



## Summer 2 Overview 2024

### Cycle A KS1

Week	1	2	3	4	5	6	7	8
	03.06.24	10.06.24	17.06.24	24.06.24	01.07.24	08.07.24	15.07.24	22.07.24 (2 day week) (24.07.24 INSET)
<b>History</b> <b>Great Inventions – Transport</b> <b>How did the first flight change the world/Why were the Rainhill trials important?</b>	<p>WALT: know and understand why the Wright brothers wanted to fly, and be able to recount the main events in the story.</p> <p>WILF: -Retell the story of the first flight. -Explain why the Wright brothers may have wanted to fly. -Know about some of the sources of evidence we can use to find out about the first flight.</p> <p>Resources: -Teaching slides -Pupil resource – Mind map -Stopwatch or timer</p>	<p>WALT: know what early aeroplanes were like, and be able to compare them to modern aircrafts.</p> <p>WILF: -Describe some key features of the Wright's Flyer. -Identify similarities between a modern aeroplane and the Flyer. -Identify differences between a modern aeroplane and the Flyer.</p> <p>Resources: -Teaching slides -Pupil resource – Airbus questions -Pupil resource – Flyer image -Pupil resource – Flyer questions -Pupil resource – Similarities and differences table</p>	<p>WALT: understand the importance of the aeroplane.</p> <p>WILF: -Identify the role that an aeroplane plays today. -Describe how these tasks were carried out before the aeroplane was invented. -Understand how important aeroplanes are today.</p> <p>Resources: -Teaching slides -Victorian role play script Pupil resource – Wright brothers audience image -Adult wearing a simple Victorian costume (could just be a hat)</p>	<p>WALT: know what happened at the Rainhill Trials.</p> <p>WILF: -Know when and why the Rainhill Trials happened. -Know about some of the key events of the Rainhill Trials. -Use sources to find out information about the Rainhill Trials.</p> <p>Resources: Teaching slides -Pupil resource – Inventor template Pupil resource – Stephenson image Pupil resource – Rainhill Trials image</p>	<p>WALT: understand why the Rainhill Trials was an important event in railway history.</p> <p>WILF: -Identify some of the roles that trains play today. -Describe how these roles were undertaken before the steam engine was invented. -Understand the significance of the Rainhill Trials.</p> <p>Resources: Teaching slides -Pupil resource – Train comparison 1 -Pupil resource – Sequencing trains (cut out before lesson) -Pupil resource – Train comparison 2 -Key assessment opportunity</p>	<p>WALT: understand how important events can be commemorated.</p> <p>WILF: -Give valid reasons why the Rainhill Trials was a significant event. -Understand how significant events can be remembered. -Produce my own design for a train commemorating the Rainhill Trials.</p> <p>Resources: -Teaching slides -Pupil resource – Train template -Unit quiz</p>		



		-Large space (e.g. playground) and cones (optional)			-Map of the UK (optional)			
<b>Science</b> Working Scientifically and gap filling	WALT: identify and describe the basic structure of a variety of common flowering plants, including trees; observe closely.  WILF: observe a plant and its parts carefully; label the parts of the plant you can see; draw a plant with all its parts (roots, stem, leaves, flower and petals); label the parts of the plant you have drawn  Resources: 5 plants with roots per class, whiteboard pens, pencils	WALT: identify and describe the basic structure of a variety of common flowering plants, including trees.  WILF: name the parts of a tree; sort parts of a tree and plant into a Venn diagram  Resources: large Venn diagrams, plant and tree part labels for sorting	WALT: gather and record data to answer a question.  WILF: observe closely; use tallies to record data; create a pictogram to represent data; use results to answer a question  Resources: 15 roses, 15 tulips, 15 lilies and 15 other flowers	WALT: use observations and ideas to suggest an answer to a question.  WILF: observe closely; begin to think about how to make the test fair; use observations to answer a question; use knowledge of materials to explain the results.  Resources: soft toys, beakers, pipettes, water, tin foil, thin fabric, cling film, paper	WALT: perform a simple test; gather and record data to answer a question.  WILF: observe closely; begin to think about how to make the test fair; measure amounts of water; record data in a table; use data to answer a question.  Resources: frozen water bottles, cool bag, sand, tin foil, cotton wool roll, measuring jugs, sieves			



<p><b>Art and Design</b> <b>Landscapes using different media</b></p>	<p>WALT: identify the key features of a landscape.</p> <p>WILF: Cut complex shapes using scissors safely and carefully; draw lines to represent the horizon line and the sea; compose a beach scene using shapes provided and my imagination</p> <p>Resources: A3 paper (one per child) Scissors (one per child) Paper (for any extra drawings) Pencils/pens Tablet/digital camera (if possible)</p>	<p>WALT: explore different textures.</p> <p>WILF: identify different textures in a scene; find appropriate materials to create different textures and apply appropriate textures to a well known painting</p> <p>Resources: Scrap materials Blue cellophane Tin foil Cotton wool Sand, lentils, rice PVA glue and spreaders Scissors</p>	<p>WALT: paint using different tints and shades</p> <p>WILF: create different tints and shades; use different tints and shades to create a tonal representation of the sea and sky; understand that light colours stand out more and darker colours recede</p> <p>Resources: Watercolour paints with a range of different tones of blue, yellow as well as white Paintbrushes</p>	<p>WALT: reproduce and apply an artist's colour range to their own work</p> <p>WILF: identify colours used in artist's works; mix colours to match those seen; apply the colours carefully with a paintbrush</p> <p>Resources: Childrens' work from 'Lesson 2: Beach textures' Small pieces of sponge Different sized brushes Poster paint in primary colours Palettes for colour mixing</p>	<p>WALT: create details using controlled painting and other materials and objects</p> <p>WILF: paint areas of dark and light; use a small brush to paint details; use other objects and materials to add further details</p> <p>Resources: Thin paint brushes for adding detail Watercolour paints Collection of objects such as: cotton wool, buttons, beads, fabrics, sequins</p>			
<p><b>Music</b> <b>By the sea (representing the sounds of the seaside using voices and instruments)</b></p>	<p>WALT: understand that music can be used to represent an environment</p> <p>WILF: I can match my movements to sounds; I can say why a piece of music sounds like the sea; I can create sea sounds with my voice and body</p> <p>Resources: large space for movement activity</p>	<p>WALT: understand how music can represent changes in an environment</p> <p>WILF: I can say why two pieces of music sound different from each other; I can create sea sounds with my voice and body</p> <p>Resources: A large space for movement activity</p>	<p>WALT: select instruments to match seaside sounds</p> <p>WILF: I can make sounds on a range of instruments; I can match instruments to seaside sounds; I can use my voice and body to create seaside sounds</p> <p>Resources: A range of musical instruments ready for a treasure hunt; Children's photos of themselves on a beach holiday (or drawings if they don't have a photo)</p>	<p>WALT: recognise and use dynamics and tempo</p> <p>WILF: I can play loud and quiet sounds on an instrument and with my voice; I can play fast and slow sounds on an instrument and with my voice; I can say how the volume (dynamics) and speed (tempo) changes the mood</p> <p>Resources: Set up a video camera or recording equipment and prepare to link this to your interactive whiteboard; A large space; Tuned and untuned percussion instruments</p>	<p>WALT: write music down and perform from a graphic score</p> <p>WILF: I can create a simple picture (graphic score) to describe my music; I can create a sound before drawing it; I can perform my piece of music from my picture (graphic score)</p> <p>Resources: Plain paper and pencils; Pre-drawn representations of the instrumental/vocal/body percussion sounds used to create the composition in the previous lesson, stuck to the board in a random order; Recording of their performance from lesson four; Tuned and</p>			



					untuned percussion instruments			
<p><b>R.E.</b>  <b>What makes some places sacred? (Christians, Muslims and/or Jewish people)</b></p>	<p>Where do I feel safe?  Where is a sacred place for believers to go?</p> <p>WILF: Recognise that there are special places where people go to worship; talk about what people do there</p> <p>Resources: pictures of special places; pictures of local community buildings; pictures of local sacred places</p>	<p>Which place of worship is sacred for Christians?</p> <p>WILF: Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used; Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe; Ask good questions during a school visit about what happens in a church, synagogue or mosque</p> <p>Resources: virtual church tour; photos of key areas of a church;</p>	<p>Which place of worship is sacred for Jewish people?</p> <p>WILF: Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used; Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe; Ask good questions during a school visit about what happens in a church, synagogue or mosque</p> <p>Resources: virtual synagogue tour, photos of key areas of a synagogue</p>	<p>Which place of worship is sacred for Muslims?</p> <p>WILF: Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used; Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe; Ask good questions during a school visit about what happens in a church, synagogue or mosque</p> <p>Resources: virtual mosque tour, photos of key areas of a mosque</p>	<p>How are places of worship similar and different?</p> <p>WILF: Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used; Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe; Ask good questions during a school visit about what happens in a church, synagogue or mosque; Show that they have begun to be aware that some people regularly worship God in different ways and in different places</p> <p>Resources: photos of inside and outside of places of worship; net of a cube per child;</p>	<p>Why are places of worship important to our community?</p> <p>WILF: Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used; Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe; Ask good questions during a school visit about what happens in a church, synagogue or mosque; Show that they have begun to be aware that some people regularly worship God in different ways and in different places</p> <p>Resources: church website; mosque virtual tour</p>		



<b>P.E</b> Athletics	WALT: move at different speeds over varying distances.  WILF: Run using opposite leg forward to arm; Take bigger strides when running faster.; Use a slower pace for longer distances.  Resources: 30 cones	WALT: develop balance.  WILF: Jump and land with soft knees; Keep your chest up whilst moving.; Move slowly to help you maintain balance.  Resources: 8 base stations, 6 beanbags, 20 cones, 6 skipping ropes, 8 tennis balls, balance card	WALT: develop changing direction quickly.  WILF: Bend low and push off quickly to change direction; Keep your chest up whilst moving; Keep your feet shoulder width apart when changing direction.  Resources: 30 cones	WALT: explore hopping, jumping and leaping for distance.  WILF: Bend your knees and land with control; Look forwards as you jump.; Swing your arms forward when jumping.  Resources: 30 cones, 15 hoops, GetSet videos	WALT: develop throwing for distance.  WILF: Step forward with opposite foot to throwing arm.; Throw with a balanced stance.; Use an underarm throw for a short distance and an overarm throw for a further distance.  Resources: 30 beanbags, 30 cones	WALT: develop throwing for accuracy.  WILF: Increase the swing of your arm to throw the beanbag further; Point your hand at your target after you throw; Step forward with opposite foot to throwing arm.  Resources: 30 beanbags, 10 cones, 2 foot speed ladder, 2 tennis balls		
<b>P.E.</b> Forest Crew	<b>P.E.</b> Forest Crew	<b>P.E.</b> Forest Crew	<b>P.E.</b> Forest Crew	<b>P.E.</b> Forest Crew	<b>P.E.</b> Forest Crew	<b>P.E.</b> Forest Crew		
<b>Computing</b> Word processing	WALT: begin to learn to touch type.  WILF: I can find keys on a computer keyboard; I can type capital letters using 'shift'; I can identify that the keyboard is an important input device.  Resources: device with a keyboard (one per pupil); Access to word processing software (Microsoft Word, Google Docs, Pages, notepad, Libreoffice, etc).	WALT: understand how to use a word processor.  WILF: I can type a sentence into a word processor; I can select text and make it bold or italic; I can explain how to make other changes to a document.  Resources: device with a keyboard (one per pupil); A paragraph from a book in an editable document; A reading book.	WALT: understand how to add images to a text document.  WILF: I can use keyboard shortcuts to alter text; I can search for and find an appropriate image; I can import and alter an image in a document.  Resources: Access to a device with a keyboard (one each); A copy of 'The Gingerbread Man' or another well-known tale; Pre-downloaded images relating to your chosen book saved on	WALT: create a poetry book using sources from the internet.  WILF: I can use text styles to create headings and subtitles; I can copy and paste text into a document; I can identify the importance of crediting source materials.  Resources: Access to a device (one each).	WALT:create a digital piece of writing.  WILF: I can use keyboard shortcuts; I can use different text styles; I can import and alter an image in a document; I can evaluate my writing.  Resources: An envelope; Access to a device (one each); Children's English/topic books on tables.			



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