

Year 1/2 – Cycle A – Summer Term

There's No Place Like Home

CHRISTIAN VALUES: 'LIFE'

LOVE, INTEGRITY, FORGIVENESS, EQUALITY

In this topic we be learning about how different habitats provide for different animals and plants and how animals are best suited to live in different locations. We will focus on how plants and animals in different parts of Africa differ to those found in our locality and will also explore mini-beasts and micro-habitats. We will learn about geographical similarities and differences through studying the human and physical geography of Four Marks and Bwera in Uganda. Pupils will use Google Earth and photographs to identify and name the physical and human features of these places. Pupils will compare how land is used in these two rural locations, particularly focusing on farming. We will also look at seasonal and daily weather patterns. We will also discover what we can learn from the people of Bwera about sustainability. The children will consider 'What has sustainability got to do with me?' 'Can I change the world? What can I do right now?-(The Power of One and the Power of Many).

We will also explore plants and animals in our local environment and compare them with plants and animals found in African countries

Big Question: How does where we live shape who we are?

SMSC: Door moment- moving on through action- the choices we make, doing something active, a change in attitude: Children will consider 'What has sustainability got to do with me?' 'Can I change the world? What can I do right now? (The Power of One and the Power of Many).

Rich Texts

This Rabbit Belongs to Emily Brown by Cressida Cowell and Neal Layton

The Name Jar by Yangsook Choi

Our Learning Values: 'REACHING'

The children will:

- . Responsibility - be in control of their own learning,
- . Evaluative - evaluate what they have done and make changes if they need to
- . Ambitious -always want to do their best to reach their goals.
- . Collaborative - work with others, sharing their strengths and ideas.
- . Hardworking - strive to do their best in all they do
- . Independent - find and use what they need to help themselves.
- . Nimble-minded - be open to new ideas and ways of doing things.
- . Gritty - have a go and persevere especially when they find it difficult or don't enjoy it.

As Readers & Writers we will:

- Write a diary entry using language to create empathy in the reader.
- Use drama techniques to explore the author's intention & engage with a text
- Compose a letter to show the mood of the character at key points & make their feelings explicit
- Write diary entries to explore characters' emotions through key events in the story

As Mathematicians we will:

Year 1	Year 2
<ul style="list-style-type: none"> • Measure & begin to record mass/weight, capacity & volume using non-standard & standard units (kg/g, litres/ml) • Building up understanding of numbers to 100- count forwards & back, read & write numbers • Count in multiples of 2s 5s & 10s • Identify odd & even numbers • Problem solving & reasoning 	<ul style="list-style-type: none"> • Choose & use appropriate standard units to estimate & measure capacity, volume, mass & temperature • Refine strategies for the four operations (+ - x ÷) • Consolidate & revise concepts of maths • Problem solving & reasoning

As Scientists we will:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals)
- Describe and compare the structure of a variety of common animals
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats including micro-habitats.
- Say which part of the body is associated with each sense.

As Geographers we will:

- Explore our changing seasons and the different weather associated with each one.
- Explore maps for different locations and use directional language.
- Investigate the local area and make suggestions on how it could be improved.
- Identify patterns in the weather and climate where we live and compare and contrast it with a non-European country (Uganda).
- Reflect on the similarities and differences between the UK and a non-European country (Uganda).
- Learn the term 'sustainability' and what this means.

As British & Global Citizens we will:

- Consider 'What has sustainability got to do with me?' 'Can I change the world? The Power of One & the Power of Many. What can I do right now?

Computing: Children will continue to improve their coding skills by giving simple instructions and using Bee-bots and other simple coding devices.

E-safety – children recognise advertising on websites, learn to ignore it and begin to understand that not everything on the internet is true.

Topic Title: SHABBAT (Religion in focus – Judaism). Concept explored: Remembering

The children will explore these key questions: How do Jews remember Creation and the day of rest? What event is important enough for you to want to remember it always?

Topic Title: IDEAS ABOUT GOD (Religion in focus – Christianity/Jewish/Hindu Tradition). Concept explored: God Big Question: What do Christians think God is like? (GOD)

The children will explore these key questions: Who or what is God? What are your thoughts about God? What do Jews/Christians think about God? How do Hindu's see God? Children will have time to explore and reflect on the many images and representations that they have God.

ART and DT:

The children will explore the life and architecture of Hundertwasser and use oil pastels to recreate some of his more vibrant work. This will allow them to experiment with colour, shape and concentric lines. Whilst studying architecture, the children will also take photographs of key design elements around the school building. They will later create their own clay tile and decorate it with a variety of natural materials, and make observational sketches of plants using different lines, marks, tone and textures.

The children will create a lunch that promotes healthy eating. They will consider their target user and what the user might like and why.

PE/GAMES:

Athletics: We will begin by focusing on running techniques including how to use our arms to propel us and how to co-ordinate our arms and legs when running. We will move on to look at jumping and hopping and practise changing speed on command. Finally, we will learn to send an object towards a target accurately.

Multi-Skills: We will focus on our striking and fielding skills, learning to strike a ball in different ways for different purposes.

MFL:

The children will begin to show understanding of French by joining in and responding to songs and games about our topics for this term 'family' and 'pets and other animals'. They will begin to develop vocabulary and listen carefully to stories, recognising familiar sounds and phrases. They will gain confidence to speak in phrases and short sentences by singing songs and playing games.

MUSIC: Through our music topic 'Raindrops' the children will examine how pitch is used in music to create different effects on the listener. They will be able to use classroom instruments to construct their own compositions.

RSHE: The focus this term will be on who keeps them safe. We will explore the different roles people have in our community to help them (and others) keep safe, the jobs they do and how they help people; how to respond safely to adults they don't know; what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard and how to dial 999 in an emergency and what to say. They will also look at how they can look after each other and the world. They will think about how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively and the responsibilities they have in and out of the classroom.