

Y1/2 Cycle B Summer Term 2 MTP

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
History	How has travel by rail changed? SESSION 1A	How has travel by rail changed? SESSION 1B	What was rail travel like in our local area?	Why did the Victorians use trains?	Why did Victorians holiday at the seaside?	How and why were trains important to where we live? ASSESSMENT
	<ul style="list-style-type: none"> ✓ To know what the key features of a train and railway are. 	<ul style="list-style-type: none"> ✓ To know that George Stephenson designed a steam engine called The Rocket. ✓ To know the differences and similarities between Victorian trains and modern trains. 	<ul style="list-style-type: none"> ✓ To know how their local railway station has changed over time. ✓ To know the differences and similarities between the uses of Victorian trains and modern trains. 	<ul style="list-style-type: none"> ✓ To know that life in a Victorian city was different to life in a Victorian seaside place. ✓ To know why Victorians travelled to the seaside. ✓ To know how steam railways changed peoples' lives in the Victorian era. 	<ul style="list-style-type: none"> ✓ To know the differences and similarities between Victorian and modern-day seaside leisure activities. ✓ [To know why Victorians travelled to the seaside.] ✓ [To know how steam railways changed peoples' lives in the Victorian era.] 	<ul style="list-style-type: none"> ✓ To know that Nigel Gresley designed a famous train called The Mallard, that was built in Doncaster. ✓ To understand why steam railways were important to their local area. ✓ [To know why Victorians travelled to the seaside.] ✓ [To know how steam railways changed peoples' lives in the Victorian era.]
Science	Which things are dead, alive or never been alive?	What is a food chain? What would happen if part of a food chain is removed?	What is a habitat?	What different habitats do animals and plants live in?	What is a micro-habitat?	
	<ul style="list-style-type: none"> ✓ To know that everything in our world is either alive, dead or has never been alive. ✓ To explain the difference between things that are dead and things that have never been alive. ✓ To group and sort materials, objects or living things based on their properties or features. (WS) 	<ul style="list-style-type: none"> ✓ To know and explain the order of a food chain e.g. plant, herbivore, carnivore. ✓ To know that a food chain always starts with a plant. ✓ To know that if something happens to one part of a food chain, then it will impact the others. 	<ul style="list-style-type: none"> ✓ To explain that living things, plants, and animals, live in habitats which suit them and provides them with what they need to survive: air, shelter, food, water. ✓ To describe and give examples of how a habitat will provide all plants and animals with what they need to survive. 	<ul style="list-style-type: none"> ✓ To name some habitats and some of the animals and plants that live within them e.g., woodland, garden, rainforests, deserts, and polar regions. 	<ul style="list-style-type: none"> ✓ To describe what a micro-habitat is and give an example of one in a larger habitat e.g. worms in soil in a garden. ✓ To explain that all habitats and micro-habitats provide the conditions that animals and plants need to survive. 	
		2	3	4	5	6
Art		How did Claude Monet and William Powell Frith use colour?	How do we use oil pastels? SESSION 2A	How do we use oil pastels? SESSION 2B	How can we use our imagination to show what steam trains were like in the past? SESSION 3A	How can we use our imagination to show what steam trains were like in the past? SESSION 3B
		<ul style="list-style-type: none"> ✓ To know that Claude Monet and William Powell Frith were painters who were inspired by the railways. ✓ To identify and understand the similarities and differences between the use of colour and subject in the work of Claude Monet & William Powell Frith. ✓ To use the words warm and cold accurately to describe colour 	<ul style="list-style-type: none"> ✓ To control different thicknesses of oil pastels effectively to create lines. ✓ To blend and smudge oil pastels effectively to create different tone. ✓ To apply their knowledge of colour mixing to using oil pastels. 	<ul style="list-style-type: none"> ✓ To know how to use tints and shades to show light and shadow. ✓ To blend and smudge oil pastels effectively to create different tone. ✓ To apply their knowledge of colour mixing to using oil pastels. 	<ul style="list-style-type: none"> ✓ To understand that colours can be used to show how we feel. ✓ To know how to use tints and shades to show light and shadow. 	<ul style="list-style-type: none"> ✓ To blend and smudge oil pastels effectively to create different tone. ✓ To apply their knowledge of colour mixing to using oil pastels. ✓ To know how to use tints and shades to show light and shadow.

