



Subject	Learning
History	<p>History - The History of the Seaside- Comparing the seaside past and present. Grace Darling- The life of Grace Darling and her achievements.</p> <p>Investigate and Interpret the Past</p> <ul style="list-style-type: none"> ● Pupils find out about the past using a variety of types of evidence and different sources. E.G- Photographs, visitor, audio files and secondary sources. ● Children begin to understand that there are different types of evidence and sources that can be used to help represent the past. ● Children use artefacts to ask and answer questions about the past. ● Children begin to choose their own sources of evidence. <p>World History People</p> <ul style="list-style-type: none"> ● Who was Grace Darling and why was she a significant person? ● Children can describe how events had an effect on people and places ● Children can talk about a range of significant people in the past. ● Children can recognize that there are reasons why people made the choices that they did. <p>World History Places</p> <ul style="list-style-type: none"> ● Children can describe how events had an effect on places. ● Children can talk about significant places in the past. <p>Understanding Chronology</p> <ul style="list-style-type: none"> ● Pupils can place events and artefacts on a timeline. ● Pupils can label timelines with words like past, present, old, newer and key dates. ● Children know when some famous historical events beyond living memory happened. ● Children can sequence events related to the life of a significant individual chronologically. <p>Key Vocabulary Observe, artefact, represent, past, present, future, recount, decade, century, Grace Darling, brave, storm, heroine, survive, rescue, memorial, evidence, research, historian, newspaper, opinion, Victorian times, seaside, promenade, puppet shows, bathing machine, train, document, change, steam engine, entertainment, improvement</p>
Geography	The Seaside - Covered in Summer 1
Art	Taught in Summer 1
RE	<p>Judaism</p> <ul style="list-style-type: none"> ● Why is the Torah such a joy for the Jewish community? <p>Key Vocabulary Simchat Torah, Bimah, synagogue, mezuzah, Moses, Holy Ark, Hebrew</p>
Science	<p>Living Things and their habitats</p> <ul style="list-style-type: none"> ● 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</p>

<p>Working Scientifically</p>	<p>food chain, prey, predator, camouflage, protection exercise, hygiene, balanced diet</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 (TAPS 'REVIEW' – Nature Spotters) ● Using their observations and ideas to suggest answers to questions ● Gathering and recording data to help in answering questions. <p>Key Vocabulary identify, sort, group, compare, differences, similarities, describe</p>
<p>PE</p>	<p>Swimming</p> <p>The following statements are from the Star Swimming Award Scheme Level 1:</p> <ul style="list-style-type: none"> ● Answer a question on pool safety ● Enter the pool correctly ● Move freely around the pool in a hop, skip or jump ● Blow bubbles in the water for 5 seconds ● Swim 5 metres on the front with aids ● Holding the side, demonstrate an alternating leg kick on their front ● Holding the side, demonstrate an alternating leg kick on their back ● Holding the side, demonstrate a simultaneous leg kick on their front ● Standing shoulders submerged, demonstrate front crawl arms ● Perform a safe self-rescue <p>All of the children are swim tested at the beginning of the unit and may be assessed on other statements. The statements range from Level 1-5.</p> <p>Key vocabulary Enter, Exit, Float, Glide, Pull</p> <p>School games value: self-belief</p>
<p>PE with Total Sports</p>	<p>Striking and fielding</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. ● Strike a ball using a racket. ● 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 Fielder, Send, Teammate, Runs, Batter, Received, Bowler</p> <p>School games value: self-belief</p>
<p>Computing</p>	<p>Switched On Computing 2.4 – We are researchers - Presentations of findings</p> <ul style="list-style-type: none"> ● develop research skills through searching for information on the internet ● develop presentation skills through creating and delivering a short multimedia presentation. <p>Key Vocabulary search, research, web browser, search engine</p> <p>Plus</p> <p>Teach Computing Networking and Computer Systems focus:</p> <p>Year 2 – IT around us: Lesson 3 – IT in the world</p> <ul style="list-style-type: none"> ● I can find examples of information technology ● I can sort IT by where it is found

	<ul style="list-style-type: none"> • I can talk about uses of information technology <p>Key Vocabulary IT, purpose, input</p>
Music	<p>Charanga unit: Friendship Song. Style of main song: Pop Unit theme: A song about being friends Performance focus: Playing their own compositions on instruments. 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"> • 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. • H7 About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. • H8 How to keep safe in the sun and protect skin from sun damage. • H37 About things that people can put into their body or on their skin; how these can affect how people feel. • H10 About the people who help us to stay physically healthy. • H24 How to manage when finding things difficult. • H25 To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). • H26 About growing and changing from young to old and how people's needs change. • H27 About preparing to move to a new class/year group. • L3 About things they can do to help look after their environment. <p>Key vocabulary vulva, vagina, penis, testicles, genitalia</p>
DT	<p>Mechanisms - beach buggy</p> <ul style="list-style-type: none"> • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project. <p>Key Vocabulary vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used</p>
British Values	<p>Protected characteristics</p> <ul style="list-style-type: none"> • What is discrimination? • Understanding different types of discrimination.

	<ul style="list-style-type: none">• We are all different – linked to the protected characteristics within Werrington Primary School
SMSC	See PSHE, Sustainability & British Values.