

MATHEMATICS

White Rose Maths Long Term Overview and Small Steps of Learning:

Statistics

Money

Fractions

Time

Mass, Capacity & Temp

Position and Direction

Ozzy's 5-a-day

Numbots

PE

Football

Striking and Fielding

ENGLISH

Book Writing Unit: On Sudden Hill

Diary writing

Poem

Performance

SPAG

Y1: Noun suffix -es, exclamations marks, capital letters for names of people and places, question marks, suffix -er, clause 'and'.

Y2: comma in lists, apostrophe for possession, past and present tense, pronouns, progressive tense, apostrophes for contractions

Handwriting

Curly Caterpillar family

ZigZag Monster family

Phonics: Little Wandle Letters and Sounds Revised

Y1: Phase 5 & Phonics screening revision

Y2: Spelling unit

Reading Groups & 1:1 reading

RE

What might the cross mean to many Christians?

How has the universe come to be?

DESIGN & TECHNOLOGY

Structure:

Constructing a windmill

Context for Learning

Natural Wonders



MUSIC

Crescendo!

Woodland Music

ART & DESIGN

Drawing:

Make Your Mark

SCIENCE

Seasons

Plants (1)

Forces

COMPUTING

Creating Media:

Digital Music

Programming B:

Programming quizzes

GEOGRAPHY

Locational knowledge:

Four countries and capital cities of the United Kingdom and its surrounding seas.

Human and physical geography:
Daily and seasonal weather patterns in the United Kingdom.

Why does it matter where our food comes from?

HISTORY

Changes within living memory and lives of significant individuals:

How do our favourite games and toys compare to those of children in the 1960s?

PHSE

Living in the wider world:

Rules and responsibilities

Communities

Money and finance.

End points of learning Summer Term.

GEOGRAPHY

Why does it matter where our food comes from?

- **Recognise** that food comes from plants and animals and **describe** what happens on a farm;
- **Identify** and **describe** what happens on a dairy farm;
- **Describe** and **suggest reasons** why the weather in Devon makes it a good place for dairy farming;
- **Describe** how cheese is made from milk;
- **Identify, describe** and **rank order** the top ten most popular fruits in the UK and **give reasons** why half are imported;
- **Identify** where Costa Rica is and **suggest reasons** why bananas can be grown there and not in the UK;
- **Describe** how sugar is made from sugar beet;
- **Identify** and **describe** different kinds of vegetables;
- **Identify** and **describe** the animals from which these types of meat originate;
- **Identify** and **describe** the ingredients of some popular meals cooked at home by people in the UK.

HISTORY

How do our favourite toys compare to those of children in the 1960s?

- **Identify and describe** some of the ways in which historians divide up time;
- **Complete and describe** a simple timeline of some important historic events of the 20th century;
- **Identify and describe** some of the historical events that occurred in Britain during the 1960s;
- **Describe** how children would have played with their favourite toys and games in the 1960s;
- **Compare and contrast** popular toys and games of the 1960s with those of today **identifying** similarities and differences;
- **Describe** how Wi-Fi enabled toys and games work and **recognise** why they didn't exist in the 1960s;
- **Describe** why giving personal information to Wi-Fi enabled toys could put their privacy and safety at risk;
- Devise questions and interview some people who lived in the 1960s and **describe and present** their information to others.

MUSIC

Crescendo!

Year 1

Improvise simple vocal chants, using question and answer phrases

Create musical sound effects and short sequences of sounds in response to stimuli.

Understand the difference between creating a rhythm pattern and a pitch pattern.

Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.

Perform word pattern chants; create, retain and perform their own rhythmic patterns

Year 2

Work with a partner to improvise simple question and answer phrases, creating a musical conversation.

Use graphic symbols to keep a record of composed pieces

Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion

Create rhythms using word phrases as a starting point

Read and respond to chanted rhythm patterns and represent with stick notation

Create and perform their own chanted rhythms with the same stick notation.

MUSIC

Woodland Music

Year 1

Create musical sound effects and short sequences of sounds in response to stimuli. Combine to make a story, choosing and playing classroom instruments or sound-makers.

Recognise how graphic notation can represent created sounds. Explore and invent own symbols.

Year 2

Create music in response to a non-musical stimulus

Respond independently to pitch changes heard in short melodic phrases, indicating with actions,

Recognise dot notation and match it to 3-note tunes played on tuned percussion.

SCIENCE

Forces: Pushes and Pulls

- Recognise and name a push and a pull force in action.
- Know that a force is needed to move an object.
- Explore and investigate that a bigger force is needed to move an object further.

Plants

- Identify and describe the basic structure of flowering plants.
- Identify, name and observe a variety of common plants (garden/wild plants, vegetables, trees) growing in their habitat.
- Identify deciduous and evergreen trees.

Seasonal Changes

- Observe and describe changes across the four seasons.
- Observe, describe, measure and record weather across the four seasons.
- Observe the sun moving across the sky. Describe changes in day length across the seasons

PSHE

Rules and Responsibilities

- To understand the reason why we have rules
- To learn about rules as expectations
- To understand to agree and follow rules for their group and classroom
- To understand the why we have rules / expectations
- To learn about how they can contribute to the life of the class
- To suggest rules that would improve things for the common good
- To understand why it is important to be able to take turns
- To agree and follow rules for a collaborative game
- To take turns and share as appropriate
- To understand the concept of 'borrowing
- To show responsibility to others
- To understanding the importance of sharing
- To know that everyone has a responsibility to consider the needs of others
- To understand that people and other living things have needs and that they have responsibilities to meet them
- To learn about responsibility to others
- To consider ways of looking after the school or community and how to care for the local environment

Communities

- To understand their role in the class community
- To know how to contribute to the life of the classroom
- To understand that they belong to various groups and communities
- To work independently and in groups, taking on different roles and collaborating towards common goals
- To develop a sense of belonging in the wider community
- To understand the role of the local community
- To consider ways of looking after the school or community and how to care for the local environment
- To suggest rules that would improve things for the common good
- To develop a strong relationship with the local community
- To understand the importance of shared responsibility within all communities

PSHE

Money and Finance

- To understand where money comes from
- To recognise notes and coins
- To understand the role of money in our society
- To identify the different types of work people do and learn about different places of work
- To recognise where money comes from and the choices people make to spend money on things they want and need
- To understand why it is important to keep money safe
- To understand the importance of managing money carefully
- To understand that we cannot always afford the items we want to buy
- To understand the importance of choices and spending money wisely
- To gain a basic understanding of enterprise
- To contribute to enterprise activities

RE

What might the cross mean to many Christians?

- Give a clear, simple account of the Easter Story.
- Recognise that the Easter Story contains Christian beliefs about salvation.
- Recognise that the Easter Story is a source of hope for Christians.
- Give an example of how Christians use beliefs to guide their daily lives

How has the universe come to be?

- Ask at least one question about the origin of the universe.
- Talk about their thinking, giving a reason, using the word 'because', for the origin of the universe.
- Know that, for some people, religions provide an answer to the question of the origin of the universe (creation stories).
- Know that beliefs about the origin of the universe can influence how individuals treat the world around them.

ART

Drawing: Make your mark

- Knowledge of the language and literacy to describe lines.
- Control in their use of the string and chalk lines
- Experiments with a range of mark making techniques.
- Draws shapes in an interesting composition that overlap, experimenting with a range of different media and colour.
- Successfully applies a range of marks to a drawing, making considered choices.
- Produces a drawing that displays observational skill, experimenting with a range of lines and mark making.

DT

Structures: Constructing windmills

- Identifying and articulating some features and a design that would appeal to the character within a given story
- Making stable structures from card, tape and glue which will eventually support the turbine
- Articulating historical and contemporary uses of windmills and cutting and assembling components with accuracy
- Making functioning turbines and axles which are assembled into the main supporting structure. Identifying what is good about the structure and what could be done better