

Subjects	Objectives	Skills	Activities/ Tasks
Science Summer Y1	Seasonal Changes 1.17 Observe changes across the four seasons. 1.18 Observe and describe weather associated with the seasons and how day length varies.	Concluding <ul style="list-style-type: none"> With guidance, they should begin to notice patterns and relationships Talk about what they have found out and how they found it out 	<ul style="list-style-type: none"> In summer, children make a UV bracelet with colour changing UV beads to help children understand the rise in temperature and the importance of wearing sun cream. Create a seasons wheel showing symbols from each season Create a signs of summer display by collecting items and pictures which link to summer Use natural materials to create art with as we did at Hardwick Park, also create colours using plants and flowers as inks
Science Summer Y2	Seasonal Changes 1.17 Observe changes across the four seasons. 1.18 Observe and describe weather associated with the seasons and how day length varies.	Concluding <ul style="list-style-type: none"> With guidance, they should begin to notice patterns and relationships Talk about what they have found out and how they found it out 	<ul style="list-style-type: none"> Continue to photograph chosen tree for the time lapse. Sketch or paint chosen tree and compare to spring. Create a piece of art showing the changes the tree has undergone throughout the year. Look at weather forecasting and how you would need to prepare for different weather conditions – see core knowledge website, importance of sunscreen http://www.coreknowledge.org.uk/resources/Resource%20Pack-%20Year%201-%20Seasons%20and%20Weather.pdf Complete signs of summer sheets where children have to spot signs of the season. Collect and dry leaves and common flowers from the school grounds

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History	1. Changes within living memory – changes and development in the train. 4. Significant historical events, people and places in their own locality – Darlington to Stockton railway, George Stephenson.	Chronological Understanding <ul style="list-style-type: none"> Match and sequence 3 or 4 artefacts from distinctly different periods of time. Sequence artefacts closer together in time - check with reference book. Range and Depth of Historical Knowledge <ul style="list-style-type: none"> They know and recount episodes from events in the past. Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times. Interpretations of History <ul style="list-style-type: none"> Compare pictures or photographs of people or events in the past. Historical Enquiry <ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts. Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> Thinking Skills tasks to introduce George Stephenson. What clues can they find from a photograph? 8Q sheet. To put George Stephenson on our timeline. To learn about the life of George Stephenson. The sequence different trains in chronological order and understand how trains have changed over the years. To look at photographs of steam trains and railways from the past and identify differences between ways of life at different times. To understand how a steam engine works – to label a steam engine to show its different components. To understand how people transported goods before the railway and how this changed. To learn about the ‘Rocket’ and ‘Locomotion 1’ and why they were important. To discuss railway safety and make a poster to show their understanding. To understand that this is local history. Go to Shildon Train Museum. Children will get the opportunity to handle sources, see a variety of trains and ask questions about the past. To create a timeline of George Stephenson’s life.
Geography	4c. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	Geographical Enquiry <ul style="list-style-type: none"> Children encouraged to ask and respond to simple geographical questions; Where is it? What’s it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Make observations about where things are e.g. within school or local area. Investigate their surroundings. Make appropriate observations about why things happen. Drawing Maps <ul style="list-style-type: none"> Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Representation <ul style="list-style-type: none"> Use own symbols on imaginary map Begin to understand the need for a key. 	<ul style="list-style-type: none"> To create an aerial view map of Eaglescliffe with a key. Look at maps and photographs to help them. To walk to the railway and to follow a map around the local area. To locate Stockton and Darlington on a map – link to Stockton and Darlington railway. To locate Manchester and Liverpool on a map – link to the Rainhill trails. To plot Stockton, Darlington, Manchester and Liverpool on a blank map of the UK.

Durham Lane Primary School: Topic Planning Year B
Term: Summer 1

Topic: Locomotion/ Seasonal Changes – Summer

Class:

Teacher:

		<ul style="list-style-type: none"> • Use class agreed symbols to make a simple key. <p><u>Using Maps</u></p> <ul style="list-style-type: none"> • Recognise that it is about a place. • Follow a route on a map. • Use a plan view. <p><u>Perspective</u></p> <ul style="list-style-type: none"> • Look down on objects to make a plan view map. <p><u>Map Knowledge</u></p> <ul style="list-style-type: none"> • Learn names of some places within/around the UK. • Locate and name on UK map major features. <p><u>Style of Map</u></p> <ul style="list-style-type: none"> • Picture maps, globes and atlas. • Use teacher drawn base maps. • Use large scale OS maps. 	
Art	<p>1. To use a range of materials creatively to design and make products.</p> <p>2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p><u>Exploring/ Evaluating and developing ideas</u></p> <ul style="list-style-type: none"> • Work from observations and known objects <p><u>Drawing</u></p> <ul style="list-style-type: none"> • Encourage more accurate drawings of faces, looking closely at features and the details they have • Investigate tone by drawing light/ dark lines, patterns and shapes • Drawings which demonstrate shadows and use of light and dark. <p><u>Painting</u></p> <ul style="list-style-type: none"> • Use a variety of tools and techniques including the use of different brush sizes and types • Use different types of paint • Mix colours to match those of the natural world <p><u>Printing</u></p> <ul style="list-style-type: none"> • Develop printed images with some added pencil or decorative detail • Use equipment and media correctly to produce clean image • Use appropriate language to describe tools, process, etc • Use printmaking as a means of drawing • Print with a range of hard and soft materials, natural and man-made (e.g. corks, sponge, fruit and vegetables, fingers) • Talk simply about own work and that of other artists 	<ul style="list-style-type: none"> • To using pencil to draw a portrait of George Stephenson. <ul style="list-style-type: none"> - To look at features and shape of faces. • To use pencils to create tone on the portrait. <ul style="list-style-type: none"> - To practise using shading pencils in their sketch book. To understand how to make lighter and darker tones with a pencil. • To create the view from a carriage window using paint. <ul style="list-style-type: none"> - To let children use a selection of different sized paint brushes depending on what they are painting. - To use water colour paints. - To let children mix colours to make different shades. • To use the book ‘Freight Train’ by Donald Crews as inspiration for a printing of a train and its carriages. <ul style="list-style-type: none"> - To use sponges to print the train and its carriages, each carriage a different colour. - To use corks or something similar to print the train and carriage wheels. - To add detail to the train using pencils and crayons once the paint has dried. - To talk about the illustrations in the book.
Writing			<ul style="list-style-type: none"> • Video of a train robbery without narration ‘Ruckus’. Children to write the story of what is happening. https://www.youtube.com/watch?v=Ji1KM1BbAyY • To write a description of what they can see out of a train window. • Information leaflet on George Stephenson • Acrostic poem describing a steam train • Recount of school trip to train museum in Shildon.