



KS1 Curriculum Sequence Summer 2 Cycle A



Land Ahoy!



History

The Sinking of the Titanic
In this thematic unit, children will explore the Titanic disaster, including the facts, opinions and myths surrounding this ever relevant and well known story. They will explore how its legacy is 'unsinkable' today and how it will be carried on in the future.

Sequence of Lessons:
1. What do we already know about the Titanic and what can we work out from a picture?
2. What was so special about the Titanic and what was life on board like?
3. Why and how did the 'unsinkable' Titanic sink?
4. How should we show the sinking of the Titanic?
5. Why weren't more people saved from the Titanic?
6. How did they stop a disaster like the Titanic happening again?



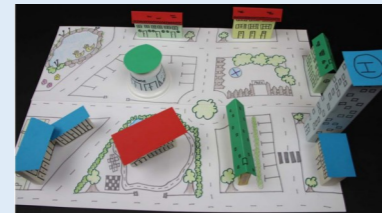
Vocabulary
North, East, South, West, Compass, direction, location, routes, cartographer, instructions, Ariel view, perspective, landscape, symbol, key, fieldwork, observation, Physical and Human features

Outcome/Composite
History Books
Literacy Books

Geography

We will learn all about maps and the geography of our surrounding area with 'Map Makers' lessons. Pupils will find out why we use maps now and how they have been used in the past. We will find out how to read them, as well as having the opportunity to draw our own maps and plan perspectives.

Sequence of Lessons:
1. What are maps and how are they used?
2. How do ariel photographs help cartographers make maps?
3. Why are keys and symbols useful when making maps?
4. What are the key features of our Village?
5. Can we re-design a town to make it a nicer place to live?
6. Can we create a 3D map of a fictional place?



Vocabulary
North, East, South, West, Compass, direction, location, routes, cartographer, instructions, Ariel view, perspective, landscape, symbol, key, fieldwork, observation, Physical and Human features

Outcome/Composite
Geography Books
3D map of a town.

DT: Cooking and Nutrition

We will learn what makes a healthy diet and why this might be important for sailors. Children will taste different products in order to design a tasty but healthy wrap. Using the knowledge that they gain through taste testing they will design, and make their own healthy wrap. Finally, they will evaluate their product.

Sequence of Lessons:
1. Are all drinks healthy?
2. What fruits and vegetables go well together?
3. What do I need to think about when designing a healthy wrap?
4. Can I use equipment safely to make a healthy wrap?
5. Did my wrap meet the success criteria?
What could I do to improve it?



Vocabulary
balanced diet, balance, carbohydrate, dairy, fruit, ingredients, oils, sugar, protein
Vegetable, design criteria

Outcome/Composite
Curriculum Book
Make a wrap.

Science: uses of everyday materials

In this sequence of lessons we will look at different types of materials used to make boats. We will use materials found in the classroom to help us make boats that can carry a load. When we have found the most suitable material to use, we will test how shape and size can affect its ability to float and carry heavy loads. The children will be able to describe the properties of different material and makes links to its suitability for a particular use.

Sequence of Lessons:
1. How could a ship as large as the Titanic sink?
2. Will it sink or float?
3. What material would be best to make a boat that carries pennies?
4. Which size ship can carry the most pennies?
4. Why is metal a good material to make ships from?
5. What other materials can boats be made from?



Vocabulary
float, buoyancy, density, mass, weight, submerged. properties, suitability

Outcome/Composite
Floor Book, Photographs and Science books

Music

This term we will listen with concentration and understanding to a range of high-quality live and recorded music. We will also use our voices expressively and creatively by singing songs and speaking chants and rhymes

Lesson 1. Listen to: Bobby Darin- Beyond the Sea
Introduce a sailor went to sea.
Lesson 2. Listen to: The Kooks—The seaside
Introduce the glockenspiel to play notes in time.
Lesson 3. Listen to: Beach Boys—Surfing USA
Experiment with other instruments to play along with the music.
Lesson 4. Listen to: The Beatles— Yellow Submarine
Write their own verse to add to the sailor went to sea.

Vocabulary
Beat, rhythm, tempo, verse, chorus

Outcome/Composite
Added verse to original song.

PE

Agility:
Ball Chasing

Static Balance:
Floor Work

PSHE

Year 1:
Forest School Activities.

Year 2:
Review Jessie and Friends lesson 1
Jessie and Friends lesson 2
Big Feelings and Transitions

ART

Use Bryan Pearce as a hook to help pupils to understand that our local area has been an important place for creatives from across the globe for over a century, having been drawn by the staggering natural beauty and immersible light. Cornwall's tradition of producing creativity is proudly continued today.

1. Who is Bryan Pearce?
2. What is Bryan Pearce's style of painting?
3. Can we say what we like or dislike about some of Bryan Pearce Work?
4. Can we create the colours and tones used in Bryan Pearce's work?
5. How Does Bryan Pearce compare to Alfred Wallis?
6. Can we create a piece of art in the style of Bryan Pearce that is inspired by our local landscape?
* Trip to Hayle Harbour to take photographs and sketches.

Vocabulary
Flat style, heavy outlines, block colors

Outcome/Composite
Landscape inspired painting/ drawing.

Computing

Year 1
1. Use directional arrows to move a character on screen
2. Predict a route and sequence directional commands.
3. Programme the robot to collect different objects.
Year 2
1. Can I programme a van to move blocks?
2. Can I use loops in my programme?
3. How can I sequence Code and debug programmes?
4. Can I use Code to make a character reach

Vocabulary
Programme, debug, code, direction, loop, sequence

Parents Evenings and Reports

