

Curriculum Plans. Class 2 Years 1 and 2 Summer 2017

<p>Science Cycle 1 Summer</p>	<p>1st half - Topic Katie Morag Looking at plants and animals in coastal Scotland.</p>
<p>Science Cycle 1 Summer</p>	<p>2nd half -Topic plants and animals in coastal regions around the world Working scientifically Y1/Y2</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions <ul style="list-style-type: none"> - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores <ul style="list-style-type: none"> - explore and compare the differences between things that are living, dead, and things that have never been alive - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other - identify and name a variety of plants and animals in their habitats, including micro-habitats - describe how animals obtain their food from plants and other animals using the idea of a simple food chain, and identify and name sources of food.
<p>History Cycle 1 Summer</p>	<p>1st half - Topic look Mairi Hedderwick the author of Katie Morag books. Relate to her stories of Struay and how her childhood helped her to write the stories.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>
<p>History Cycle 1 Summer</p>	<p>2nd half - Topic Look at past and present beach holidays. How clothes, food, leisure activities, transport changed over time in beach holidays in England. How the railways helped expand holidays for everyone.</p> <ul style="list-style-type: none"> - understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses - gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

<p>Geography Cycle 1 Summer</p>	<p>1st half - Topic where is the island of Struay in the British Isles? Find out where it is on British Isles. Look at the following points from the NC.</p> <ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans - 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 - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>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> <ul style="list-style-type: none"> - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
<p>Geography Cycle 1 Summer</p>	<p>2nd half - Look at different types of holiday beaches in the world. Look at world map, atlases and globes using Goole to find them and discuss the activities that are found there and how the climate and weather affects the type of activities available.</p> <ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans - 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 - 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 - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

<p>Art and Design Cycle 1 Summer</p>	<p>1st half - Y1/Y2 Andy Goldsworthy Look at the natural objects that are found on beaches and surrounding area and use them to make pictures in the style of Andy Goldsworthy.</p> <ul style="list-style-type: none"> - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - to use a range of materials creatively to design and make products
<p>Art and Design Cycle 1 Summer</p>	<p>2nd half - Y1/Y2_observational drawing of pebbles/ shells/ creating sea pictures/ stormy seas/ ice seas etc. Use different artists to inspire drawing and painting of the sea.</p> <ul style="list-style-type: none"> - 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
<p>Computing Cycle 1 Summer</p>	<p>1st half - Y1/Y2 (taught through Espresso: Coding)</p> <p>Pupils should be taught to:</p> <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 <p>1st half - teach Power Point to do presentation about the island and the characters.</p>
<p>Computing Cycle 1 Summer</p>	<p>2nd half Y1/Y2 - Use Espresso: coding as above</p> <p>2nd half Y1/Y2 -Teach how to use Publisher to create a leaflet of favourite seaside resorts and the activities found on them for families.</p>
<p>PE Cycle 1 Summer</p>	<p>1st half and 2nd half - Games and Athletics.</p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - participate in team games, developing simple tactics for attacking and defending
<p>Design and</p>	<p>1st half Y1/Y2 - Use the light house keepers Lunch story and design a lighthouse.</p>

<p>Technology Cycle 1 Summer</p>	<ul style="list-style-type: none"> - build structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. - build structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
<p>Design and Technology Cycle 1 Summer</p>	<p>2nd half Y1/y2 - Look at shops found at seaside and design a logo and bag for a fudge/sweet shop for a seaside resort.</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 - 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 - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria
<p>Music Cycle 1 Summer</p>	<p>1st half - Listen to Music from Scotland/ bagpipes</p> <p>2nd half -Listen to and evaluate brass bands from the seaside.</p> <p>Y1/Y2:</p> <ul style="list-style-type: none"> • perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence • understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •use their voices expressively and creatively by singing songs and speaking chants and rhymes •play tuned and untuned instruments musically •listen with concentration and understanding to a range of high-quality live and recorded music •experiment with, create, select and combine sounds using the interrelated dimensions of music
RE Cycle 1 Summer	<p>1st half Y1/Y2 - parables of Jesus RQ 3 Who are my neighbours?</p> <p>2nd half Y1/Y2 - Parables of Jesus RQ 6 How should we relate to others in the natural World?</p>
PSHE Cycle 1 Summer	<p>1st half Y1/Y2 - looking at friendships and families</p> <p>2nd half Y1/Y2 -Looking at personal safety on roads, around town and the internet.</p>