



Summer 1 overview 2024

Cycle A LKS2

Week	1	2	3	4	5	6	7
Week commencing	15.04.24	22.04.22	29.04.24	06.05.24	13.05.24	20.05.25	
Geography: Coasts	<p>Do we like to be beside the seaside?</p> <p>WALT: To discover how much the children know about, and have experienced, the seaside, and to locate UK coastal places on a map</p> <p>Key Question: Have you been to the seaside?</p> <p>WILF: I can talk about coastal places I have visited.</p> <p>I can locate some coastal places on a map of the UK.</p> <p>I can use geographical vocabulary to describe the coast.</p>	<p>Do we like to be beside the seaside?</p> <p>WALT: To introduce a region of the UK, and discover how varied its coastline is</p> <p>Key Question: What is the coast of South West England like?</p> <p>WILF: I can locate South West England on a map of the UK.</p> <p>I can locate and name the counties of Cornwall, Devon, Dorset and Somerset.</p> <p>I can name some of the coastal places.</p> <p>I can name (some of) the effects of the sea and tide.</p>	<p>Do we like to be beside the seaside?</p> <p>WALT: To describe, compare and contrast natural features found at the coast, using appropriate geographical vocabulary</p> <p>Key Question: What natural features can I see beside the seaside?</p> <p>WILF: I can use the appropriate geographical vocabulary to describe coastal features.</p> <p>I can distinguish between 'hard' and 'soft' coasts ('rocky' and 'sandy').</p>	<p>Do we like to be beside the seaside?</p> <p>WALT: To introduce family and economic activities that occur around the coast of the UK and use geographical vocabulary to describe built coastal features</p> <p>Key Question: What other features and activities can be seen around UK coasts?</p> <p>WILF: I can name some localities around the coast of the UK, and the activities that occur in them.</p> <p>I can use geographical vocabulary to describe built coastal features.</p> <p>I can name and describe activities that families and others enjoy at the coast.</p>	<p>Do we like to be beside the seaside?</p> <p>WALT: To carry out research and prepare a presentation for the Big Finish in Week 6, meeting the given criteria</p> <p>Key Question: Do we like to be beside the seaside?</p> <p>WILF: I have researched the coastal location that I have selected.</p> <p>I have planned my presentation and can tell how I will structure and display my work.</p>	<p>Do we like to be beside the seaside?</p> <p>WALT: To extend the children's knowledge and understanding beyond their local area to include a range of places in the UK</p> <p>Key Question: Which sort of seaside would you choose?</p> <p>WILF: I can show my knowledge and understanding of aspects of the geography of coasts in my Big Finish presentation.</p> <p>I can assess my presentation and those of my classmates.</p> <p>I can write about which place I would like to visit and why.</p>	

<p>Science Rocks, Soils and Fossils</p>	<p>WALT: Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>WILF: Em. Children sort their Rocks into a limited number of categories, e.g. colour. Children, with support, classify according to given criteria.</p> <p>Exp. Children sort their Rocks into a wide range of groups according to obvious characteristics. Children can classify using given criteria.</p> <p>Exc. Children group according to scientific properties, e.g. melt, dissolve, crystals. Children use both given and their own criteria.</p>	<p>WALT: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>WILF: Em. Children require support to classify. With support, children sort according to appearance, e.g. colour.</p> <p>Exp. Children classify a set of Rocks. Children are able to classify according to one property.</p> <p>Exc. Children explain their reasons for how they have classified. Children classify according to more than one property, e.g. hardness and lustre.</p>	<p>WALT: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p>WILF: Em. Children, with support, are able to carry out a simple comparative test.</p> <p>Exp. Children test their own ideas.</p> <p>Exc. Children are able to carry out a simple test and use observations to draw conclusions.</p>	<p>WALT: Recognise that soils are made from rock and organic matter.</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>WILF: Em. Children use question stems and are supported in using them to ask questions about the soil. With support, children say what has happened to the soil.</p> <p>Exp. Children use question stems to ask questions and are able to suggest ways to answer them. Children recognise that the soil is in layers and is made up of bits of rock and plants.</p> <p>Exc. Children are able to say which scientific enquiry activities they could use to answer their questions. Children know what soil is made up of and explain why the soil is in layers.</p>	<p>WALT: Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>WILF: Em. Children require support to understand the question and decide which scientific enquiry to use to answer it. Children require support to understand the question and decide which scientific enquiry to use to answer it.</p> <p>Exp. Children decide how to answer the question but not necessarily classification. Children decide how to answer the question and can report their findings.</p> <p>Exc. Children decide to classify soils and use a key to answer the question. Children answer the question through research and decide how to communicate their findings.</p>	<p>WALT: Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Ask relevant questions using different types of enquiries to answer them.</p> <p>WILF: Em. With support, children ask questions about the fossils.</p> <p>Exp. Children can ask questions about their fossils and suggest ways of answering them.</p> <p>Exc. Children ask questions relating to the fossil and its habitat and decide how to answer them.</p>	
<p>Design Technology - Structures: Constructing a Castle</p>	<p>WALT: To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure.</p> <p>WILF: I can identify different features of castles.</p> <p>I can design my own castle.</p>	<p>WALT: To design a castle.</p> <p>WILF: I can recall the features of a castle.</p> <p>I can add two design points to the design specification to appeal</p>	<p>WALT: To construct 3D nets.</p> <p>WILF: I know that a net is what a 3D shape would look like if it were opened out flat.</p> <p>I can construct a range of 3D geometric shapes using a net by:</p>	<p>WALT: To construct my final product.</p> <p>WILF: I can construct my castle to meet the requirements of my brief by:</p> <p>Making neat 3D shapes using nets.</p>	<p>WALT: To construct my final product.</p> <p>WILF: Adorning my castle with facades and other decorative features.</p>	<p>WALT: To evaluate my final product.</p> <p>WILF: I can evaluate my work and the work of others.</p>	

	<p>I can label the features of my castle.</p> <p>I can explain why a castle needs to be strong and stable.</p>	<p>to the person/purpose of my castle.</p> <p>I can draw the design of my castle using 2D shapes and labelling: the 3D shapes that will create the features; the materials I need; The colours I will use.</p>	<p>Cutting along the bold lines.</p> <p>Folding along the dotted lines.</p> <p>Keeping the tabs the correct size.</p> <p>Making crisply folded edges.</p> <p>Constructing the net using glue to make a geometric shape.</p>	<p>Stacking shapes and recyclable materials to make the structures of my castle.</p> <p>Creating a castle base to secure my structures to.</p>			
Music Jazz	<p>Ragtime</p> <p>WALT: To sing and clap a syncopated rhythm for a ragtime style song</p> <p>WILF: I can play on the offbeat and understand what this is</p> <p>I can clap a short syncopated rhythm</p> <p>I can sing a syncopated rhythm</p> <p>I know what ragtime music is</p>	<p>Traditional Jazz</p> <p>WALT: To improvise a call and response</p> <p>WILF: I know what call and response is</p> <p>I can play a tune</p> <p>I can improvise a new response to the call</p> <p>I know what traditional jazz music is</p>	<p>Scat Singing</p> <p>WALT: To be able to scat sing using the call and response format</p> <p>WILF: I can sing a response to a call</p> <p>I know what scat singing is</p> <p>I can sing in a jazz style</p> <p>I can scat sing</p>	<p>Jazz Motifs</p> <p>WALT: To create a jazz motif.</p> <p>WILF: I know the features of swing music</p> <p>I know what a motif is</p> <p>I can create a short jazz motif</p> <p>I know the instrumentation of a swing band</p>	<p>Swung Rhythms</p> <p>WALT: To adapt a familiar tune using jazz rhythms.</p> <p>WILF: I can describe what swung quavers are.</p> <p>I can clap straight quavers and swung quavers along to a familiar tune.</p> <p>I can play a simple tune using swung quavers.</p>	<p>WALT:</p> <p>WILF:</p>	
P.S.H.E. Healthy Lifestyles	<p>WALT: To learn about how the Eatwell Guide shows us foods we can eat to stay healthy</p> <p>WILF: Recognise the Eatwell Guide</p> <p>Use the Eatwell Guide as a tool for planning a healthy meal</p> <p>Explain why it is important to eat foods from each food group to stay healthy</p>	<p>WALT: To learn about how the Eatwell Guide shows us foods we can eat to stay healthy</p> <p>WILF: Recognise the Eatwell Guide</p> <p>Use the Eatwell Guide as a tool for planning a healthy meal</p> <p>Explain why it is important to eat foods from each food group to stay healthy</p>	<p>WALT: To learn ways of keeping safe in the sun and understand the consequences of not staying safe in the sun.</p> <p>WILF: Recall the 'slip, slop, slap message'.</p> <p>Demonstrate how to stay safe in the sun.</p>	<p>WALT: To learn ways of keeping safe in the sun and understand the consequences of not staying safe in the sun.</p> <p>WILF: Recall the 'slip, slop, slap message'.</p> <p>Demonstrate how to stay safe in the sun.</p>	<p>WALT: To learn about how simple hygiene routines can prevent the spread of bacteria and viruses.</p> <p>WILF: Recognise what germs (bacteria, viruses and fungi) are and understand that they can sometimes cause illnesses.</p> <p>Explain how bacteria and viruses can be passed from one person to another.</p>	<p>WALT: To learn about how simple hygiene routines can prevent the spread of bacteria and viruses.</p> <p>WILF: Recognise what germs (bacteria, viruses and fungi) are and understand that they can sometimes cause illnesses.</p> <p>Explain how bacteria and viruses can be passed from one person to another.</p>	

			Persuade others of the importance of staying safe in the sun.	Persuade others of the importance of staying safe in the sun.	Describe how, through simple hygiene routines, they can help to stop the spread of germs that negatively affect their own and others' health.	Describe how, through simple hygiene routines, they can help to stop the spread of germs that negatively affect their own and others' health.	
P.E. - Handball	<p>WALT: To begin to throw and catch while on the move.</p> <p>WILF: Make sure the person you are throwing to is looking at you before passing.</p> <p>Point your hand where you want the ball to go.</p> <p>Use soft hands when catching.</p>	<p>WALT: To move towards goal or away from a defender.</p> <p>WILF: Dribbling the ball at waist height with soft hands gives you more control.</p> <p>Use changes of speed and change direction whilst moving with the ball.</p>	<p>WALT: To move towards goal to create shooting opportunities.</p> <p>WILF: Point your hand where you want the ball to go.</p> <p>Use your steps to help you to generate power.</p>	<p>WALT: To use defending skills to delay an opponent and gain possession.</p> <p>WILF: Communicate with your teammates.</p> <p>Consider where the attacker is running.</p> <p>Run on to the ball to intercept.</p>	<p>WALT: To use a change of direction and speed to lose a defender and move into space.</p> <p>WILF: Turn your hips and shoulders to face the new direction you want to move in.</p>	<p>WALT: To apply skills and knowledge to compete in game situations.</p> <p>WILF: Dribble away from defenders to create yourself space or move towards goal.</p> <p>Find space to be an option for your teammate.</p>	
P.E. – Athletics	<p>WALT: To develop the sprinting technique and improve on your personal best.</p> <p>WILF: Sprint on the balls of your feet moving your hands from pocket to mouth.</p>	<p>WALT: To develop changeover technique in relay events.</p> <p>WILF: Communicate with your team to let them know if they need to hold the baton higher.</p> <p>Hold the bottom of the relay baton for smooth changeovers.</p> <p>Run to the receiving side of your teammate when passing the baton on.</p> <p>Sprint on the balls of your feet moving your hands from pocket to mouth.</p>	<p>WALT: To develop jumping technique in a range of approaches and take off positions.</p> <p>WILF: Jump with balance and control by bending your knees at take off and landing.</p> <p>Keep looking straight ahead when you jump.</p>	<p>WALT: To develop throwing for distance and accuracy.</p> <p>WILF: Step forward as you throw to create power.</p> <p>Transfer your weight from your back to your front leg.</p>	<p>WALT: To develop throwing for distance in a pull throw.</p> <p>WILF: Release the beanbag as your hand moves past your head.</p> <p>Throw from a balanced stance.</p> <p>Transfer your weight from your back to your front leg.</p>	<p>WALT: To develop officiating and performing skills.</p> <p>WILF: Hold the bottom of the relay baton for smooth changeovers.</p> <p>Jump with balance and control by bending your knees at take off and landing.</p> <p>Sprint on the balls of your feet moving your hands from pocket to mouth.</p>	

<p>Computing: Programming 1: Further Coding with Scratch</p>	<p>WALT: To recall the key features of Scratch.</p> <p>WILF: I can name the main areas of Scratch.</p> <p>I can recognise how to adjust my sprite's orientation in Scratch.</p> <p>I can create a simple script for a new sprite to my stage.</p>	<p>WALT: To understand how a Scratch game works by using decomposition to identify key features.</p> <p>WILF: I can recognise that a sprite may contain more than one script.</p> <p>I can identify the parts of a Scratch game.</p> <p>I can explain the term 'decomposition'.</p>	<p>WALT: To recognise what a variable is.</p> <p>WILF: I can use the 'ask' block in Scratch.</p> <p>I can understand what variable means.</p> <p>I can create a variable in Scratch to store an answer.</p>	<p>WALT: To understand how to make a variable in Scratch.</p> <p>WILF: I can create a variable and use it to store information.</p> <p>I can 'call' a variable within my program.</p> <p>I can recognise that variables can be words or numbers.</p>	<p>WALT: To create a quiz using variables.</p> <p>WILF: I can create a range of questions.</p> <p>I can use the 'if/else' block to check whether an answer is correct.</p> <p>I can use the 'score' variable to calculate the total number of correct answers.</p> <p>I can make my quiz engaging and exciting.</p>	<p>WALT: To create a quiz using variables.</p> <p>WILF: I can create a range of questions.</p> <p>I can use the 'if/else' block to check whether an answer is correct.</p> <p>I can use the 'score' variable to calculate the total number of correct answers.</p> <p>I can make my quiz engaging and exciting.</p>	