



## Key stage 1 (1/2) Summer Term B

### History



Children will be exploring The Great Fire of London as investigative historians, working initially with “fragments” of historical sources and building an understanding of the events, the consequences and the impact it had on society today. Children will build on their prior knowledge from EYFS when children explored the lives of the people around them and their roles in society – including the Monarchy and the fire service which links to its early inception during the Great Fire to the service that it is today. In this unit children will also have the opportunity to explore all aspects of this historical event including the significant figures involved and what part these key people played in shaping our future and developing civilisation as we know it. The knowledge gained from this unit will enable children to prepare for and build upon their learning in key stage 2 when children will look at reliable sources of information to answer questions, using primary and secondary sources. It will also allow them to use their knowledge gained to deepen their understanding when looking at how London has changed or stayed the same from The Common Era and its first formation as “Londonium” to the present day using vocabulary such as civilisation and periods of time (Stuart/Tudor). Children will gain an insight into how the Monarchy and Government have influenced significant individuals, events, and historical periods.

### Geography



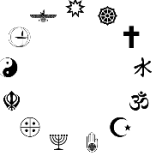

This unit will give children the opportunity to immerse themselves in learning about their capital city of London and its predominant landmarks. Children will learn about the history and significance of these within their topic and be able to locate them on a map using 2-figure grid references. Children will have the opportunity to gain further knowledge of human and physical features looking closely at London and view the city landscape in different ways, including locating these landmarks on aerial maps. The unit will also give children the opportunity to see some of these landmarks in situ as they visit London during a school trip. It will also allow children to build upon their prior knowledge from reception when they learnt to name their capital city, the continent they live in and to compare different features in a range of locations. This unit will further support children when they enter lower key stage 2 with their locational knowledge of England when they are required to name and locate counties, cities and coastal regions within Southeast England. It will also help them gain a deeper understanding of their geographical skills by using maps, atlases, grid references (leading to 4 and 6 figures), globes and digital/computer mapping to locate countries and describe features studied.



### Science



#### Year 1

Children will start by exploring how different materials can be manipulated in different ways for example by squashing, stretching, bending and twisting. This will build upon prior knowledge gained in EYFS and year 1 where they distinguished between an object and the material from which it is made and identified and named and grouped a variety of everyday materials. In this unit, they will identify properties of everyday materials when exploring as to whether they can be changed e.g. by their shape. They will then explore and evaluate the suitability of materials used on everyday objects for their purpose, thus looking deeper into properties such as transparent and waterproof. They will suggest suitable and unsuitable materials for everyday items such as windows and clothing. This will lead to children carrying out their own experiments to predict and test the absorbency of materials. Knowledge gained from this unit will then be applied to a concept cartoon to allow children the opportunity to demonstrate their understanding of every day materials and their properties. It will also prepare children before entering key stage 2 whereby they will compare and group materials together, according to

	<p>whether they are solids, liquids or gases as well as observe that some materials change state when they are heated or cooled.</p> <p>Following our unit focussed on materials, children will then conclude their learning this year on seasonal changes. They will observe the changes in the environment during the summer months and explore how it differs from the previous seasons explored this year.</p>
<p><b>Religious Education (RE)</b></p> 	<p><b>Year 1</b></p> <p>Children will have the opportunity to respond to the question “How did the Universe come to be?” They will be encouraged to think about this through a philosophical lens to build upon and develop religious literacy and the skills needed to hold balanced and well-informed conversations about religion and worldviews. Children will develop an understanding of the beliefs regarding the origin of the universe in Christianity and Judaism, and they will have the opportunity to explore how this concept is taught in Hinduism. They will develop the skills to compare the beliefs held across these different religions. This unit will build on children’s previous learning in Foundation stage, where they begin to understand religion and worldviews in terms of special people, places and objects and when they listen to and respond to religious stories that they might find raises puzzling or interesting questions for them. It will further prepare children for lower key stage 2 where they will consider what the story of creation means to Christians and how it impacts their daily lives. They will also extend their learning and learn about the concept of ‘The Fall’ and the important teachings of forgiveness. Later in upper key stage 2, children will enquire and express whether the story of creation from Genesis and the scientific viewpoints of the universe’s creation are conflicting or complimentary. Children will be encouraged to look at this current unit through a moral, ethical and logical viewpoint whilst understanding that different people believe different things.</p> <p><b>Year 2</b></p> <p>Children will explore this topic through the Philosophy lens thinking about what God means to different people. They will be encouraged to build upon and develop religious literacy and the skills needed to hold balanced and well-informed conversations about religion and worldviews. Children will have previously explored in Foundation Stage different festivals and special events for a variety of different religions. In Year 1 children will have looked at Christianity in more detail, including understanding the cross as a symbol. Previously in Year 2 children will also have looked at how Christians show their belonging to a faith family – through baptisms and Christenings and what these symbolise to individuals. They have explored Judaism and Hinduism and have a basic understanding of the importance of God in these religions. In this unit, children will learn about different beliefs of God from different religions. They will primarily look at Christian and Hindu beliefs and the idea of God within these religions. They will explore the views and opinions of people who choose not to follow a religion or have alternative views. Children will learn the terms ‘theist’, ‘atheist’ and ‘humanist’ and be aware that not all people do follow a set religion. By the end of the unit, children will be able to reflect on what they have learned and use this to help shape their views on religion and their own thoughts on a God. They will understand that different religious communities have their own beliefs, and this will shape their behaviours and guide their lives. This learning will further prepare children for lower key stage 2 where they will explore these religions in greater detail. Later in upper key stage 2, children will also explore the many different strands of Christianity and learn about the diversity of Christian beliefs.</p>
<p><b>Computing</b></p> 	<p><b>Year 1</b></p> <p>Children will be introduced to early programming concepts. They will explore using individual commands, both with other learners and as part of a computer program. They will identify what each command for the floor robot does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Children</p>

	<p>are also introduced to the initial stages of program design through the introduction of algorithms. In Summer 2, children will be introduced to on-screen programming through 'Scratch Jr'. They will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify and create programs. Children will be introduced to the initial stages of program design through the introduction of algorithms. The unit also introduces reading 'code' to predict what a program will do. Children will engage in aspects of program design, including outlining the project task and creating algorithms.</p> <p><b>Year 2</b></p> <p>In this unit, children will develop their understanding of instructions in sequences and the use of logical reasoning (computational thinking) to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. Children will also learn about design in programming. They will develop artwork and test it for use in a program. Children will design algorithms and then test those algorithms as programs and debug them. This unit emphasizes building children's understanding of computer programming, including introducing the skill of reading 'code' to anticipate program actions. Children will engage in aspects of program design, including outlining the project task and creating algorithms. In Summer 2, children will initially recap on learning from the Year 1 'Scratch Jr'. unit 'Programming B – Programming animations. Learners 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 'Scratch Jr' and realise these designs in 'Scratch Jr' using blocks of code. Finally, children will evaluate their work and make improvements to their programming projects.</p>
<p><b>Art and design</b></p> 	<p>Children will be taught to compare the differences and similarities between artists, materials and techniques from different cultures, styles and historical periods. Children will become more confident in articulating and valuing their own creative journeys by making links to artists such as Klee, Matisse and Himid. Children will explore and appreciate 'Castle and the Sun' a work created by the artist Paul Klee. Building on their work in reception, children will draw on influences of this artwork to learn the skill of mixing different primary and secondary colours together to create different shades. Children will learn that adding texture is a way of developing detail in artwork. In key stage 2, children will use the work of Romeo Britto to delve deeper into the influence and importance of diverse artists worldwide, enriching their own artistic journey. Additionally, they will continue to refine their colour mixing skills, learning to achieve lighter shades with more water and darker tones with additional paint. They will also explore colour families to master the contrast between light and dark tones.</p>
<p><b>Design Technology (DT)</b></p> 	<p>Children will use their creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Children will design purposeful, functional, appealing products of a toy house to use in our classroom based on a design criterion. They will learn to have the opportunity to explore existing toy houses, looking closely at the characteristics of materials and components and how they are assembled. Children will learn which materials and components create a stable structure and how to apply this to a design criterion and model. Children will select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] alongside selecting from a wide range of materials based on their characteristics. This will build upon prior knowledge gained in reception where children will be familiar with using construction toys for a purpose and this will ensure they have the ability to now build on these skills by being able to design, create and evaluate their own product. Knowledge gained in this unit will support future learning in key stage 2 where children will explore structures and mechanisms by measuring, marking out, cutting and shaping materials and components with some accuracy. Children's experiences in key stage 2 will further this development as they progress to making a strong, stiff shell structures by learning techniques such as corrugating, ribbing and corrugating.</p>

<p><b>Physical Education (PE)</b></p> 	<p><b>Games</b></p> <p>In this unit, children will learn to throw a beanbag underarm, revisit how to hold a short tennis racket, improve their throwing and catch skills using a large ball and the importance of tracking a ball and moving in line to receive it. This will build upon prior learning from the autumn term where they learnt about the importance of finding space in games to avoid collisions, how to throw underarm to a partner and how to hold a small racket correctly. Previously in EYFS, children have also learnt the importance of negotiating space, being aware and considerate of themselves and others as well as developing their ball skills including throwing, catching and kicking. Within the games unit, children will also have the opportunity to work collaboratively within small team and partner games and will be encouraged to build friendships and work collaboratively with every member of their class. Knowledge gained in this unit will support future learning in lower key stage 2 when children will learn how to feed a tennis or sponge ball accurately to a partner, how to hit a forehand shot with a racket and tennis or sponge ball, knowing how to stand to hit a forehand shot as well as learning tactics to make it difficult for their opposition.</p> <p><b>Athletics</b></p> <p>Previously, in EYFS, children have learnt how to move energetically, such as running, jumping, dancing, hopping, skipping and climbing as well as developing and refining a range of ball skills including: throwing. Children will learn how to throw a beanbag overarm and underarm with control and co-ordination as well as learning the importance of keeping a straight arm when throwing. They will also begin to build a variety of running techniques and use these with confidence by being able to increase and change speed. By the end of this unit, children will be able to jump from a standing position with accuracy and attain control and co-ordination as well as jumping for distance, taking off from 2 feet and landing on 2 feet safely. Knowledge gained from this unit will support future learning in lower key stage 2 when children will learn how to stand when throwing to improve control and coordination, knowing which types of throws to use depending on the distance, learn about different types of running including what they can do with their bodies to increase speed when sprinting. They will also learn strategies to improve the distance of their jumps.</p>
<p><b>Personal, social, health and economics (PSHE)</b></p> 	<p>Children will explore and understand what it means to be part of a community. Building on their learning from EYFS children will have developed the foundations of recognising how to build constructive and respectful relationships alongside developing ways to express their feelings and consider the feelings of others. Children will strengthen their understanding of having a sense of belonging and a mutual respect for others. Children will explore ways to strengthen their own personal development and see themselves as valuable individuals. They will learn how demonstrating good manners and sharing opinions can have a positive effect on building positive relationships. Children will be equipped with relationship building skills such as understanding the importance of fair and unfair from previous learning. They will have the tools to share healthy opinions, demonstrating and expecting good manners. With these tools, the children will embed their learning on what it means to be and feel part of a community. By using the relationship skills gathered, children will work hard to learn their role within their community and how they can work together to achieve an end goal. Learning these vital skills will prepare children as they enter key stage 2. Children will understand why it is important to behave responsibly and think of potential consequences for actions. This will equip children to know, understand and challenge discrimination and stereotype as they progress through their school life and beyond.</p>
<p><b>Music</b></p> 	<p><b><u>Year 1: Let's Perform Together</u></b></p> <p>This Unit of Work celebrates a wide range of musical styles which supports the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. Children will deepen their understanding of music by keeping a steady beat and playing or clapping simple rhythmic patterns using long and short sounds. They will</p>

also respond to different high and low pitches. Through improvisation practise, they will keep a steady beat, clap three-beat rhythms, creating long and short sounds and improvise using one, two or three notes, using C, D and E on a glockenspiel. This will build upon prior experience of improvising with notes C, D, E, F, G and A.

Listening and responding opportunities will include copying back actions, responding to questions about the music and enjoy learning facts about the genre. They will sing to an orchestral backing track including a melody that travels up and down (ascending and descending) and moves in leaps and steps. They will also learn to sing with energy and enthusiasm. This builds upon prior learning of singing to a melody that travels up and down and singing to melodies with long and short sounds. When children move to year 2, their knowledge in music will progress to clapping a 4-beat rhythm using long and short sounds, responding to questions using vocabulary, exploring feelings and thoughts towards the music.

### **Year 2: Exploring Improvisation**

This Unit of Work celebrates a wide range of musical styles which supports the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. Children will deepen their understanding of music through improvisation; they will use 2-beat rhythms utilising up to 5 notes (G A B C D) playing both glockenspiel and recorder in the styles of rock and jazz. Listening and responding opportunities will include: listening carefully and moving to the music, exploring feelings and some “Did you know?” facts about the song. This includes a composition by the famous composer John Williams. Through performance, children will learn to sing with good posture and actions, with clear voices, in jazz, rock and calypso styles. This unit of work builds upon prior knowledge of improvising/singing to Pop and Kwela backing tracks. When children move to year 3, their knowledge in music will progress by playing country music and using a graphic score / pitch notation.