

## History

### Would The Beatles have won 'X Factor'?

Pupils will learn about the lives of significant individuals in Britain's past who have contributed to our nation's achievements

**In their lessons, they will learn the following:**

- Who were The Beatles and why does almost every adult in Britain know them?
- Who else was famous in Britain because of their music?
- If you were in a musical group, what would your music sound like?
- Has Britain always had talent and who would your parents and grandparents say were famous in their day?
- Who are the famous people that have lived in our town/ city/county and what can you find out about them?
- What would you like to become famous for and why?

**Reflection:** Can you create a history 'X Factor' show which tells everyone about famous Britons?

## Art

### Pop Art by Andy Warhol

This half term pupils will investigate tone and colour through the work of Pop Art and Andy Warhol. After this investigation, they are going to design and create their own patterns. Pupils will create their own Pop Art by creating small squares and adding their patterns, whilst demonstrating the aspects of tone and colour.

## Year 1

### Summer 2 Curriculum Map

#### Big Learning Question (Theme) Would The Beatles have won 'X Factor'?

### Links to Our School Values & The British Values?

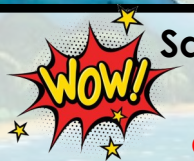


Pupils will continue to understand the process of **democracy by learning about the houses of parliament and the importance of democracy.**

They will also learn about **showing mutual respect and tolerance** of those with different faiths and beliefs by discussing the rules and beliefs of different faiths in RE and during circle time.

They will be reminded of **the rule of law** when learning & embedding the school rules.

### Save The Dates!



**WOW date**  
**Class X-Factor competition**



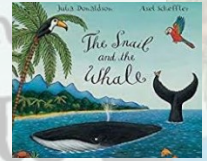
**60's dress up day**  
**Friday 12th July 2019**

## English

Learning will be based on our Main Text:



Julia Donaldson



Pupils will follow the story of a little girl with a magic paintbrush, Shen can paint steaming pots full of fish and oysters to feed the hungry people in her village. And One tiny snail longs to see the world and hitches a lift on the tail of a whale.

**Writing outcomes:**

- Forming questions,
- Character descriptions
- Writing in role
- Diary entries
- Simple narrative based on known text
- Recount and eye witness account
- To use language to imagine and recreate roles and experiences in roleplay
- Expand noun phrases to describe and specify

**Reading:**

Pupils will enjoy daily class reader and increase familiarity with a range of books;

- Discuss the sequence of events in books; Answer and ask questions;
- Predict what might happen on the basis of what has been read;
- Draw inferences on the basis of what is being said and done; Express views and opinions about reading
- Writing outcomes will include
- Express views and opinions about reading
- Sequence sentences to form short narratives; narrative create settings, characters and plot.



## Maths

### Geometry: Shape

Pupils will be learning to:

- Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles];
- Recognise and name common 2-D and 3-D shapes, including: 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
- Revisit areas of learning grids that are not all green.
- Introduce Year 2 Curriculum Place value, addition and subtraction. Final assessment

Please note that objectives that are in **bold and underlined** are known as **Key Performance Indicators (KPIs)**. These must be achieved by the end of the year for your child to be **working at Year 1 standards**. Therefore, it is important that any home learning should work on consolidating these.

Please speak to your child's teacher if you would like any support with this.

## Science

### Everyday materials

Pupils will explore different materials and sort them into groups based on their properties! They will consider what it would be like if the tables were made of jelly or the chairs were chocolate! Then recreate the story of the three little pigs and predict what will happen to their houses.

- Investigate magnets and metal
- Ice observations
- Puddle observation
- Choose materials to build house for the Three little pigs.

## Religious Education

### Special places

Pupils will understand that people feel differently about places they consider special, and that they expect other people to behave in a respectful way in these places; think about the places that are special to them—how these places make them feel and how they behave there.

## Computing

### Unit 6

### Programming Skills & Digital Literacy

Pupils will Re-cap on movement and problem solving (discuss previous work on Unit 5) and the basic commands required to move an object (on-screen or robotic device) in a meaningful way (Left/Right/Up/Down. Pupils work through the activity Furthering the Collection 1. This activity is timed; challenge pupils to complete all questions within a given time or to beat their own first-attempt time. Challenge pupils to find different routes on parts of the activity. Are there different ways of reaching the goal? Can you find the best/shortest/quickest route?

Pupils will be learning to:

- Session 1: Problem Solving (Furthering the Collection 1)
- Session 2: Problem Solving (Unlocking Potential 1)
- Session 3: Debugging (Unlocking the Right Path 1)
- Session 4: Problem Solving (Unlocking the Next Step 1)
- Session 5: Movement (Twists and Turns 1)
- Session 6: Movement (Twists and Turns 2)
- Session 7: Jobs in Computing (Digital Literacy)



## PSHE Relationships

### Overarching aims of this theme:

- **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Relationships** (including different types and in different settings)
- **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
- **Diversity** and **equality** (in all its forms)
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)

### During their lessons, pupils will be taught:

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to recognise and manage emotions within a range of relationships
- How to respond to risky or negative relationships and ask for help

## PE indoors

In this Jumping Jacks and Rock 'n' Roll. Pupils will learn all about jumping, rolling and balancing. They will learn to perform different types of jumps and balances on the floor and on different gymnastics equipment. They will also learn different types of rolls, which they will practise and perform in the gymnastic sequences they create.

## PE outdoors

In this Attacking and Defending unit will teach pupils about the skills players need in different team games. The children will learn about attacking skills, such as passing a ball to another player, and dodging defenders. They will develop their defending skills looking at how to mark players and how to defend a space. Children will have the opportunity to play a range of mini team games to help them to identify and improve their skills.

## Music

### Beat and Rhythm

Pupils will:

- Learn how to tell the difference between a beat and a rhythm.
- Use songs and simple rhymes with actions to identify the beat.
- Compose their own rhythms using simple sentences and perform these to a steady beat.
- Use and understand key subject vocabulary including; beat, rhythm, pulse

## Home Learning

**Please see the your child's Home Learning Project for this half-term. A copy will be sent home & you can also find it under the Homework section on our website.**

**Weekly homework will be sent out online via DB Primary, Bug Club, Mathletics & Spellodrome.**



Remember that **Reading should be taking place EVERY DAY**. Reading Records will be checked daily. Please listen to your child read and write a comment/ sign in their reading record. If they are able to, pupils can read & write their own reflection comment about what they have read.

PE kits must be in school on **Mondays** and will be sent home on **Fridays**.

