

English

- Character analysis
- Descriptions of characters and setting
- Create a timeline of events
- Fact file
- Diary entry
- Book Review
- Story mapping



KS1 - Summer 1 Overview

Safari!

How does life in England compare with life in Africa?



Maths

- Number – Multiplication and Division
- Geometry – Position and Direction



Music

- Explore African music and instruments using the Twinkl PowerPoint & resources.
- African dance/music workshop
- African call & response (Kapow)



PSHE

Fake is a mistake!

- Grains of sand
- The truth about me
- Real is a big deal
- Nice to meet you!
- Sun safe!
- Reflection



Science

Year 1 - Seasons



Year 2 - Characteristics all living things share . Living, dead, and things that have never been alive . Animals and their habitats . Describe how animals obtain their food from plants and other animals . Simple food chain . Identify organisms as producers, consumers or decomposers . Invertebrates in micro-habitats . Complete a wildlife survey . Understand how living things are adapted to their habitats.

Design & Technology - Food

- Explore a range of dips and dippers.
- Model how to make a dip (practice chopping, grating, grinding)
- Design a dip and dipper.
- Make and evaluate your dip and dipper.

Art & Design

- African art day (with outside provider)

Geography

- Where is Kenya?
- Understand what life is like for people living in Kenya.
- What is a national park?
- What animals live in Kenya?
- What is Maasai culture?
- Compare a day in your life to a child in Kenya.



PE - Athletics

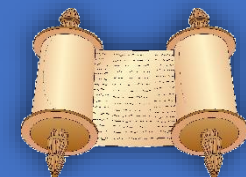
- Running at different speeds
- Running races
- Jumping for height
- Jumping a distance.



RE

Symbols in religious worship and practice

- churches and synagogues
- Jewish and Christian weddings
- Jewish and Christian stories
- The Torah and the Bible



KS1 – Summer 1 – Objectives – Safari!

English

Year 1 - • To accurately spell most words containing the 40+ previously taught phonemes and GPCs • To spell some words in a phonically plausible way, even if sometimes incorrect. • To apply Y1 spelling rules and guidance such as adding -s and -es to words, adding the endings -ing, -ed and -er, adding -er and -est • To say out loud what they are going to write about. • To compose a sentence orally before writing it. • To sequence sentences to form short narratives. • To reread their writing to check that it makes sense and to independently begin to make changes. • To use several simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. • To start to engage readers by using adjectives to describe. • To use simple sentence structures. • To use the joining word (conjunction) 'and' to link ideas and sentences. • To begin to form simple compound sentences. • To use capital letters for names, places, the days of the week and the personal pronoun 'I'. • To use finger spaces. • To use full stops to end sentences • To begin to use question marks and exclamation marks.

Year 2 - • To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones. • To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly • To spell more words with contracted forms • To write narratives about personal experiences and those of others (real and fictional). • To write about real events. • To write simple poetry. • To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary • To encapsulate what they want to say, sentence by sentence. • To make simple additions, revisions, and corrections to their own writing by evaluating their writing with the teacher and other pupils. • To proofread to check for errors in spelling, grammar, and punctuation (e.g., to check that the ends of sentences are punctuated correctly). • To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. • To use the present tense and the past tense mostly correctly and consistently. • To form sentences with different forms: statement, question, exclamation, command. • To use co-ordination (or/and/but). • To use some subordination (when/if/ that/because). • To use expanded noun phrases to describe and specify (e.g., the blue butterfly)

Maths

Y1 - • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. • describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Y2 - • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts • order and arrange combinations of mathematical objects in patterns and sequences

• use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Science

Year 1 - • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Begin to progress from non-standard units, reading cm, m, cl, l, °C • Use simple measurements and equipment with support • Say what I am looking for and what I am measuring • Begin to observe closely, using simple equipment • Use simple observations and ideas to suggest answers to questions

Year 2 - • Explore and compare the differences between things that are living, dead, and things that have never been alive • 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 microhabitats • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

PE – Athletics

Year 1 - Running • To run with control • To run at different speeds • To begin to use the acronym FAST when learning how to run **Jumping** • Be aware of different jumps • Be aware of safe jumping (bent knee) • Perform 5 basic jumps (2-2, 2-1, 1-2, 1-1, same foot, 1 -1 landing on the other foot) • Begin to jump a height • Begin to jump a distance

Year 2 – Running • Show differences in running at different speed and jogging • Use different techniques to meet challenges • Describe different ways of running • To use the acronym FAST when learning how to run **Jumping** • Describe different ways of jumping • Explain what is a successful jump • Perform combinations of (2-2, 2-1, 1-2, 1-1, same foot, 1 -1 landing on the other foot) • To jump a height • To jump a distance

RE

• Pupils will learn from visiting and studying churches and synagogues about the use of a place of worship. • They will know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there. • They will learn about weddings in Jewish and Christian holy buildings.

Year 1 - • Recall and name key objects from a church and a synagogue. (K1) • Suggest a meaning for some Jewish and Christian symbols. (K2) • Recognise that holy buildings are connected to beliefs about worshipping God, and talk about the connections. (K1) • Ask questions about what happens and why in holy buildings. (E2) • Recount their visit to a holy building, e.g. by talking about photographs taken there. (E1) • Express an idea of their own about why some people go to holy buildings. (S2) • Give an example of a sacred space that is out of doors and talk about their own ideas of sacred spaces. (S2)

• Pupils will learn Jewish and Christian stories • They will gain knowledge about the Jewish Bible and the importance of the Torah.

Year 2 - • Retell a story from the Jewish Bible skilfully. (K2) • Suggest a meaning for the story. (K2) • Recognise and talk about the role God plays in stories from the Jewish Bible. (K2) • Ask questions about the stories they study, and suggest answers. (E2) • Respond to big ideas and beliefs in the stories: does God forgive? Does God rescue? Does God create? (E3) • Express an idea of their own about some of the big questions the work throws up. (S2) • Give at least two examples of Bible characters who 'got it wrong' and say what happened in the story. (S2)

Geography

• Compare and describe an area of the UK to a place outside Europe using geographical words. • Compare the UK with contrasting country in the world. • Compare a local city/town in the UK with a contrasting city/town in a different country. • Identify hot and cold areas in the world and begin to understand climate in simple terms e.g., consider what they might wear if they lived in a very hot or a very cold country. • Describe in simple terms how wind or water has affected the geography of an area.

Design & Technology

• Begin to select from a range of hand tools and equipment; use correct vocabulary to name and describe them, such as scissors, graters, zesters, safe knives, juicer • Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source. • Know how to use techniques such as cutting, peeling, and grating. • Measure and weigh food items using non-standard measures • When looking at existing products explain what they like and dislike about the products and why. • Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make next time

Music

- Use tempo, dynamics and timbre in their piece.
- Play in time with their group.
- Use instruments appropriately.
- Successfully sing back the melody line in time and at the correct pitch.
- Play either a call and/or response role in time with another pupil.
- Perform their composition.

PHSE

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the conventions of courtesy and manners
- communicate their feelings to others, to recognise how others show feelings and how to respond
- ways in which they are all unique; understand that there has never been and will never be another 'them'
- recognise what is fair and unfair, kind and unkind, what is right and wrong
- recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- identify and respect the differences and similarities between people
- What constitutes and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health