



# Seaside Rescue



Year 1/2

Summer 2019



# Immersion



## SPARCS

Immersion morning/day

Video clips of rescues

RNLI volunteer demonstration.

## Experiences

Visit Hornsea lifeboat station.  
Visit to the beach  
Hornsea museum.

## Presentation of Learning

Play to parents.

### Resources for the term:

- Textile materials, shoe boxes
- Sand
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### National Curriculum Links Geography

NC3: I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  
NC5a: I can use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  
NC5b: I can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  
NC8: I can use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key

### Geographers

As Geographers we will be studying human and physical geography. We will be using geographical vocabulary to describe coastal landscapes. We will use Google Earth to see for ourselves what these landscapes look like from the air and study maps. We will make our own maps. The maps will have grid references, symbols and keys – just like real maps. Following this we will compare the seaside locality with the African localities studied in the previous topic from a non European Country.

## Geography Final Outcome

To produce a presentation about coastal landscapes.  
Compile these into a class book to leave for the new class in September.

### Skill

I can compare a seaside locality and an African settlement.

### Skill

I can talk about the physical and human features of a coastal location.

### Skill

I can use aerial photographs to locate landmarks and physical features.

### Knowledge

Where Africa and Hornsea are. Continents/countries, climate,

### Vocabulary

beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and

### Knowledge

What a coast is. Features related with coastal locations

### Vocabulary

Cliffs, sea, lighthouse, harbour, ocean, beach, houses, settlements, port, dock.

### Knowledge

That an aerial photograph is flat representation of the land we are on. They are taken from

### Vocabulary

Map, photograph, key, scale, features, landmarks, key, zoom, rural, town, city

### Skill

I can draw a map with a key.

### Skill

I can identify the physical and human features within the local area.

### Skill

I can make observations of the school and surrounding area.

### Knowledge

A map represents a birds eye view of an area. A key is used to represent things on the map.

### Vocabulary

Map, key, grass, tree, bridge, water houses, school, shops, road

### Knowledge

Where we live. The type of locality we are in, (city) What human and physical

### Vocabulary

city, town, village, factory, farm, house, office, port, harbour and shop

### Knowledge

What surrounds the schools. Features which are relevant and permanently placed.

### Vocabulary

School, tree, building, shed, playground, fence, field, bushes, carpark

### National Curriculum Links History

NC3: We will learn about 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—*Grace Darling*

### Historians

As Historians we will be studying a significant person from the past: Grace Darling, who was one of the first people to carry out a seaside rescue off the coast of the British Isles. We will compare the rescue of Grace Darling to modern day rescues and see any similarities and differences in aspects of life in Victorian and Modern times. We will place major changes in Victorian times on a simple timeline.

## History Final Outcome

### Produce an information book about Grace Darling and Victorian life

#### Skill

I can use research to find out about Grace Darling.

#### Skill

I can compare a Victorian rescue to modern day rescues.

#### Skill

I can create a timeline of Victorian changes.

#### Knowledge

How to use the internet to research.  
How to use a QR code.  
How to make notes for

#### Vocabulary

Google, QR code, rescue, Grace Darling, age, name, family, location

#### Knowledge

What rescue means, what Victorian means.  
Why things are done differently

#### Vocabulary

Rescue, boat, RNLI, Grace Darling, save, disaster, emergency,

#### Knowledge

What chronological order means, the events needed to order, how to construct a timeline

#### Vocabulary

Time line, order, chronological, Victorian, inventions, creations

#### Skill

I can compare Victorian life to modern day.

#### Skill

I can explain what Grace Darling did to change the world today

#### Skill

I can ask and answer questions about Victorian life.

#### Knowledge

Who the Victorians were. How they lived and where.

#### Vocabulary

Wash, eat, cook, dress, school, food, work, play, Victorian

#### Knowledge

Who Grace Darling was.  
What she did to make a change  
How they impacted on

#### Vocabulary

Impact, Grace Darling, saved, rescue, boat, sea, disaster, death, brave

#### Knowledge

To know what a question is. To know how to give a relevant answer to a question. To understand

#### Vocabulary

Question, answer, who, where, when, what, why, how, detail, response, explain



# Humanities

## Assessment

Objective	Emerging	Expected (End of Year 2)	Exceeding	Objective	Emerging	Expected (End of Year 2)	Exceeding
To investigate places	<ul style="list-style-type: none"> <li>Talk about features of the immediate environment and how environments may differ from one another.</li> <li>Know about similarities in relation to places, objects, materials and living things.</li> <li>Make observations about animals and plants and explain why some things occur.</li> <li>Talk about changes in environments.</li> </ul>	<p>I ask and answer geographical questions</p> <p>I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>I can use world maps, atlases and globes to identify the countries, continents and oceans studied.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>Explain own views about locations, giving reasons.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>Use a range of resources to identify the key physical and human features of a location.</li> </ul>	To investigate and interpret the past	<p>Talk about past and present events in their own life and of family members.</p> <p>Use everyday language related to time.</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>
To investigate patterns	<p>Recognise the physical/natural and human/made features of places.</p> <ul style="list-style-type: none"> <li>Use simple geographical language to communicate ideas about various locations, functions and roles.</li> <li>Use resources that are given along with own observations to respond to simple questions about places and people.</li> <li>Recognise simple symbols or representations on maps and plans.</li> </ul>	<p>I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p>I can use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>key human features, including: city, town, village, factory, farm, house, office and shop</li> </ul>		To build an overview of world history	<p>Indicate if personal events and objects belong in the past or present.</p> <p>Begin to use some common words, signs or symbols to indicate the passage of time.</p> <p>Recount episodes from own past and some details from other historical events with prompts.</p> <p>Answer simple questions about historical stories and artefacts</p>	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p>	<p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>
To communicate geographically	<ul style="list-style-type: none"> <li>Show some understanding of environmental awareness and how it relates to everyday life.</li> <li>Express views on features of the environment found attractive or unattractive.</li> </ul>			To Understand Chronology	<p>Begin to communicate some distinctions between the past and present in other people's lives as well as their own.</p> <ul style="list-style-type: none"> <li>Listen to stories about people and events in the past.</li> <li>Sort objects to given criteria</li> </ul>	<p>Use dates where appropriate</p> <p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p>	<p>Use dates and terms to describe events</p> <p>Place events, artefacts and historical figures on a time line using dates.</p> <ul style="list-style-type: none"> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> </ul>
				To Communicate Historically		<p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Show an understanding of the concept of nation and a nation's history.</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> <li>chronology.</li> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>

### National Curriculum Links

- NC1: To use a range of materials creatively to design and make products  
NC2: To use drawing, painting and sculpture to share their ideas, experiences and imagination  
NC3: To develop techniques in using colour, pattern, texture, line, shape, form and space  
NC4: To learn about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines, and making links to their

### Art and Design

As Artists we will we will be studying pictures of storms and the seas taking inspiration from the sea scapes of Van Gough and the images of Nicholas Monroe (boats) We will be drawing simple pictures using pen and pencil such as boats and Van Goughs pen and ink on paper then painting pictures of stormy seas and adding sand (as Van Gough did) and other materials to our paint to give different textures. We will also produce pictures using Digital Media—Paint programme of stormy seas. We will take photographs on the trip to the seaside of a sea

## Art and Design Final Outcome

Hold an art exhibition open to the community showcasing their adaptations of work by Van Goughs

### Skill

I can talk about the work of Monroe and Van Gough.

### Skill

I can compare the work of Monroe and Van Gough.

### Skill

I can draw simple pictures to share my ideas.

**Art**

### Knowledge

What an artists. What the word means. Who they are. What paintings/drawing they did and are

### Vocabulary

Monroe, Van Gough, paintings, artist, art work, famous, dead, sea scapes, water themed,

### Knowledge

What we mean by compare, what materials were used, what the focus of each art work is.

### Vocabulary

Similarities/differences compare, same, techniques, style, materials, perspective

### Knowledge

What a picture is, what we mean by showing your ideas

### Vocabulary

Pencil, paper, colour, sketch, shading, light and dark.

### Skill

I can paint to share my ideas.

### Skill

I can explore techniques using colour, pattern, texture, line, shape, form and space.

### Skill

I can use a range of materials creatively.

### Knowledge

What a picture is, what we mean by showing your ideas, primary/secondary colours, mixing.

### Vocabulary

Colour names, primary/secondary, mixing, tone, shade.

### Knowledge

Why do we need a range of techniques, what does that add to a picture and how can we use tech-

### Vocabulary

colour, pattern, texture, line, shape, form and space, dots and lines

### Knowledge

What does that add to a picture and how can we use techniques to create different effects.

### Vocabulary

Sand, paint, 3d, texture

#### National Curriculum Links Design and Technology

- NC1: To design a purposeful, functional, appealing products for themselves and other users based on design criteria  
NC2: To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  
NC3: To select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing  
NC4: To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  
NC5: To explore and evaluate a range of existing products  
NC6: To evaluate their ideas and products against design criteria  
NC7: To build structures, exploring how they can be made stronger, stiffer and more stable

#### Design and Technologists

As Designers we will research, draw, sketch and design a 3d fish made from a variety of materials and textiles.  
We will use photographs and other stimulus to design and create our own 3d aquarium using a range of skills to cut, shape, join and finish.  
We will include some sort of level or slider to our design. We will take the time to

## Design Technology Final Outcome

We will create a class piece of our stacked aquariums to create an exhibition piece

### Skill

I can explore and evaluate a range of existing products.

### Skill

I can design a purposeful product based on design ideas.

### Skill

I can generate, develop, model and communicate my ideas through talking, drawing, mock ups and ICT

#### Knowledge

What an aquarium is. The shape, animals and habitat.

#### Vocabulary

Aquarium, sea creatures, sand, coral, habitat, environment

#### Knowledge

Strong, stiff, hinges, levers, to know what is achievable with the materials available,

#### Vocabulary

Creatures, materials, achievable, purpose, coral, sea creatures, ground/ sea bed.

#### Knowledge

To know how to verbalise my ideas, how to draw what I am thinking, how to research and build ide-

#### Vocabulary

Imagination, ideas, share, communicate, pic collage, screen shot, discuss, question.

### Skill

I can select from a range and use different materials and equipment to create shapes.

### Skill

To build structures, exploring how they can be made stronger, stiffer and more stable.

### Skill

I can evaluate my ideas based on design criteria.

#### Knowledge

How to use simple equipment, to use scissors, what materials are and how they can be used.

#### Vocabulary

Scissors, glue, cut, paint, joint, stiffer, stronger, stable, paper, card, cardboard, wool, string,

#### Knowledge

Why it needs to be stiff and strong, what will happen if it is weak,

#### Vocabulary

Cut, stable, stiff, strong

#### Knowledge

How to evaluate a product, what is meant by successful and fit for purpose.

#### Vocabulary

Successful, different, change, improve, what worked well



# Art and Design

## Assessment

Objective	Emerging	Expected	Exceeding
To develop ideas	I respond to ideas and starting points I explore some materials and methods	I explore lots of different materials as ideas develop I explore ideas and collect visual information	Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language
To master techniques	<b>Drawing</b> I can draw lines of different sizes and thickness. I am starting to colour inside the lines  <b>Painting</b> I can exploring the tactile and visual qualities of a paintbrush. I can start to mix paints from a limited range.  I can talk in a group about the work of notable artists, artisans and designers. I can use some of the ideas of artists studied to create pieces	<b>Drawing</b> I can colour (own work) neatly following the lines. I can show pattern and texture by adding dots and lines. I can show different tones by using coloured pencils.  <b>Painting</b> I can use thick and thin brushes. I can mix primary colours to make secondary. I can add white to colours to make tints and black to colours to make tones. I can create texture to my paint using different materials.  <b>Digital Media</b> Use a wide range of tools to create different textures, lines, tones, colours and shapes.	<b>Drawing</b> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.  <b>Painting</b> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.  <b>Digital Media</b> Create images, video and sound recordings and explain why they were created Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.
To take inspiration from the greats			

Objective	Emerging	Expected	Exceeding
To master practical skills	<b>3D</b> • I can work on a larger scale when appropriate. • I can show sufficient control to join and manipulate materials for the purpose intended. • I can show a developing understanding of the qualities of the materials used.  <b>Textiles</b> • I can join, position and manipulate materials with some independence.	<b>3D</b> • I can part in extended activities through different stages. • I can work independently with a wider range of materials. • I require less support when selecting materials and tools.  <b>Textiles</b> • I can develop more control over the making process. • I can collect materials and ideas for work and experiment with materials before using them. • I can use more advanced printing and dyeing techniques, combining different processes.	<b>3D</b> I can use a similar range of materials as at earlier levels but with an increased sensitivity and control I can use more advanced materials like wire and plaster.  <b>Textiles</b> I can follow a clear design brief to achieve an effect in techniques such as sewing (cross stitch & backstitch) appliqué, embroidery, plaiting and finger knitting.

#### National Curriculum Links

- NC1: To use their voices expressively by singing songs and speaking chants and rhymes  
 NC2: To play tuned and un-tuned instruments musically  
 NC3: To listen with concentration and understanding to a range of high-quality live and recorded music

#### Music

**Charanga Musical School - Summer 1 (Yr1) Unit Title:** In the Grove & Rhythm in the way we walk/Banana Rap

**Spring 1 (Yr 2) Unit Title:** Glockenspiel Stage 1 & I wanna play in a band

**Summer 2:** As Musicians we will listen to music and sing sea related songs. We will compose instrumental music to run alongside a sea story, capturing the essence of the story through the music. We will use 'Storm' as a starting point. We will create our own class version of 'Connect it' by Anna

## Music Final Outcome

To perform a play to the school and to parents.

### Skill

I can sing with others, following the melody.

### Skill

I can follow instructions of how and when to sing or plan and instrument.

### Skill

I can make and control long and short sounds with my voice and instruments.

#### Knowledge

What a song is. How to change voice to sign.

#### Vocabulary

Tune, rhythm, timing, melody

#### Knowledge

All words and instruments have a time in a song so it all fits together

#### Vocabulary

Time, tune, verse, chorus, beat, instrument names

#### Knowledge

How to use long and short sounds with voice.  
How instruments work.

#### Vocabulary

Long, short, control, voice, instrument,

### Skill

I can create a sequence of long and short sounds.

### Skill

I can clap rhythms.

### Skill

I can use symbols to represent a composition and use them to help with a performance.

#### Knowledge

How to use short and long sounds for effect.  
Purpose of a song.

#### Vocabulary

Song, tune, long, short, compose, listen, rhythm

#### Knowledge

To understand songs have a rhythm which they follow

#### Vocabulary

Clap, pause, rhythm, tune, timing, beat, repeat, chorus, verse

#### Knowledge

Understanding of how music is written and read with symbols.

#### Vocabulary

Note, voice, instrument, beat, tune, timing, repeat, short, long, loud, soft



# Art and Design

Assessment

Objective	Emerging	Expected	Exceeding
To perform	<p>Begin to build a repertoire of songs.</p> <p>Explore the different sounds of musical instruments.</p> <p>Understand and respond to words, symbols and signs that relate to tempo, dynamics and pitch, e.g. faster, slower, louder, higher and lower.</p>	<p>Take part in singing, accurately following the melody.</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make and control long and short sounds, using voice and instruments.</p> <p>Imitate changes in pitch.</p>	<p>Sing from memory with accurate pitch</p> <p>Maintain a simple part within a group</p> <p>Pronounce words within a song clearly</p> <p>Show control of voice</p> <p>Play notes on an instrument with care so that they are clear</p>
To compose	<p>Create own simple compositions, carefully selecting sounds.</p> <p>Make and communicate choice when performing, playing, composing, listening and appraising.</p> <p>Create simple graphic scores using pictures or symbols.</p>	<p>Create a sequence of long and short sounds.</p> <p>Clap rhythms.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Choose sounds to create an effect.</p> <p>Sequence sounds to create an overall effect.</p> <p>Create short, musical patterns.</p> <p>Create short, rhythmic phrases.</p>	<p>Perform with control and awareness of others</p> <p>Compose and perform melodic songs</p> <p>Use sound to create abstract effects</p> <p>Create repeated patterns with a range of instruments</p> <p>Create accompaniments for tunes</p> <p>Use drones as accompaniments</p> <p>Choose, order, combine and control sounds to create an effect</p> <p>Use digital technologies to compose pieces of music</p>
To transcribe	<p>Use a growing musical vocabulary of words, signs or symbols to describe what is played and heard.</p>	<p>Use symbols to represent a composition and use them to help with a performance.</p>	<p>Devise non-standard symbols to indicate when to play and rest.</p> <p>Recognise the notes EGBDF and FACE on the musical stave.</p>
To describe	<p>Listen carefully to music.</p>	<p>Identify the beat of a tune</p> <p>Recognise changes in timbre, dynamics and pitch</p>	<p>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p> <p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>Understand layers of sounds and discuss their effect on mood and feelings.</p>

### National Curriculum Links

NC1: 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.

NC2: I can participate in team games, developing simple tactics for tackling and de-

### PE

We will begin to develop a range of skills through the sessions developed by City of Hull sports Club. We will learn how to move in different ways, throw and catch with precision and accuracy and be part of a team. As the Summer approaches we will begin our preparations for

#### Skill

I can develop throwing and catching skills.

#### Skill

I can develop simple tackling and defending.

#### Skill

I can participate in team games.

#### Knowledge

How to throw and catch accurately, which sports require accurate throwing and catching.

#### Vocabulary

Throw, catch, aim, prepare, track

#### Knowledge

What tackling means, how to do it safely, which sports require tackling and defending.

#### Vocabulary

Tackling, defending, landing, safely, defence, attack.

#### Knowledge

To which sport require working in a team, the need for teamwork, what traits are needed for a

#### Vocabulary

Share, communicate, respect, involve, include, pass, defend, teamwork

## Final Outcome

Compete against the opposing class in a mini Olympics.

#### Skill

I can participate in team sports.

#### Skill

I can run a set distance.

#### Skill

I can participate in sports requiring equipment.

#### Knowledge

What team means. How to work together Games that require team players.

#### Vocabulary

Communicate, share, involve, include, pass, defend, teamwork,

#### Knowledge

To know how to reserve energy to run a distance, to know how to control breathing, to understand

#### Vocabulary

Run, breathe, control, energy, distance, warm up

#### Knowledge

To know what different equipment is used for. To know how to use the equipment safely.

#### Vocabulary

Ball, space hopper, baton, skipping rope, bean bag, sack

## Final Outcome

Compete in a variety of races at sports day.



# PE

Assessment

Emerging	Expected	Exceeding
	<p>Tennis I can throw under arm I can hit a ball with a racket I can move and stop safely I can throw and catch with both hands</p> <p>Quick Cricket I can throw under arm I can hit a ball with a racket I can move and stop safely I can throw and catch with both hands</p> <p>Sports Day Prep</p> <p>I can repeat actions and skills I can move with control and care I can use equipment safely.</p>	<p>Tennis Catch with one hand. Throw and catch accurately. Hit a ball accurately with control. Vary tactics and adapt skills depending on what is happening in a match.</p> <p>Quick Cricket Catch with one hand. Throw and catch accurately. Hit a ball accurately with control. Vary tactics and adapt skills depending on what is happening in a match.</p> <p>Sports Day Prep</p> <p>I am aware of space and use it to support team mates I know and use rules fairly. I can run at fast, medium and slow speeds; changing speed and direction. I can take part in a relay, remembering when to run and what to do</p>

## Summer 1

**Year 1 - City of Hull Sports Club Multi Sports/Striking and fielding**

**Year 2— Coty of Hull Sports Club Multi Sports/Tennis**

## Summer 2

**Year 1 - Athletics/Sports Day Prep**

**Year 2- Athletics/Sports Day Prep**



# Computing—Y1

Assessment

## National Curriculum Links Computing

NC4: I can use technology purposefully to create, organise, store, manipulate and retrieve digital content.

NC6: I can use technology safely and respectfully.

## Computing - Me and my selfie

As digital creators, we will work in pairs and individually using a range of equipment. We will use images we have taken on our trip and of our local area. We will use a range of apps to take photos and edit them. We will then combine them and add other features such as text.

### Skill

I can use a camera to capture images which are in focus.

### Skill

I can apply edits to digital content to achieve a particular effect.

### Skill

I can know to keep myself and others safe online.

### Knowledge

To know what a camera is  
To understand what a camera views

To know a camera can be used to capture real events.

To know why pictures need to be focussed

### Vocabulary

Photo, real life, central, focus, detail, apps, filters

### Knowledge

To know what happens to a photo when a filter is added.  
To know that photos seen online are not always a true representation of the real subject.

### Vocabulary

Filter, change, edit, improve, photo shot, cut, blare, black and white

### Knowledge

- To know why it is important to be considerate and kind to people online in ways that do not upset others
- There may be some people online who could make people feel sad, embarrassed or upset.
- To know to speak to an adult when something upsets them.
- To know what is acceptable behaviour towards others.
- To know what bullying behaviour is and

### Vocabulary

Bullying, upset, sad, embarrassed, scared, worried, kind, considerate, behaviour, safe

## Final Outcome

A final piece using different photo apps to show all about me.

The photos will be displayed with a range of effects applied.



# Computing—Y2

Assessment

## National Curriculum Links Computing

NC4:I can use technology purposefully to create, organise, store, manipulate and retrieve digital content.

NC5:I can recognise common uses of information technology beyond school.

## Computing - First footsteps in a digital world

As digital creators, we will learn about and search for copyright images. We will understand what that means and why it is important. We will discuss and learn about different ways technology is used to help us communicate, how email works and how to send an email. We will also learn about online behaviour, safety and cyberbullying.

### Skill

I can create digital books combining texts, images and sounds.

### Skill

I can type words correctly on a keyboard.

### Skill

I can know to keep myself and others safe online.

#### Knowledge

- What a book is.
- What digital means.
- How to grab images from the internet.
- An understanding of audience.

#### Vocabulary

Digital, text, sound, images, screen shot, combine, audience, copyright, email, inbox, domain, attachment, cyberbullying

#### Knowledge

- What a keyboard is.
- Where the different keys are.
- What we type for.
- When to use capital letters.
- How to punctuate a sentence.

#### Vocabulary

Keys, type, capitals, space, alphabet.

#### Knowledge

- To know why it is important to be considerate and kind to people online in ways that do not upset others.
- There may be some people online who could make people feel sad, embarrassed or upset.
- To know to speak to an adult when something upsets them.
- To know what is acceptable behaviour towards others.
- To know what bullying behaviour is and how it can make

#### Vocabulary

Bullying, upset, sad, embarrassed, scared, worried, kind, considerate, behaviour, safe

## Final Outcome

We will create an information booklet which will incorporate what we have learnt.

We will create a step by step guide of how to send an email.

We put

FIRST FOOTSTEPS IN  
A DIGITAL WORLD



CREATE INSPIRE

# Other Curriculum Elements



## Enterprise drivers

E4 Effective Communication

E11 Making Ethical Decisions

E12 Financial Literacy

E13 Product and Service

To organise and promote an exhibition of our art work.

To make sculptures and invite parents to a 'gallery' event. During the event sell refreshments.

## RE

### Year 1

Is Shabbat important to Jewish children?

Are Rosh Hashanah and Yom Kippur important to Jewish children?

### Year 2

How special is the relationship Jews have with God?

What is the best way for a Jew to show commitment to God?

## British Values and SMSC

Through activities planned we will spend time working together in groups and pairs. We will show our friends mutual respect and always accept their ideas. We will make lots of our own choices on how to tackle activities and what tools we want to use.

## Jigsaw PSHE

### Relationships

Helps us to learn how to build and maintain relationships with our friends and family.

### Changing me

Helps us to understand what makes us unique and why this is important.