

# Summer 2 sequence of learning – Key Stage 1, Year 2



## KEY THEME: Toys

### Science: Everyday materials

#### PRIOR KNOWLEDGE

Children have named different everyday materials and identified some of their uses.

#### INTENT

To explore the uses of everyday materials. To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

#### VOCABULARY

Opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching

#### SEQUENCE OF LEARNING

1. I can compare the suitability of different everyday materials.
2. I can explain how the shapes of objects made from some materials can be changed.
3. I can explain the process of recycling.
4. I can tell you about an inventor.

#### OUTCOME/COMPOSITE

To create a learner guide about an inventor to share with parents.

### Religious Education (RE)

#### PRIOR KNOWLEDGE

Children have explored Christianity and Islam in previous units.

#### INTENT

Who is Jewish and how do they live (Part 2)?

#### VOCABULARY

Sukkot, Mezuzah, Chanukah

#### SEQUENCE OF LEARNING

1. To identify the main beliefs and festivals for Jewish people.
2. To learn about the stories, meanings and what happens at festivals: e.g., Sukkot
3. To identify what the story of Chanukah make us think about.
4. To understand how do Jewish people think about miracles at Chanukah.
5. To consider the importance and value of celebration and remembrance in pupils' own lives.

#### OUTCOME/COMPOSITE

Recognise the words of the Shema as a Jewish prayer.

### Design and Technology (DT): Structures - Baby Bear's chair

#### PRIOR LEARNING

Children have explored various structures.

#### INTENT

Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an improved solution for him to use

#### VOCABULARY

Design criteria, man-made, natural, properties, structure, stable, shape, model, test

#### SEQUENCE OF LEARNING

1. To explore the concept and features of structures and the stability of different shapes.
2. To understand that the shape of the structure affects its strength.
3. To make a structure according to design criteria.
4. To produce a finished structure and evaluate its strength, stiffness and stability.

#### OUTCOME/COMPOSITE

To make a stable chair for baby bear to sit on (Goldilocks and the three bears).

## Music: Traditional Stories: Orchestral Instruments

### PRIOR KNOWLEDGE

To choose appropriate dynamics, tempo and timbre for a piece of music.

### INTENT

To choose appropriate dynamics, tempo and timbre for a piece of music.

### VOCABULARY

Orchestra, instruments, strings, woodwind, brass, percussion, vocals, sound effect, timbre, dynamics, tempo.

### SEQUENCE OF LEARNING

1. To listen to and analyse an orchestral version of a traditional story.
2. To listen to and analyse a film musical version of a traditional story.
3. To select appropriate sounds to match events, characters, and feelings in a story.
4. To write a play script and select appropriate musical sounds to accompany it.
5. To perform a story script with accompanying music.

### OUTCOME/COMPOSITE

To perform expressively and confidently using appropriate instrumental sounds.

## History: Toys

### PRIOR KNOWLEDGE

Children can recall the achievements of Caxton and Bell.

### INTENT

Children to comprehend continuity, change and major changes in many toys and games within living memory.

### VOCABULARY

Toys, well loved, treasured, Classic, batteries, recyclable, replicas.

### SEQUENCE OF LEARNING

1. What are toys like today?
2. What are other people's toys like?
3. How can we tell these toys are old?
4. What were our grandparents' toys like and how do we know?
5. Who played with these toys a long time ago?
6. How can we set up a Toy Museum?

### OUTCOME/COMPOSITE

Have a visitor from Moose Toy company (St Columb) in to talk about toys.

## PSHE: Changing me Coping positively with change

### PRIOR KNOWLEDGE

Children have looked at the life cycle of a human and how these changes may effect our feelings.

### INTENT

In this Puzzle, children look at different life cycles in nature including that of humans. They reflect on the changes that occur between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.

### VOCABULARY

Change, grow, control, life cycle, baby, adult, fully grown, growing up, old, young, change, respect, appearance, physical, baby, toddler, child, teenager, independent, timeline, freedom, responsibilities, male, female, vagina, penis, testicles, vulva, anus, public, private, touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, uncomfortable, looking forward, excited, nervous, anxious, happy

### SEQUENCE OF LEARNING

1. I can recognise cycles of life in nature.
2. I can tell you about the natural process of growing from young to old and understand that this is not in my control.
3. I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.
4. I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.
5. I understand there are different types of touch and can tell you which ones I like and don't like.
6. I can identify what I am looking forward to when I move to my next class.

### OUTCOME/COMPOSITE

To recognise how my body has changed since I was a baby and understand the different types of touch.

## Physical Education (PE): Strike – React – Rally

### PRIOR KNOWLEDGE

Pupils will be able to strike a football OR throw a ball into a space. Pupils will be able to 'track' the ball with their eyes. Pupils will have a developing ability to co-ordinate their hands and eyes.

### INTENT

Pupils will continue to develop their hand-eye coordination and apply this with their fundamental movement skills so they are able to participate in net and wall games.

### VOCABULARY

Hands ready, tracking, rackets, ball, rallies, hitting, swinging, challenges, teamwork, pairs, scoring.

### SEQUENCE OF LEARNING

1. To have an understanding of what a 'rally' is and be able to identify games which involve rallies.
2. To acquire skills to 'trap and tap' using hand pads and plastic rackets.
3. To be able to hand-feed and hit the ball with a racket.
4. To acquire skills to be able to hit the ball with varying power.
5. To be able to move to strike the ball. Start to attempt rallies.
6. To be able to move the racket from low to high and be able to control the power and direction of the hit.

### OUTCOME/COMPOSITE

Pupils will be able to identify sports that have rallies i.e., tennis, volleyball, table tennis. Pupils will be able to make contact the ball and hit the ball with control and increasing accuracy.

## Computing: Programming B Programming quizzes

### PRIOR KNOWLEDGE

Children have an understanding of instructions in sequences and the use of logical reasoning to predict outcomes.

### INTENT

Children begin to understand that sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally, children evaluate their work and make improvements to their programming projects.

### VOCABULARY

Sequence, commands, outcome, design, prediction, evaluate, improve

### SEQUENCE OF LEARNING

1. Internet safety- Managing online information - I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).
2. Scratch Junior recap - To explain that a sequence of commands has a start
3. Outcomes - To explain that a sequence of commands has an outcome
4. Using a design - To create a program using a given design
5. Changing a design - To change a given design
6. Designing and creating a program - To create a program using my own design
7. Evaluating - To decide how my project can be improved

### OUTCOME/COMPOSITE

Children will create their own quiz questions in Scratch Jr and realise these designs using blocks of code.

## Art: Drawing skills

### PRIOR KNOWLEDGE

A variety of different media can be used for mark making. That pressing harder makes more intense marks. Media can be used to create continual line drawings.

### INTENT

This is a short, standalone unit for pupils to discover the media of charcoal. (2 sessions) DISCOVERING CHARCOAL:  
<https://www.accessart.org.uk/discoveringcharcoal-for-children/>

### VOCABULARY

Charcoal, media, light, shade, shadow, highlight, texture, experiment, continual, apply, layer.

### SEQUENCE OF LEARNING

1. To experiment with a range of methods to layer, mark and shade with charcoal and chalk.
2. To apply charcoal effects to previously learned drawing techniques. (Use the markmaking and the continual line drawing from Autumn term to create some larger scale charcoal drawings of a specified item to be determined by Y2 teacher.)

### OUTCOME/COMPOSITE

Each child to create a larger scale charcoal drawing of an item e.g. school bag / shoe for an end of term exhibition.

# KEY TEXT

