

Summer Term Curriculum Overview

Science	History	DT	Music	P.E.	R.E.	PSHCE/ RSE	ICT
<p><u>NC Coverage</u> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. How can you classify items based on the materials they are made of? What are the main reasons for choosing materials for different purposes? What are the advantages/ disadvantages of different materials? How can you design and make your own _____ using different materials? How can you design a perfect _____ using a range of materials and explain why you have chosen the material?</p>	<p><u>NC Coverage</u> Learn about events beyond living memory that are significant nationally or globally Learn about the lives of significant individuals in the past who have contributed to national and international achievements. <u>The History of Aviation</u> Significant figures in Aviation history and their impact.</p>	<p><u>NC Coverage</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups. Select from and use a range of tools and equipment to perform practical tasks. Evaluate their ideas and products against design criteria <u>Puppets</u> Plan, make and evaluate. <u>Robots</u> What is a lever and cam? What tools and materials can we use to cut and join cardboard? How can we make a dinosaur out of cardboard? Can we make parts of our dinosaur move?</p>	<p><u>NC Coverage</u> Play tuned and untuned instruments musically <u>Recorders</u> Learning to play a tuned instrument. <u>Singing</u> Sing songs regularly with a pitch range of do-so with increasing vocal control. Listening: Listening to recorded music Listening to live music. Musicianship/ Instrumental performance/ performance: Pitch Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic</p>	<p><u>NC Coverage</u> 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. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns. <u>Outdoor:</u> Athletics and games <u>Indoor</u> Team building</p>	<p><u>Surrey Agreed Syllabus</u> Why is Easter important to Christians? Who is Allah and how do Muslims worship him? What is important is Muslim families? <u>Islam</u> Eid, Allah, The Qu’ran, Fasting, Prayer. Pupils should learn that all human life is valuable / precious, that every child has a right to have their basic needs met (e.g. shelter, care, water, food, education), to appreciate that with rights comes responsibility, that we can all make a difference in our world, whatever we believe Comparative: Is prayer important to everyone? Fair and unfair</p>	<p>Media Literacy and digital resilience Economical wellbeing Aspirations, work and career Ourselves growing and changing Transition into a new environment in readiness for Year 3.</p>	<p><u>NC Coverage</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content Create and debug simple programs Espresso coding year 2 – solving problems within their own programs and understanding how to make something work. Creating simple games. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use logical reasoning to predict the behaviour of</p>

		<p>Could we improve our dinosaur to make it more ferocious? How can we colour our dinosaur and make sure the moving parts still operate?</p>	<p>instrument or backing track. Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). Recognise dot notation and match it to 3-note tunes played on tuned percussion.</p> <p>Performance: End of year performance to whole school and parents.</p>			<p>simple programs.</p> <p>Communication and collaboration.</p>
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