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| Summer 1  Unit of Learning: A Whole New World: Expeditions  Class: Infants   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Responsible Citizens | | | | | |  |  |  |  |  | | Problem Solving |  | Christian & British Values |  | In Our Community | | To try a different way of doing something when solving a problem.  Working on a task independently or with a partner to solve a problem for a short period of time.  To listen and respond to the ideas of a partner.  To begin to record problem solving (Pictorial, Notes)  To persist when something does not work the first time |  | School Value: Forgiveness  Colossians 3:13  13 Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you.  British Values – Mutual Respect  Developed through working with partners on problem solving tasks and learning to cooperate with others who might learn in a different way |  | Global – Knowledge of Globally significant individuals – Amelia Earhart, Wright Brothers, Maasi Tribe, Kenyan Music and Culture  National – Reminder about Geography of London from last topic and compare with an area in Kenya. King’s Coronation.  Local– Visit to Local Church RE, Micro Habitats in our School Grounds, Impact we can have on global places – fundraising/child sponsorship. Local Hero – Missionary Maureen talk. |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Successful Learners | | | | | |  |  |  |  | | | Areas of Enquiry | Key Vocabulary | Reading | | Enrichments | | **As Scientists -** We will be going ‘On Safari’ to learn about some different habitats around the world and why animals live there. We will be making a habitat museum to showcase our findings.  **As Historians** - We will be reviewing what we know about transport in time periods we have covered so far this year and think about modes of transport we use now. We will learn about the first aeroplane flight and who the Wright Brothers were. We will explore why Amelia Earhart is a significant individual.  **As Geographers/Global Learners -**  We will locate Africa and Kenya on a World Map. Using different sources of information, we will compare an area of Kenya with London - weather/climate, animals, physical features, lifestyle of people and culture.  **As Design Technologists -**  We will use stitching and decorating techniques to create an African Animal Hand Puppet to use in a retelling of a performance poem.  In **Computing** - We will create a present animal pictograms using the computer.  In **PSHE**  - We will be exploring Valuing Difference and My World Your World Global Citizenship Study.  **In RE -** We will be exploring Why the Church is a Special Place and the Special Places of Other Faiths.  **In Music -** We will be exploring instruments and rhythm notation | **Science** - habitat, characteristics, ocean, safari, jungle, polar, desert, forest, produce young, produce new plants, animals, plants, food chain, characteristics  **History**  - Wright Brothers, Amelia Earhart, Aeroplane, Horse, Cart , Tall Ship, Canal Boat, Train  **Geography/Global** – continent, ocean, Africa, Kenya, London, Population, desert, polar, rainforest, safari, mountain, equator, climate, animals, habitat, national park, game reserve, tourists  **DT -** joining, finishing, tools, fabrics, template, pattern, mark out, join, decorate, finish, puppet, hand puppet, evaluate  **Computing** – pictogram, tally, number, question, collection, chart, save, retrieve.  **PSHE** - difference, similarity, empathy, bullying, teasing, kindness, unkindness, rules, helping. | Auto Biography: Amelia Earhart Little People Big Dreams  Handa’s Surprise by Eileen Brown  Handa’s Hen by Eileen Brown  We all went on Safari by Laurie Krebs  We’re Going on a Lion Hunt  by David Axtell  The Lion Who Wanted to Love  by Giles Andreae  Meerkat Mail  by Emily Gravett  On Safari  by National Geographic Kids  African Animals  by Martha E. H. Rustad  Introducing Africa  by Chris Oxlade | | Forest School – Forest Habitat, Journey Sticks  Making A Class Habitat Museum | |

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| Confident Individuals |
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| Key Learning Outcomes |
| **Science**  **Animal Hide and Seek: Where do we find different animals? Why do they like to live there? Make a Habitat Museum**  **Living Things & Their Habitats**  **EYFS**  Explore the natural world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences  and what has been read in class.  **Year 1 and 2**  To be able to identify things that are living, things that are dead and things that have never been alive.  To understand that living things need to live in suitable habitats. To match animals to the habitats that they might live in.  To explore plants and animals that live in Ocean habitats and begin to know how they are able to survive.  To explore animals that live in a Safari Habitat and begin to know how they are able to survive.  To explore and describe a micro habitat.  To identify some of the plants and animals that live there.  To explore and construct a simple food chain  **Geography**  **Sensational Safari**  **Place Knowledge London and Nairobi**  **Contrasting Locality**  **EYFS**  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts  and (when appropriate) maps  **Years 1 and 2**  To locate Africa on a world map and identify the country of Kenya, labelling continents and oceans  To compare an area of the UK with a contrasting area of Kenya ( Non Eu Country) – weather/climate, animals, physical features, lifestyle of people and culture  To use directional language and compass points to describe where things are on a map.    To express a view on the features of the environment of a Kenyan locality.  To use appropriate vocabulary  To use other sources with a map. E.g. written, photos or pictures.  **History**  **How Can we Get There? What are the Wright Brothers famous for?**  **Events Beyond Living Memory**  **Enquiry**  **Significant Individuals/Events**  **EYFS**  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling.  **Year 1 and 2**  Talk about similarities and differences between ways of life in different time periods – Transport  Tell you some parts of stories about the past – The First Aeroplane Flights and Who the Wright Brother’s Were?  **DT**  **Animal Adventure: Create a Safari Animal Handpuppet to use in a performance poem**  **EYFS** (Sorting fabrics – colour and textures.  Cutting fabrics – scissors and snips.  Joining fabrics – assorted glues and simple sewing)  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used.  Make use of props and materials when role playing characters in narratives and stories  **Year 1 and 2**  Developing/Planning and Communicating  Name the tools they are using.  Describe what they need to do next.  Discuss their work as it progresses.  Textiles  Cut out shapes which have been created by drawing round a template onto the fabric  Join fabrics by using running stitch,  Decorate fabrics with buttons, beads, sequins, braids, ribbons  Evaluating  Talk about their designs as they develop and identify good and bad points.  Talk about changes made during the making process.  **Computing**  **Year 1 and 2**  Data and Information: Pictograms  To recognise that we can count and compare objects using tally charts  To recognise that objects can be represented as pictures  To create a pictogram  To select objects by attributes and make comparisons  To recognise that people can be described by attributes  To explain that we can present information using a computer  **PSHE**  **Valuing Difference**  **EYFS – Valuing Difference**  Be sensitive towards others and celebrate what makes each person unique;  Recognise that we can have things in common with others;  Use speaking and listening skills to learn about the lives of their peers;  Know the importance of showing care and kindness towards others;  Demonstrate skills in building friendships and cooperation.  **Year 1 and 2 – Valuing Difference/ My World Your World (Oxfam – Global Learning)**  Identify the differences and similarities between people;  Empathise with those who are different from them;  Begin to appreciate the positive aspects of these differences.  Explain the difference between unkindness, teasing and bullying;  Understand that bullying is usually quite rare.  Explain some of their school rules and how those rules help to keep everybody safe.  Recognise and explain what is fair and unfair, kind and unkind;  Suggest ways they can show kindness to others.  Identify some of the people who are special to them;  Recognise and name some of the qualities that make a person special to them.  Recognise that they belong to various groups and communities such as their family;  Explain how these people help us and we can also help them to help us.  **Music**  **EYFS**  Keep in time with music  Perform songs  **Year 1 and 2**  **Exploring instruments and rhythm notation – Reading and writing well known rhythms. Yolanda Brown Adventure (Bring the noise)**  Demonstrate basic technique to play tuned and untuned instruments.  Rehearse and perform together– starting and finishing together, keeping to a steady pulse.  Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively.  Experience how sound can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using invented signs and symbols.  Explore and organise sounds and musical ideas.  Make improvements to their own work.  Use sound words or phrases to describe selected sounds and the ways in which they are produced.  Use notation |