

## Year 1/2 – Cycle B – Summer Term

TITLE: **All Around Us**

**CHRISTIAN VALUES: 'LIFE'**

LOVE, INTEGRITY, FORGIVENESS, EQUALITY

In this unit, the children will explore what makes Four Marks special; its differences to other villages and how towns and cities are different to a village. The children will learn about the location of Four Marks within the United Kingdom and some key locations in each of the four countries of the UK. They will learn about the human and physical features of the local area and will learn to use maps and the symbols on them to identify different features. The children will begin to learn why compass points are important when describing locations and will follow directions to find the location of different places around the school. The children will then bring all of their learning together to think about what a community needs and will then design a new settlement to include key human and physical features.

As part of the Science unit, the children will learn about the life cycles of different plants and animals that live and grow in our country. They will begin to recognise how this model is the same for all, but varies between different animals in a number of ways, such as age, size and reproduction age. Each class will observe their own caterpillars growing into butterflies and will compare their life-cycles to other animals.

**Big Question: What is important in a community?**

**SMSC: Window moment: Looking outwards at the world & appreciating its wonders: Children will explore what is special about their local environment, & how living there makes them feel. They will think about whether they appreciate where they live. How would they feel if they live in....?**

### Rich Texts

**The Winking Scarecrow, from The Wizard of Oz** by L. Frank Baum

**The Hippocrump** by James Reeves

**The Robot and the Bluebird** by David Lucas

### Our Learning Values: 'REACHING'

The children will:

- . **R**esponsibility - be in control of their own learning,
- . **E**valuative - evaluate what they have done and make changes if they need to
- . **A**mbitious - always want to do my best to reach my goals.
- . **C**ollaborative - work with others, sharing my strengths and ideas.
- . **H**ardworking - strive to do their best in all they do
- . **I**ndependent - find and use what I need to help me.
- . **N**imble-minded - be open to new ideas and ways of doing things.
- . **G**ritty - have a go and persevere especially when I find it difficult or don't

### As Readers & Writers we will learn to:

- Use descriptive language to describe creatures and characters in stories.
- Choose words and phrases for effect, to amaze the reader.
- Recount events in the 1<sup>st</sup> and 3<sup>rd</sup> person.

### As Mathematicians we will:

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

### As Scientists we will:

- Recognise the life-cycles and growth of plants
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals including humans have offspring which grow into adults, exploring life-cycles of different animals with a focus on butterflies
- Describe and compare the structure of common animals

### As British & Global Citizens we will:

- Explore sustainability & learn about reducing & recycling waste, & the principles of reusing & repairing items to do this.

**RE:**

**Topic Title: CREATION STORIES (Religion – Christianity/Judaism/Hinduism). Concept explored: Creation/Creator Big Question: Who made the world? (GOD/CREATION)**  
The children will explore these key questions: What is creation? What is a creator & what may they be like? How important is the Creation story to Christians & Jews? What stories do Hindus tell about creation?

**Topic Title: BOOKS (Religion - Christianity) Concept explored: Specialness**

The children will explore these key questions: What can make a book special/holy? What do you think of the specialness/holiness of the bible & Torah?

**Computing:** Children will learn to create, edit and format text online. Children will also learn how to communicate safely online. E-safety – Demonstrate how to safely open and close applications and log on and off websites.

**MFL:** The children will begin to show understanding of French by joining in & responding to songs & games about our two topics for this term 'food & drink' & 'school'. They will begin to develop vocabulary & listen carefully to stories, recognising familiar sounds & phrases. They will gain confidence to speak in phrases & short sentences. They will

**MUSIC:** In Music this term we will be exploring the sounds around us as well as in other environments. We will create musical themes and develop a better understating of graphic notation producing our own musical pieces to reflect this.

Later in the term we will listen to music not only inspired by the British Isles but our world. The children will continue to explore 'duration' and rhythms to dance to as well as the structure in Music as they travel around the globe!

**ART and DT:** The children will learn new drawing techniques such as sketching, pressure, using different pencils, shading and shape. They will also create a nature-inspired piece using clay, exploring a range of clay manipulation techniques and embellishing with natural materials. The children will also investigate healthy eating from role models such as Joe Wicks. With a link to science, we will also be growing a small variety of different vegetables. They will then design, make and evaluate their own vegetable soup using some of our own produce.

**RSHE:** The focus for this term is: What helps us grow and stay healthy? The children will learn that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest; that eating and drinking too much sugar can affect their health, including dental health. They will also learn the importance of being physically active and that there are different ways to learn and play. They will learn about how sunshine helps bodies to grow and how to keep safe and well in the sun. They will also consider: How do we recognise our feelings? In this unit, children will learn how to recognise, name and describe a range of feelings; what helps them to feel good, or better if not feeling good; how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group); how feelings can affect people in their bodies and their behaviour; ways to manage big feelings and the importance of sharing their feelings with someone they trust.

**PE:**

**Multi-skills:** We will focus on striking and fielding, including underarm bowling, striking a ball coming towards us and playing small games as part of a team.

**Tennis:** We will practise striking a tennis ball from our own hand towards a target, learn to strike different size balls forwards when sent to us and practise these moves to increase accuracy.

**Athletics:** We will begin by focusing on good running technique and then move on to learn standing long jump, making sure we land with balance and control. We will also practise throwing different objects with a focus on distance, accuracy and improving our own performance.