
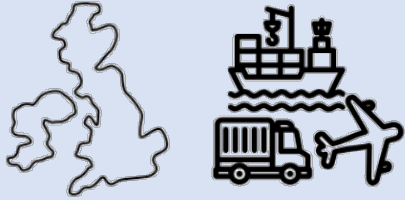



<b>Passport to Britain</b> <b>Travel &amp; Transport</b> <b>Summer Term</b> <b>YEARS 1</b>		<b>English</b> In English we will be studying a Fiction and Non-Fiction text. In our Fiction unit we will be focusing on narrative writing linked to the Katie Morag series where children will use inspiration from their stories to create their own version. <b>Non-Fiction:</b> Recount visit to the Transport Museum/Hill End <b>Poetry:</b> The Sea by John Foster <b>Linked Whole Class Texts:</b> Katie Morag – Island Stories, fables and legends from Britain	<b>Mathematics</b> Children will develop their fluency, reasoning and problem-solving skills within the core mathematical areas covered over the term. They will also work towards increasing speed and accuracy with the rapid recall of KIRFS.
		The key areas of learning over the term will include: <b>Year 1:</b> <ul style="list-style-type: none"> <li>Fractions</li> <li>Time</li> <li>Statistics</li> <li>Position &amp; Direction</li> <li>Four Operations</li> </ul>	The key areas of learning over the term will include: <b>Year 2:</b> <ul style="list-style-type: none"> <li>Fractions</li> <li>Time</li> <li>Statistics</li> <li>Position &amp; Direction</li> <li>Four Operations</li> </ul>
<b>Science</b> As <b>Scientists</b> we will study: <b>Everyday Materials (2):</b> is the second part of two units that develop the children’s understanding of materials and their properties. They will apply their knowledge to explore how materials are used in practical and creative ways and investigate the suitability of different materials for specific purposes. <b>Animals, including humans (2):</b> Children will learn how to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. They will also identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describing and comparing the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).	<b>Geography: Passport to Britain</b> As <b>Geographers</b> we will learn that the place that we live is in the country of England. Children will learn the countries and seas that surround Britain and will begin to identify landmarks as well as physical and human features of the UK. They will begin to form an understanding of ‘island’ including key geographical features, human and physical. They will extend their locational language using the four points of the compass – and relate learning to places in Britain we may have already visited.	<b>History: Travel &amp; Transport</b> As <b>historians</b> we will develop an awareness of the past and chronological understanding through the exploration of the history of transport. Children will investigate the history of flight with the Wright brother’s invention of the plane. Building on the children’s understanding of Victorian Britain, they will then investigate the history of train travel, and the influences George Stephenson and Isambard Kingdom Brunel had on life at the time. The children will explore significant figures in history who have had an influence on travel and transport today.	<b>RE</b> In <b>RE</b> children will explore two big questions over the term: <ul style="list-style-type: none"> <li>How and why is Shabbat important to some Jewish people in Britain?</li> <li>How do people know how to behave? Judaism and worldviews</li> </ul>
<b>Art</b> As <b>Artists</b> we will be studying the work of British artists connected to seascapes. Children will explore a range of different natural materials that can be used to create a seascape collage to create their final pictures.  <b>Artist Study:</b> Ritchie Collins (Scotland), John Constable (English) – contrast work	<b>D&amp;T</b> As <b>designers</b> the children will examine a range of ingredients from Britain, and follow a recipe, thinking about the appearance, texture, smell, and taste. They will evaluate a range of food products to help inform their design ideas. They will use focused practical tasks to practise using simple utensils to wash, peel, slice and squeeze. The children will design their recipe from England/Wales/Scotland. Welsh Cakes,	<b>PSHE &amp; RSE</b> <b>Get Better Soon:</b> Children will begin to understand why people might take medicines and how they can make us better (this will include safe use). They will also understand more about immunisations and good personal hygiene to prevent the spread of germs and diseases. <b>Friendships:</b> Children will learn more about the importance of friendship and the qualities of friends. They will also learn about boundaries in friendships, healthy friendships and peer pressure.	<b>PE</b> <b>The key areas of PE we will be focussing on this term is the introduction and development of the basic skills of:</b> <ul style="list-style-type: none"> <li>Striking &amp; Fielding</li> <li>Athletics</li> <li>Sport &amp; Health Week</li> </ul>
<b>Computing</b> In <b>Computing</b> we will be using the Teach Computing scheme to cover the following units: <b>Creating Media:</b> Digital Writing <b>Programming B:</b> Programming Animations	<b>Music</b> As <b>musicians</b> we will use the Charanga Scheme of music to cover the following units: <ul style="list-style-type: none"> <li>Your imagination</li> <li>Freestyle Topic: Changes</li> </ul>	<b>French</b> In <b>French</b> , we will be learning to: <ul style="list-style-type: none"> <li>Animals</li> <li>Months of the Year</li> </ul>	<b>Curriculum Enrichment</b> <ul style="list-style-type: none"> <li>Visit transport museum in Gaydon</li> <li>Creative Arts Week</li> <li>Sport &amp; Health Week</li> </ul>