

Subject	Summer 2A Lost Words / Animals	
	KS1	KS2
Geography	<p>Rivers / Water cycle – Develop geographical vocabulary Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea, ocean, river</p>	<p>Rivers / Water cycle Y3/Y4 Describe and understand key aspects of physical geography including: rivers, mountains and the water cycle Use fieldwork to observe, measure, record and present the human and physical features in the local area. Y5/Y6 Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle. Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>
History	N/A	N/A
Science	<p>Animals, Living things and their habitats, Life cycles 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 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 Explore and compare the differences between things that are living, dead, and things that have never been alive Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>Animals (not humans), Living things and their habitats , Life cycles Y3/Y4 Recognise that living things can be grouped in a variety of ways Construct and interpret a variety of food chains, identifying producers, predators and prey Y5/ Y6 Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics Identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p>
Art	<p>Animal Collage ask and answer questions about starting points for their work try different materials and methods to improve</p>	<p>Animal Collage question and make observations about starting points, and respond positively to suggestions adapt and refine ideas</p>

	<p>describe differences & similarities between different practices & disciplines, making links to own work.</p> <p>use key vocab to demo knowledge and understanding in this strand: work, work of art, idea, starting point, observe, design, improve.</p> <p>create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc.</p> <p>collect, sort and group materials for different purposes in different ways/shapes, i.e. texture, colour</p> <p>arrange and glue materials to different backgrounds</p> <p>fold, crumple, tear and overlap paper</p> <p>use key vocab to demo knowledge and understanding in this strand: collage, squares, gaps, mosaic, cut, place, arrange</p>	<p>use key vocabulary to demo knowledge and understanding: line, pattern, texture, form, record, detail, question, observe, refine</p> <p>select colours and materials to create effect, giving reasons for their choices</p> <p>refine work as they go to ensure precision</p> <p>learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage</p> <p>use key vocab to demo knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</p> <p>add collage to a painted or printed background</p> <p>create and arrange accurate patterns</p> <p>use a range of mixed media</p> <p>plan and design a collage</p>
DT	<p>Imaginary Animal (Sewing)</p> <p>with help, measure and mark out</p> <p>cut, shape and score materials with some accuracy</p> <p>demonstrate how to cut, shape and join fabric to make a simple product</p> <p>manipulate fabrics in simple ways to create the desired effect</p> <p>use a basic running stitch</p>	<p>Imaginary Animal (Sewing)</p> <p>cut, shape and score materials with some degree of accuracy</p> <p>assemble, join and combine material and components with some degree of accuracy</p> <p>demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product (See Art)</p> <p>join textiles with an appropriate sewing technique (See Art)</p> <p>begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics</p>
PE	<p>Forest Schools / Swimming</p> <p>Children learn basic water confidence skills in preparation for lessons</p> <p>Children will learn swimming is fun and enjoyable by using a games-led approach to learning to swim</p>	<p>Adventurous Activities (6-week course of Kayaking and camping Residential 2020)/ Swimming</p> <p>Children learn to pace themselves in floating and swimming challenges related to speed, distance and personal survival.</p> <p>Children use recognised arm and leg actions, lying on their front and back.</p> <p>Children learn to swim unaided for a sustained period of time over a distance of at least 25 metres.</p> <p>Perform safe self-rescue in different water-based situations.</p> <p>Children use a range of strokes effectively e.g. front crawl, backstroke and breaststroke</p>
Music	<p>Play tuned and untuned instruments (Music in the environment)</p> <p>Compose / Play and Perform</p>	<p>Play tuned and untuned instruments (Music in the environment) Compose / Play and Perform – Musical notation</p>
Computing	N/A	N/A