

English

- THE POWER OF READING unit using Beegu (Alexis Deacon)

Overall Aims

- Explore a high-quality picture book which allows children to put themselves inside the story and empathise with characters and their issues and dilemmas
- Engage with illustrations throughout a picture book to explore and recognise the added layers of meaning these can give to our interpretation of a text
- Explore themes/issues, develop/sustain ideas through discussion, so children make connections with own lives
- Develop creative responses to the text through drama, poetry, storytelling and artwork
- Write in role to explore/develop empathy for characters

Key Skills

- practise and refresh skills in reading comprehension, spelling, handwriting and writing composition; looking at the features of fiction, non-fiction as well as poetry.
- expanding knowledge and of punctuation marks
- develop vocabulary

Art

- Artist – Eva Rothschild
- Genre – Textiles and Painting

Key Skills

- Investigate a range of tapestries
- Identify shapes and patterns within fabric
- Experiment by printing patterns with 2D shapes.
- Explore bold colours within fabric.
- Develop layers and texture to a working piece using fabric.

Each child will produce:

- A paper strip on black card collage inspired by her 2018 tapestry 'The Fallowfield'.
- A fine line painted/printed version on black card.
- A piece of weaving inspired by the above work.

Mathematics

- GEOMETRY: Position and Direction
- MEASUREMENT: Time
- PROBLEM SOLVING: Efficient Methods
- MEASUREMENT: Weight and Volume (Y1), Mass, Capacity and Temperature (Y2)

Key Skills

- Describe position, direction and movement (Y1)
- Order objects in patterns/sequences (Y2)
- Describe position, direction and movement (Y2)
- Chronological Order, language of time (Y1)
- Half past and O'clock (Y1)
- Intervals of time, minutes in hour/day (Y2)
- Time to nearest 5 mins, quarter past/to (Y2)
- Problem Solving skills across all areas
- Compare, describe, solve problems for mass/weight/capacity/volume (Y1)
- Choose and use appropriate units for mass, capacity and temperature/compare/order (Y2)

Curriculum Overview

Summer Term 1

Year 1/2



Geography – Me and My School & Our Local Area

Learning about the world, starting with our immediate school environment. This builds on our Magical Mapping unit. The children will explore our school environment using first-hand observation and experience to enhance their awareness along with essential map skills and fieldwork. This unit will have a practical emphasis on geography fieldwork skills

Key Skills

Knowledge: know the layout of our school grounds

Recognise N/S/E/W on a compass

Understand some symbols on a map and what they represent

Concepts: Location and Place

Skills: Continue mapping skills and knowledge of direction

Knowledge:

Know our school is in Riding Mill. Discuss why people settled here and what can be found in and around our village. Recognise N/S/E/W on a compass.

Understand some symbols on a map and what they represent

Concepts: Location and Place, Planning and Decision Making

Skills: Using simple maps, Introducing fieldwork/enquiry

Science

- Seasonal Change – Spring to Summer

Key Skills

- Observe changes across the 4 seasons in context of weather, clothing and trees.
- Observe and describe how day length varies in context of spring to summer.
- Observe and describe weather associated with the 4 seasons.
- Gather and record data to help answer questions by analysing weather, temperature, rainfall and wind direction.
- Explore how to stay safe in the sun.

Other

Key Skills

- **Outdoor Learning** – ongoing opportunities
- **Computing** – Unit 2.6 Creating Pictures, Unit 1.7 Coding
- **P.S.H.E.** – HEALTH AND WELLBEING: Who helps to keep us safe? What helps us grow and stay healthy?
- **Music** - Recorder Lessons
- **PE** – Golf and Athletics

Special Events / Visits (COVID permitting)

- Brilliant Book Week (April)
- After School Clubs restarting (available to all)

Thankyou for your support