

## Year 1/2, Curriculum Information - Summer 2025

Welcome back to school! The following gives some information about the learning taking place this term.

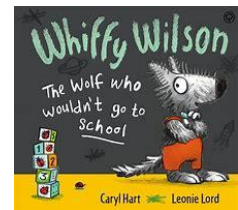
### School Days



In the School Days project, your child will have the opportunity to take part in a traditional Victorian class during their 'Memorable Experience' day. They will learn about the differences between schooling in the Victorian era and schooling today. They will learn about objects found in a Victorian classroom and how they were used. They will research Samuel Wilderspin, an important figure in the development of schooling for young children in the Victorian era, whose ideals are reflected in schooling today. They will learn to describe the passage of time through study of past, present and future tense vocabulary.

### English

This term, the children's English work will begin with some **narrative** writing based around the story, 'Whiffy Wilson: The Wolf who Wouldn't Go To School', by Caryl Hart and Leonie Lord. The children will then move on to write a **diary recount** based on the character 'Whiffy Wilson'. They will also write a non-biased discussion piece, for and against wearing school uniform. They will write an **informative letter** to their parents about their end of year trip to Monk Park Farm and then finally, they will write a **list poem** titled 'This is Me!' for their new teacher.



### Maths

**Year 1** - Block 1: Number – Multiplication and division; Block 2: Number – Fractions; Block 3: Geometry – Position and direction; Block 4: Number – Place value (within 100); Block 5 – Measurement – Money; Block 6 – Measurement – Time

**Year 2** - Block 1: Number – Fractions; Block 2: Measurement – Time; Block 3: Statistics; Block 4: Geometry – Position and direction

### Street View

This project teaches children about artwork depicting streets and buildings and focuses on the work of the American pop artist, James Rizzi. They create a 3-D mural based on Rizzi's work.



### Chop, Slice and Mash



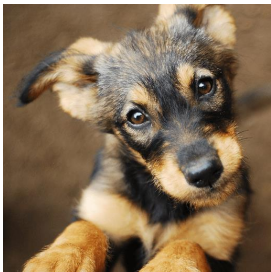
This project teaches children about sources of food and the preparatory skills of peeling, tearing, slicing, chopping, mashing and grating. They use this knowledge and techniques to design and make a supermarket sandwich according to specific design criteria.

## Plant Parts

In the Plant Parts project, your child will learn that plants are living things that grow from seeds or bulbs. They will revisit the concept of seasonal change, observing how trees and other plants change with the seasons, particularly from winter to spring. Your child will observe, photograph and identify various plants growing in and around the school grounds. They will choose one plant they would like to study for the project's duration. They will continue their learning by learning the parts of plants. They will explore where new plants come from and learn the names of some plants that grow from seeds and bulbs. Your child will learn about the parts of leaves, making comparisons. They will ask and answer scientific questions about the importance of plants to animals, including humans. They will observe how their chosen plant has changed over time and record their findings.



## Animal Parts



In the Animal Parts project, your child will learn that animals, including humans, can be sorted into six groups: amphibians, birds, fish, invertebrates, mammals and reptiles. They will learn that different animal groups have similar and different body parts and the purposes of these body parts. They will sort animals into the six animal groups based on characteristics. They will complete Carroll diagrams, sorting picture cards of animals according to given and chosen criteria. They will learn about pets and how they are cared for and identify the animal group for each. They will complete a class block graph by recording which pet they prefer, then interpret the classes' results to learn which pets are the most and least popular. They will discuss what different animals eat, using the terms 'carnivore', 'herbivore' and 'omnivore', and observe the characteristic features of different animals that belong to these groups by examining their teeth and eye positions. They will complete Venn diagrams, identifying animals that are carnivores, herbivores and omnivores. Children will observe an invertebrate for a short period and then ask scientific questions about the animal and research to find the answers. They will complete their learning by observing earthworms to learn about their body parts, diets, and senses and compare earthworms to other animals learned about during the project.

## Music

### Summer 1: Having Fun with Improvisation

Improvising is fun! It's an exciting activity where everyone is creating something new. It can be a melody or a rhythm. When you improvise, you can do it on your own or in groups.

### Summer 2: Let's Perform Together

Singing, dancing and playing together is called 'performing'. Performing together is great fun! Plan a concert together to celebrate all the songs you have learnt this year.

## Computing

Summer 1: Algorithms and Debugging + Online Safety

Summer 2: Word Processing + Online Safety

## RE

The children will be exploring the big question, 'How should we care for others and the world and why does it matter?' This investigation enables pupils to learn in depth from different religious and spiritual ways of life about caring for other people and for the world. Through studying bible stories and the lives of believers such as Dr Barnardo and Mother Teresa. They will learn about how beliefs turn into actions for many religious and non-religious people.

## PSHE

Summer 1: **Economic Wellbeing:** In this unit the children will begin to understand what money is and where it comes from; the difference between needs and wants; and how banks and building societies can keep your money safe.

Summer 2: **Transition:** This end of year transition unit will help the children to consider how their skills and strengths have changed throughout the academic year. They will be encouraged to name and understand some emotions associated with change.

## PE

Summer 1: Run, Jump, Throw, Send and Return

Summer 2: Run, Jump, Throw, Send and Return

Please wear P.E. kits to school on the days that your class has their P.E lessons. P.E kits should consist of a white t-shirt, black/navy shorts and trainers. On colder days, your child may wear a matching black/navy tracksuit or black/navy joggers or leggings with a school jumper. Any child with long hair must have it tied back on P.E days. Earrings must be removed at home on P.E days.

P.E days in Y1/2 are as follows:

ES Y1: Monday (outdoor) and Friday (indoor)

EW Y2: Tuesday (outdoor) and Friday (indoor)

Thank you for your continued support. If you have any queries or questions, please do not hesitate to come and ask.