

France & the Olympics' Summer 2

<p><u>Subject: Science</u> Humans -identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><u>Prior learning:</u> EYFS KS1 Plants (Year A Term 1 & 2) Humans (Year A Term 3 & 4) Working Scientifically/Forces & Movement (Year A Term 5) Materials (Year A Term 6) Seasonal Changes (Year B Term 1) Animals (Year B Term 1 & 2) Everyday Materials (Year B Term 3) Use of Materials & Scientific Enquiry Skills (Year B Term 4) Living things and their Habitats (Year B Term 5)</p>	<p><u>Next steps learning:</u> KS2 Year 3 Animals, including humans □ identify that animals including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat □ identify that humans and some other animals have skeletons and muscles for support, protection and movement. Year 3 Light □ recognise that they need light in order to see things and that dark is the absence of light □ recognise that light from the sun can be dangerous and that there are ways to protect their eyes Year 4 Animals, including humans □ describe the simple functions of the basic parts of the digestive system in humans □ identify the different types of teeth in humans and their simple functions Year 4 Sound □ recognise that vibrations from sounds travel through a medium to the ear Year 5 Animals including humans □ describe the changes as humans develop to old age. Year 6 Animals including humans □ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood □ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function □ describe the ways in which nutrients and water are transported within animals, including humans. Year 6 Evolution and inheritance □ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Year 6 Light □ explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p>
<p><u>Small steps:</u></p> <ol style="list-style-type: none"> 1) To be able to identify different parts of the body 2) To be able to identify the five senses and what each sense is used for. 3) To explore how humans grow as they get older. 4) To find out how to eat a healthy, balanced diet 5) To find out why exercise is important to keep our bodies healthy. 	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • Ask simple questions • Recognise questions can be answered in different ways • Observe closely • Use simple equipment safely and appropriately • Identify and classify • Use their observations and ideas to suggest answers to questions • Perform simple tests • Gather and record data to help answer questions 	
<p><u>Key vocabulary</u> Head, Arm, Leg, Torso, Nose, Eyes, Knees, Ankles, Elbows, Shoulders, senses, touch, sight, hearing, taste, smell, human development, baby, toddler, child, teenager, adult, elderly, balanced diet, healthy plate, food pyramid, exercise,</p>		
<p><u>Assessment Opportunities:</u> Labelled images: Completed sentence stems: Food plates; end of unit tests;</p>		

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Theme Overview: This unit explores the human body. Children will name and identify different body parts, as well as exploring the five senses and the body parts associated with each. Children will also learn about the importance of healthy diets and exercise.

<p><u>Subject: History</u> Nurturing Nurses</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. <p>The 1st Olympics/2012 Olympics</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally significant historical events, people and places in their own locality. 	<p><u>Prior learning:</u> Early Learning Goals</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past now, drawing on their experiences and what has been read in class Understand the past through settings, characters, and events encountered in books read in class and storytelling. <p>Key Stage One Victorians (Year A Term 2) Issac Newton & how science/communication has changed over time (Year A Term 4) Transport over time, William Morris - a significant local person (Year A Term 5) Explorers (Year A Term 6)</p> <p>Mary Anning - Significant Individual (Year B Term 2) Comparing life at different times (Year B Term 3)</p>	<p><u>Next steps learning:</u> Key Stage Two</p> <ul style="list-style-type: none"> Ancient Greece - a study of Greek life and achievements and their influence on the western world
<p><u>Small steps:</u></p>	<p><u>Cross curricular links</u></p>	

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1. To explain what makes a person significant
2. To identify and explain how Florence Nightingale improved nursing
3. To explain who Mary Seacole was and how she improved nursing
4. To explain who Edith Cavell was and how she improved nursing.
5. To compare the lives of different nurses
6. To persuade others to remember Florence Nightingale, Mary Seacole and/or Edith Cavell.

7. To find out about the history of the Olympic Games.
8. To look at the origins of the Olympic Games and explore the Ancient Greek culture of the day. To imagine what it would have been like for the first athletes as they prepared for competition.
9. To find out about the part Baron Pierre de Coubertin played in establishing the modern Olympic Games. To explore Coubertin's beliefs that sport could bring peace and harmony among countries.
10. To examine the organisation of the Modern Olympic Games. To reflect on the Olympic Ideal and the various events within the Olympic Movement.

Science links - body
PSHE links - being healthy

PE links - multi-skills/athletics.

Key vocabulary

significant, important, famous, person, people, reason, nurse, Florence Nightingale, cared, nursed, supplies, hospital, Crimea, Crimean War, Scutari, soldiers, injured, government, problem, solution, Mary Seacole, healer, challenges, overcome, racial prejudice, British Hotel, herbal remedies, Edith Cavell, World War One, Belgium, Germany, invaded, Allied, escape, arrest, treason, execution, compare, comparison, similar, similarities, different, differences, remember, remembered, memorial, inspired, changed, attitudes.
Olympic Games, Modern, Ancient Greek, Paralympic Games, Source, Photograph, Ancient Greek, Civilisation, Sporting competitions, Baron Pierre de Coubertin, Motto, Oath, Olympic rings, London 2012, Torch, Opening ceremony.

Assessment Opportunities

Timelines
Fact files
Diary entries
Sorting activities.

Theme Overview: During this unit children will learn about the influential nurses Florence Nightingale, Mary Seacole and Edith Cavell. It asks children to establish what makes a person significant, explores and compares the lives and work of these nurses and considers how these individuals have influenced nursing today. Children will then move onto looking at significant events linked to the Olympics.

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<p><u>Subject: Art & Design</u> Sculpture</p> <ul style="list-style-type: none"> ♣ to use a range of materials creatively to design and make products ♣ to use sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p><u>Prior learning:</u> <u>EYFS</u> EAD: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. EAD: Share their creations, explaining the process they have used.</p> <p><u>KS1</u></p> <ul style="list-style-type: none"> • Collage skills/Beatriz Milhaze & Frida Kahlo - (Year A Term 1) • Portraits (Year A Term 3/4) • Landscapes & Cityscapes (Monet/Van Gogh/Metzinger) (Year A Term 5) • Painting/Colour (Year A Term 6) <ul style="list-style-type: none"> - Mark Making/Aboriginal Art (Year B Term 1) - Colour/Painting/Printing (Year B Term 3) - Henri Rousseau (Year B Term 5) 	<p><u>Next steps learning:</u> <u>KS2</u></p> <ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
<p><u>Small steps:</u></p> <ol style="list-style-type: none"> 1. To use simple shapes to make sculptures of the human form 2. To make a sculpture with a simple human form 3. To explore sculptures with 'inside' and 'outside' spaces 4. To create kinetic sculptures that move in the wind 5. To make a sculpture where light, shape and colour create an interesting effect 	<p><u>Cross curricular links:</u></p>	
<p><u>Key vocabulary:</u> Shape, form, human, sculpture, Antony Gormley, pose, sketch, photograph, Henry Moore, clay, texture, surface, Barbara Hepworth, Anish Kapoor, inside, outside, carve, imprint, impression, Alexander Calder, kinetic, rod, mobile, move, suspend, Dale Chihuly, glass sculpture,</p>		
<p><u>Assessment Opportunities</u> Created sculptures Photographs Sketches Videos</p>		
<p>Theme Overview: children will describe and respond to images of sculptures. They will use a range of materials to create sculptures inspired by famous works of art and create giant sculptures!</p>		

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<p><u>Subject: Computing</u> Pictograms</p> <ul style="list-style-type: none"> ♣ use technology purposefully to create, organise, store, manipulate and retrieve digital content ♣ 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. 	<p><u>Prior learning:</u> <u>EYFS</u></p> <ul style="list-style-type: none"> - Exploration of technology in provision <p><u>KS1</u></p> <ul style="list-style-type: none"> - Online Safety - term 2 (PSHE) - Computer systems (Year A term 1) - Data & information (Year A term 2) - Digital Photography (Year A Term 3) - Word processing (Year A Term 4) - Programming Beebots (Year A Term 5) - Programming ScratchJr (Year A Term 6) - Technology Around Us (Year B Term 1) - Digital Painting (Year B Term 2) - Robot Programming (Year B Term 3) - Programming Quizzes (Year B Term 4) - Digital Music (Year B Term 5) 	<p><u>Next steps learning:</u> <u>KS2</u></p> <ul style="list-style-type: none"> • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
<p><u>Small steps:</u></p> <ol style="list-style-type: none"> 1. To recognise that we can count and compare objects using tally charts, To record data in a tally chart, To represent a tally count as a total, To compare totals in a tally chart. 2. To recognise that objects can be represented as pictures, To enter data onto a computer, To use a computer to view data in a different format, To use pictograms to answer simple questions about objects. 3. To create a pictogram, To organise data in a tally chart, To use a tally chart to create a pictogram, To explain what a pictogram shows 4. To select objects by attributes and make comparisons, To tally objects using a common attribute, To create a pictogram to arrange objects by an attribute, To answer more than/less than, most/least questions about an attribute 5. To recognise that people can be described by attributes, To choose a suitable attribute to compare people, To collect needed data, To create a pictogram and draw conclusions from it 6. To explain that information can be presented using a computer, To use a computer program to present information in different ways, To give simple examples of why some information should not be shared, 		<p><u>Cross curricular links:</u> Maths - yr 2 statistics</p>
<p><u>Key vocabulary:</u> More than, less than, most, least, organise, data, object, tally chart, votes, total, pictogram, enter, data, compare, count, explain, most common, least common, attribute, group, same, different, object, conclusion, block diagram, sharing</p>		
<p><u>Assessment Opportunities</u></p>		

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Created pictograms
True/false statements

<p><u>Subject: Music</u> Kapow Music - Pulse and rhythm (Theme: All about me)</p> <ul style="list-style-type: none"> ♣ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians ♣ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence ♣ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations 	<p><u>Prior learning:</u> <u>ELG</u> EAD: Sing a range of well known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and try to move in time with music. <u>KS1</u> (Year A Charanga Music) Term 1 - Your imagination - beat/pitch (Year A Term 1) Term 2 - Ho Ho Ho - using voices in different ways (Year A Term 2) Term 3 - Hands, Feet, Heart - Pitch (Year A Term 3) Term 4 - In the groove - Music for storytelling (Year A Term 4) Term 5 - Friendship Songs - dynamics/notation (Year A Term 5) Term 6 - Round Round - Consolidation (Year A Term 6)</p> <p>(Year B Kapow Music) Term 1: Animals - Classical Music, dynamics & tempo Term 2: Musical Me - Use of Voice & Musical Notation Term 3 - Fairy Tales - Timbre Term 4 - Superheroes- Pitch & Tempo Term 5 - Journey through Britain - composition</p>	<p><u>Next steps learning:</u> <u>KS2</u></p> <ul style="list-style-type: none"> □ improvise and compose music for a range of purposes using the inter-related dimensions of music □ listen with attention to detail and recall sounds with increasing aural memory □ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
<p><u>Small steps:</u></p> <ol style="list-style-type: none"> 1. To use my voice and hands to make music. 2. To clap and play in time to the music. 3. To play simple rhythms on an instrument. 4. To listen to and repeat short rhythmic patterns. 5. To understand the difference between pulse and rhythm. 	<p><u>Cross curricular links:</u></p>	
<p><u>Key vocabulary:</u> Pulse, rhythm,</p>		

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Assessment Opportunities

Videos of music making

Theme Overview: Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.

<p>Subject: PSHE My Body R13, R16, R17, R18, R20 H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H29, H31, H37</p>	<p>Prior learning: ELG: PSED - manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <ul style="list-style-type: none"> - Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> • Regular physical activity • Healthy eating • Toothbrushing • Sensible amount of screen time • Having a good sleep routine • Being a safe pedestrian • <p>KS1 Year A Term 1 - Staying Safe H.8, H.28, H.29, H.30, H.31, H.32, H.33, H.35, H.36, R.13, R.14, R.15, R.16, R.18, R.19, R.20 Term 2 - Digital Wellbeing H28, H 34, R 10, R11, R12, R14, R15, L7, L8, L9 Term 3 - Be Yourself H12, H13, H14 H15, H16, H18, H19, H20, H21, H22, H23, R25 Term 4 - One World R2, R3, R4, L1, L2, L3, L6 Term 5 - TEAM - R1 R2 R7 R9 R10 R11 R12 R21 R22 R23 R24 H23 L4 L14 Term 6 - Aiming High - H20, H21, H23, H24, L14, L15, L16, L17, R23, R25, Year B Term 1 - Online Safety H28, H 34, R 10, R11, R12, R14, R15, L7, L8, L9 Term 2 - VIPs - friendships & relationships H14, H16, H23, H33, R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R16, R21, R23, R25 Term 3 - Money Matters - L10, L11, L12, L13, L14, L15, L16 Term 4 - Feelings & Growth Mindsets - H1. H11. H12 H13. H17. H18. H19. H23. Term 5 - Diverse Britain - L1, L2, L3, L4, L5, L6, R21, R23, R25,</p>	<p>Next steps learning: KS2 R22, R24, R25, R26, H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H25, H26, H27, H28, H29, H30, H31, H32, H33, H34, H35, H36, H46, H47, H48, H49, H50</p>
<p>Small steps:</p> <ol style="list-style-type: none"> 1. Who does your body belong to? What should you do if you feel unsafe or worried about something? To know I can choose what happens to my body. 2. What does exercise do to our bodies and is it important? What does sleep do to our bodies and is it important? To make healthy choices about sleep and exercise. 3. What is a balanced diet? Why is it important to eat well? To talk about a healthy, balanced diet and why this is good for our bodies. 4. What are germs and how can they be bad for us? How can we keep ourselves clean? To know how to keep my body clean? 	<p>Cross curricular links: Science links</p>	

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5. Why are some things dangerous to eat or drink and how can they harm us? How can we keep ourselves safe? To know what is safe to eat or drink.
6. What choices can you make to be healthier, safer and happier? How can we make better choices? To know I can choose to keep my mind and body healthy and safe.

Key Vocabulary

little, deal, tricky, serious, problems, scared, help, choice, secret, surprise, permission, consent, contact, touch, safe, unsafe, uncomfortable, muscles, breathing, exercise, brain, routine, sleep, rest, heart, healthy, chemicals, strength, body, mind, Treat, healthy, unhealthy, occasional, sugar, brushing, dentist, diet, balanced, protein, carbohydrates, fruits, vegetables, dairy, fats, clean, wash, brush, germs, disease, hygiene, bacteria, virus, infection, spread, vomiting, diarrhoea, coughs, colds, illness, antibacterial, protect, dentist, doctor, chemist, pharmacist, poisonous, danger, medicine, cleaning, emergency, product, safe, unsafe, alcohol, cigarettes, deadly, ingredients, warning, ill, sick, decision, rules, choice, consequence, safe, questionnaire, happier, healthier, consent, permission, feelings, reactions, responses

Assessment Opportunities

Discussions

Posters

True/false statements

Role plays

Theme Overview: This unit explores choices that children can make about looking after their bodies. The lessons look at key areas where children can make safer choices: their body, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.

<p>Subject: RE What makes some people important?</p>	<p>Prior learning: EYFS UW: People, Culture & Communities – know some similarities and differences between different religious and cultural communities in this country, drawing own their experiences and what has been read in class.</p> <p>KS1 Celebrations (Year A Term 2) Belonging (Year A Term 3) Christianity (Year A Term 4) Islam (Year A Term 5) Stories (Year A Term 6)</p> <p>What makes some things sacred to some groups of people? (Year B Term 1) Why do people celebrate important occasions? (Year B Term 2) What makes some stories so important to different people? (Year B Term 3) Why is it important to look after our world? (Year B Term 4) Why are some places important to people? (Year B Term 5)</p>	<p>Next steps learning: KS2 Core Questions: • What is most important in life? • How do people show what is most important to them? • How does this affect their attitudes to themselves, other people and the world around them?</p> <p>Enquiries (referencing back to the core questions)</p> <ul style="list-style-type: none"> • What holds communities together? • How do religions express their beliefs about God?
<p>Small steps:</p> <ol style="list-style-type: none"> 1. What Makes a Good Leader? To look at and appreciate how many people's values are an important aspect of their lives by exploring the differences between teachers, leaders and followers 2. Why Is Abraham So Important to Jewish People and Christians? To learn the name of important religious stories by learning about why Abraham is important to Jewish people and Christians 3. What Sort of Leader Was Moses? To learn the name of important religious stories by learning about what sort of leader Moses was. 4. Why Do People Follow Jesus? To learn the name of important religious stories by learning why people follow Jesus 		<p>Cross curricular links: British Values - Mutual respect Tolerance of those with different faiths</p>

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5. What Kind of Leader Is Jesus? To learn the name of important religious stories by learning what kind of leader Jesus is	and beliefs and those without faith.
6. What Kind of Leader Is Prophet Muhammad (PBUH)? -To describe the main beliefs of a religion by understanding what kind of leader Prophet Muhammad (PBUH) is	
7. What Religious Leaders Do We Have? To recognise, name and describe religious artefacts, places and practices by understanding that there are different kinds of religious leaders	

Key vocabulary:
 follower, leader, teacher, blessing, Christianity, covenant, Judaism, nation, Abraham, God, Israelites, Moses, miracles, Son of God, mite, temple, widow, Allah, Islam, Muslim, PBUH, prophet, Qur'an, granthi, imam, minister, monk, pastor, priest, rabbi, swami, vicar,

Assessment Opportunities
 Storyboards
 Jesus drawings and sentences/words.
 End of Unit Quiz

Theme Overview: In this unit, children will learn about what leaders, teachers and followers are. Pupils will have the opportunity to reflect on what makes a good leader and the significance of religious leaders such as Abraham, Moses and Jesus. Pupils will also have the chance to learn about the names of leaders from different faiths.

<p>Subject: PE Multi-Skills - Athletics EYFS PD - Negotiate space and obstacles safely with consideration for themselves and others. Demonstrate strength, balance and coordination. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing</p> <p>To develop the ability to throw an object. To develop the ability to move at speed To adapt the body when moving at speed. To learn how to jump safely. To develop the ability to jump in different ways.</p> <p>KS1 <input type="checkbox"/> 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</p> <p>To throw for accuracy To develop running skills To develop skills for jumping for height</p>	<p>Prior learning: EYFS PD: Negotiate space and obstacles safely with consideration for themselves and others. Demonstrate strength, balance and coordination. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing</p> <p>KS1 Year B Term 1 - Ball Skills Term 2 - Invasion Games (applying ball skills) Term 3 - Dance Term 4 - Attacking & Defending Skills Term 5 - Bat & Ball Skills</p>	<p>Next steps learning: KS2</p> <ul style="list-style-type: none"> <input type="checkbox"/> use running, jumping, throwing and catching in isolation and in combination <input type="checkbox"/> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] <input type="checkbox"/> compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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To develop skills for jumping for distance

Small steps:

1. To throw for accuracy
2. To develop running skills
3. To develop skills for jumping for height
4. To develop skills for jumping for distance

Cross curricular links:

Key vocabulary

Run, jump, throw, accuracy, distance, height, length, sprint, jog, speed, fast, slow, hop, sequence, control, distance, pace, under/overarm throw, power, aim, target, track, field, technique, performance, athlete.

Assessment Opportunities

Videos

Photographs

Questioning

Theme Overview: This unit will allow children to focus on a range of different athletics skills including running, jumping and throwing. Children will also focus on the Olympic Values, considering how these fit into both the lesson and their daily lives. They will develop their skills in changing speed and direction when running, jumping for height and distance and throwing underarm accurately.