



King of the Castle- Summer 2-Year 1 2018-19



| Science- Materials | History | Art and Design |
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| <ul style="list-style-type: none"> Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. | <ul style="list-style-type: none"> Events beyond memory that are significant nationally or globally (for example: the queen's coronation/reign) The lives of significant individuals in the past that have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Significant historical events... | <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. |

| Design and Technology | R.E. | Music | Computing- Computer Science |
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| <p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products. Evaluate their ideas and products about design criteria. <p>Technical knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms (eg: levers and sliders) | <p>What makes some places sacred?</p> <ul style="list-style-type: none"> Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. Ask good questions about what happens in a church. Show that they have begun to be aware that some people regularly worship God in different ways and in different places. | <ul style="list-style-type: none"> Exploring music and symbols Creating sounds with different texture and dynamic. Reading and playing a steady beat. Instrument selection Creative interpretation of musical symbols | <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. |

| English- | Maths |
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| <ul style="list-style-type: none"> To write a setting description. To write a recount of a real life events. To write instructions. To create an acrostic poem. To write a letter to my new class teacher. | <ul style="list-style-type: none"> To understand place value. To understand and answer multiplication and division calculations. To know and recognise coins. To name and give properties for 2D and 3D shapes. To recognise 1/2 and 1/4 of objects. To tell the time to o'clock and half past. To record measures by reading scales (weight) |

| SMSC/ Enrichment | British Values |
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| <ul style="list-style-type: none"> Assembly themes - Cultural/SEAL/Class Encourage children to take responsibility for their behaviour Reflection within lessons on progress/learning/next steps Pontefract Castle visit- 18th June 2019 Transition week- WC 15th July 2019 | <ul style="list-style-type: none"> To talk and write about their opinions and explain their views To care about other people's feelings and try to see things from their point of view To reflect on spiritual, moral, social and cultural issues To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom To think about people with different values and customs To think about the lives of people living in other places and times |