



KS1 Curriculum Sequence - Summer 2 We're all going on a summer holiday!



Geography: The Seaside

INTENT
As young geographers, Mousehole Class will begin to identify and understand the key physical and human geographical features of the seaside as and the broader concept of 'coasts'.

- Sequence of Lessons:**
1. How is the seaside different from other places?
 2. How do people enjoy themselves at the seaside?
 3. How do people affect our beaches?
 4. How has the way we use the seaside changed over the years?
- Vocabulary: physical, human, groynes, pier, pastime, tourism, environment, sea, ocean, beach, cliff, rockpool**

Geography: Weather Patterns

INTENT
Mousehole Class will build an understanding of weather patterns across the UK. They will understand seasonal and daily changes in weather as well as coastal and inland weather patterns.

- Sequence of Lessons:**
1. What are the differences between seasonal and daily weather patterns?
 2. How do daily weather patterns change over time, and how may the weather be different in inland/ coastal areas?
 3. How do we learn about the weather, then make predictions about what the weather will be?
- Vocabulary: weather patterns, daily, seasonally, coastal, inland, forecast, equator**



Science: Everyday Materials

INTENT
Pupils will identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing and that different materials are used for the same thing They will think about the properties of beachside objects and what makes them suitable or unsuitable.

- Sequence of Lessons:**
1. Are all seaside objects made from the same material?
 2. Do all materials have the same properties?
 3. Can we sort seaside objects in more than one way??
 - 4.. What material would be best to make a beach seat?

ART: Collage—Henri Matisse

We will focus on the works of Henri Matisse. We will create collages from a variety of media e.g. magazines, fabric, crepe paper By arranging and glueing materials to different backgrounds. We will explore different scales and explain why we have chosen different materials and colours.

- Step1: Who is Henri Matisse?
- Step 2: Composition
- Step 3: What skills, tools and techniques have been used to create the piece?
- Step 4: Practise, ripping, cutting and sorting.
- Step5: Plan a design inspired by the focus piece.
- Step 6: Create!
- Step 7: Celebrate and evaluate.

Vocabulary: scale, mood, spiral, positioning, vibrant, exciting, canvas

History: Grace Darling

INTENT
As young historians we will look at the life of Grace Darling, what her life was like and the circumstances and events of her rescue of the survivors of the Forfarshire. We will consider how she came to be nationally celebrated and is still remembered today.

- Sequence of Lessons:**
1. Who is Grace Darling and why is she still remembered?
 2. How do we know about Grace Darling? Are all versions of the events the same?
 3. How did sea rescue improve after her heroic act?
 - 4; How should we remember Grace Darling today?
- Vocabulary: Past, significant, famous, source, reliable, evidence, chronological' sequence, remembered, commemorated.**

Outdoor Learning Beach Days and coastal walk

RE: Who is Jewish and how do they live?

Intent: Children will learn about Jewish symbols like the mezuzah, understand Shabbat traditions for rest and community, explore stories from the Jewish Bible, and reflect on Chanukah, emphasizing resilience and belief in miracles.

- Sequence of Lessons**
1. What is precious to Jewish people? What does a mezuzah remind Jewish people about?
 2. How and why do Jewish people celebrate Shabbat?
 3. What stories do Jewish people tell from the Jewish Bible?
 4. What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah?

DT: Seaside Snacks

INTENT
As part of DT we will learn how to prepare food and apply the principles of nutrition and healthy eating. This unit will help to instil a love of cooking and open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. We will use the basic principles of a healthy and varied diet to plan and prepare dishes and gain a better understanding of where food comes from.

- SEQUENCE OF LESSONS:**
- 1 Do we eat different foods depending on the time of day?
 2. What might be a suitable snack for a beach trip?
 3. Taste Testing.
 5. Design a seaside snack and create a recipe card.
 6. Follow a recipe.
 7. Evaluate against set criteria.
- Breakfast, dinner, snacks, food groups, protein, fruits and vegetables, dairy., fats, sugars, carbohydrates.**

PHSE: Yr 1

- Sequence of Lessons:**
- Lesson 1: Changing me
 - Lesson 2: Changing Bodies. What makes boys and girls different?
 - Lesson 3: Learning and growing. Coping with changes.

PHSE: Yr 2

- Sequence of Lessons:**
- Lesson 1: Changing me
 - Lesson 2: Girls and boys bodies
 - Lesson 3: Assertiveness and looking ahead.

Computing

Programming quizzes (2)
How can we design a program to create an interactive quiz? We will be designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz. (Laptops – Scratch Jnr)

1. To explain that a sequence of commands has a start
2. To explain that a sequence of commands has an outcome
3. To create a program using a given design
4. To change a given design
5. To create a program using my own design
6. To decide how my project can be improved

Vocabulary
motion, event, sprite, algorithm, logic, move, resize, extension block, set up, pen, design, action, debugging, errors, setup, code, test, debug, actions.