

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



KEY THEME: Wonderful Weather

Science: Plants

PRIOR KNOWLEDGE

Children will have been taught to name and identify a variety of common, wild and garden plants.

INTENT

To observe and describe how seeds and bulbs grow into mature plants. To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

VOCABULARY

Light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling

SEQUENCE OF LEARNING

1. What do plants need to grow? –To design and set up a test to find out what plants need to stay healthy.
2. What's inside a seed? –To look closely at the parts of a seed that will grow into a plant and explain how it will germinate.
3. Life cycle of a plant –To describe the life cycle of a plant.
4. What do plants need to stay healthy? To explain what plants need to grow and stay healthy.
5. What do plants need to stay healthy? To describe what happens if plants don't get all the things they need.
6. How do plants grow in hot, dry and cold places? To explain how plants are suited to their habitat

OUTCOME/COMPOSITE

To grow strawberries (from small plants) and invite parents in for a cream tea picnic using home grown strawberries

Religious Education (RE): How should we care for others and for the world, and why does it matter?

PRIOR KNOWLEDGE

Children have explored other religions including Christianity and Islam.

INTENT

1.9 How should we care for others and for the world, and why does it matter?

VOCABULARY

Genesis

SEQUENCE OF LEARNING

1. To identify whether Christian, Jewish and non-religious people believe about caring for people.
2. To identify what it means when Christians believe we have spoiled God's great world and Jewish people believe that world is broken.
3. To identify how some religious and non-religious people show that they care for people.
4. To know stories that Christians and Jewish people tell about the beginning of the world and how to treat the world.
5. To identify how we should treat people and the world.

OUTCOME/COMPOSITE

Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.

Design and Technology (DT): Mechanisms

PRIOR LEARNING

Children have explored slider mechanisms and the movements they output.

INTENT

Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving scene. Linked to weather.

VOCABULARY

Axle, design criteria, input, linkage, mechanical, output, pivot, wheel

SEQUENCE OF LEARNING

1. To look at objects and understand how they move – pivots, levers and linkages.
2. To look at objects and understand how they move – making linkages.
3. To explore different design options.
4. To make a moving scene linked to weather.

OUTCOME/COMPOSITE

To design, make and evaluate a moving scene

Music: Myths and Legends

PRIOR KNOWLEDGE

Children can improvise their use of the instrument.

INTENT

To create longer sequences of appropriate sounds with voices and instruments.

VOCABULARY

Beat, compose, composition, dynamics, graphic score, melody, notation, rhythm, structure, pitch, tempo.

SEQUENCE OF LEARNING

1. To create a rhythm.
2. To show structure on a graphic score.
3. To write a graphic score to show texture.
4. To compose a piece of music with a given structure.
5. To perform a group composition.

Geography: Wonderful Weather

PRIOR KNOWLEDGE

Children have looked at the four countries and their weathers in the United Kingdom and studied the world map and location of the seven continents.

INTENT

Human and physical geography – Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. This Wonderful Weather unit will teach your class about the different types of weather in their immediate environment. The children will then have the opportunity to build on this and knowledge of the four seasons. The pack will introduce them to hot and cold areas of the world and the impact of different weather types. Children will have opportunities to observe and record the weather, present their own weather forecasts.

VOCABULARY

Weather, environment, seasons, hot, cold, forecast

SEQUENCE OF LEARNING

1. What is Weather? To identify daily weather patterns in the context of the weather of the UK. To understand what the weather is like in our country. To look at the weather where we live.
2. How Does the Weather Affect Us? To understand seasonal weather patterns in the context of the weather of The UK. To understand the different seasons in a year. To describe how the weather can affect us.
3. Forecasting the Weather To identify daily weather patterns in the UK (Weather

PSHE: Relationships. Building positive, healthy relationships

PRIOR KNOWLEDGE

Children have discussed their significant relationships and why these are important to them. Children can explain appropriate ways of touch and what to do if someone touches them in a way they dislike.

INTENT

Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also discuss people who can help them if they are worried or scared.

VOCABULARY

Family, different, similarities, special, relationship, important, co-operate, touch, physical contact, communication, hugs, like, dislike, acceptable, not acceptable, friends, conflict, point of view, positive problem solving, secret, surprise, good secret, worry secret, telling, adult, trust, happy, sad, frightened, trust, trustworthy, honesty, reliability, compliments, celebrate, appreciate.

SEQUENCE OF LEARNING

1. I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate
2. I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.
3. I can identify some of the things that cause conflict with my friends.
4. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.

- Forecasting). To understand what weather forecasts show. To use key words to describe the weather.
4. Weather Dangers To identify daily weather patterns (dangerous/adverse weather) in the context of the UK weather. To understand the dangers of weather.
 5. Hot and Cold Weather To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. To understand what hot and cold countries are like.
 6. Our Frozen Planet To understand the human/physical geography of a cold area of the world in the context of the Arctic. To understand what a cold area of the world is like. To use map skills to locate hot and cold places.

5. I recognise and appreciate people who can help me in my family, my school and my community.
6. I can express my appreciation for the people in my special relationships.

OUTCOME/COMPOSITE

To perform their composition accurately, following the structure score.

OUTCOME/COMPOSITE

Children will present their own weather forecast to be shared on tapestry with parents.

OUTCOME/COMPOSITE

Children understand that there are lots of forms of physical contact within a family and what is acceptable and what is not.

Physical Education (PE): Float – Swim – Be Safe

PRIOR KNOWLEDGE

Pupils will be able to get changed with increasing independence. Pupils will be able to float (with or without a buoyancy aid). Pupils will be able to kick for 5m (with or without a buoyancy aid)

INTENT

Pupils will be able to identify dangers associated with the water, they will have a developing understanding of water safety. Pupils will continue to develop and refine swimming strokes.

VOCABULARY

Safety, safe entry, float, roll over, blow bubbles, goggles, swim hat, towel, help, swim, turn, safe exit, dangers, front crawl, back stroke, butterfly, breaststroke, push and glide, diving, lifeguards, beach flags.

SEQUENCE OF LEARNING

1. To be able to get changed into and out of swimwear with increasing independence. To be able to enter and exit the pool safely. Swim teachers to assess the swimming ability of pupils.
2. To be able to recognise dangers and hazards at the swimming pool and beach. To be able to verbalise ways to keep safe when near or in the water,
3. To develop swim strokes, looking at the arm and leg actions independently. This can be done with or without a buoyancy aid.
4. To develop swim strokes, looking at the arm and leg actions independently. This can be done with or without a buoyancy aid.
5. To be able to participate in teacher led games to increase water confidence. To be able to verbalise 'float to live', be able to float for 5 seconds.
6. To swim unaided for 5m using recognised arm and leg actions; competently, confidently and consistently. To practice all skills and reflect on the three learning outcomes (distance swimming, stroke development, water confidence and safety).

Computing: Pictograms

PRIOR KNOWLEDGE

This unit progresses students' knowledge and understanding of grouping data where learners labelled objects and grouped them based on different properties.

INTENT

Learners will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.

VOCABULARY

Data, tally chart, pictogram, attribute, block diagram

SEQUENCE OF LEARNING

1. Internet safety -Privacy and Security - I can explain how passwords are used to protect information, accounts and devices.
2. Counting and comparing – To recognise that we can count and compare objects using tally charts
3. Entering data - To recognise that objects can be represented as pictures
4. Creating pictograms – To create pictograms
5. What is an attribute? - To select objects by attribute and make comparisons
6. Comparing people - To recognise that people can be described by attributes
7. Presenting information - To explain that we can present information using a computer

Art: Portraiture in the style of Frieda Kahlo

PRIOR KNOWLEDGE

Children have used a range of materials creatively to design and make products.

INTENT

To investigate the style of portraits created by Freida Kahlo and use these to portray a member of staff in my class.

VOCABULARY

Freida Kahlo, Artist, Portrait, observational drawing

SEQUENCE OF LEARNING

1. Learn about the artist (Use book 'Little People, Big Dreams')
2. Look at Frieda's features and the themes she uses in her paintings. Children do observational drawing of their teacher/ TA (revisit skills from observations drawings taught in Y1)
3. Develop drawings from previous lesson to incorporate accessories (from imaginations – expressive use of imagery) that portray the persons character, plus animals and background too.
4. Apply colour to finished portraits.

OUTCOME/COMPOSITE

Pupils will be able to get changed independently. Pupils will be able to swim 5m (with or without a buoyancy aid). Pupils will have a developing understanding of the different swimming strokes and the actions involved in them.

OUTCOME/COMPOSITE

Children will collect their own data using a tally chart and present their findings using a pictogram and block diagram using a computer.

OUTCOME/COMPOSITE

Portraits exhibited and shared on tapestry.

KEY TEXT

