surprised at the results or not, Say what I would change about my investigation, Use simple scientific language and some science words

## Computing

**Year 1** - Discuss and share how and when they use ICT in everyday life  
Complete simple tasks on a computer by following instructions  
**Year 2 - Presentation (PowerPoint)**  
Create a title slide and choose a style  
Insert a picture/text/graph from the internet or personal files  
Add text  
Decide upon and use effective transitions  
Present to the class

## English



Write about a journey you have been on



Write from the point of view of the boy & the penguin & their different journeys



Journey into the next year group and school



## Maths

### Year 1

Position & Direction, Place Value (within 100), Money, Time

### Year 2

Length & Height, Time, Mass, capacity & Temperature



## History

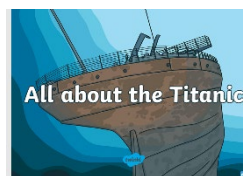
### Titanic

Retell the story of the Titanic (timeline)

Why was the Titanic so famous?

Who was on the Titanic? Where was it going?

What happened to the Titanic?



## Music

### Musical Vocabulary – Under the Sea

Pulse & Tempo - Dive into danger! – use pulse and tempo to tell a story about a brush with sharks  
Dynamics & Timbre – Underwater world – use timbre and dynamics to represent an aquarium filled with different fish

Pitch & Rhythm – Underwater world – learn about pitch and rhythm by adding a new character to the underwater piece

Text & Structure – Coral reef – use layering to imitate the different textures of a coral reef

Musical vocabulary – consolidate understanding of the key musical vocabulary from this unit

## Art & Design

### Going on a Bear Hunt

Draw/paint story maps creating different textures for the different parts of the story

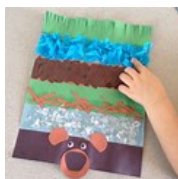
Make models or puppets of the characters

### Look at transport and vehicle

Shapes on vehicles

Light and shadows

Add details to a vehicle



## Journeys

What type of journeys do we go on?

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## RE

### God

#### What do Christians believe God is like?

Christians believe in God, and that they find out about God in the Bible.

Christians believe God is loving, kind, fair and forgiving, and also Lord and King.

Some stories show these Christian beliefs.

Christians worship God and try to live in ways that please him.

## Design & Technology

### Pencil cases

Learn how to sew a button

Design your pencil case

Make your pencil case

Decorate



## Geography

### Our Journeys

Ask the children to bring in some information about a journey they have been on (photos, videos, souvenirs etc). Share their journey and talk about how they got there (plane, car, bus, train etc)

On a world map mark the place the children have journeyed too

Have them create a fact file about where they went and what was there. You could use the internet for additional research.

## Heartsmart/RSE

No way through isn't true!

Road signs

Ways to say

Rainbows from rain

Imagine a bright future

Energy detectives

Reflection



## Science – Scientists

### Year 1

Describe the properties of Lego and suggest why it is made from plastic, Research Mae Jemison and ask/answer questions in role, Classify animals according to their feature and sort them into different groups, Measure rainfall with a rain gauge that we have made, describe the weather using observations we have made, Investigate which is the best insulator

**Year 2** Look at a different, famous scientist each week: Isaac Newton, Stephen Hawking, Mary Shelley, Nicholas Appert, Ada Lovelace, Archimedes, Look at how they were influential and changed the world, Investigate floating and sinking

## Computing

### Year 1 – Technology outside school (Digital Literacy)

What is technology?

Technology outside school

### Year 2 – Presenting Ideas (Information Technology)

Presenting a story three ways

Presenting ideas as a quiz

Making a non-fiction fact file

Making a presentation

## PE

Sports Day activities

Cricket with Little Wickets

Archery with Mandie