

‘Mighty Mountains’ Overview – Year 1/ 2

Summer Term A

Subject	Learning questions	Products	Vocabulary	Curriculum links
History	<p>Composite: Grace Darling</p> <p>Components:</p> <ul style="list-style-type: none"> • Who is Grace Darling? • Why is she famous? • What is a lighthouse? • What is a life boat? 	<p>Role play a rescue at sea.</p> <p>Make a silver medal and award it to a friend for valid reasons. (Award ceremony)</p>	<p>Steamship Heroine Gallantry Significant society</p>	<p>Taught about significant historical events, people, and places in their own locality. <i>(History of Barnstaple, changes)</i> <i>(Types of houses over time)</i> <i>(Comparisons with our locality Now and Then.)</i></p>
Geography	<p>Composite: comparing where we live to places around the world</p> <p>Components:</p> <p>What is a human feature? What is a physical feature? Can you compare the two? What human and physical features can you see from inside the classroom? What can you see from these images from different places?</p> <p>How is life in Nepal similar to ours? Do all children have similar lives in England? (London, Ilfracombe)</p> <p>Which Mountain Ranges can you spot from the world map? How do you know it is a mountain on the map?</p>	<p>To write a list of human and physical features you can see from the playground.</p> <p>Create a poster celebrating a day in the life in Nepal. What do the children do? What might they see.</p> <p>Sort images of features from three settings (Nepal, London, Ilfracombe)</p> <p>To draw a line on a map from Everest to B. Nevis.</p>	<p>Beach Cliff Coast Forest Hill Mountain Sea Ocean River Soil Valley Vegetation City Town Village Factory Farm Port harbour</p>	<p>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</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</p> <p>To use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>
Science	<p>Composite: Plants</p> <p>Components:</p> <p>How do seeds spread and move? What is the life cycle of a plant? Can a seed grow in just water? What do seeds need to germinate? What does each part of the plant do? Can a seed grow in only water? (2)</p>	<p>Hyponic bean investigation –been seedlings Cress Paper helicopter</p>	<p>bulbs germination, growth survival, reproduction</p>	<p><u>Plants (1)</u></p> <p><i>(Plant labelling and identifying wild and garden flowers)</i></p>

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				<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>
Art	<p>Composite: Sculpture</p> <p>Components:</p> <p>Which materials are malleable? Which material can I manipulate by rolling, pinching and kneading? Can I change shape and form? What do we like about Goldsworthys art? Which do we prefer Goldsworthy, Verity, why? Is it possible to carve playdough? Clay? What recycled materials can we cut, reuse and change purpose?</p>	<p>To create a sculpture (Using recycled objects/ natural objects in the style of A Goldsworthy)</p> <p>To use clay or plasticine to make an alternative sword for verity.</p>	<p>malleable Glue Stick Attach Mould Press Squeeze Knead pinch Verity 3d form Sculpture Construct Recycled Man-made natural materials</p>	<p>To use <u>sculpture</u>, to develop and share their ideas, experiences, and imagination.</p> <p>Artist: <i>Damien Hirst (Verity) A Goldsworthy</i></p>
Design and Technology	<p>Composite: Levers</p> <p>Components:</p> <p>How can we create movement in our picture? What is a paper fastener pivot? How do our simple mechanisms move? (In a curve, round and round, backward and forwards)</p>	<p>Create a lever to move a mountain climbing a mountain.</p>	<p>Lever Pivot Slot Guide Fasten Mechanism Moving parts Movement</p>	<p>See D&T primary documents.</p> <p>(Design, make and evaluate.)</p>

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Computing	<p>Composite: Digital writing</p> <p>Components:</p> <ul style="list-style-type: none"> *To enter text into a computer *To know that you can edit text *To identify and locate keys on a keyboard/ iPad. *To recognise information can be stored. *To change font and size and use back space to edit. <p>Composite: Making Music</p> <p>Components:</p> <ul style="list-style-type: none"> *To listen to music through a device. *To say how music makes us feel and think. *To create music for a purpose through keyboard and app. 	<p>.</p> <p>To write a description of mountain using adjectives. (With support add capital letters and full stops)</p> <p>To create a piece of music on the keyboard/ cymbols ect Which keys show sad/ happy/ thunderous? (link to Grace Darling)</p>	<p>Mouse Keyboard Text Space bar Return Back space Save Edit Font</p> <p>Keys Note</p>	<p>*See keychain computing</p>
Religious Education	<p>Composite: Who is Jewish and how do they live?</p> <p>Components:</p> <p>What is precious to Jewish people? What does a mezuzah remind Jewish people about? How and why do Jewish people celebrate Shabbat? What stories do Jewish people tell from the Jewish Bible? What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah?</p> <p>Composite: What makes some places sacred to believers?</p> <p>Components:</p>	<p>Classroom sign with words to display every day Similarities and differences between our rest/Shabbat rest</p>	<p>Shema Channukah Shabbat Mezuzah Tenakh Sukkoth</p>	

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	<p>Which places are important to me? Where is a sacred place for believers to go? Which place of worship is sacred for Christians? Which place of worship is sacred for Jewish people? Which place of worship is sacred for Muslims? How are places of worship similar and different? Why are places of worship important to our community?</p>	<p>Special places book</p>	<p>Church Synagogue Mosque Sacred Holy</p>	
<p>PSHE</p>	<p>Composite: Our world Components:</p> <ul style="list-style-type: none"> • Growing in our world • Living in our world • Working in our world • Looking after our world <p>Hazards Components:</p> <ul style="list-style-type: none"> • Is it safe to eat or drink? • Safety detectives • Is it safe to play with? 	<p>My family portrait My job fact sheet Looking after our community Money around the world A recycling journey Safety detectives Certificate</p>	<p>Re-use Wildlife Community Planet Reduce Recycle Environment Credit Card Bills Spend Debit card Receive Save World Humans Protect Unique Common Carbon footprint Carbon dioxide Global warming Potential Sibling Community Hazard Danger</p>	<p>To develop pupils' skills, knowledge and attributes they need to keep themselves healthy, safe and prepared for life and work.</p>

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<p>Music</p>	<p>Composite: Charanga Components: Friendships song</p> <p>Yr1</p> <ul style="list-style-type: none"> • Listen and Appraise Classical music • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Singing • Play instruments within the song • Improvisation using voices and instruments • Composition • Share and perform the learning that has taken place <p>Yr 2</p> <ul style="list-style-type: none"> • Friendship Song by Joanna Mangona and Pete Readman • Count On Me by Bruno Mars • We Go Together (from Grease soundtrack) • You Give A Little Love from Buggy Malone • That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John 	<p>Each session</p> <p>Listen and appraise</p> <p>Musical activities</p> <p>Perform</p>	<p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Tempo</p> <p>Dynamics</p> <p>Timbre</p> <p>Texture</p> <p>Structure</p> <p>Notation</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
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	<ul style="list-style-type: none"> You've Got A Friend In Me by Randy Newman 			
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	Primary Picture News Weekly			
Experiences	<ul style="list-style-type: none"> *Plymouth Aquarium Trip *Rock Pooling at Westward Ho! (Rangers Experience.) *Instow Beach visit *RNLI Visit 			