

**Project Coverage Overview**

**Summer Term Year 1/2**

**Projects: Where can I go on holiday? / What were holidays like in the past?**



As writers we will ...	As artists we will ...	As mathematicians we will ...	As musicians we will ...	In RE we will ...
<ul style="list-style-type: none"> <li>Write setting and characters descriptions linked to our Geography learning through the texts, 'Lila and the Secret of Rain' and 'Meerkat Mail'</li> <li>Write a postcard to recount events from stories or real events</li> <li>Write a non-chronological report about meerkats</li> <li>Write a diary in the role of a character from a story</li> <li>Write a recount of a school visit.</li> <li>Write a poem about the sounds of the sea (music link)</li> </ul> <p>Continue to develop our knowledge of grammar, punctuation and spelling:</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Learn how to add -ed and -ing to verbs to show past and present tense</li> <li>Use and to join words and clauses</li> <li>Use capital letters for the starts of sentences and proper nouns</li> <li>Use exclamation marks and question marks in our writing.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Identifying the past and present tense, including the progressive form</li> <li>Using apostrophes for both contraction and singular possession</li> <li>Recognise nouns, adjectives, verbs and adverbs</li> <li>Use a range of conjunctions and commas in our writing</li> <li>Punctuate sentences accurately with . ? , and capital letters.</li> </ul>	<ul style="list-style-type: none"> <li>study the work of Megan Coyle and Eric Carle to inspire our own animal collages, discussing our personal opinions of their art.</li> <li>discuss, recognise and use warm and cold colours while drawing and painting.</li> <li>explore using different drawing materials to make marks while drawing a realistic lion's face.</li> <li>develop our collages; exploring tearing, cutting and layering papers to create effects using different papers and materials.</li> <li>create our own painted paper in the style of Eric Carle painting expressively; exploring using different painting techniques to create effects.</li> <li>develop our skills in orally describing our thoughts, ideas and intentions about our work as well as offering advice to others.</li> <li>Create a portrait of Queen Elizabeth II, inspired by Romero Britto, to celebrate the Queen's platinum jubilee which will be displayed in our Neville's Cross art gallery.</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Recognise, compare and order numbers to 100.</li> <li>Identify the place value of 2-digit numbers</li> <li>Through practical activities, learn how to group and share objects (multiplication and division)</li> <li>Learn how to double numbers.</li> <li>Find a half and quarter of shapes, objects and numbers</li> <li>Recognise UK coins</li> <li>Tell the time (o'clock and half-past)</li> <li>Describe turns and use positional and directional language</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Learn how to measure length in cm and m and to draw lines to certain lengths</li> <li>Read scales with marked and unmarked divisions within the context of mass, capacity and temperature</li> <li>Learn how to read the time on analogue clocks, beginning with quarter past and quarter to times, extending to the nearest 5 minutes</li> <li>Learn how to interpret and present information in a variety of ways including tally charts, pictograms and bar graphs.</li> <li>Solve a range of problems within the four operations and fractions</li> <li>Learn about position and direction, including mathematical language and about full, half and quarter turns, clockwise and anti-clockwise.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and appraise a variety of songs from movie soundtracks.</li> <li>Use imagination to respond with words, pictures and sounds.</li> <li>Create a musical performance to accompany movie sound track songs.</li> <li>Sing songs with phrasing and musical expression.</li> <li>Explore changing dynamics and tempo.</li> </ul> <ul style="list-style-type: none"> <li>Explore a variety of classical music.</li> <li>Identify instruments by the way they sound</li> <li>Copy different rhythms and use a rhythm grid and time signature to record length of notes.</li> <li>Compose 4 bar patterns using rhythms and then notes.</li> <li>Perform as part of a group or class.</li> <li>Record and evaluate performances.</li> </ul>	<p>Be exploring Buddhism and finding out about the Buddha.</p> <p>Through our unit, <i>What can we find out about the Buddha?</i> we will follow an enquiry approach to our lessons to answer these questions:</p> <ul style="list-style-type: none"> <li>When and where was Buddha born?</li> <li>What can we learn from the story of Siddhartha and the Swan?</li> <li>What can we learn from the story of the Monkey King?</li> <li>Why did Prince Siddhartha leave home?</li> <li>What happened at The Bodhi Tree?</li> <li>Why did Angulimala change?</li> <li>Why do Buddhists tell the story of The Angry Elephant?</li> <li>So, what have we found out about Buddha?</li> </ul>
As readers we will ...	As designers we will ...			
<ul style="list-style-type: none"> <li>Read a range of stories from other cultures</li> <li>Read a range of non-fiction texts to develop our knowledge across the curriculum</li> <li>Develop our comprehension skills through the VIPERS approach by exploring a range of fiction, non-fiction and poems linked to the theme of seaside holidays, holidays from the past, coasts and Kenya or Africa.</li> <li>Work on our fluency by re-reading texts and practising our expression and intonation</li> </ul>	<ul style="list-style-type: none"> <li>Design a purposeful vehicle with a focus on the use and working of wheels and axels , functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups</li> <li>Select from and use a range of tools and equipment to perform practical tasks</li> <li>Select from and use a wide range of fabrics</li> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas and products against design criteria</li> </ul>			
As geographers we will ...	As scientists we will ...	As historians we will ...	As citizens we will ...	In PE we will ....

<p>Explore the question: 'Where can we go on holiday?' As part of this unit, we will focus on a study of contrasting locations: a UK seaside town and Kenya. Throughout the unit, we will follow an enquiry approach to our lessons to explore the following questions:</p> <ol style="list-style-type: none"> <li>1. Where can I go on a seaside holiday in the UK?</li> <li>2. Can you describe the physical and human features of the seaside?</li> <li>3. Can you describe places and routes on a map?</li> <li>4. Can you describe a Seaside town in the UK?</li> <li>5. What do maps tell me about Kenya?</li> <li>6. How does Kenya differ from the seaside?</li> <li>7. Where shall we go?</li> </ol>	<p>Be learning about living things and their habitats. Throughout our unit, we will follow an enquiry approach to our lessons to answer these questions:</p> <ul style="list-style-type: none"> <li>• What does it mean to be living?</li> <li>• How can we group things which are living, dead or have never been alive?</li> <li>• What is a habitat and what are the needs of a habitat?</li> <li>• What living things can be found in a pond?</li> <li>• What is a microhabitat? What microhabitats do we have in our school grounds and what lives there?</li> <li>• What conditions do woodlice prefer to live in?</li> <li>• Would we find the same living things in a flowerbed and a rockpool?</li> <li>• Which living things can survive in a hot desert?</li> <li>• Can anything survive at the bottom of the ocean in the Abyss?</li> <li>• How do living things depend on one another? What would happen if all the trees were cut down?</li> <li>• What would happen if there was no sun? (Food chains)</li> </ul>	<p>Be learning what seaside holidays were like in the past. Through examining a range of artefacts and sources, we will explore the following enquiry questions:</p> <ul style="list-style-type: none"> <li>• What can we do at the seaside today when we go on holiday?</li> <li>• How did people travel to the seaside 100 years ago?</li> <li>• Did people wear the same things we do at the beach?</li> <li>• What did you do on holiday over 100 years ago?</li> <li>• So, how have seaside holidays changed since the Victorian times?</li> </ul>	<p>Be learning about relationships and how we change.</p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Know and identify members of our family, discussing what it feels like to belong.</li> <li>• Identify features of being a good friend and understand how to make new friends.</li> <li>• Understand appropriate and inappropriate behaviour when greeting friends.</li> <li>• Know how to greet friends appropriately.</li> <li>• Know how to seek help and support in the community if/when I need it.</li> <li>• Recognise and praise my own personal qualities as someone's friend.</li> <li>• Express feelings about friends and appreciate those who are special to me.</li> </ul> <p><b>Changing me</b></p> <ul style="list-style-type: none"> <li>• Understand lifecycles of humans and animals and understand how we change. Recognise how I have changed and that changes in me are OK</li> <li>• I can explain how my body has changed since I was a baby and understand that everyone changes at different rates.</li> <li>• I can identify parts of boys and girls bodies and respect my parts are private.</li> <li>• I understand that learning is me changing and enjoy learning new things. I can tell you about changes in my life and learn how to cope with changes.</li> </ul>	<p><b>Games for Understanding – Attack and Defence</b></p> <ul style="list-style-type: none"> <li>• Create and apply simple tactics for attacking and defending</li> <li>• Know why rules are important in a game.</li> </ul> <p><b>Team Building</b></p> <ul style="list-style-type: none"> <li>• Develop teamwork in pairs and small teams to complete challenges</li> <li>• Understand what makes an effective team and why we must include everyone.</li> </ul> <p>In Computing we will ...</p> <p><b>Computer Science</b></p> <p>Be developing our coding and programming skills using the Codeapillars and Beebots.</p> <ul style="list-style-type: none"> <li>• Creating simple algorithms to accomplish a goal</li> <li>• Debugging algorithms to correct our code</li> <li>• Solving problems</li> </ul> <p><b>Digital literacy and online safety</b></p> <p>In our digital literacy work we will be focusing on managing online behaviour so that we have an awareness of how to keep safe online.</p>
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