



# KS1 Year B Summer Land Ahoy



	HISTORY AND GEOGRAPHY	SPAG	ENGLISH	SCIENCE	MATHS	RE	DT & ART
	Events beyond living memory that are significant nationally or globally Lives of significant individuals in the past who have contributed to national and international achievements.	Spelling, punctuation and grammar		Materials Habitats	White Rose	The Concept of Torah in Judaism	
<b>ENGAGE</b>	<b>In Geography, we will learn about:</b> <b>UNITED KINGDOM</b> Naming and locating the four countries of the UK and the capital cities of the UK and its surrounding seas	<b>Our grammar and punctuation is:</b>  Basic Skills revision  SPaG Revision	<b>We will be reading:</b> The Snail and the Whale and about pirates, ships, Grace Darling and the RLNI	<b>We will learn about : Materials</b> <b>We will:</b> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	<b>Year 1</b> Multiplication and Division	<b>We will learn:</b>  that the Torah (which means teaching) is the most important part of Jewish scriptures.	<b>In DT we will learn about:</b> <b>MECHANISMS</b> Using levers
<b>DEVELOP</b>	<b>THE WORLD</b> Naming and locating the world's continents and oceans on a world map or globe	Commas (lists)  Adjectives/Nouns	<b>We will be writing:</b> letters, factfiles, labels and narrative	find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<b>Year 2</b> Geometry SATs Practise	that it contains the first 5 books of the Hebrew Bible and it teaches Jews what God is like and how they should live.	<b>DESIGNING</b> Producing labelled drawings of products with increasing detail.
<b>INNOVATE</b>	<b>MAPPING</b> Drawing simple maps or plans using symbols for a key	Apostrophes (possession)  Apostrophes (contractions)	We will be learning a poem for our Individual Off By Heart Recital	<b>We will work scientifically to:</b>  perform simple tests ask simple questions and recognise that they can be answered in different ways	<b>Year 1</b> Fractions	that Jews live by the rules of the Torah. (look at some of the commandments)	<b>WORKING FROM PLANS</b> With help putting ideas into practice Think of ideas and plan what to do next, based on experience of materials and components
<b>EXPRESS</b>	<b>USING MAPS</b> Locating countries on a UK map Locating continents and oceans on a world map	Speech Punctuation		observe closely, using simple equipment  identify and classify	<b>Year 2</b> Problem Solving SATs Practise	that many Jews observe the Sabbath.	<b>MATERIALS</b> Selecting materials and explains choices
	<b>POSITIONING</b> Locating the Equator and the North and South Poles Identifying the hot and cold areas of the world	<i>We use No Nonsense phonics and No Nonsense spelling to help us in our reading and spelling</i>		use observations and ideas to suggest answers to questions gather and record data to help in answering questions.	<b>Year 1</b> Position and Direction	to recognise how special the Torah is for Jews	<b>TOOLS</b> Using tools safely for cutting and joining materials and components
	<b>PERSPECTIVES</b> Identify and describe geographical human and physical features using an aerial photograph			identify and classify  use observations and ideas to suggest answers to questions gather and record data to help in answering questions.	<b>Year 2</b> Time	to raise and answer questions.	<b>CUTTING</b> Cut accurately and safely with scissors
				identify and name a variety of plants and animals in their habitats, including microhabitats			<b>JOINING</b> Join appropriately with glue/tape for different materials and situations
							<b>EXISTING PRODUCT INFORMATION</b> Investigating a range of products and say if they do what they are supposed to do
							<b>EVALUATION</b> Talk about their work and comment on if it meets their criteria and if it could do what is meant to
							<b>HISTORY AND CULTURE</b> Order designs or products and explain why a design or product is important
							<b>STRUCTURES</b> Build simple structures and make them stronger and more stable if needed
							<b>In Art we will learn about:</b> <b>PRINTMAKING</b> Creating single and multi- coloured prints
							<b>DRAWING</b> Using lines to represent a shape or outline Use line and tone to draw shape, pattern and texture



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Physical Education	PSHE	ICT	Music	
<b>Athletics</b>  <b>Swimming</b>	<b>Diversity</b>  <b>Relationships and Feelings</b>	<b>Summer 1</b> <b>Word processing</b>  <b>Summer 2</b> <b>Scratch</b>	<p style="text-align: center;"><b>Unit 5 Charanga</b></p> <p><b>Friendship Song by Joanna Mangona and Pete Readman</b>  <b>Music Genre:</b> Pop  <b>Songs:</b> Count On Me by Bruno Mars            We Go Together (from Grease )            You Give A Little Love (from Buggy Malone)            That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John            You've Got A Friend In Me by Randy Newman</p>	<p style="text-align: center;"><b>Unit 6 Charanga</b></p> <p><b>Reflect, Rewind and Replay</b>  <b>Music Genre:</b> Classical  <b>Songs:</b> Peer Gynt Suite: Anitras Dance by Edvard Grieg – Romantic            Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque            From The Diary Of A Fly by Béla Bartók – 20<sup>th</sup> Century            Fantasia On Greensleeves by Ralph Vaughn Williams– 20<sup>th</sup> century            Dance of The Sugar Plum Fairy by Pytor Tchaikovsky – Romantic            The Robots (Die Roboter) by Kraftwerk –Contemporary</p>
<p><b>We will learn to:</b></p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p><b><u>Year 2 Assessment Strands:</u></b></p> <p>swim 5+ metres using back stroke leg action without aids</p> <p>swim 5+ metres front crawl with &amp; later without aids loat without the use of aids.</p> <p>push and glide confidently over a longer distance</p> <p>master basic movements including running, jumping, throwing and catching as well as developing balance agility and co-ordination, and begin to apply these in a range of activities.</p>	<p><b>Through whole school assemblies, Key Stage assemblies, our KidSafe programme &amp; Debbie's Circle Time, we will discuss and understand:</b></p> <p><b>Summer 1 DIVERSITY</b></p> <p>how to describe and respect similarities and differences between people from different places in the world and different ethnic backgrounds.</p> <p><b>Summer 2 RELATIONSHIPS AND FEELINGS</b></p> <p>how to manage feelings in a positive and effective way.</p> <p>learn about loss, change and the feelings involved in those situations</p> <p>IN HEALTH WEEK HEALTH AND HYGIENE why exercise and rest contribute to a healthy lifestyle.</p> <p>how to recognise what we like and don't like and how choices have effects on health.</p>	<p><b>We will:</b></p> <p>revisit the basics of word processing</p> <p>use drag and drop to label parts of a ship</p> <p>use Word to make Life at Sea cards</p> <p>create a sea shanty</p> <p>take part in a Captain Cook Quiz</p> <p>review the basics of Scratch</p> <p>create Dance group on Scratch</p> <p>create a pirate ship game on Scratch</p>	<p><b>We will:</b></p> <p><b>Listen and Appraise</b></p> <p>learning how we can enjoy moving to music by dancing, marching, being animals or pop stars.            learning how songs can tell a story or describe an idea</p> <p><b>Play Games</b></p> <p>Learning that music has a steady pulse            Learning that we can create rhythms from words, our names, favourite food, colours and animals and exploring rhythyms            Adding high and low sounds, pitch, when we sing and play our instruments.</p> <p><b>Sing</b></p> <p>Learning about voices singing notes of different pitches (high and low) and that we can make different types of sounds with our voices – you can rap (spoken word with rhythm).            Learning to find a comfortable singing position.            Learning to start and stop singing when following a leader.</p> <p><b>Play</b></p> <p>Treating instruments carefully and with respect.            Learning to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).            Playing the part in time with the steady pulse.            Listening to and follow musical instructions from a leader</p> <p><b>Improvise</b></p> <p>Using tracks provided to respond to challenges</p> <p><b>Compose</b></p> <p>Creating a simple melody using one, three or five different notes.            Learning how the notes of the composition can be written down and changed if necessary.</p> <p><b>Perform</b></p> <p>Choosing a song to perform, adding ideas and comment on how it went</p>	