

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

Begin to identify different ways to represent the past (e.g., photos, stories, adults talking about the past)
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 use stories or accounts to distinguish between fact and fiction
Offer a plausible explanation about what an object was used for in the past
Observe or handle a source/artefact – ask why, what, who, how, where to ask questions and find answers
Describe significant individuals from the past
Understand that there are reasons why people in the past acted as they did
Communicate about things from the past through drawing drama, role play, writing (e.g., reports, labelling, simple recount) and ICT
Use historical vocabulary to retell simple stories about the past

Music

Use their voice to speak/sing/chant
Join in with singing
Use instruments to perform a simple piece
Perform simple patterns and accompaniments keeping a steady pulse
Perform with others
Play simple rhythmic patterns on an instrument
Make different sounds with their voice
Make different sounds with instruments
Identify changes in sounds
Change the sound
Repeat (short rhythmic and melodic) patterns
Make a sequence of sounds

Art & Design

Experiment in a variety of malleable media such as clay, papier-mache, salt dough, Modroc
Shape and model materials for a purpose (e.g., a pot, tile) from observation and imagination
Manipulate malleable materials using a variety of techniques including rolling, pinching, cutting, and kneading
Impress and apply simple decoration techniques, including painting.

Seaside

Summer 2 2023

Learning Objectives

Design & Technology

Understand that all food comes from plants or animals
Develop understanding of where different foods come from (e.g., foods which are farmed, grown elsewhere (e.g., home) or caught) and food from native to different countries
Understand how to name and sort foods into the five groups in 'The Eat well plate'
Know that everyone should eat at least five portions of fruit and vegetables every day and why
Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source
Know how to use techniques such as cutting, peeling, and grating
Measure and weigh food items using non-standard measures

Geography

Consider geographical questions –Where is this place? What is it like? How has it changed? Suggest ways of improving the local environment, 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? Explain what facilities a town or village might need, Recognise how places have become the way they are e.g., shops, Use basic geological vocabulary to refer to physical and human features, Answer simple questions regarding straight forward geographical patterns e.g., what are the busiest times at the park? Describe in simple terms how wind or water has affected the geography of an area, Collect data during fieldwork such as the number of trees/houses, Use plan view or aerial photos to recognise landmarks and to describe geographically the human and physical features, Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different from above

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)

PE

See separate tracking documents

Heartsmart/RSE

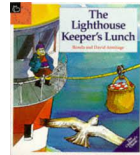
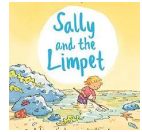
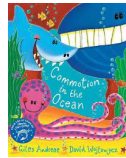
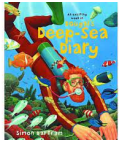
Children learn that 'No way through isn't true'!
Children learn to find alternative solutions to a problem
Children learn to look at seemingly impossible situations in a different way
Children learn to find a way to overcome challenges or difficulties
Children learn to manage worry by imagining good 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'.

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



Maths

Year 1

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

Year 2

Length & Height, Time, Mass, capacity & Temperature



History

Boats and pirates

Compare ships from different eras, thinking about the length of voyages. Make sketches and a timeline of ships. Learn about the differences between life at sea in the past and present – match journal entries to a type of ship and era. Learn about ship-to-ship communication – write codes and decode ship telegrams. Find out about some famous pirates and what they did. Make fact files and wanted posters.



Music - Vocal & body sounds (By the sea)

The sea – vocal and body sounds – move expressively to music, create the sounds of a stormy sea using their voices and bodies

Vocal and body sounds – embodying the sea – consider different musical features to adapt vocal and body sounds to suit a contrasting seascape. Musical treasure hunt – choose appropriate instruments to represent the sounds for seaside images.

Seaside story – learn to follow the conductor direction to change their dynamics and tempo to tell a story through sounds.

Seaside soundscape – use percussion instruments to create a dramatic version of a seaside soundscape using notation.

Seaside

Summer 2 2023

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.

Art & Design

Atlantic Underwater Assemblage

To create a three-dimensional assemblage on the theme of Atlantic Sea life.

To recognise the difference between two- and three-dimensional shapes and art works.

Coral Reef

(elementaryartfun.blogspot.com)



Design & Technology

Tasting and making different ice-creams

Evaluate different ice-creams saying what you like and dislike about them.

Design your own ice-cream flavour.

Make and evaluate our own ice-cream.



Geography

Find out where our seasides are. Understand and use key words to describe features of the seaside.

Understand what seaside holidays and resorts were like in the past and the present.

Explore and describe a seaside town using maps.

Identify the British isle and understand that it is an island. Know the location of hot and cold islands in the world.

PE

Sports Day activities

Cricket with Little Wickets

Archery with Mandie

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