As **DESIGNERS** we will:
- Use mechanisms, such as levers, sliders, wheels and axles, when building lighthouses
- Describe why they chose to use a specific resource or tool when making seaside collages
- Explain why they joined things together in a certain way
- Explain what went well and what they would want to improve if they did it again

As **SCIENTISTS** we will:
- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

As **MUSICIANS** we will:
- Follow the melody (tune) when we sing and perform in a Music Festival
- Choose sounds that create an effect
- Use symbols to represent sounds and make connections between notations and musical sounds

As **READERS** we will:
- Read fiction and non-fiction texts to discover more about seaside and life under the sea.
- Use the internet to research and find out information

As **AUTHORS** we will:
- Write questions and investigate the answers.
- Write an under the sea adventure story.
- Write a persuasive letter

As **LINGUISTS** we will:
- Respond to simple questions using full sentences

Greenfields
Community Primary School,
Nursery & Pre-School

Key Stage 1- Summer 2
CURRICULUM OVERVIEW

WHAT IF YOU LIVED BESIDE THE SEASIDE?

As **THEOLOGIANS** we will:
- Identify the symbol of Islam
- Explore the importance of the Prophet Mohammed
- Identify the 5 pillars of Islam

As **SPORTS SCIENTISTS** we will:
In order to learn and perform a dance:
- Repeat and explore actions with control and co-ordination
- Vary skills, actions and ideas, linking them in ways that suit the activities
- Talk about what is different between what they did and what someone else did
- Describe how their body feels during different activities

As **MATHEMATICIANS** we will:
- Explore shape, space and measure
- Reason and problem solve sophisticated problems

As **HISTORIANS** we will:
- Use phrases and words like: before, after, past, present, then and now; with historical meaning
- Sequence a set of events in chronological order and give reasons for the order
- Compare how things in their life are different to when their parents and their grandparents were their age

As **CITIZENS** we will:
- Deal with their feelings in a positive way; Know and respect that people are different
- Set themselves simple goals

As **ARTISTS** we will:
- Create a print using pressing, rolling, rubbing and stamping
- Make tints by adding white and tones by adding black

As **GEOGRAPHERS** we will:
- Say what they like and don't like about the local area and a different area that they have studied
- Describe a place outside Europe using geographical words
- Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, and valley
- Explain how people might spoil an area or make it better
- Explain what facilities a town or village might need