

## Summer Term Theme Planning Overview

### Years 1/2

<p><b>Our Intent</b>          Inspiring and interesting - promoting a love of learning for its own sake          Aspiring – enables the children to achieve the highest personal standards          Creative – incorporating all learning styles and methods          Relevant – is accessible to all our children in a meaningful way          Broad – focuses on the education of the WHOLE person          Inclusive of all learners</p>	<p><b>Our Expectations</b></p> <ul style="list-style-type: none"> <li>✓ High expectations</li> <li>✓ High standards and good progress for every child</li> <li>✓ Opportunities for ‘deep learning’</li> <li>✓ Opportunities for creativity</li> <li>✓ Relevance</li> <li>✓ Enjoyment!</li> </ul>
<p><b>In each topic will include –</b></p> <ul style="list-style-type: none"> <li>o <b>A book</b></li> <li>o Spiritual, social, moral and cultural development (SMSC and PSHCE)</li> <li>o <b>Art, music, ICT, DT,</b></li> <li>o Children’s personal focus</li> <li>o Visit or visitor</li> <li>o Deep learning</li> </ul>	<p>(Detail how)</p> <p>Handa’s Surprise (text)          The Most Important Animal of All by Penny Worms          Research about different animals, inspired          Links to the ‘convention on the Rights of the Child’  <a href="https://www.unicef.org.uk/what-we-do/un-convention-child-rights/">https://www.unicef.org.uk/what-we-do/un-convention-child-rights/</a>          Wellbeing - focus on emotional health and wellbeing, managing and understanding feelings (also look at ‘Keeping ourselves happy and healthy’ unit with videos - <a href="#">click here</a>)</p>
<p><b>Each year in at least one of the topics there will be:</b></p> <ul style="list-style-type: none"> <li>o <b>Drama</b></li> <li>o Enterprise</li> <li>o <b>Community - UK and global</b></li> <li>o <b>Sustainability</b></li> <li>o Grow or make something and eat it</li> <li>o Visit or visitor</li> </ul>	<p>(Detail how)</p> <p>-drama: Handa’s Surprise - act out parts of story (esp. R/Y1), The Heart in the Bottle - act out (esp. Y1/Y2)          -enterprise:          -community: Find out about communities in the places where the animals live e.g Kenya where the elephants live. Community links to PSHCE - what is community? Make links between.          -sustainability: explore seasons, climate change and the environment using Espresso channels: “Learning from the news: Climate and Environment” <a href="#">(click here for link)</a>          -grow/make and eat: grow potatoes, harvest and eat - show video on <a href="#">‘National Children’s Gardening Week’</a>          -visit/visitor:</p>

Additional Notes:

Summer Term

**Music**

The children develop a sense of steady beat using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments

The children link animal movement with pitch movement, to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments.

**Geography**

Comparisons:

- Human Vs physical features
- Hot Vs cold areas
- Where we live Vs where the animals live
- UK Vs Africa
- Map work: (including the use of aerial photographs)
- 7 continents
- 5 oceans
- The Equator
- The North and South Poles

**Art**

Explore and refine their application of practical skills and record through the use of a range of media.

E.g African geometric patterns in style of Esther Mahlangu

**Demonstrate growing confidence in explaining and discussing their ideas and recording their experiences.**

E.g Artist Edward Saidi Tingatinga inspired paintings.

**Computing**

Handling Data

To talk about the different ways we use technology to collect information, including a camera, microscope or sound recorder.

To make and save a chart or graph using the data we collect.

e.g. 2Count, 2Graph

Creative Use Of Media

To use technology to organise and present ideas in different ways.

**Science**

notice that animals, including humans, have offspring which grow into adults

find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

**GO WILD - What is the most important animal?**

**Maths** (note – cross-curricular elements only; other aspects in discrete subject planning)

Handling Data

Which is the most popular fruit?  
Create a tally chart and use to create a bar chart. Use 2Graph on Purple mash to add ICT skills.

**PSHCE**

Healthy lifestyles AND citizenship  
What is 'community'?  
How do we look after our environment?  
What are our rights?  
How do we keep ourselves healthy in our bodies and our minds?  
What strategies do we have for managing our emotions?  
Examples of **being physically active, rest, healthy eating, dental health, sun protection and emotional health**

**English** (note – cross-curricular elements only; other aspects in discrete subject planning)

Read and listen to Handa's Surprise.  
Retell the story using a story map.

Find out about the fruit in the story and investigate the countries where they are grown. (geography)

Taste a selection of fruit, and find out which is the most popular one in class (maths)

Find out why it is important to eat a wide variety of fruit and vegetables to help us keep healthy (science)

Listen to The Most Important Animal of all by Penny Worms

**RE**

- Who is a Muslim and what they do believe?
- What makes some places sacred?