

SUMMER 2 - WEIRD, WACKY AND WONDERFUL

	Curriculum Objective	Key Skills	Additional Key Vocabulary
Science	<p>Use of Everyday Materials *identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Working Scientifically *asking simple questions and recognising that they can be answered in different ways * observing closely, using simple equipment * performing simple tests * identifying and classifying * gathering and recording data to help in answering questions.</p>	*Ask simple questions *Recognise that questions can be answered in different ways *Observe closely, using simple equipment *Perform simple tests Identify and classify *Record and communicate their findings in a range of ways and begin to use simple scientific language *Gather and record data to help answer questions *Use their observations and ideas to suggest answers to simple questions	Suitable/unsuitable, use, object, material, property, flexible, waterproof, absorbent, transparent, opaque
Geography			
History	Pupils should be taught about: *changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life *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 <i>Tim Berners-Lee</i>	HISTORICAL KNOWLEDGE - Can I explain why someone in the past acted in the way they did? HISTORICAL ENQUIRY - Can I answer questions by using a specific source, such as an information book?	
Art & Design	Pupils should be taught to: *to 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 * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	PAINTING -Naming different types of paint. Natural paints that can be created e.g. dye Wax resist painting Making textured paint e.g. adding flour, sand etc. to paint. Explore using natural materials to create painting implements 3D - Building on skills already learned to create collaborative large scale techniques. Using Modroc, wire, recycled plastic bags. PRINTING - Design and make an architectural print in lino. (After observing patterns) Designing, making and printing using string on card printing	
Design Technology	DESIGN *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 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 EVALUATE *explore and evaluate a range of existing products *evaluate their ideas and products against design criteria <i>Phillip Tracey Hats, Wacky Races, Roller Coaster</i>		
Computing	*use technology purposefully to create, organise, store, manipulate and retrieve digital content	I can uses drawing tools. I can create animations. I can change font. I can change size and colour of fonts. I can save work into folders. I can print work. I can use a keyboard to write for different purposes and add picture. I can create posters, cards and information	paint, colour, brush, tools, settings, undo, redo, text, image, size, poster launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag
PE	I can participate in team games, developing simple tactics for attacking and defending I can 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 <i>Games - nets</i>	Focus on throwing and catching. Play games based on net games (like tennis and badminton). Children have an opportunity to play 1 v 1, 1 v 2, and 1 v 3. Play running and avoiding games. Explain how practicing skills can help you feel warmer and why is it good to play and get out of breath. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and co-ordination.	
Music	I can play tuned and un-tuned instruments musically I can listen with concentration and understanding to a range of high-quality live and recorded music I can experiment with, create, select and combine sounds using the inter-related dimensions of music. I can use my voice expressively and creatively by singing songs and speaking chants and rhymes		
RE	See separate plan		
PSHE	See separate plan		