



Subject	Learning
History	History Of The Seaside taught in Summer 2
Geography	<p>Geography - Seaside</p> <ul style="list-style-type: none"> ● compare the human similarities and differences between living in a hot place and living in a cold place ● understand some of the key physical features of Norfolk coast. ● identify the location of hot and cold areas (North and South poles) of the world in relation to the Equator <ul style="list-style-type: none"> ● Draw a map of a real place with some drawn features, using aerial photographs for support ● Use class agreed symbols and begin to understand the need for a key ● Data is collected in groups using a method chosen by the teacher ● Discuss their fieldwork findings in groups <p><u>Key Vocabulary</u> hot, cold, equator, clothing, settlement, beach, cliff, valley, coast, mountain, ocean</p>
Art	<p>Knowledge</p> <ul style="list-style-type: none"> ● To link colours to natural and man-made objects. ● To say how other artists have used colour pattern and shape. ● To create a piece of work in response to another artist's work. <p>Skills</p> <ul style="list-style-type: none"> ● To use charcoal, pencil and pastels. ● to create light and dark tones. ● show patterns and texture. ● To use 3 grades of pencil (4B 8B HB) <p><u>Key vocabulary</u> engrave, France, hunt, mineral, prehistoric, stone age</p>
RE	<p>Christianity</p> <ul style="list-style-type: none"> ● Why do Christians trust Jesus and follow him? <p><u>Key Vocabulary</u> Trust, creed</p>

<p>Science</p>	<p>Living Things and their habitats</p> <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 different sources of food. <p>Key Vocabulary living, dead, habitat, microhabitat, woodland, meadow, hedgerow, pond</p>
<p>Working Scientifically</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. (TAPS ‘ DO’ – Woodlice Habitat) <p>Key Vocabulary describe, measurements, test, results, secondary sources, record</p>
<p>PE</p>	<p>Athletics</p> <ul style="list-style-type: none"> ● Show balance and coordination when running at different speeds. ● Link running and jumping movements with some control and balance. ● Show hopping and jumping movements with some balance and control. ● Change technique to throw for distance. ● Show control and balance when travelling at different speeds. ● Demonstrates balance and co-ordination when changing direction. ● Perform actions with increased control when co-ordinating their body with and without equipment. <p>Key vocabulary sprint, weight, take off, hurdle, speed</p> <p>School games value: teamwork</p>
<p>PE with Total Sports</p>	<p>Net and wall games</p> <ul style="list-style-type: none"> ● Throw and roll towards a target using varying techniques with some success. ● Catch an object passed to them, with and without a bounce. ● Move to track a ball and stop it using feet with limited success. ● Run, stop and change direction with balance and control. ● Move to space to help score goals or limit others scoring. ● Use simple tactics. <p>Key vocabulary overarm, collect, target, underarm, dribble, distance</p> <p>School games value: teamwork</p>
<p>Computing</p>	<p>Discovery Coding Level 2 Unit 1 – Lessons 4 and 5 complete to at least ‘build’ task. (Shark attack and Snow White)</p>

	<ul style="list-style-type: none"> To learn programs respond to different sorts of inputs, and that the keyboard can be used to control objects on screen. <p>Key Vocabulary output, input, pointer, key press, algorithm.</p> <p>E-Safety PiXL E-safety lesson 5 – top tips for staying safe online Friend, trustworthy, risk</p>
Music	<p>Title of unit: Friendship Song. Style of main song: Pop Unit theme: A song about being friends Performance focus: Playing their own compositions on instruments.</p> <p>Listening: Know that music has a steady pulse. Find the pulse as you are listening to the music by dancing, moving, swaying with your friends. Recognise and name two or more instruments/voices you can hear e.g. keyboard, drums, bass, a female singer, a glockenspiel. Know that this song is a ‘pop song’. Find the pulse: Children decide how they will move in time to the pulse. Clapping rhythms: Clap the rhythm of your name. Clap the rhythm of your favourite colour. Make up your own rhythms. Know that rhythm is different to pulse. Sing: In two parts. Play instruments: A range of untuned percussion and play a glockenspiel accurately and in time, as a performance, using up to three notes (C or E + G). Improvise: using notes C + D. Compose: A simple melody using simple rhythms, choosing from the notes E + G or E, G, A + B). Know that we add low and high sounds (pitch) when playing instruments.</p> <p>Key Vocabulary Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo, pop.</p>
PSHE and RSE (highlighted objectives are statutory)	<ul style="list-style-type: none"> R24 How to listen to other people and play and work cooperatively. R25 How to talk about and share their opinions on things that matter to them. L12 About the difference between needs and wants; that sometimes people may not always be able to have the things they want. L13 That money needs to be looked after; different ways of doing this. L16 Different jobs that people they know or people who work in the community do. L5 About the different roles and responsibilities people have in their community. L17 About some of the strengths and interests someone might need to do different jobs. R12 That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.
DT	Beach Buggies – taught in Summer 2
British Values	<p>Tolerance</p> <ul style="list-style-type: none"> Tolerance of those with different faiths and beliefs <p>Rule of Law</p> <ul style="list-style-type: none"> What does this mean and what rules do we have at Werrington Primary School Why are rules important? <p>Introduction to the protected characteristics</p>
SMSC	See PSHE, Sustainability & British Values.

