



# Rule Britannia



Year 1/2

Spring 2020



# Immersion



## SPARCS

Whole School - British Dish Day

Bread making, sandwich tasting, breads from Britain

Visit to York Castle museum

## Experiences

School Visit to York Castle Museum

Design Technology baking link with Asda

## Presentation of Learning

Parents visit to showcase learning and share learning - DT link

### Resources for the term:

- Sandwich ingredients
- Cooking equipment
- Cardboard for draw bridges.

National Curriculum Links Geography

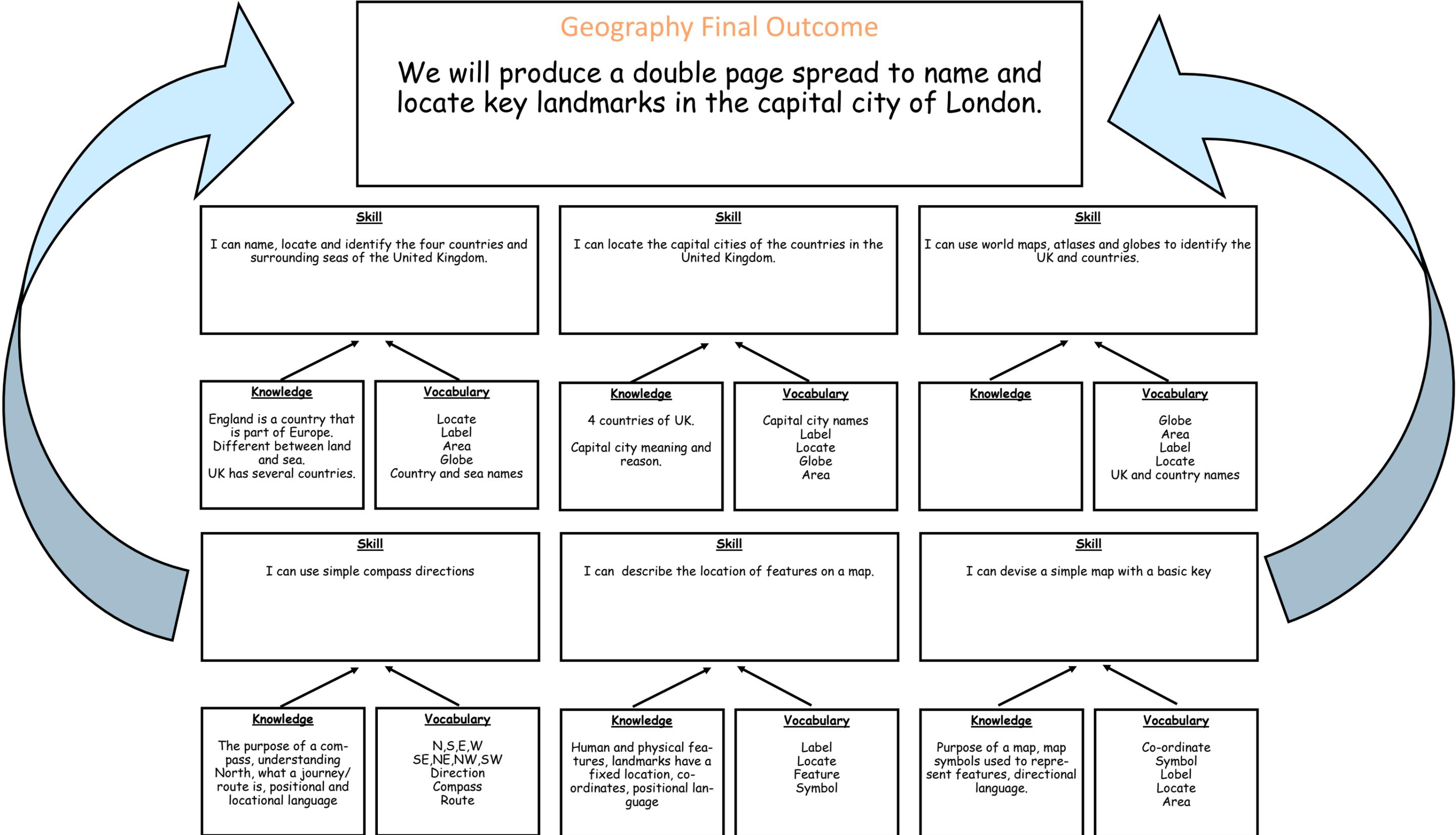
NC2: I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  
 NC6: I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  
 NC7: I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map  
 NC8: I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Geographers

As Geographers we will learn the 4 countries within the United Kingdom. We will locate and label the 4 countries on a map. We will look at the land and sea and label these on a map. We will also learn about the capital cities and label them. We will use a key to label important landmarks related to the Royal Family/Capital City of London.

**Geography Final Outcome**

We will produce a double page spread to name and locate key landmarks in the capital city of London.



National Curriculum Links History

NC2: events beyond living memory that are significant nationally

Historians

As Historians we will be studying events that are significant nationally. We will learn about the Royal Family from Victorian Time to the present day. We will talk about key events that have shaped the world we live in today. We will compare the life of the Royal Family in the past to the present day and look at how things have changed and or stayed the same. We will learn the roles and responsibilities of the Royal family. We will learn about where they live and what it is like to live in a palace. We will look at how the Royal Family is important for our Nation and how they affect and influence others around the world and within the commonwealth

**History Final Outcome**

To create an information booklet about the Royal Family.

Skill  
I can organise events in a timeline.  
(Royal Monarchs)

Skill  
I can ask questions and retrieve information about the past.

Skill  
I can handle and use sources of evidence to make observations and simple comparisons.

Knowledge  
Who the Monarchs were, understanding of time periods, how to organise in time order, dates, days, years, centuries

Vocabulary  
Period  
Decade  
Chronological  
Past, present  
Time words

Knowledge  
Past and present  
What is information, sources, how to locate, purpose of a question

Vocabulary  
Research, question, answer, information, fact, non-fiction, interpret, media, concept, significant

Knowledge  
What a source of information is, secondary and primary,

Vocabulary  
Evidence  
Research  
Similar  
Difference, Interpret  
Concept, Impact, Effect, Cause

Skill  
I can show an understanding of the concept of the Monarchy.  
(describe how the role of the Royal family has changed).

Skill  
I can recognise why people in the past acted as they did.  
(compare and contrast Henry VIII with Queen Elizabeth II)

Skill  
I can describe significant people from the past.  
(explain the impact the Royals have on Britain)

Knowledge  
What the royal family is  
Who is in the royal family

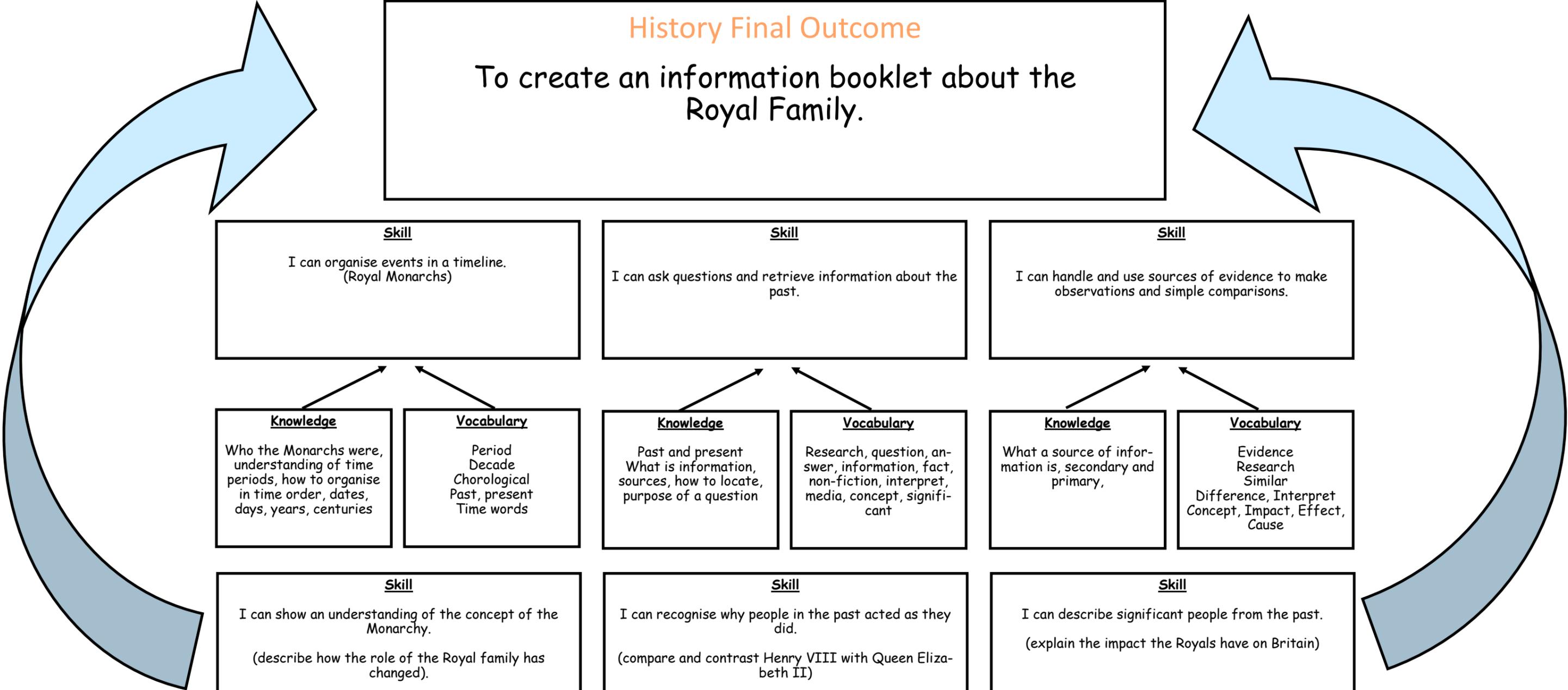
Vocabulary  
Significant, difference, decade, similar, perceive, generation

Knowledge  
Who Henry VIII and Queen Elizabeth II are  
Past and Present

Vocabulary  
Past, present, impact, significant, difference, affect and cause

Knowledge  
The royal family - who they are/ what they've done etc

Vocabulary  
Significant, generation, decade, similar, difference, impact, effect, cause





# Humanities



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 I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. 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> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> <li>• Describe key aspects of: <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements and land use</li> </ul> </li> </ul>
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> </ul>	<p>I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p>	
To communicate geographically	<ul style="list-style-type: none"> <li>• Recognise simple symbols or representations on maps and plans.</li> <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>	<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>	

Objective	Emerging	Expected (End of Year 2)	Exceeding
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 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 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> </ul> <ul style="list-style-type: none"> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>

National Curriculum Links

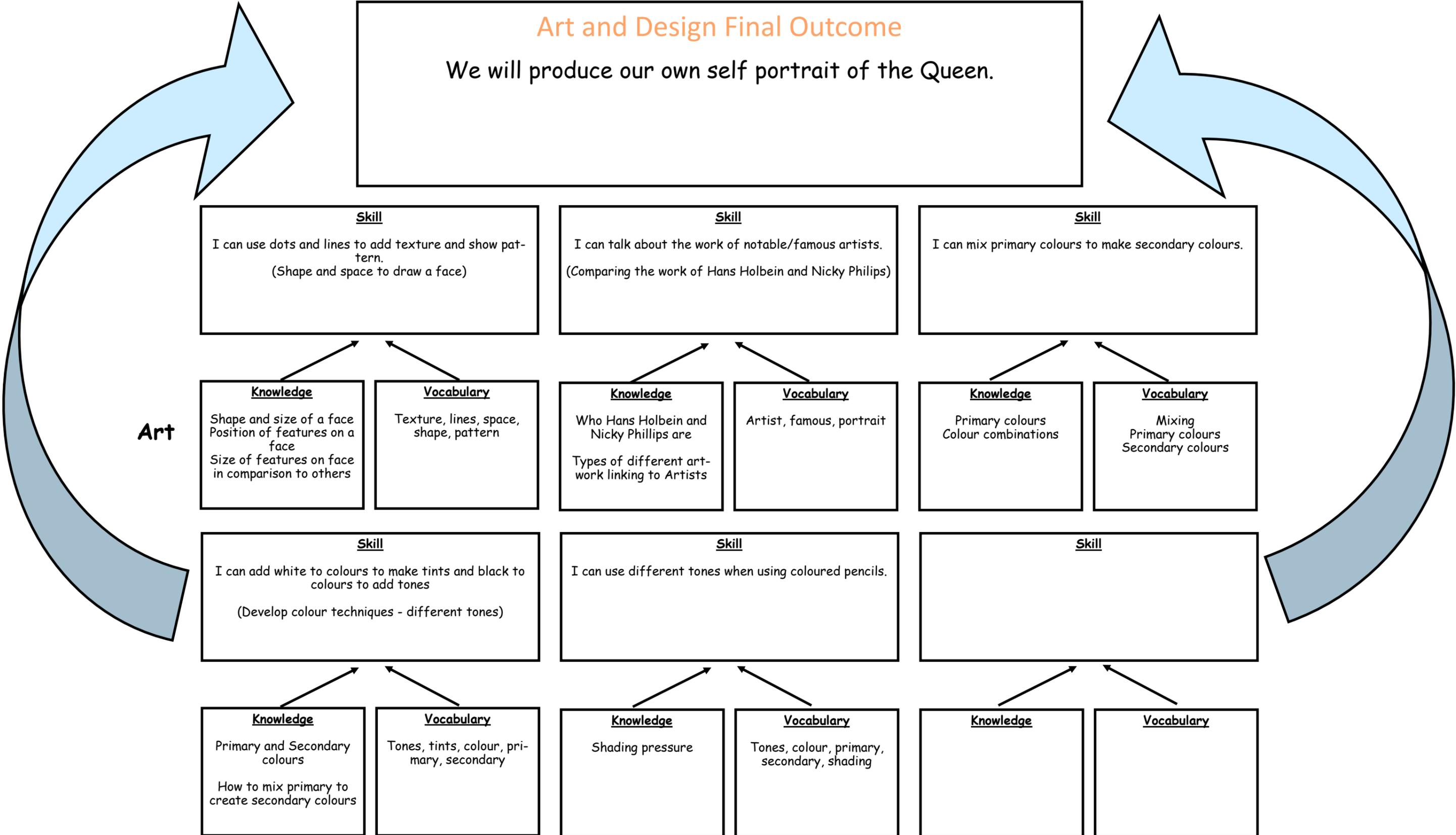
NC1: To use a range of materials creatively to design and make products  
NC2: To use **drawing, painting** and sculpture to share their ideas, experiences and imagination  
NC3: To develop techniques in using colour, pattern, texture, line, shape, form and space  
NC4: To learn about the work of a range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

Art and Design

As Artists we will be studying the work of Hans Holbein and compare his drawings and paintings to those of Nicky Philips. We will learn about drawing and sketching and how to use sketching techniques to aid our paintings. We will talk about different painting techniques and how artists use a range of paints and techniques when they are creating a portrait. We will explore self-portraits. As artists we will learn the importance of evaluating our own and others work in order to produce the best pictures possible.

**Art and Design Final Outcome**

We will produce our own self portrait of the Queen.



National Curriculum Links Design and Technology

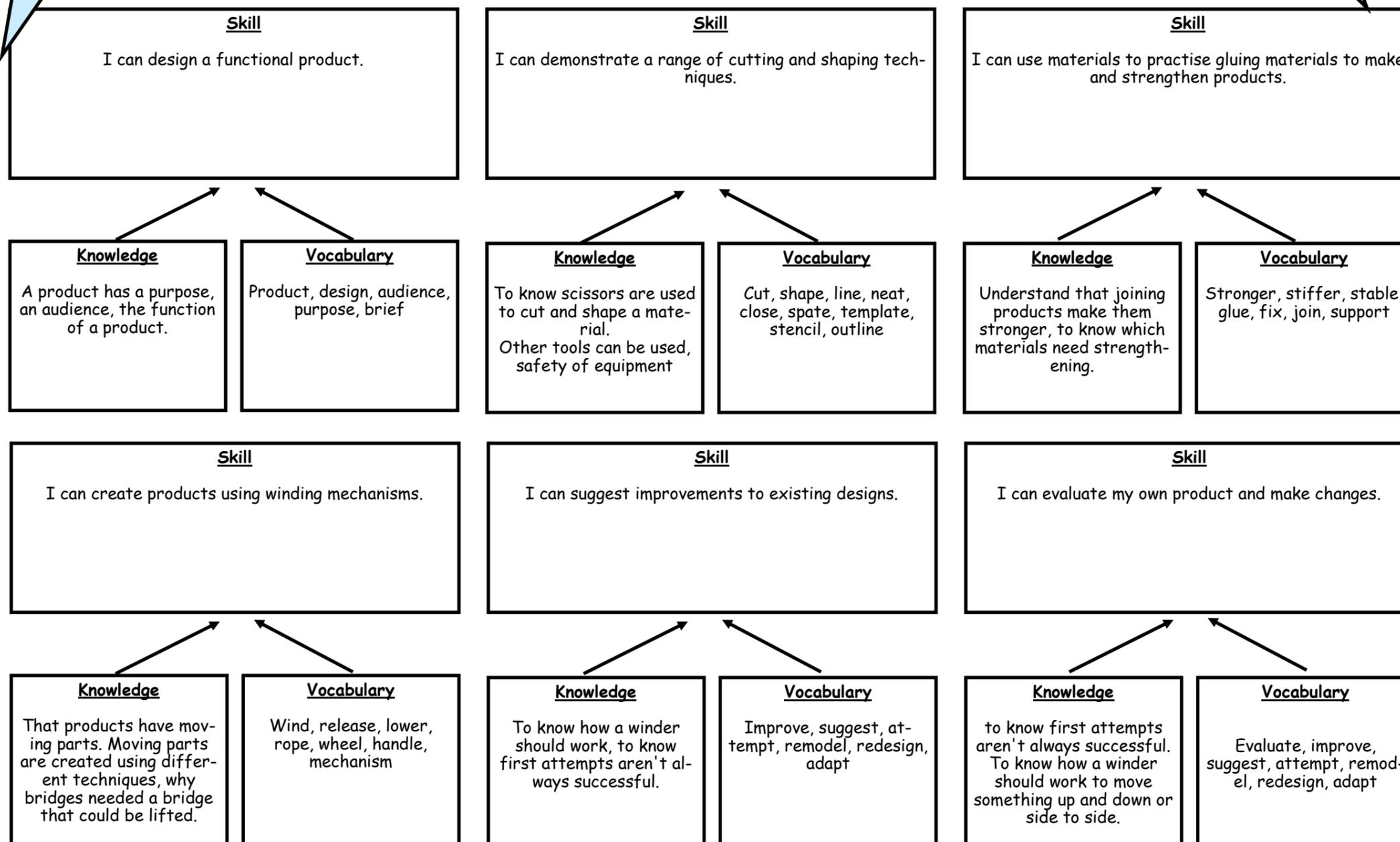
- NC1: To design a purposeful, functional, appealing products for themselves and other users based on design criteria
- NC2: To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- NC3: To 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
- NC8: To explore and use mechanisms, such as levers, sliders, wheels and axels, in their products

Design and Technologists

As designers we will use structures, levers, sliders, wheels and axels to design and make our own castles with moving draw bridges. As designers we will disassemble a range of products before we design our own. We will evaluate our design and make improvements based on feedback. As a whole school we will be looking at a British dish. We will sample food, evaluate our favourite and then make a dish to share with others.

**Design Technology Final Outcome**

We will make our own castles with moving draw bridges.





# Art and Design



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.  I can describe the work of notable artists, artisans and designers. I can use some of the ideas of artists studied to create pieces.	<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.
To design, make, evaluate and improve			

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  
**NC4:** To experiment with, create, select and combine sounds using the inter-related dimensions of music

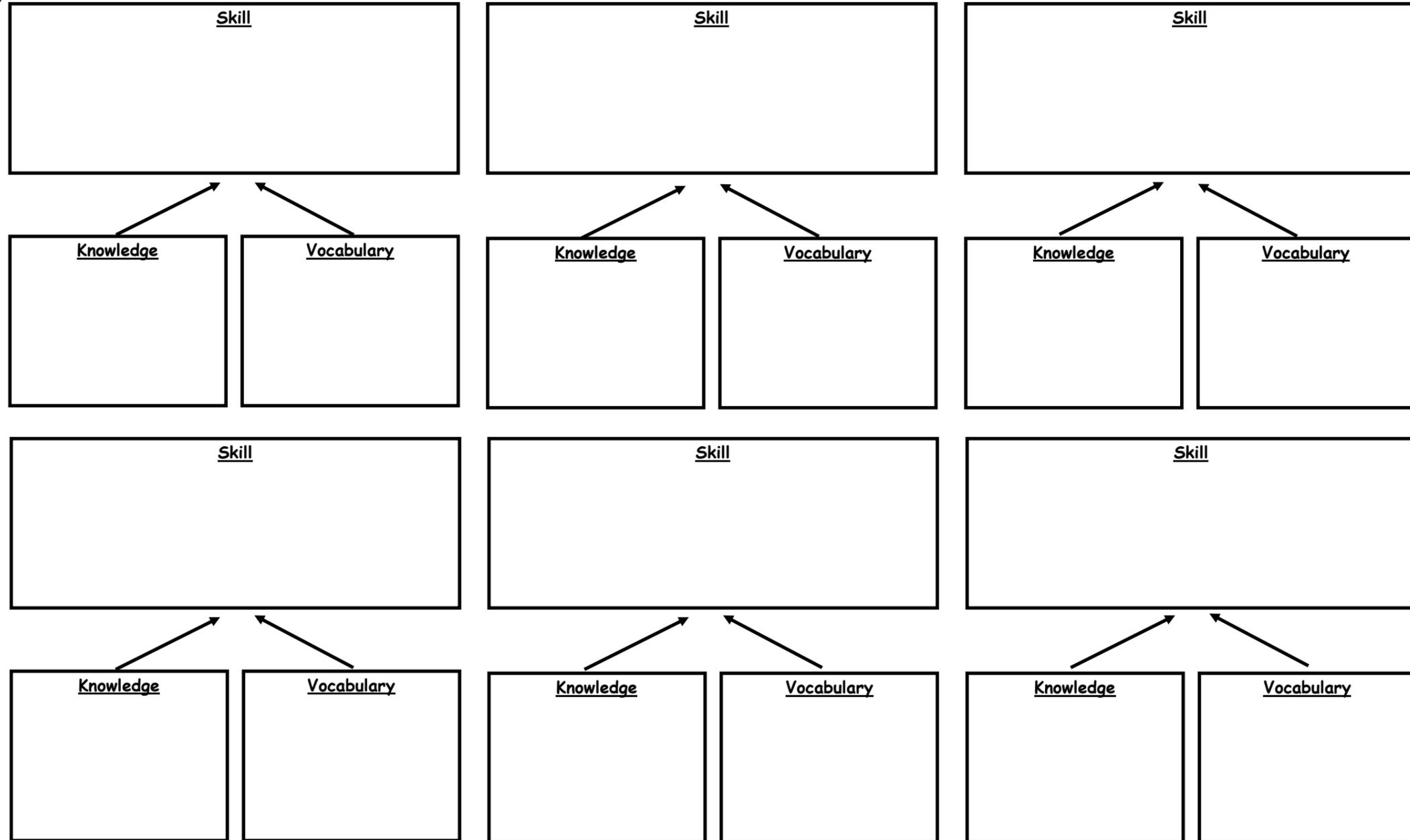
Music

**Year 1**

As musicians we will listen to a range of musical styles by learning 1 song 'In the Groove.' Each week we will sing the song in a different style including; blues/baroque/latin/bhangra/folk and funk. We will then learn the song 'Round and Round' and listen to a range of styles. We will appraise the song and learn to play a set notational pattern on a tuned instrument along to the song. We will improvise a rhythmic pattern to the song and play our instruments and sing at the same time.

**Music Final Outcome**

Performance to school in assembly  
to the whole school



National Curriculum Links

**NC1:** To use their voices expressively by singing songs and speaking chants and rhymes  
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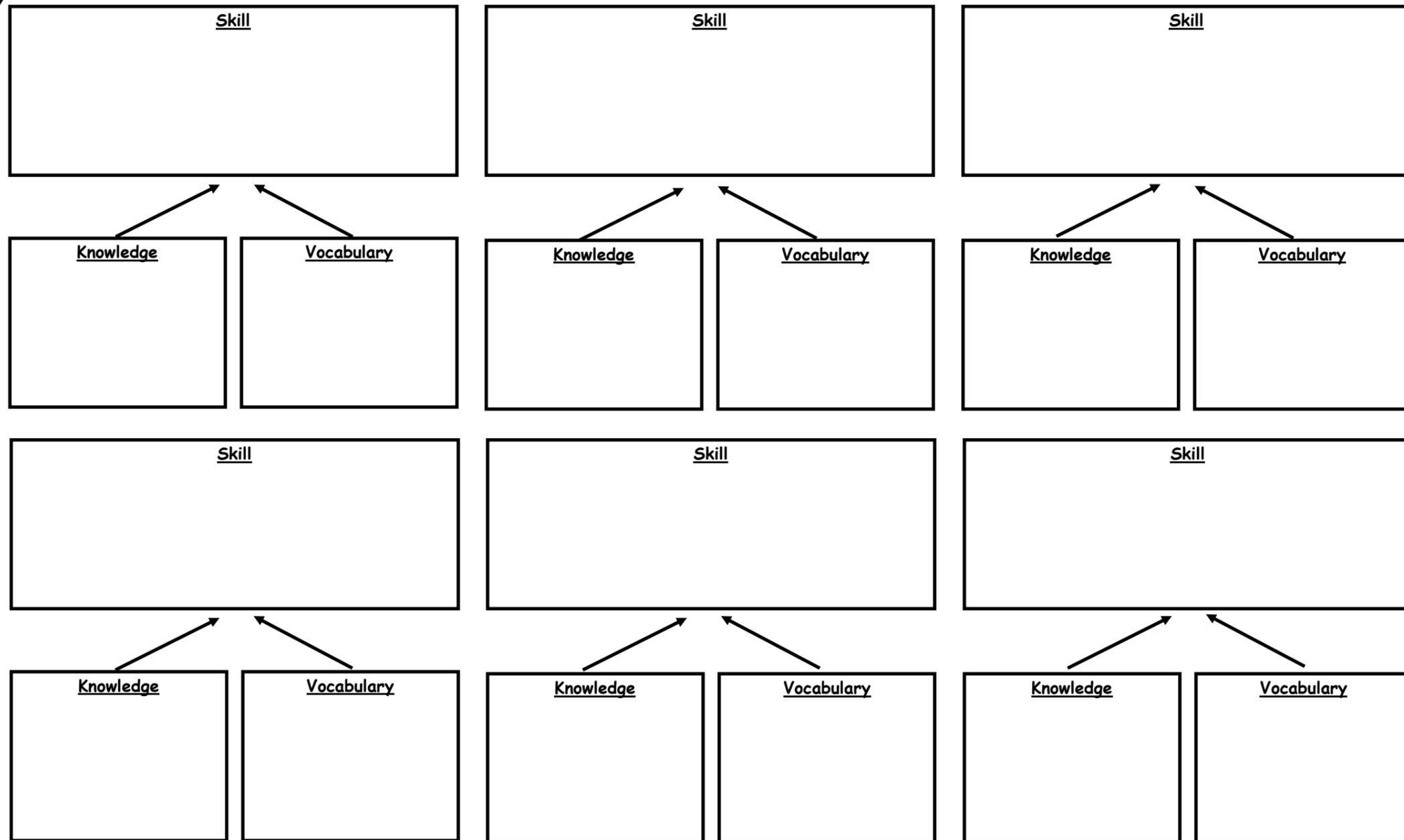
Music

**Year 2**

As musicians we will listen to a specially composed rock song 'I wanna play in a band.' We will learn about the importance of rhythm and beat and learn how to play in an ensemble. We will perform as a class and use a range of beats and instruments. We will then listen to and appraise a range of reggae music/songs. We will continue to develop our sense of rhythm through learning the song 'Zootime.' We will create movement to music and also our own improvised rhythms.

**Music Final Outcome**

Performance to school in assembly  
to the whole school





# Art and Design



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: To 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: To participate in team games, developing simple tactics for attacking and defending  
NC3: To perform dances using simple movement patterns.

PE

In the first half term we will visit the Aspire gymnastic facility to develop and learn how to move safely with precision. We will have the opportunity to try using the gymnastic equipment to perform move and create simple patterns.  
In the second half term, we will have a coach visit us weekly to deliver badminton sessions. We will learn the basic skills needed to move the shuttlecock accurately from us to another and hopefully be able to have a short volley.

Skill

To move with some control and awareness of space.

Knowledge

Vocabulary

Skill

To begin to understand what a balance is and complete a range of balances.

Knowledge

Vocabulary

Skill

To put actions together to form a sequence.

Knowledge

Vocabulary

**Final Outcome**

Performing a final piece using the skills learnt whilst at Aspire.

Skill

To understand the concept of different teams.

Knowledge

Vocabulary

Skill

To begin to use basic skills in succession.

Knowledge

Vocabulary

Skill

To start to think about tactics.

Knowledge

Vocabulary

To be able to identify what works well and what doesn't.

**Final Outcome**

To be able to pass a shuttlecock between two players.



# PE



Emerging	Expected	Exceeding
	<p>Watch an action and repeat it with accuracy.</p> <p>Move with some control and awareness of space.</p> <p>Put actions together to form a sequence.</p> <p>Travel by rolling forwards, backwards and sideways.</p> <p>Begin to understand what a balance is and complete a range of balances.</p> <p>Climb safely on equipment.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p>	<p>Plan a sequence of actions.</p> <p>Refine movements into sequences.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</p> <p>Swing and hang from equipment safely (using hands).</p>

## Spring 1

**Year 1 - Gymnastics**

**Year 2—Gymastics**

## Spring 2

**Year 1 - Basic skills**

**Year 2— Badminton**



Year 1

# Computing

Assessment

## National Curriculum Links Computing

NC4: To use technology purposefully to create, organise, store, manipulate and retrieve digital content

NC5: To recognise common uses of information technology beyond school

NC6: To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

## Computing - Wanted Dragon

This project is focused on dragons and includes using augmented reality to bring trigger images to life (iPad only). The activities in this project involve creating a slideshow about dragons, discussing and creating 'hoax' images, bringing a dragon to life, creating a storyboard about the dangers the dragon presents, designing a wanted poster, creating a news bulletin, describing the dragon using words to create a graphic and writing instructions on how to catch a dragon.

### Skill

I can use a camera to capture images which are in focus and apply digital edits.

### Skill

I can use digital drawing tools to draw characters from a story or for a game

### Skill

I can design and create programs for others to play

### Knowledge

To know how to use the camera on an Ipad.

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

To know why pictures need to be focussed

### Vocabulary

Photo  
Camera  
Digital  
Edit  
Effects

### Knowledge

To understand how to use the drawing programme.

To experiment with using different colours, patterns and line thickness techniques.

### Vocabulary

Digital  
Character  
Drawing  
Tools  
Colours  
Texture  
Pattern

### Knowledge

To understand how to play a digital game.

Knowledge of what a game is.

To decide on a target audience.

### Vocabulary

Design  
Create  
Digital  
Programme  
Game

## Final Outcome

To create a digital game for others to play.



Year 2

# Computing

Assessment

## National Curriculum Links Computing

NC4: To use technology purposefully to create, organise, store, manipulate and retrieve digital content

NC5: To recognise common uses of information technology beyond school

NC6: To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

## Computing - What is a computer?

In this unit, we will look at computers and how they have changed over time. We will explore the components of a computer and how to work. We will compare input and output devices for computers, exploring technology at home and beyond and looks at robots and what they do.

### Skill

Identify, name and explain the functions of the main components of a computer.

### Skill

Name and compare common input and output devices of computer systems.

### Skill

Identify and describe uses of technology beyond school.

### Knowledge

To know that other devices are types of computer

To understand computers are made up on lots of different parts.

To understand that computers run lots of different devices they will use each day.

### Vocabulary

Computer, input, output, robots, WWW, sensor, remote control, GPS, Sat Nav, Processor

### Knowledge

Computers have different purposes.

Computers receive and produce information.

Different computer devices have different audiences.

### Vocabulary

Computer, input, output, robots, WWW, sensor, remote control, GPS, Sat Nav, Processor

### Knowledge

To know where computers are used.

To know why computers are important.

To understand computers help the world to function.

### Vocabulary

Computer, input, output, robots, WWW, sensor, remote control, GPS, Sat Nav, Processor

## Final Outcome

To create a booklet about what computers are, what they can do and how they are used.



# Other Curriculum Elements



## Enterprise drivers

- 13 - Decision making and problem solving
- 4 - Teamwork
- 6 - Creativity and Innovation
- 11 - Organising and Planning

## RE

### Year 1

- Jesus as a friend**- Was it always easy for Jesus to show friendship?
- Easter** - Why was Jesus welcomed like a king by the crowds on Palm Sunday?

### Year 2

- Passover** - How important is it for Jewish people to do what God asks them to do?
- Easter** - How important is it to Christians that Jesus came back to life after His crucifixion?

## British Values and SMSC

Through this topic, we will look at all things British and look at the roles of Monarchy and how they are role models for everyone. We will listen to and respect each others opinions and try to help each other.

## Jigsaw PSHE

**Spring 1**— Dreams and Goals

**Spring 2**— Healthy Me