

SUMMER 2 – OLYMPICS

	Curriculum Objective	Key Skills	Additional Key Vocabulary	
Science	<p>Seasonal changes *observe changes across the four seasons *observe and describe weather associated with the seasons</p> <p>Animals. Including humans *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>SEASONAL CHANGES Can I name the 4 seasons? Can I describe the weather associated with each season? Can I name the months related to each season?</p> <p>ANIMALS, INCLUDING HUMANS Can I name the parts of the human body? Can I talk about what each body part is used for? Can I name the 5 senses? Can I talk about the uses of the senses?</p>	Summer Autumn Winter Spring head neck arms elbows legs knees face	ears eyes hair mouth teeth sight taste smell hearing touch
History	<p>* the lives of significant individuals in the past who have contributed to national and international achievements * events beyond living memory that are significant nationally or globally</p> <p>Famous Olympians London 2012</p>	<p>CHRONOLOGICAL UNDERSTANDING Can I understand the difference between things that happened in the past and in the present? Can I say some things that happened to other people in the past? Can I put a few events or objects in order of when they happened? Can I use words and phrases such as: now, yesterday, last week, before I was born, a long time ago?</p> <p>HISTORICAL KNOWLEDGE Can I talk about how people lived before I was born? Can I describe some events from the past? Can I explain why some people in the past acted the way they did?</p> <p>HISTORICAL ENQUIRY Can I use different sources to find out about the past? Can I use what I already know to make links between different events? Can I answer questions about past events using before and after to describe when something happened? Can I use artefacts to understand how people lived in the past?</p>	Olympics sport competition athlete past present decade year	Summer Olympian London Tokyo Japan event winner medal
Geography	<p>Human and physical geography * identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles * use basic geographical vocabulary to refer to: key human features, including: city, town, village</p> <p>Geographical skills and fieldwork * use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Locational Knowledge * name and locate the world's seven continents and five oceans * name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>HUMAN AND PHYSICAL GEOGRAPHY Can I link the different seasons to their weather? Can I discuss the weather in Barrow and its similarities to the rest of the UK? Can I talk about different weather around the world?</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK Can I use maps and atlases to locate the UK? Can I find the 4 countries of the UK on a map? Can I find different countries on maps, atlases and globes?</p> <p>LOCATIONAL KNOWLEDGE Can I find and name the 7 continents on a map? Can I find and name the 5 oceans on a map? Can I name the 4 countries of the UK and their capital cities? Can I name the surrounding seas of the UK?</p>	Summer weather season diary date hot cold world atlas globe continent ocean country	capital city city town village North Pole South Pole United Kingdom England Scotland Wales Northern Ireland
Art & Design	<p>* use a range of materials creatively to design and make products *to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>PAINTING Can I experiment with using different tools and techniques, including different brush sizes and types? Can I work on different scales? Can I mix appropriate colours? Can I use different materials to create different textures?</p> <p>SCULPTURE Can I use materials and tools safely? Can I choose and use appropriate materials for my artwork?</p>	clay imprint carve	etch shape sculpt
Design and Technology	<p>Design *design purposeful, functional, appealing products for themselves and other users based on design criteria *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make *select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate *explore and evaluate a range of existing products *evaluate their ideas and products against design criteria</p>	<p>DESIGN Can I use pictures and words to describe what I am going to do? Can I use features of familiar products in my design? Can I explain why I have included aspects of my design?</p> <p>MAKE Can I use tools safely and effectively to make different products? Can I make simple products, by marking, measuring and cutting different materials?</p> <p>EVALUATE Can I describe why I have chosen to use specific materials? Can I describe how my product turned out? Can I be critical of my work and explain what went right/wrong and what I would do differently next time?</p>	design colour fabric cutting outline	template outfit uniform material textile
Computing	<p>*recognise common uses of information technology beyond school. *use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>TEXT AND IMAGES Can I save and print my work? Can I find my work on a computer and open it to make changes? Can I use the space bar, shift, enter and arrow keys to make changes to text? Can I use the mouse effectively when making a text document?</p> <p>DIGITAL RESEARCH Can I explain what different technology is used for? Can I use technology to find out information and share what I have found with others? Can I use the internet and other computer programs safely?</p>	poster test images research search save print	alter amend delete font text text box
Music	<p>* use their voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music * experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Can I listen carefully to the music and to others when I am singing? Can I experiment with different sounds, using instruments and my own body? Can I perform for adults and my peers? Can I begin to compose my own tunes? Can I describe what I can hear when listening to different music? Can I identify some different instruments and how they are played?</p>	beat pitch tempo rhythm melody	tune fast slow quiet loud
PE	<p>* master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities *participate in team games, developing simple tactics for attacking and defending</p>	<p>Can I participate in competitions fairly? Can I take turns in a team? Can I play as a team? Can I try my best even if I might not win? Can I negotiate space successfully and safely?</p>	team fair competition compete race event	sport game tactic stamina effort determination
RE	<p>See separate planning</p>			