English

See separate tracking documents

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 describe similarities and differences in artefacts and pictures from the past and present of artefacts, pictures, and events from a period in history studied and begin to recall dates of important festivals or celebrations, 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 Describe memories of key events in lives and order chronologically on a mini timeline, Sequence pictures from different period, Recount the life of someone famous from Britain who lived in the past using different resources to help them, Understand that there are reasons why people in the past acted as they did, Know and recount episodes from stories and significant events in history

Music

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
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

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.

Eco and Environment

Summer 2 2024

Learning Objectives

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)

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

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 about a place, people, environment and give detailed reasons. • Explain what facilities a town or village might need
Recognise how places have become the way they are
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.

PE

See separate tracking documents

Heartsmart/RSE

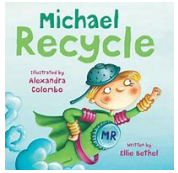
Children learn that 'No way through isn't true'!
Children learn to find alternative solutions to a problem
Children learn to look at seemingly impossible situations in a different way
Children learn to find a way to overcome challenges or difficulties
Children learn to manage worry by imagining good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

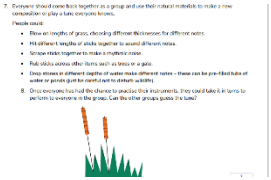
English



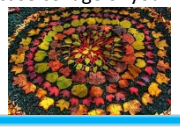
Maths
Year 1
Position & Direction, Place Value (within 100), Money, Time
Year 2
Length & Height, Time, Mass, capacity & Temperature

History
Walter Tull and the War
Learn about the life of Walter Tull and how if differs to our lives
Life on the front line – find out about what it was like for soldiers in WW1
How war destroyed the land and then new life began afterwards
Animals in the war and the roles they had
Women on the home front and what they experienced.

Music
Nature's orchestra
Investigate 'nature's orchestra' by listening to the sounds around them when they're outdoors. Ask them to imitate what they've heard and compose their own music inspired by the sounds of nature.



Art & Design
Natural Sculptures
Make mini clay models of a natural object
Draw from nature and explore using texture to make an observational drawing of a natural object
Collect materials on a woodland work
Make land art using your collected materials and look at the work of Andy Goldsworthy
Group work to make a larger scale nature sculpture in the style of AG
Make a showcase collage of your work on nature sculptures



Eco and Environment

Summer 2 2024

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
Super smoothies
Know which foods are healthy and unhealthy and explain why
Describe some healthy foods and explain why they are good for us
Select healthy ingredients and follow a recipe to prepare a smoothie.

Geography
Who lives here?
Learn about the largest island in the world (Greenland)
Explore the traditional and modern way of life for Inuits
Find out about the Yanomami people of the Amazon, explore their homes, the differing roles of men and women, the food they eat and how they celebrate
Understand and explore a nomadic way of life like the lifestyle of those who live on the Mongolian grasslands.
Find out why they need to keep moving and what their portable homes are like
Learn about underground home created by the Berber people in Tunisia, find out how they were built and why they chose to live there
Compare and contrast all the home they have learnt about and decide which they would choose to live in and why.

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