

Key Stage 1

Summer Term

Cycle B

Super Heroes, Super Animals!



Year 1 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)					Number: Addition and Subtraction (within 10)					Geometry: Shape	Consolidation/ Autumn term assessments
On-going: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 -9:15) Time/Counting in groups of 2,5,10, writing numbers in words and numerals, days of the week/months of the year						KIRFS A1 = Write numbers in words 0 -10, order and write numerals to 20 KIRFS A2 = I know number bonds for each number to 6.						
Spring	Number: Place Value (within 20) (Multiples of 2, 5, 10 to be included)			Number: Addition and subtraction (within 20)			Number: Place Value (within 50) (Multiples of 2, 5, 10 to be included)		Measurement : Length and Height	Measurement : Weight and Volume	Consolidation/ Spring term assessments	
On-going: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 – 9:15) Time/Counting in groups of 2,5,10, writing numbers in words and numerals, days of the week/months of the year/ 2D and 3D shape						KIRFS Sp1 –I know doubles to 20 and halves of even numbers to 20. KIRFS Sp2 -I know number bonds to 10.						
Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time	Consolidation/ Summer term assessments	
On-going: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 – 9:15) Time/Counting in groups of 2,5,10, writing numbers in words and numerals, days of the week/months of the year/ 2D and 3D shape						KIRFS S1 I can tell the time. Half past and o clock KIRFS S2 -I know number bonds for each number up to 10.						

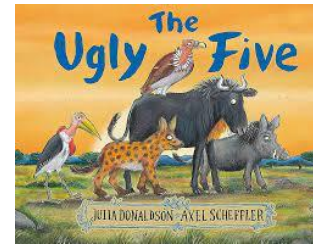
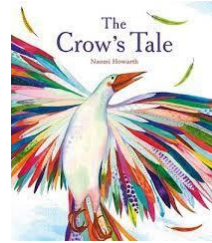
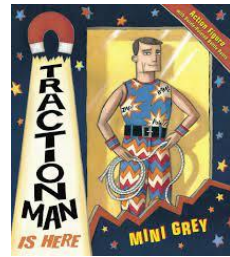
Years 1/2 Mixed age planning – Yearly Overview													
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	Number: Place Value (Year 1 within 10)				Number: Addition and Subtraction (Year 1 within 10)					Geometry: Properties of Shape (Year 1 one week)			
<p>On-going daily: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 - 9:15) Time, counting in groups of 2,5,10, and 3s, writing numbers in words and numerals,</p> <p>KIRFS A1 = Write numbers in words 0 -10, order and write numerals to 20 KIRFS A2 = I know number bonds for each number to 6. KIRFs Autumn 1: Bonds to 20 KIRFs Autumn 2: x2 and ÷ 2 facts</p>													
Spring	Year 1 Number: Place Value (within 20) Year 2 Measurement: Money		Year 1 Number: Addition and Subtraction (within 20) + Place value to 50 Year 2 Number: Multiplication and Division					Measurement: Length and Height		Measurement: Mass, Capacity and Temperature (Year 1 Volume) Year 1 Number: Multiplication and Division Week 11 and 12			
<p>On-going daily: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 - 9:15) Time, x2 x5 x10, counting in 3s, shape, SATs style questions</p> <p>KIRFS Sp1 –I know doubles to 20 and halves of even numbers to 20. KIRFS Sp2 -I know number bonds to 10. KIRFs Spring 1: Doubles and halves to 20 KIRFs Spring 2: x10 and ÷ 10 facts</p>													
Summer	Number: Fractions			Year 1 Place value to 100 (Week 5) Measurement: Time		Year 1 Money Year 2 Statistics		Geometry: Position and Direction		Consolidation			
<p>On-going daily: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 - 9:15) Time, x2 x5 x10, counting in 3s, shape, SATs style questions</p> <p>KIRFS S1 I can tell the time. Half past and o clock KIRFS S2 -I know number bonds for each number up to 10. KIRFs Summer 1: Time KIRFs Summer 2: x5 and ÷ 5 facts</p>													

Year 2 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	Number: Place Value				Number: Addition and Subtraction					Geometry: Properties of Shape			
On-going daily: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 -9:15) Time, counting in groups of 2,5,10, and 3s, writing numbers in words and numerals, KIRFs: Wednesdays													KIRFs Autumn 1: Bonds to 20 KIRFs Autumn 2: x2 and ÷ 2 facts
Spring	Measurement: Money		Number: Multiplication and Division					Measurement: Length and Height		Measurement: Mass, Capacity and Temperature			
On-going daily: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 -9:15) Time, x2 x5 x10, counting in 3s, shape, SATs style questions KIRFs: Wednesdays													KIRFs Spring 1: Doubles and halves to 20 KIRFs Spring 2: x10 and ÷ 10 facts
Summer	Number: Fractions			Measurement: Time			Statistics		Geometry: Position and Direction		Consolidation		
On-going daily: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 -9:15) Time, x2 x5 x10, counting in 3s, shape, SATs style questions KIRFs: Wednesdays													KIRFs Summer 1: Time KIRFs Summer 2: x5 and ÷ 5 facts



Motivational Core Texts:



Various non-fiction texts – Animals

Main Genres:	Genre Success Criteria:
Instructions: To Instruct (How to be a Friend – Link Ugly Five)	<ul style="list-style-type: none"> Title explains what the instructions are for. 'What you need' box lists materials in order Short, clear, sequenced steps ('first' 'then' 'next') Numbered instructions in the right order Imperative (bossy) verbs in the present tense to begin each instruction Adverbs Diagrams linked to instructions
Newspaper recount: To Inform (The Break In)	<ul style="list-style-type: none"> Short, effective headline (alliteration) Introduction sets the scene with the fiveWs; Recounted events in chronological order Closing statement brings the writing to a conclusion Concluding line which grabs attention Past tense • 3rd person
Poetry: To Entertain (The Ugly Five – Focus on Rhyme)	<ul style="list-style-type: none"> Sensory • Simile / comparative • Alliteration Repetitive text • Pattern in words / shape / rhythm Simple rhyming pairs • Rhyme at end of line
Explanations: To Explain (Hidden Figures of Nasa)	<ul style="list-style-type: none"> Title may be a question - may begin 'how' or 'why'. Text answers the title question Logical, explanatory steps (can be chronological) Diagrams Present tense • Causal connectives Technical/lexical vocabulary
Recount: To Recount (Cotswold Wildlife Park)	<ul style="list-style-type: none"> Date on the top right Address, if appropriate Informal greeting (Dear Mum) Informal sign off (Lot of love etc.)
Non chronological report: To Inform (Super Animals)	<ul style="list-style-type: none"> Title Group into specific categories 3rd person Often present tense e.g. whales are large Use facts. May have sub-headings/key questions Technical vocabulary
Narrative – To Entertain (Traction Man Extended Stories)	<ul style="list-style-type: none"> Beginning, middle and ending Opening includes a description of the setting and introduces character(s). Sensory description (see, hear, smell, touch, taste) Powerful verbs, adjectives and similes



Milv erton Primary School Knowledge Map – Year 1/2, Science, Cycle B, Summer

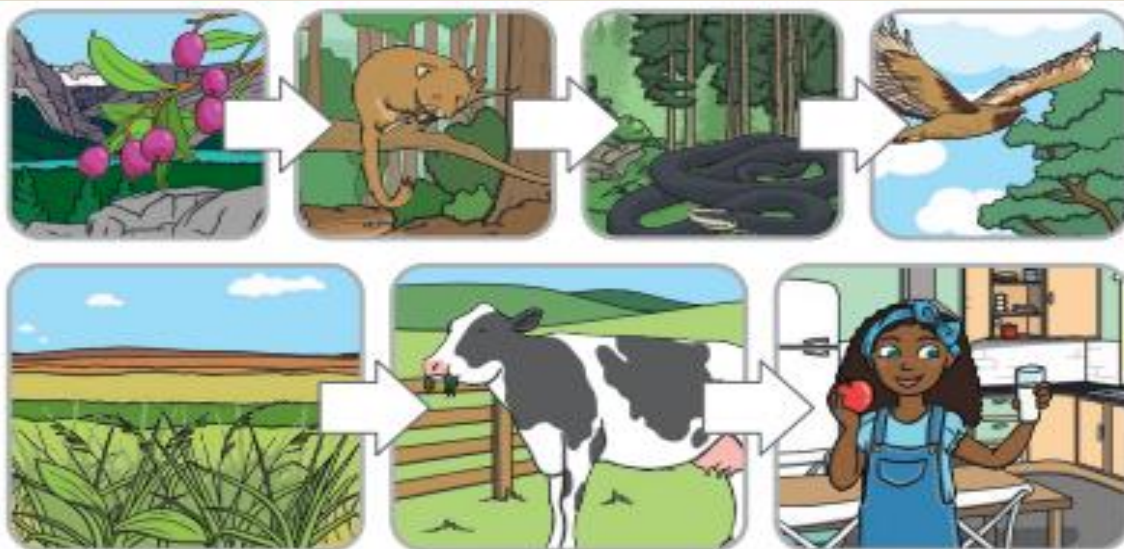


Super Heroes and Super Animals

Key Vocabulary

Life processes	These are the things that all living things do. They move, breathe, sense, grow, reproduce, get rid of waste and get their energy from food.
Living	Things that are living have all the life processes.
Non Living	Anything that does not have all the life processes is non living. This includes things made of materials such as metal, plastic and rock.
Food chain	A food chain shows how much each animal gets its food. Food chains are one of the ways that living things depend on each other to stay alive.
Habitat	A habitat is the natural place that something lives. A habitat provides living things with everything they need to survive, such as food, shelter and water.
Microhabitat	A microhabitat is a very small habitat in places like under rocks, leaves or on branches. Minibeasts, live in microhabitats. The microhabitats have everything they need to survive.

Food chains – The arrows show the direction of the energy



Living things and Habitats

Characteristics of living things

Movement
Respiration
Sensitivity

Growth
Reproduction
Excretion
Nutrition

MRS GREN



Habitats



Microhabitats





Y12 Computing – Cycle A, Summer Term 1 and 2 (Turtle Logo)



Key Vocabulary

Algorithm	A set of instructions given in order to control a computer
Command	An order given to a computer
Debug	Identifying and fixing a mistake in an algorithm

Useful commands

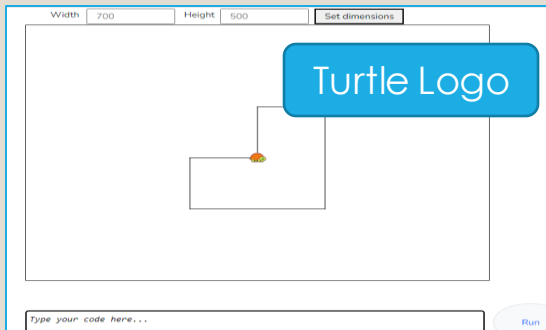
Rt – right

Lt – left

Fd – forward

Rt 90 / Lt 90 – shows the degree turn

Fd 100 – shows the movement forward



Software: Turtle Logo is a free online software that you can use to practice simple programming skills.

Key Concept: Coding and Programming

Creating Algorithms

You can type your algorithms in the command box below the display. So you don't have to write long strings of sentences, you can use shortened versions, e.g 'rt' instead of 'right'

Debugging

It's easy to spot mistakes if you only work one step at a time. The programme will tell you if your algorithm is typed incorrectly.

Testing and Predicting

If you want your Turtle to draw a square, then you can repeat the same turn and direction algorithm four times. This means that if we wanted the Turtle to draw a pentagon, we could repeat the turn and direction instruction five times.



Milverton Primary School Knowledge Map – Year 1 and 2, History, Cycle B, Summer 1 Superheroes



Key Main Events and Historical Figures

Key Facts	
Who were the astronauts who landed on the moon?	Neil Armstrong, Buzz Lightyear and Michael Collins landed on the moon in 1969.
Who were the hidden women of NASA?	Katherine Johnson, Mary Jackson, Dorothy Vaughan and Dr Christine Darden
What did Katherine Johnson and Dorothy Vaughan do?	On the spaceflight project, Katherine used her maths skills to work out an astronaut's journey to the Moon and back to make sure that they returned to Earth safely. Dorothy was the supervisor and solved many tricky maths calculation by hand.
What did Mark Jackson do and Dr Christine Darden do?	Mary was NASA's first Black female engineer in 1958, which was a huge promotion. Christine was also one of NASA's 'Human Computers'.

Historical Figures



Katherine Johnson



Mary Jackson



Dorothy Vaughan



Dr Christine Darden



Niel Armstrong,
Buzz Lightyear and
Michael Collins

Artefacts and written sources

- 1969 Moon landing News report
- Interviews and accounts from astronauts and hidden figures

Timeline of Main Events



Key vocabulary

Africa –Africa is the second largest continent in size.

National park - A protected area of land where only tourism and research is allowed. No humans live there.

Game Reserve -A protected area of land where humans are allowed to live and carry out some different activities

savannah– Tropical grasslands with shrubs and trees but not much rainfall.

Tourists- people who travel for fun

Migration - When animals move from one area to another, often to find food, water or shelter.

Rural -Areas away from towns or cities, also known as the countryside.

Habitat -The natural home of a plant or animal.

Weather and climate

Kenya lies on the equator. Climate is hot, sunny and dry for most of the year. Hot, dry deserts in the north. Hot and humid in the west. The highlands are cool. Mount Kenya is high enough to be covered in snow all year round.

Names and locations

Where is Kenya?

Located in east Africa.

- Population of around 44 million.
- The capital city is Nairobi.
- Mombasa, situated on the coast, is one of Kenya's largest cities.
- The Tana river is the longest river in Kenya
- Mount Kenya is the highest mountain (5200m).
- Kenya's coastline is on the Indian Ocean.
- Swahili and English are the official languages.



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Key questions and answers



Who are The Maasai? Maasai people traditionally live in mud huts made from mud, sticks, grass and cow dung. Many Maasai are farmers and own large herds of cows, goats and sheep. The Maasai people love music and dance. They often sing and the men perform a special jumping dance.

What is school life like in Kenya? Most children in Kenya go to school. Some children, especially in rural areas, are too busy helping their families by working on the farm, cooking or fetching water. At school, some children may be different ages but in the same year group.

The Big Five - the largest and most dangerous African animals



African lion



African elephant



Cape buffalo



African leopard



White/black rhinoceros

Key Vocabulary

Shabbat	The weekly celebration of the day that God rested. Jewish people do not do any work on this day.
Menorah	A special candelabra with seven or nine lights that is used in Jewish worship.
Torah Scroll	A handwritten scroll containing information about God and what rules Jews should follow to lead good lives.
Mezuzah	A special scroll inside a case that is sealed to a doorframe in Jewish households.
Hanukkah	An eight day Jewish holiday, celebrating the freedom of Jewish people.
Sofer Setam	A trained scribe who writes torah scrolls.
Shema	A special Jewish prayer that is heard in the morning and the evening.

Key Questions

What do Jewish people believe?

Jewish people believe that there is one God who created the universe. Jewish people believe that they have a special connection with God and follow God's teachings.

What artefacts could you find in Judaism?

Items such as: a menorah, a star of David, a seder plate and torah scrolls.

What is a mezuzah and why is it important?

A piece of parchment inscribed with specific verses from the Torah. This is placed in a special case that is sealed to a doorframe.

How do Jewish people celebrate Shabbat?

Jewish people are not supposed to work on Shabbat. Shabbat is started with the lighting of candles. A lot of Jews will have a big meal as a family.



Key vocabulary

Balance - the ability to hold your body upright and steady without falling. This could be sitting, standing, walking or running.

Co-ordination - Different parts of your body working together.

Travel – Moving from one place to another.

Movement pattern – Repeating a sequence of movements.

Unison - Performing exactly the same movements with a partner or group at the exactly the same time.

Canon effect - Performing the same action one after another.

Motif – A group of movements related to a theme.

Sequence – Performing different movements one after another.

Rhythm – Moving in time to music, following the beat

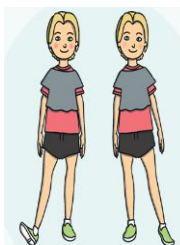
Evaluate - Looking for the things that the person is doing well and the things that they could improve



unison



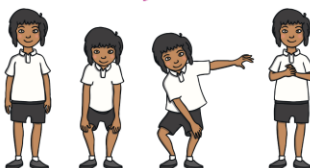
duet



motif



sequence



travel



timing



Motif

In this unit, you will be creating a motif based on the movements of African animals.



You will think about the speed, weight and size of your movements.

Speed: fast, slow, frantic, in time with music

Weight: light, soft, tiptoes, graceful, heavy, stomping,

Size: large, small, growing, tight, extended

Health and Safety

- Exercise in a safe space, be mindful of others.
- Keep your head up and know what is around you.
- Warm up properly.
- Make sure liquids are kept away from the dance area.
- Bend your knees when landing any jumps.
- Hair should be tied back.
- Jewelry should be removed.
- Appropriate clothing and footwear should be worn.

Music

"Many Journeys"
"I Don't Care"
"Awakening"
"When Will I See You?"
"African Greetings"
"Pot Doodles"
"Hey Ho!"
"Absent Friend"



Milverton Primary School – Year 1 & 2 – Summer Cycle B

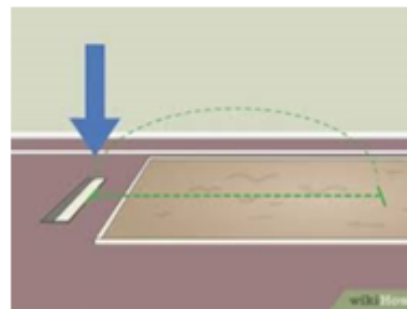
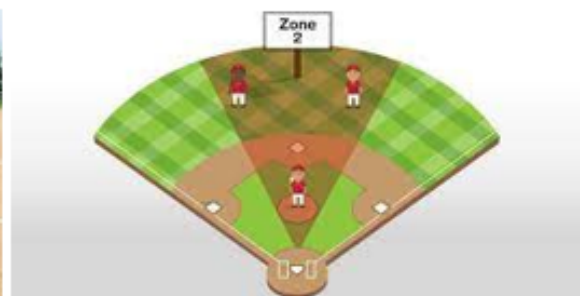
Knowledge Organiser - Physical Education



Athletics Tee Ball

Key Vocabulary	
Athletics	Tee Ball
Start and Finish	Batter
Sprint	Fielder
Javelin	Post – fielder on the post
Standing Long Jump	Bowler
Measurement for running – time	Catch
Measurement for throwing and jumping	Rounder or Home Run

Key Knowledge – Coaching Points					
Indoor Athletics	Throwing		Running		Jumping
	Javelin <ul style="list-style-type: none"> Stand sideways on with your throwing arm drawn back Twist at the hips to get the most power Move your throwing arm across your body after you have let go of the object 		Sprint event <ul style="list-style-type: none"> Sprint events ask runners to go as fast as they can Try to drive knees upwards and take long strides Pump your arms to help you move faster 		Standing Long Jump <ul style="list-style-type: none"> Swing your arms to help you jump further Bend your knees and spring forwards Move forwards after landing
Tee Ball	Send & <u>Receive</u>	Attack and <u>Defend</u>	Moving	Scoring	Tactics and Rules
	<ul style="list-style-type: none"> When fielding pass to the receiver throwing Try to pass to some on the posts or to the 'bowler' 	Attacking <ul style="list-style-type: none"> Try to hit the ball to a place where no fielders are standing Run around the posts as fast as you can Defending – Fielding <ul style="list-style-type: none"> Spread out Be ready when they hit the ball to try and catch or fetch the ball 	<ul style="list-style-type: none"> Run after batting, taking care going around the corners Chase after the ball and throw to either the bowler or to one of the people standing on the posts 	<ul style="list-style-type: none"> Bat the ball as far as possible and run around the posts to score a 'home run' A home run is 1 point or rounder Only the team who are batting can score You cannot score when you are out You are out if someone catches the hit ball You are out if the ball gets to the post before the batter 	<ul style="list-style-type: none"> We first decide who is kicking and who is fielding The game starts when the bowler bowls to the first kicker Kickers wait in line for their turn one person at a time Try to kick the ball to a place where no fielders are standing Fielders get the ball back as quickly as possible Kickers <u>have to</u> stop running when the bowler gets the ball



Key Vocabulary

design	A plan or drawing to show what something will look like
sketch	A quick drawing.
sculpture	A type of 3D art.
sculptor	A person who creates sculptures.
shaping	Changing the material into the finished look
assemble	Fit together separate parts to form an object.
construct	Build or make using appropriate materials.
texture	The feel, appearance or consistency (thickness) of a surface or a substance.

Sculpture

- Can be created with many different materials, including paper and fabric.
- Can be different sizes
- Can be indoor or outdoor

Significant Artists

Antony Gormley designed The Angel of the North which is a contemporary steel sculpture of an angel, 20 metres tall, with wings measuring 54 metres across.



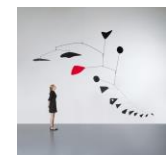
Henry Moore is best known for his semi-abstract monumental bronze sculptures which are located around the world as public works of art

Barbara Hepworth was a British sculptor, one of the most important figures in the development of abstract art in Britain.



Anish Kapoor is a British-Indian sculptor who specialises in large-scale, mixed-media sculptures.

Alexander Calder is known for inventing wire sculptures and mobiles, moved by air currents.



Dale Chihuly is an American sculptor best known for his large glass sculptures.

Collect ideas, adapt and refine

Looking at the sculptors work, we will create our own work inspired by them.



Milverton Primary School Knowledge Map – 1/2 D&T Summer Term – Superheroes/ Super animals



Key Concept: Design, Make, Evaluate and Improve

Key vocabulary

Vehicle	Something that transports people or goods from one place to the other.
Chassis	The base frame of a vehicle.
Axle	A rod that connects two wheels together.
Body	
Function	The intended purpose of something. What is it meant to do?
Evaluate	After you have tested your design, you think about what works well/what has gone well and what could be better. You can also evaluate a project at the end.
Improve	After evaluating, you consider what could be better and make changes to make the design better.
Join	The point where two or more things are connected together.

Research

- 1) Vehicles are used for a variety of reasons. Different vehicles have different designs depending on their purpose.
- 2) We will look at the best designs for a Safari vehicle.

Design

- 1) Design how our Safari vehicles are going to look. Think about where the wheels will be placed.

Improve

- 1) What changes need to be made to improve your vehicle?

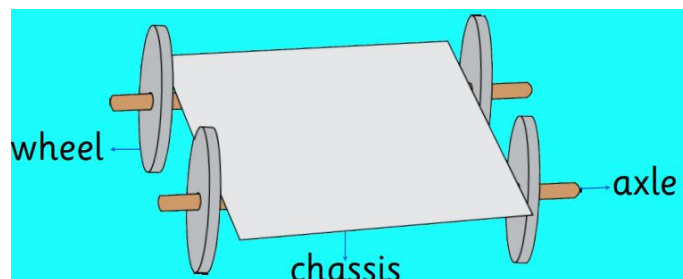
Evaluate

Reflect and evaluate your end product against your design criteria.



Key skills: I can explain what went well with my work.

Design Ideas



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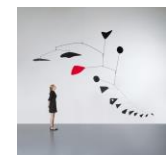
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RSE – My Feelings, Friends and Family



- *Describe different friendships and families.
- *Describe the differences and similarities between boys and girls.
- *Understand the importance of respect and consent.
- *Explore different types of secrets.
- *Celebrate difference.

Key vocabulary:

Mental wellbeing	Feeling safe, happy and calm
Network	Small group of people we can turn to for help
Respect	Looking after ourselves and others whilst celebrating our differences
Early warning signs	Feelings or physical results which let us know we are not ok
consent	Giving our permission

Spring Super Learning Skills (SLS)

PROBLEM SOLVING

Pandora the Porcupine



I can...

- *Use what I have learnt before to help me
- *Think about things in a different way
- *Consider a range of solutions
- *Plan steps
- *Use trial and error
- *Explain and justify my findings
- *Persevere

CREATIVE THINKING

Cara the Chipmunk



I can...

- *Take risks in my learning
- *Look at things from different viewpoints (Thinking Hats)
- *Extend my learning using CREATE
- *Present my learning in unique ways
- *Lead my own learning – using my own ideas