### Summer 1: A place for everything

<table>
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<tr>
<th>Launch: Visit to Goss moor</th>
<th>Landing: An afternoon with year 1 sharing our Eye spy booklets.</th>
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**English:** Research and information text – I Spy Booklet, A climate calamity – story writing,

**Maths:** Fractions and other key objectives

**Science:**
- I can group living things in a range of ways.
- I can generate questions to use in a classification key.
- I can use a key to identify invertebrates.
- I can create a classification key.
- I can recognise positive and negative changes to the local environment.
- I can describe environmental dangers to endangered species.

**History:**

**Geography:**
- I am learning to:
  - use the eight points of a compass
  - use 4 figure grid references
  - recognise features on ordnance survey (OS) maps
- I am learning to:
  - use fieldwork to observe human and physical features on OS maps and in a local area
  - record physical and human features on a sketch map
  - locate and describe information given on OS maps

**Objectives:**
- I am learning to:
  - use observations made during fieldwork to construct sketch maps
  - record physical and human features on a sketch map.
- I am learning to:
  - measure and make an accurate plan of a small local area

**Design and Technology/ ART**

**Art:**
- I can draw an insect in pencil.
- I can show colours.
- I can design a mosaic.
- I can make a puppet.
- I can make a 3D model.
- I can finish a 3D model.
- I can use my sketchbook.
- I can tell you about the artist Louise Bourgeois.
- I can cut out large sections for cellophane.
- I can tell you about the artist Jennifer Angus.
I can create a sketch book which shows the journey of my ideas and inspiration. I can evaluate and revisit initial sketches before completing my final pieces of work.

I can develop my skills using a wide range of media and can apply them confidently and precisely across a variety of artistic styles and genres.

I have explored the work and style of a collection of great artists, designers and architects and can identify the key features of their work.

**Computing:** Stop animation

I am able to use and combine a range of software tools, including the internet, to produce a variety of digital content and programs to meet a specific brief. I can collect, analyse and evaluate information before presenting it appropriately for the intended audience and purpose.

**PE:** I can develop sound skills in running, jumping, throwing and catching, and can combine them effectively to participate in a range of sports.

I have enjoyed a wide variety of sports and games I have participated in, and I am able to apply my attacking and defending skills well.

**RE:**

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<tr>
<th>Level 1</th>
<th>AT1</th>
<th>AT2</th>
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<tbody>
<tr>
<td>I can use the right names for things that are special to Jews.</td>
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<td>I can start to express an opinion about what might be important to Jews.</td>
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<tr>
<th>Level 2</th>
<th>AT1</th>
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<tbody>
<tr>
<td>I can describe one of the ways Jews show commitment to God.</td>
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<td>I can talk about something that is important to Jews and can express understanding as to how it might feel to do this if I were Jewish.</td>
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<tr>
<th>Level 3</th>
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<tbody>
<tr>
<td>I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways.</td>
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<tr>
<td>I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.</td>
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<th>Level 4</th>
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<td>I can describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others.</td>
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<tr>
<td>I can start to explain which ways might be the best ways for Jews to show their commitment to God and offer a reason.</td>
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<th>Level 5</th>
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<tr>
<td>I can explain why it is important for Jews to show their commitment to God and can describe different ways they choose to do this.</td>
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<tr>
<td>I can express my opinion as to what would be the best way for a Jew to show commitment to God and give reasons.</td>
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PSHE/British Values:
Animal Care: Creature Kindness
1. PSHE
   □ To understand the importance of looking after others in our care.
2. Non-Statutory Guidelines for PSHE & Citizenship
   Charitable Giving
   □ To realise the consequences of anti-social and aggressive behaviours (2c)
   □ To realise that there are different kinds of responsibilities, rights and duties (2d)
   □ To be aware of different types of relationships... and to develop the skills to be effective in relationships (4c)

‘Equal Opportunities’
Key Learning Objectives:
1. Charitable Giving
   □ To know that charities can play an important role in creating a more equal society.

2. Citizenship
   □ To recognise the role of voluntary, community and pressure groups (2h)
   □ To recognise and challenge stereotypes (4e)
   □ To know that similarities and differences between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability (4f)

‘Coming to Britain’
Key Learning Objectives:
1. PSHE
   □ To understand what it is like to join a new community.

2. Citizenship
   □ To understand how immigration can enrich our country.

3. Non-Statutory Guidelines for PSHE & Citizenship
   □ To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (2i)
   □ To know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability (4f)

Music:
This is a six-week Unit of Work. All the learning in this unit is focused around one song: Lean On Me.
   1. Listen & Appraise
      □ I enjoy listening to a variety of music from all over the world, different times and traditions. I can sometimes place them in their historical
context. I am starting to recognise / identify different style indicators and different instruments and their sound.

I can find the pulse through movement when listening to music. I can explain that the pulse is the musical heartbeat and that it is the foundation of a piece of music. Every piece of music has a pulse but it is different.

I am using more musical words / language to describe the music we listen to and my feelings towards it.

I pay attention and concentrate when my friends talk about the music we have listened to. I can comment and discuss respectfully.

I understand how pulse, rhythm, pitch and also tempo, dynamics, timbre, texture and structure fit into the music we listen to – I can explain some of these.

2. Musical Activity

I can find the pulse on my own when listening to a piece of music or with a games.

I understand that the pulse is the foundation of all music, it is the musical heartbeat. I can demonstrate this on my own using move.

I can explain / demonstrate how pulse, rhythm and pitch work together to create a song.

I can make up/improvise my own rhythm and simple melody using my voice.

I can explain how some of the other dimensions of music are sprinkled through our songs and pieces. Here are some examples using tempo, dynamics, timbre, texture, structure.

Please see the rest of the Learning Objectives for this unit with attached Charanga planning.

**Outdoor Learning:** Outdoor learning in meadow. Goss moor visit for science and story writing.