

Subjects	Objectives	Key Knowledge	Key Vocabulary	Skills	Activities/ Tasks
Science Summer Y1	<b>Seasonal Changes</b> 1.17 Observe changes across the four seasons. 1.18 Observe and describe weather associated with the seasons and how day length varies.	<ul style="list-style-type: none"> <li>To name the four seasons.</li> <li>To know the characteristics for the season summer.</li> <li>To know that day light hours get longer in the summer.</li> </ul>	spring summer autumn winter seasons weather daylight temperature thunder lightening heat heat stroke protection	<b>Concluding</b> <ul style="list-style-type: none"> <li>With guidance, they should begin to notice patterns and relationships</li> <li>Talk about what they have found out and how they found it out</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Create a seasons wheel showing symbols from each season</li> <li>Create a signs of summer display by collecting items and pictures which link to summer</li> <li>Use natural materials to create art with as we did at Hardwick Park, also create colours using plants and flowers as inks</li> </ul>
Science Summer Y2	<b>Seasonal Changes</b> 1.17 Observe changes across the four seasons. 1.18 Observe and describe weather associated with the seasons and how day length varies.	<ul style="list-style-type: none"> <li>To recognise that the weather gets warmer in the summer.</li> <li>To recognise weather patterns associated with summer.</li> </ul>		<b>Concluding</b> <ul style="list-style-type: none"> <li>With guidance, they should begin to notice patterns and relationships</li> <li>Talk about what they have found out and how they found it out</li> </ul>	<ul style="list-style-type: none"> <li>Continue to photograph chosen tree for the time lapse.</li> <li>Sketch or paint chosen tree and compare to spring. Create a piece of art showing the changes the tree has undergone throughout the year.</li> <li>Look at weather forecasting and how you would need to prepare for different weather conditions – see core knowledge website, importance of sunscreen <a href="http://www.coreknowledge.org.uk/resources/Resource%20Pack-%20Year%201-%20Seasons%20and%20Weather.pdf">http://www.coreknowledge.org.uk/resources/Resource%20Pack-%20Year%201-%20Seasons%20and%20Weather.pdf</a></li> <li>Complete signs of summer sheets where children have to spot signs of the season.</li> <li>Collect and dry leaves and common flowers from the school grounds</li> </ul>

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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.	<b>Main Events</b> <ul style="list-style-type: none"> <li>To know that George Stephenson created the first passenger railway.</li> <li>To know the significance to our local area (Stockton to Darlington Railway).</li> <li>To know about the opening of the Stockton to Darlington railway.</li> <li>To understand the difference between George Stephenson's upbringing and their own.</li> </ul> <b>Transport</b> <ul style="list-style-type: none"> <li>To know how a steam engine works.</li> <li>To know how trains and transport have evolved through the years.</li> <li>To know how goods and people were</li> </ul>	George Stephenson Robert Stephenson coal mines steam locomotive engine timeline railway fire box tunnel boiler train Rainhill trials rocket locomotion no.1 coal station fuel transport freight	<b>Chronological Understanding</b> <ul style="list-style-type: none"> <li>Match and sequence 3 or 4 artefacts from distinctly different periods of time.</li> <li>Sequence artefacts closer together in time - check with reference book.</li> </ul> <b>Range and Depth of Historical Knowledge</b> <ul style="list-style-type: none"> <li>They know and recount episodes from events in the past.</li> <li>Recognise why people did things, why events happened and what happened as a result.</li> <li>Identify differences between ways of life at different times.</li> </ul> <b>Interpretations of History</b> <ul style="list-style-type: none"> <li>Compare pictures or photographs of people or events in the past.</li> </ul> <b>Historical Enquiry</b> <ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information e.g. artefacts.</li> <li>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>	<ul style="list-style-type: none"> <li>Thinking Skills tasks to introduce George Stephenson. What clues can they find from a photograph? 8Q sheet.</li> <li>To put George Stephenson on our timeline.</li> <li>To learn about the life of George Stephenson.</li> <li>The sequence different trains in chronological order and understand how trains have changed over the years.</li> <li>To look at photographs of steam trains and railways from the past and identify differences between ways of life at different times.</li> <li>To understand how a steam engine works – to label a steam engine to show its different components.</li> <li>To understand how people transported goods before the railway and how this changed.</li> <li>To learn about the 'Rocket' and 'Locomotion 1' and why they were important.</li> <li>To discuss railway safety and make a poster to show their understanding.</li> <li>To understand that this is local history.</li> <li>Go to Shildon Train Museum. Children will get the opportunity to handle sources, see a variety of trains and ask questions about the past.</li> <li>To create a timeline of George Stephenson's life.</li> </ul>

		<b>transported before and after George Stephenson.</b>			
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	<p><b>Location</b></p> <ul style="list-style-type: none"> <li>To locate <b>Darlington and Stockton on a map (Stockton to Darlington railway).</b></li> <li>To locate Manchester and Liverpool on a map (Rainhill Trials).</li> </ul> <p><b>Human Features</b></p> <ul style="list-style-type: none"> <li>To know what local facilities we have in our immediate area.</li> </ul> <p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>To know what an aerial view map is.</li> <li>To what a key is and how it works.</li> </ul> <p><b>Field Work</b></p> <ul style="list-style-type: none"> <li>To gain knowledge of the local area by walking to the local train station and visiting a train museum.</li> <li>To gain experience of our local area by travelling on a train.</li> </ul>	Darlington Stockton Manchester Liverpool Wylam Newcastle map key train station aerial map symbols local area environment features services	<p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>Children encouraged to ask and respond to simple geographical questions; Where is it? What's it like?</li> <li>Use NF books, stories, maps, pictures/photos and internet as sources of information.</li> <li>Make observations about where things are e.g. within school or local area.</li> <li>Investigate their surroundings.</li> <li>Make appropriate observations about why things happen.</li> </ul> <p><b>Drawing Maps</b></p> <ul style="list-style-type: none"> <li>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</li> </ul> <p><b>Representation</b></p> <ul style="list-style-type: none"> <li>Use own symbols on imaginary map</li> <li>Begin to understand the need for a key.</li> <li>Use class agreed symbols to make a simple key.</li> </ul> <p><b>Using Maps</b></p> <ul style="list-style-type: none"> <li>Recognise that it is about a place.</li> <li>Follow a route on a map.</li> <li>Use a plan view.</li> </ul> <p><b>Perspective</b></p> <ul style="list-style-type: none"> <li>Look down on objects to make a plan view map.</li> </ul> <p><b>Map Knowledge</b></p> <ul style="list-style-type: none"> <li>Learn names of some places within/around the UK.</li> <li>Locate and name on UK map major features.</li> </ul> <p><b>Style of Map</b></p> <ul style="list-style-type: none"> <li>Picture maps, globes and atlas.</li> <li>Use teacher drawn base maps.</li> <li>Use large scale OS maps.</li> </ul>	<ul style="list-style-type: none"> <li>To create an aerial view map of Eaglescliffe with a key. Look at maps and photographs to help them.</li> <li>To walk to the railway and to follow a map around the local area.</li> <li>To locate Stockton and Darlington on a map – link to Stockton and Darlington railway.</li> <li>To locate Manchester and Liverpool on a map – link to the Rainhill trails.</li> <li>To plot Stockton, Darlington, Manchester and Liverpool on a blank map of the UK.</li> </ul>
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>	<ul style="list-style-type: none"> <li>To know where to place facial features on a drawing of a face.</li> <li>To know that you can create different tones by applying different amounts of pressure or different sketching pencils.</li> <li>To know which colours can be mixed to create different shades.</li> </ul>	portrait tone shade printing pressure sketching pencils facial features symmetry	<p><b>Exploring/ Evaluating and developing ideas</b></p> <ul style="list-style-type: none"> <li>Work from observations and known objects</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Encourage more accurate drawings of faces, looking closely at features and the details they have</li> <li>Investigate tone by drawing light/ dark lines, patterns and shapes</li> <li>Drawings which demonstrate shadows and use of light and dark.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Use a variety of tools and techniques including the use of different brush sizes and types</li> <li>Use different types of paint</li> <li>Mix colours to match those of the natural world</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Develop printed images with some added pencil or decorative detail</li> <li>Use equipment and media correctly to produce clean image</li> </ul>	<ul style="list-style-type: none"> <li>To using pencil to draw a portrait of George Stephenson. <ul style="list-style-type: none"> <li>To look at features and shape of faces.</li> </ul> </li> <li>To use pencils to create tone on the portrait. <ul style="list-style-type: none"> <li>To practise using shading pencils in their sketch book. To understand how to make lighter and darker tones with a pencil.</li> </ul> </li> <li>To create the view from a carriage window using paint. <ul style="list-style-type: none"> <li>To let children use a selection of different sized paint brushes depending on what they are painting.</li> <li>To use water colour paints.</li> <li>To let children mix colours to make different shades.</li> </ul> </li> <li>To use the book 'Freight Train' by Donald Crews as inspiration for a printing of a train and its carriages.</li> </ul>

				<ul style="list-style-type: none"> <li>• Use appropriate language to describe tools, process, etc</li> <li>• Use printmaking as a means of drawing</li> <li>• Print with a range of hard and soft materials, natural and man-made (e.g. corks, sponge, fruit and vegetables, fingers)</li> <li>• Talk simply about own work and that of other artists</li> </ul>	<ul style="list-style-type: none"> <li>- To use sponges to print the train and its carriages, each carriage a different colour.</li> <li>- To use corks or something similar to print the train and carriage wheels.</li> <li>- To add detail to the train using pencils and crayons once the paint has dried.</li> <li>- To talk about the illustrations in the book.</li> </ul>
DT	<p>1a. Design purposeful, functional appealing products for themselves and others based on design criteria.</p> <p>1b. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate information and communication technology.</p> <p>2a. Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p>2b. Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics.</p> <p>3b. Evaluate their ideas and products against design criteria.</p> <p>4a. Build structures exploring how they can be made stronger, stiffer and more stable.</p> <p>4b. Explore and use mechanisms (for example levers, sliders, wheels, axles) in their products.</p>	<ul style="list-style-type: none"> <li>• <b>To know that wheels need an axle to turn.</b></li> <li>• To know that recycled materials can be given a new purpose.</li> </ul>	<p>axle wheel train move turn rotate attach recycled material model evaluate purpose join materials tools</p>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• have own ideas and plan what to do next</li> <li>• explain what I want to do and describe how I may do it</li> <li>• explain purpose of product, how it will work and how it will be suitable for the user</li> <li>• describe design using pictures, words, models, diagrams</li> <li>• design products for myself and others following design criteria</li> <li>• choose best tools and materials, and explain choices</li> <li>• research and use knowledge of existing products to produce ideas</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• explain what I am making and why it fits the purpose</li> <li>• make suggestions as to what I need to do next.</li> <li>• join materials/components together in different ways</li> <li>• measure, mark out, cut and shape materials and components, with support.</li> <li>• describe which tools I'm using and why</li> <li>• choose suitable materials and explain choices depending on characteristics.</li> <li>• use finishing techniques to make product look good</li> <li>• work safely and hygienically</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• evaluate how good existing products are</li> <li>• talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion</li> <li>• describe what went well, thinking about design criteria</li> <li>• talk about what I would do differently if I were to do it again and why</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• choose and measure materials/textiles</li> <li>• describe some different characteristics of materials</li> </ul>	<ul style="list-style-type: none"> <li>• To make a working train with an axle and moveable wheels.</li> <li>- To design the train to be able to carry 'coal' from one point to another.</li> <li>- To evaluate our product against the design criteria.</li> </ul>

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

**Topic: Locomotion/ Seasonal Changes – Summer**

**Class: 1/2**

**Teacher: Miss Hugill/Mrs Neave**

				<ul style="list-style-type: none"> <li>• join materials/textiles together in different ways and explain how it was done</li> <li>• use own ideas to try to make product stronger</li> <li>• begin to understand how to use wheels and axles.</li> </ul>	
Writing	Refer to Writing Progression Sheets for relevant year group objectives.	See writing progression sheets.	See writing progression sheets.	See writing progression sheets.	<ul style="list-style-type: none"> <li>• Video of a train robbery without narration 'Ruckus'. Children to write the story of what is happening. <a href="https://www.youtube.com/watch?v=Ji1KM1BbAY">https://www.youtube.com/watch?v=Ji1KM1BbAY</a></li> <li>• To write a description of what they can see out of a train window.</li> <li>• Information leaflet on George Stephenson</li> <li>• Acrostic poem describing a steam train</li> <li>• Recount of school trip to train museum in Sildon.</li> </ul>