

Topic: Our Wonderful World

Summer cycle 2

Personal, Social, Health and Emotional Development (including Relationships and Sex Education). Pupils will have the opportunity to learn:

Relationships:

- Belonging to a family
- Making friends/being a good friend
- Physical contact preferences
- People who help us
- Qualities as a friend and person
- Self-acknowledgement
- Being a good friend to myself
- Celebrating special relationships

Changing Me:

- Life cycles - animal and human
- Changes in me
- Changes since being a baby
- Differences between female and male bodies (correct terminology)
- Linking growing and learning
- Coping with change
- Transition

Religious Education:

What is the 'good news' Christians believe Jesus brings?

Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians • Recognise that Jesus gives instructions to people about how to behave: • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas

What makes some places sacred to believers?

Recognise and talk about special places where people go to worship, • Identify and talk about (how used/what they mean) at least three objects used in worship in two religions • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe • Give simple examples of how people worship at a church, mosque or synagogue • Talk about why some people like to belong to a sacred building or a community • Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.

As experts in computing, we will:

Use spreadsheets (open, edit, save, enter data to cells, copy, paste, add value to image) and pictograms to purposefully create, organise, store, manipulate and retrieve information (2calculate 2.3 and 2count 1.3) Create, organise, store, and retrieve, manipulate, and present ideas on a variety of programs (2.8)

Please see Computing skills sheets for further guidance

As historians we will be:

- Learn about the lives of some of the most significant people in the history of our locality.
- Gain an understanding of the breadth of contributions people can make in order to become significant.
- Use a range of sources of evidence, including oral history, visual images and written documents.
- Investigate places of interest related to the significant figures.
- Use common words and phrases relating to the passing of time.
- Know where the people they study fit within a chronological framework .
- Ask and answer questions.
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- Choose parts of sources to show that they know and understand key features of events.
- Use a wide vocabulary of everyday historical terms



As geographers we will:

Gain an appreciation of the world by introducing several natural and manufactured/constructed wonders, as well as ancient and modern wonders. We will:

- Learn about the human and physical geography of our local area' and identify the UK's 'wonders'.
- Identify and describe the world's highest mountain, giving reasons why it is a physical wonder.
- Identify the major rivers in different continents of the world.
- Know the differences between a river and a desert.
- Identify ancient world wonders and compare them with those built in the last hundred years.
- Identify new world wonders in the UK and beyond.
- Explain and describe the world wonders about which we have learned.

Please see Geography skills sheets for further guidance

As designers we will focus on:

Design, make and evaluate healthy salads which will include micro greens that we have grown in class. Learn to use simple utensil and provide opportunities for the children to practise food-processing skills, washing, grating, peeling, slicing, squeezing prior to making their own salad.

Understand the importance of a balanced, healthy diet.

Please see DT skills sheets for further guidance.

As artists we will focus on:

Studying and drawing a variety of fish and other sea creatures - developing our sketching skills.

Use paint to create our own fish in the style of J Vincent Scarpace, by:

- Mixing colours and apply paint accurately.
- Controlling a paintbrush and making marks using a variety of tools.
- Using different consistencies of paint, including washes for backgrounds.
- Making marks using paint with a variety of different tools.
- Creating different textures on our sea creature using materials (textured collages), rubbings and pattern on a woven background.

Please see Art skills sheets for further guidance.

As musicians we will:

Explore pitch with voice, movement, and instruments.

Sing and play a variety of pitch shapes, using movement and reading from scores.

Perform with different pitch shapes.

Create a class composition which describes the sounds and animals in water.

Develop a sense of a steady beats using their own bodies.

Respond to music and play rhythm percussion on body percussion and instruments.

(Music Express Water, our school, and our bodies resources for Y1 and Y2. Please see music skills sheets for further guidance).

PE:

- Multi-skills: kicking, passing, dribbling
- Athletics
- Swimming

Please see PE skills sheets for further guidance

As scientists we will focus on:

Working Scientifically:

- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely, using simple equipment.
- Performing simple tests.
- Identifying and classifying.
- Using their observations and ideas to suggest answers to questions.
- Gathering and recording data to help in answering questions.

Seasons:

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.
- Summer focus.

Plants

- Identify and name a variety of common wild and garden plants (identifying and classifying investigations).
- Identify and describe the basic structure of a variety of common flowering plants.
- Investigate "How do peas grow into mature plants?" (Observing over time investigation).
- Find out and describe how plants need water, light, and a suitable temperature to grow and stay healthy.
- Investigate "Do plants need water to survive?" (comparative investigation)
- Investigate "Do plants need light to germinate and to grow?" (comparative investigation)
- Investigate: "Which location (temperature based) will plants grow most in?" (comparative investigation)

STEM activity

- Investigate how architects are often inspired by nature when designing new structures by researching how symmetry, spirals and tessellation are used in nature during a class walk (decoding nature's patterns).

English:

Develop our English skills through the stimuli of:

- Talk for writing "Wombats Go Walkabout" by Michael Morpurgo.
- A non-chronological report about Pirates.
- Talk for writing "The Lighthouse Keeper's Lunch" by Ronda Armitage.
- A story of a train journey to see someone special based on "The Train Journey" by June Cribbin, using our Severn Valley railway trip as inspiration.
- An information leaflet about steam trains.

Reading texts from our reading spine:

- Dogger by Shirley Hughes
- Wombats go Walkabout by Michael Morpurgo
- The Lighthouse Keeper's Lunch by Ronda Armitage
- The Train Journey by June Cribben
- The Day the crayons quit by Drew Daywalt
- Poem: Didgeridoo by Roger McGough
- The Flower by John Light
- Monster by Angela McAllister
- The Summer My Father Was Ten by Pat Brisson
- Come Away From the Water Shirley by John Burningham
- The Go Away bird by Julia Donaldson

Develop our Maths skills through key foci of:

Mental fluency, reasoning and problem solving using:

- Money (denominations yr.1 and adding and subtracting money yr. 2).
- Fractions (1/2, 1/4, 2/4, 3/4 of shapes, quantity, and number lines).
- Problem Solving -All Four Operations
- Time-Turns and Telling the Time
- Time -Drawing the Hands on a Clock and Intervals of Time
- Measures and Reading Scales (height, weight, and capacity).
- Statistics (pictograms, tally charts, block diagrams and tables).
- Geometry (including symmetry)
- Place Value with Larger Numbers
- Calculation Review including numbers up to 1000 for year 2.

Use maths in other areas of the curriculum by:

- Measure the growth of our plants in science.
- Measure accurately the capacity of water given to plants in our science investigations.