

SUMMER C – What a Wonderful World!

2021-22

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	Class 1	Class 2
ENGLISH	Animal adventure stories Recount- letters Classic poems Stories with fantasy settings Recounts	Animal adventure stories Recount- letters Classic poems Stories with fantasy settings Recounts
SCIENCE	<p><u>Plants</u> <u>Statutory (Y1)</u></p> <ul style="list-style-type: none">• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees• identify and describe the basic structure of a variety of common flowering plants, including trees. <p><u>Non Statutory (Y1)</u></p> <ul style="list-style-type: none">• <i>Use the local environment to explore and answer questions about plants growing in their habitat</i>• <i>observe the growth of flowers and vegetables they have planted.</i>• <i>become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).</i> <p><u>Working scientifically</u></p>	<p><u>Plants</u> <u>Statutory (Y2)</u></p> <ul style="list-style-type: none">• observe and describe how seeds and bulbs grow into mature plants• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p><u>Non Statutory (Y2)</u></p> <ul style="list-style-type: none">• <i>use the local environment to observe how different plants grow</i>• <i>be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.</i> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none">• observing closely, using simple equipment• using their observations and ideas to suggest answers to questions• gathering and recording data to help in answering questions.• <i>observe and record, with some accuracy, the growth of a variety</i>

	<ul style="list-style-type: none"> observing closely, using simple equipment using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. observe closely (using magnifying glasses) and compare/contrast familiar plants; describe how they were able to identify and group them, and draw diagrams showing the parts of different plants including trees Record how plants have changed over time, eg the leaves falling off trees and buds opening; and compare/ contrast what they find out about different plants. <p>Seasonal changes <u>Statutory (Y1)</u></p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies <p><u>Non Statutory (Y1)</u></p> <ul style="list-style-type: none"> observe and talk about changes in the weather and the seasons 	<p>of plants as they change over time from a seed or bulb, or observe similar plants at different stages of growth</p> <ul style="list-style-type: none"> set up a comparative test to show that plants need light and water to stay healthy
HISTORY	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally significant historical events and individuals world focus study (Kenya) 	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally significant historical events and individuals world focus study (Kenya)

GEOGRAPHY	<p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • Country comparison study (Kenya) 	<p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • Country comparison study (Kenya)
ART	<p><u>Textiles – World Crafts</u></p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • To learn about the work of a range of craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p><u>Textiles – World Crafts</u></p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • To learn about the work of a range of craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
DESIGN TECHNOLOGY	<p><u>Puppet Making</u></p> <p><u>Design</u></p> <ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology <p><u>Make</u></p>	

	<ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate Evaluate their ideas and products against design criteria</p>
R.E.	<p><u>Questful R.E. Scheme (BdBofE)</u> Theme: Special Times (EYFS) Theme: What happened at the Ascension and Pentecost? Theme: Stories Jesus heard (EYFS) Theme: Joseph</p>
P.S.H.E.	<p><u>Coram Life Education</u> Theme: Being My Best You can do it! My day; Harold's postcard- helping us to keep clean and healthy; Harold's bathroom; My body needs... What does my body do? Theme: Growing and Changing A helping hand; Sam moves away; Haven't you grown! My body, your body; Respecting privacy; Basic first aid</p>