

Design Technology

Focus: Evaluate – existing ideas & products
– I can explore & evaluate a range of existing products.
Technical Aspect: Mechanisms
– I can explore & use mechanisms (wheels & axles) in my product.

Art and Design

Use a range of materials creatively to design and make products. (Shoe box habitats)

Science

Seasonal changes
Observe changes over the four seasons.
Observe and describe the weather associated with the seasons.

Computing

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Science (1st half term)

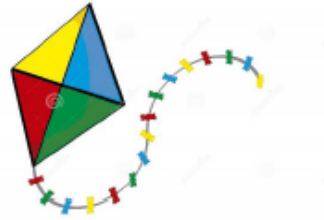
Habitats: pond life (including tadpole / frog life cycle)

- 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

Geography

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

TERM 6: Land, Air and Sea



History

- 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. Mary Seacole and/or Florence Nightingale and Edith Cavell.

RE

What can we find out about Hindu beliefs?

Introducing Hindu beliefs about God, worship (including in home and at the mandir)

Belief, Expressions of Belief

PHSCE

Keeping ourselves and others safe
Heartstart – basic lifesaving
looking at risks, safety and emergency situations.

TERM 6: Non-Theme Land, Air and Sea

MUSIC- Composing
Experiment with, create select and combine sounds using the inter-related dimensions of music.
TVMS- Charanga- Freestyle Dinosaurs!

Computing
Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Physical Education

1. Dance
2. Athletics

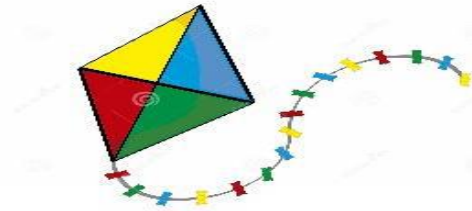
Pupils should be taught to:

- ♣ master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities
- ♣ perform dances using simple movement patterns



Year 1/2 Term 6 : Land, Air and Sea- Theme

Vocabulary		Knowledge
woodland		I can match animals to their habitats.
ponds	sea	I can name different sorts of habitats around the world.
rainforest		I can name some different sources of food for animals.
desert		
species		I know how animals find their food.
microhabitats		
aerial		I can name the human and physical features in school grounds.
map	key	
human features		I know how to recognise a building on a map.
Physical features		
symbol		I know how to represent a field on a map
fieldwork		I know what an aerial view looks like.
grounds		
view		I know how to create a simple key.
environment		I know what things look like from above.
local		



Objectives – Science and Geography

Science

Habitats: pond life (including tadpole / frog life cycle)

- 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

Seasonal changes

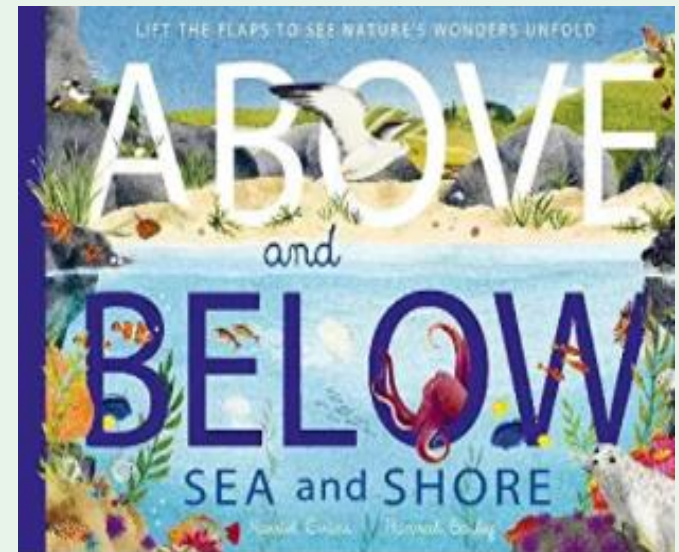
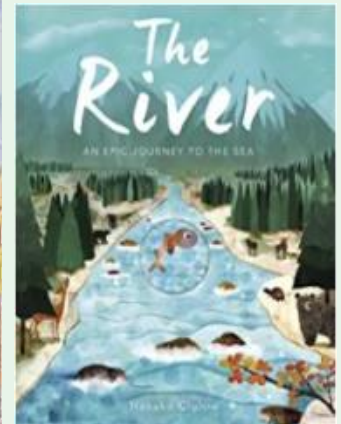
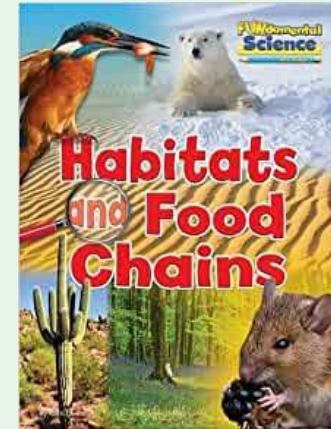
Observe changes over the four seasons.

Observe and describe the weather associated with the seasons.

Geography

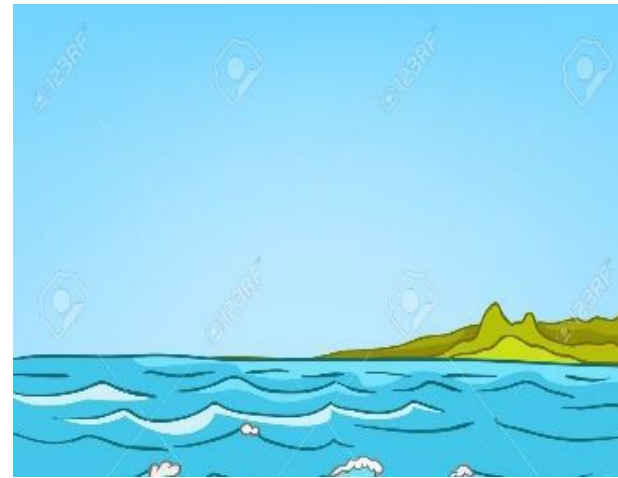
Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Exciting Books

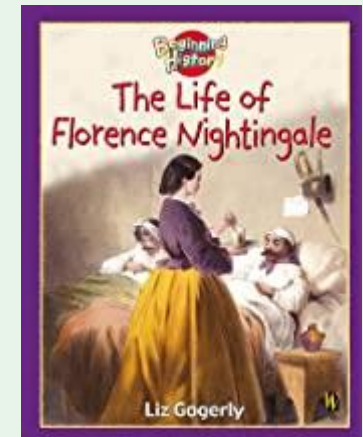


Year 1/2 Term 6 : Land, Air and Sea- Theme

Vocabulary	Knowledge and Skills
chronology	I know Florence Nightingale and Mary Seacole were a nurses in the Crimean War.
Significant achievement	I can identify some changes Florence and Mary made with the treatment of soldiers.
nursing improve	I know about the role of woman in Victorian times.
First World War	I can talk about the differences and similarities in the lives of Florence Nightingale / Mary Seacole and Edith Cavel.
Crimean	
Compare contribution	I have an understanding of the chronology of the historical periods in which Florence Nightingale / Mary Seacole and Edith Cavel lived.
succeed	I can recall some key facts about the experiences of Florence Nightingale / Mary Seacole and Edith Cavel.
discovery	I can recall some key facts about the experiences of the Wright brothers and Amy Johnson.
remember	
instruments	I can make sounds and recognise they give a message.
percussion	I know the names of classroom instruments.
sound	I know how to create and chose sounds in response to a given stimulus.
beaters	
together	I know how sounds can be changed.
Project	I know how to work collaboratively in a small group.



Exciting Books



Objectives – History and Music

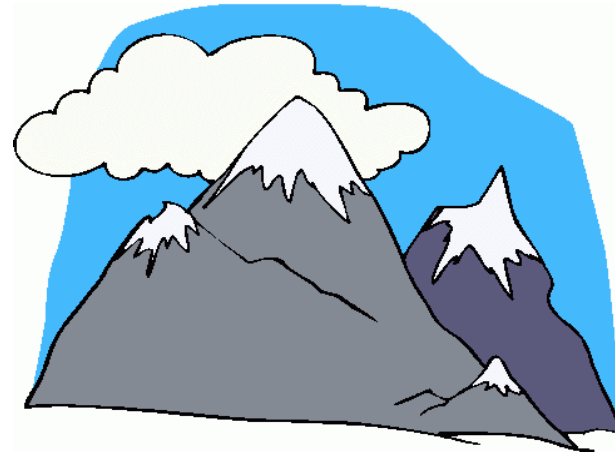
History
Pupils are taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Mary Seacole and/or Florence Nightingale and Edith Cavel, the Wright brothers and Amy Johnson.

MUSIC- Composing
Experiment with, create select and combine sounds using the inter-related dimensions of music.

TVMS- Charanga- Freestyle

Year 1/2 Term 6 : Land, Air and Sea– Non Theme

Vocabulary		Knowledge
worship	shrine	Know that Hindus worship and the Mandir and at home.
puja	symbol	Recognise artefacts used in Hindu worship and know how they are used.
offering	mandir	
Diwali		I understand how Hindu's show belonging.
Rama		I know stories from Hindu scriptures with a moral e.g., Rama and Sita.
Non-fiction		I can make a fact file on a non-fiction topic.
presentation		I can make a quiz about a class topic.
audience	topic	I can make a presentation to the class.
concept map		I know how to use 2 quiz, 1publish and 2 connect.



Objectives –Religious Education and Computing

Religious Education

What can we find out about Hindu beliefs?

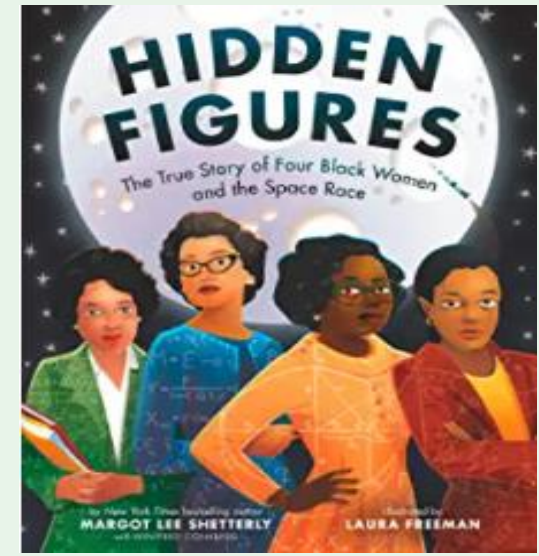
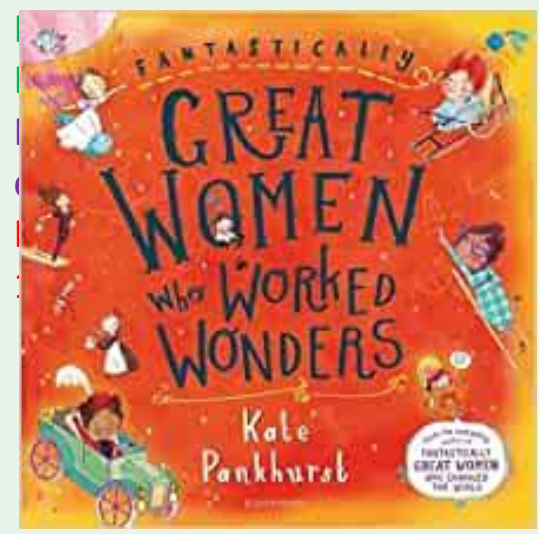
Introducing Hindu beliefs about God, worship (including in home and at the mandir) Belief,

Expressions of Belief

Computing

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Exciting Books



Year 1/2 Term 6: Land, Air and Sea– Non Theme

Vocabulary		Knowledge
Design brief		I know what products are.
Design specification		I know who products are for.
make	Evaluate	I know what products are for
User	Purpose	I know how products work.
function	Product	I know how products are used.
Effectiveness		I know where products might be used.
Mechanism		I know what products are made from.
wheel	axle	I know what I like & dislike about products.
Chasis		I understand mechanisms are a collection of moving parts that work together in a machine.
Dowel		I understand that there is an input and an output in a mechanism
card	Paper	I can explore wheel mechanisms. I understand how axels help wheels to move a vehicle.
strength	Join	
Masking tape		
Shape		
frame		



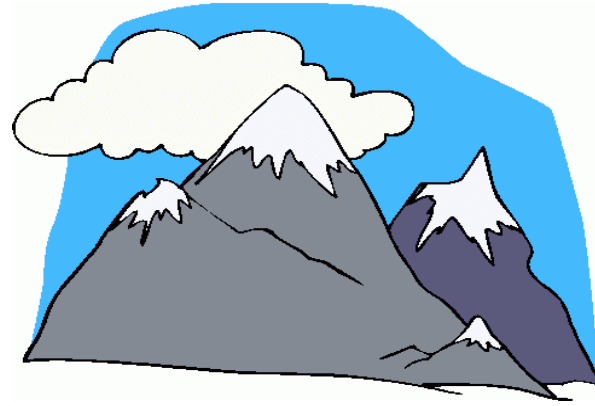
Objectives - Design Technology

Focus: Evaluate – existing ideas & products
 – I can explore & evaluate a range of existing products.
 Technical Aspect: Mechanisms
 – I can explore & use mechanisms (wheels & axles) in my product.

Exciting Books

Year 1/2 Term 6 : Land, Air and Sea– Non Theme

Vocabulary		Knowledge
stranger	unsafe	I know how to keep safe online.
Emergency		I know what an emergency is.
Medicines		I know who to contact in an emergency.
Poisons		I understand 'stranger danger'
Online safety		I know about medicines and poisons and keeping safe.
Contacts		
Danger		Choose appropriate shapes in their sculpture design
texture	model	I know how to choose the correct materials to complete my design.
Work of art	3D	I know what a habitat is.
sculpture	habitat	I can choose the correct materials to showcase a habitat.
materials	carving	I can use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card.
design		I can use a variety of techniques, e.g. rolling, cutting, pinching.
sculpture		I can use a variety of shapes, including lines and texture.



Objectives –PHSE / RSE, Art and Design

PHSCE
Keeping ourselves and others safe
Heartstart – basic lifesaving looking at risks, safety and emergency situations.

Art and Design
Use a range of materials creatively to design and make products. (Shoe box habitats)

Exciting Books

