

## English

See separate tracking documents

## Maths

**Year 1** - Recognise, find and name a half Recognise, find and name a quarter, Measure and begin to record length, mass, volume and time,

**Year 2** - Recognise, find, and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity Write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ , Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

## History

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  
Discuss, ask, and answer questions about old and new objects. Describe memories and changes that have happen in their own lives  
Use vocabulary and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time  
Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance

## Music

Clap short rhythmic patterns  
Perform a steady rhythm to a pulse  
Perform simple patterns and accompaniments keeping a steady pulse  
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

Experiment with paint media using a range of tools, e.g., different brush sizes, hands, feet, rollers, and pads  
Begin to control the types of marks made in a range of painting techniques e.g., layering, mixing media, and adding texture  
Name the primary colours and mix to create a range of secondary colours, being able to predict the resulting colours.

Australia

Summer 1 2024

Learning Objectives

## Design & Technology

Begin to draw on their own experience to help generate ideas and research conducted on criteria, Design products that have a purpose and are aimed at an intended user, Explain how their products will look and work through talking and simple annotated drawings, Make models, templates, and mockups of ideas on card, paper or using ICT (when relevant)  
Understand how to identify a target group for what they intend to design and make based on a design criterion, Work in a range of relevant contexts, for example imaginary, story-based, home, school, and the wider environment, Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make next time

## 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, Compare and describe an area of the UK to a place outside Europe using geographical words, Compare the UK with contrasting country in the world, Use basic geological vocabulary to refer to physical and human features, Name the four seasons and describe typical weather conditions for each, Identify hot and cold areas in the world and begin to understand climate in simple terms, Use maps, pictures, and stories to find out about different places, Answer simple questions regarding straight forward geographical patterns e.g., what are the busiest times at the park

## RE

Recall and name key objects from a church and a synagogue. (K1) Suggest a meaning for some Jewish and Christian symbols. (K2) Recognise that holy buildings are connected to beliefs about worshipping God, and talk about the connections. (K1) Ask questions about what happens and why in holy buildings. (E2) Recount their visit to a holy building, e.g. by talking about photographs taken there. (E1) Retell a story from the Jewish Bible skilfully. (K2) Suggest a meaning for the story. (K2) Recognise and talk about the role God plays in stories from the Jewish Bible. (K2) Ask questions about the stories they study, and suggest answers. (E2) Respond to big ideas and beliefs in the stories: does God forgive? Does God ? Does God create? (E3) Express an idea of their own about some of the big questions the work throws up. (S2) Give at least two examples of Bible characters who 'got it wrong' and say what happened in the story. (S2)

## PE

See separate tracking document

## Heartsmart/RSE

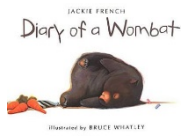
Children learn that fake is a mistake!  
Children learn that there never has and never will be another them  
Children learn that not all the thoughts they have about themselves are true  
Children learn how to describe how different emotions feel  
Children learn ways to be polite when meeting others  
Children learn to keep themselves safe in the sun  
Children reflect on ways that fake is a mistake

**Science Year 1** - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense, Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food, Find out about and describe the basic needs of animals, including humans, for survival (water, food and air), 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, Begin to observe closely, using simple equipment, Use simple observations and ideas to suggest answers to questions  
**Year 2** - Explore and compare the differences between things that are living, dead, and things that have never been alive, Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other, Identify and name a variety of plants and animals in their habitats, including microhabitats, Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

## Computing

**Year 1** - Put data into a program  
Sort objects and pictures into simple lists or simple tables  
**Year 2 - Sound Recording:**  
Record sound at and away from the computer  
Use software to record sounds  
Change sounds recorded  
Save, retrieve and edit sounds

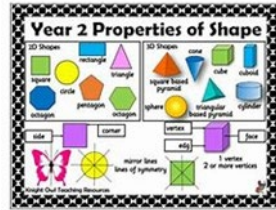
## English



## Maths

**Year 1** – Multiplication & Division, Fractions, Weight & Volume

**Year 2** – Fractions, Position & Direction, Properties of Shape



## History

### Australia

Learn about the colonisation of Australia and write a recount of events. Make a fun quiz for your friends to answer

Research the history of Australia and present it in an exciting way – think about when it was discovered, native Australians, Native animals, Famous Landmarks and culture and traditions.



## Music

[Tiddalik the Frog. 1: Tiddalik the Frog was thirsty, thirsty - BBC Teach](#)

Tiddalik the frog - an Aboriginal 'Dreamtime' story from Australia. Tiddalik is so thirsty that he drinks all the water in the streams, then the rivers and finally the billabongs. The other animals - Kookaburra, Koala, Dingo, Emu and Kangaroo - have no water to drink and don't know what to do. The music activity focuses on copying rhythm patterns and the listening music explores the didgeridoo. In the second part of *Tiddalik the Frog* the thirsty animals visit the wise Wombat. He tells them to stage a 'Funny Show' for Tiddalik: if they can make the frog laugh all the water might come out of

## Australia

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## Art & Design

### Aboriginal art (painting)

Learn about the history of aboriginal art and the Torres Strait Islander people. Look a dot painting and Aboriginal symbols  
Decorate a boomerang with aboriginal symbols and dot painting  
Work collaboratively to create an Indigenous Australian inspired art piece



## Design & Technology

### Australian Outback Enclosure

Make model kangaroos using plastic bags  
Talk about how the weather is not the same in Australia as in the UK, so we need to build a shelter. Use the junk modelling to make a shelter that your kangaroo will fit under  
Think about other things that kangaroos are used to have and create a small world environment for them  
Create a sign with information about these mammals to put in front of your new enclosure

## Geography

### Australia

WOW day travelling to Australia. Locate Australia on a map, globe, atlas  
Find out the capital of Australia, its territories and explore the outback  
Learn about where people live – towns, cities, suburbs etc  
Locate famous landmarks and place them on a map  
Compare the weather and seasons to ours in England  
Research the Great Barrier Reef and consider the risk there are to it and how it has changed over time and why

## RE

### Symbols in religious worship and practice

In what ways are churches/synagogues important to believers?  
Pupils will learn from visiting and studying churches and synagogues about the use of a place of worship.  
They will know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there  
They will learn about weddings in Jewish and Christian holy buildings.  
Jewish and Christian Stories: How and why are some stories important in religions? What can we learn from these stories and from the Torah and the Bible? Pupils will learn Jewish and Christian stories about, for example, Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel. They will gain knowledge about the Jewish Bible and the importance of the Torah.

## Heartsmart/RSE

Fake is a mistake!  
Grains of sand  
The truth about me  
Real is a big deal  
Nice to meet you!  
Sun safe!  
Reflection



## Science

**Year 1** - Observe how we have changed as we have grown older - what do we need to grow, Collect data about our bodies using measurement and compare with others in our class, Investigation using our hearing, Explore different foods and classify them with a taste test, Investigation with our sense of touch, Make sensory bottles

**Year 2** - Look at the characteristics all living things share, Explore and compare the differences between things that are living, dead, and things that have never been alive, Look at different animals and their habitats, Identify adaptations of some animals, Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, Identify organisms as producers, consumers or decomposers, identify invertebrates in micro-habitats, Complete a wildlife survey, Understand how living things are adapted to their habitats

## Computing

### Year 1 – Maze Explorers (Computer Science)

Challenges 1, 2, 3, 4, 5 and 6  
Setting more challenges

### Spreadsheets (Information Technology)

Introduction to spreadsheets  
Adding images to a spreadsheet & using the image toolbox  
Using the 'speak' and 'count' tools in 2Calculate to count items

### Year 2 – Making Music (Information Technology)

Introducing 2Sequence  
Making music  
Soundtracks

## PE

Athletics with BG  
Cricket with Little Wickets