

'Around The World in 80 Days' Overview – Year 1/ 2

Summer Term A

<u>Subject</u>	<u>Learning questions</u>	<u>Products</u>	<u>Vocabulary</u>	<u>Curriculum links</u>
History	<p>Composite: Queen Victoria</p> <p>Components:</p> <ul style="list-style-type: none"> • Who was Queen Victoria? • How long did she reign? • What did Victorians look like? • Who was Albert? • What were they famous? • What is a coronation? 	<p>Timeline of her reign.</p> <p>Draw a Victorian person compared to how we dress now.</p> <p>Design a crown</p>	<p>Monach</p> <p>Monarchy</p> <p>Legacy</p> <p>Policies</p> <p>Memorial</p>	<p>Taught about significant historical events, people, and places in their own locality.</p>
Geography	<p>Composite: UK</p> <p>Components:</p> <p>What makes London Special? What is the Edinburgh Tattoo? What is a Loch? What natural features can you find in Wales? (Valley, Moor, Brecon Beacons) Is Snowdonia the largest mountain? Is the giants causeway where Giants originate from?</p> <p>Composite: Comparisons between London and Perth, Christchurch.</p> <p>Components:</p> <p>Photos of school and classroom. What do you notice about their uniforms? What might cause this school to close? Covid, snakes, snow? What time do schools open and close?</p> <p>Is There a difference in Seasons and Holidays? Who has the best school grounds?</p>	<p>To label 4 countries and the capital cities on a map.</p> <p>To sing the oceans song from memory.</p> <p>To create a persuasive poster enticing you to visit a country within the UK.</p> <p>To write a list of similarities and differences for life in London and life in Sydney. (Venn diagrams)</p>	<p>United</p> <p>Union</p> <p>Democratic</p> <p>Government</p> <p>Archipelago</p> <p>Population emblem</p> <p>Resembles</p> <p>Peak</p> <p>Migrated</p> <p>Tourism</p> <p>Refugees</p> <p>Rural</p> <p>Munros</p> <p>Legend</p> <p>Inhabitants</p> <p>Counties</p> <p>Gaelic</p> <p>Causeway</p> <p>Conflict</p> <p>Capital City</p>	<p>To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. <i>(Compare UK to other countries from around the world)</i></p>
Science	<p>Composite: Plants & Seasonal Change</p> <p>Components:</p> <p>What is the weather like? What changes through the seasons?</p>	<p>Simple rainfall gauge</p> <p>Plant grown from seed</p>	<p>leaves,</p> <p>flowers (blossom),</p> <p>petals,</p>	<p><u>Plants (1)</u></p>

'Around The World in 80 Days' Overview – Year 1/ 2

Summer Term A

	<p>How much rainfall do we have? What plants do we have in our environment? How can we grow a new plant? What can we find out from trees? What are the different parts of a plant for? How have our plants grown?</p>		<p>fruit, roots, bulb, seed, trunk, branches, stem deciduous evergreen</p>	<p><i>(Plant labelling and identifying wild and garden flowers)</i></p> <p><u>Plants (2)</u></p> <p><i>(Observing growth of beans and nasturtium)</i></p> <p><i>(Researching need of light, heat and water to survive- cress/ grass head investigation)</i></p> <p><u>Working Scientifically</u></p>
<p>Art</p>	<p>Composite: Sculpture Components: Who is Pablo Picasso? What art movement was Picasso involved in? What is the blue stage? Components: Who is Antony Gormley? Where can you find his Sculptures? What materials does he use? Why is iron a good choice?</p>	<p>To create a bowl (ceramics) using papier Mache and to decorate in Picasso style.</p> <p>Create a Crosby beach figurine from clay/ plasticine. (Can it be holding an interesting body position)</p>	<p>Ceramics Cubism Blue Stage Papier Mache</p> <p>Beach Shoreline Tide Figures Sculpture Mould Knead Squeeze Press Shape</p>	<p>To use <u>sculpture</u>, to develop and share their ideas, experiences, and imagination.</p> <p>Artist: <i>Pablo Picasso, Antony Gormley</i></p>

'Around The World in 80 Days' Overview – Year 1/ 2

Summer Term A

<p>Design and Technology</p>	<p>Composite: Structures (Freestanding) Components: What Landmarks are there in London? What features can you see on each landmark? Which types of materials can we use to create our free-standing Landmark? How can we support our structure? How can we make the base more so</p> <p>Composite: Foods Components: What fruit is this? What does it taste like? (Texture, appearance) What should we do before we work with food? What utensils will we need? What does food hygiene mean?</p>	<p>In pairs to create a small-scale model of a London Landmark.</p> <p>To create a model using Lego.</p> <p>To create a fruit salad in small groups.</p>	<p>Structure Tower Weak Strong Edges Surface</p> <p>Construct Cut Fold Join Fix Hygiene cleanliness</p>	<p>Children to create a sculpture using a variety of different materials; can they make a Barnstaple/ London Landmark?</p> <p>Design, make and evaluate.</p> <p>Cookery/ Nutrition -Fruit Salads</p>
<p>Computing</p>	<p>Composite: Animation Components: *To enact a given word. *To predict the outcome of a command on a device. *To choose a command for a given purpose.</p> <p>Composite: Quizzes Components: *To describe a series of instructions is a sequence. *To explain what happens when we change instructions within a sequence.</p>	<p>To create a sequence using three or more commands. (To edit and adjust to make appropriate)</p>	<p>Command Sequence Instruction Debug Program predict</p>	<p>*See keychain computing</p>
<p>Religious Education</p>	<p>Composite: Who is a Muslim and how do they live? <i>(1.6 Double Unit)</i></p>		<p>God</p>	

'Around The World in 80 Days' Overview – Year 1/ 2

Summer Term A

	Components: <ul style="list-style-type: none"> • Online bullying • Image sharing • Making friends online • Computer safety 	Computer safety declaration Is this kind Should I share Should I respond	Stability Describe Bullying Teasing Threatening Advice Imagine Anit-Bullying Penis Testicles Vagina Vulva Anus Private parts	Reply Childline	
Music	Composite: Your imagination Components: Yr 1 <ul style="list-style-type: none"> • Your Imagination by Joanna Mangona and Pete Readman • Supercalifragilisticexpialidocious from Mary Poppins • Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack • Daydream Believer by The Monkees • Rainbow Connection from The Muppet Movie • A Whole New World from Aladdin Composite: Reflect, Rewind, Replay Components: Yr2 <ul style="list-style-type: none"> • Listen and Appraise Classical music • Continue to embed the foundations of the interrelated 	Each session Listen and appraise Musical activities Perform	Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation		Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.

'Around The World in 80 Days' Overview – Year 1/ 2

Summer Term A

	<p>dimensions of music using voices and instruments</p> <ul style="list-style-type: none"> • Singing • Play instruments within the song • Improvisation using voices and instruments • Composition • Share and perform the learning that has taken place 			
PE	<p>Summer 1: Rounders:</p> <ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Lead others when appropriate. • Throw underarm in a mature pattern. • Strike a ball with a short-handed bat. • Send an object towards a target. • Use a base position. 	<p>Summer 1: Tennis:</p> <ul style="list-style-type: none"> • Use the terms opponent and teammate. • Use rolling, running and jumping skills in combination. • Develop tactics. • Recognise space on a court. 	<p>Summer 2: Cricket:</p> <ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Lead others when appropriate. • Throw underarm in a mature pattern. • Strike a ball with a short-handed bat. • Send an object towards a target. • Use a base position. 	<p>Summer 2: Invasion Games:</p> <ul style="list-style-type: none"> • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Perform locomotion skills (running, jumping, hopping, skipping) using mature patterns. • Throw underarm in a mature pattern. • Develop an overarm throw. • Catch a large ball without trapping or cradling it. • Dribble a ball slowly with hands and feet. • Kick a stationary ball from a short run up. • Send an object towards a target.
Citezenship				
Experiences				