

### **History and Geography**

#### **Children will:**

- Discuss life of Beatrix Potter
- Tim Peake and space explorers .
- Learn about the life and works of Leonardo da Vinci
  
- Discover the places visited by Barnaby Bear
- Use simple maps—locating equator, Northern Hemisphere and Southern Hemisphere e.g. hot and cold places (links to previous science and geography).

### **Art**

#### **Children will:**

- Consolidate their range of artistic skills
- Draw pencil characters from Beatrix Potter stories.
- Recreate famous pieces of work by Leonardo da Vinci (links to Last Supper in Spring term)
- Link to their work in science.

### **Music**

#### **Children will:**

- Listen to and appraise various styles of music
- Learn about the related dimensions of music through games, singing, playing instruments, improvising and composing.
- Explore the ‘Charanga’ music website—Summer Term
- Participate in whole school singing

### **Design and Technology**

#### **Children will:**

- Design and make a healthy snack—including packaging design (following on from spring term).
- Create 3D models of planets in our solar system
- Moving pictures

## **St Bede's Catholic Infant School**



*'Learn to love, love to learn'.*

### **What we will be learning about this term in Green, Red and Scarlet Classes**

#### **Summer Term Theme/Topic: Our Place in Space**

At St Bede's the Catholic ethos of the school permeates the whole curriculum. "The curriculum, and all its aspects, must reflect the fact that Christ is the foundation of the whole educational enterprise in a Catholic school."  
(The Catholic School paragraph33)

The aim is to nurture a quality, caring, supportive Christian environment in which all pupils are healthy, positive, confident and independent and reach their full potential as active members of society. To achieve this we provide a quality education which involves a broad, balanced and relevant curriculum, a creative and enjoyable skills based curriculum, a curriculum which acknowledges the uniqueness of each individual.

### **Religious Education (Come and See)**

#### **In the topic 'Holidays and Holy Days' children will:**

- Be able to **talk about** their experience and feelings about their holiday and **wonder** what makes a holiday a happy time.
- Be able to **retell** the story of the coming of the Holy Spirit during Pentecost.

#### **In the topic 'Islam' children will:**

- Learn about the life of Muhammad.
- Learn special stories from Muhammad's life
- Learn that Muhammad preached kindness and Muhammad is important for Muslim people.

#### **In the topic 'Being Sorry' children will:**

- Be able to **talk about** their experience and feelings about making choices.
- Be able to **recognise** and retell the stories of Levi and Zaccheaus.
- Be able to **use religious** words such as 'being sorry' and 'forgiveness' and begin to describe how the priest uses God's power in the Sacrament of Reconciliation to forgive those who are sorry and say so.

#### **In the topic 'Neighbours' children will:**

- **Talk about** their experience and feelings Neighbours and what they wonder about their neighbours, both locally and globally.
- **Recognise** that everyone is our neighbour and is loved by God.
- Children will be able to retell special stories about Jesus and his friends

**Spiritual, Moral, Social and Cultural development is covered through R.E, RSE and**

### **English**

#### **Children will:**

- Study stories by the same author
- Develop use of adjectives
- Explore non-fiction texts
- Learn and recite poetry linked to space
- Continue to progress through all phases of Letters & Sounds

**Books covered will include; Katie Morag stories; Beatrix Potter; a variety of poetry books and a variety of non-fiction texts**

### **Science—Light and Dark (mini-topic) , Seasonal Change**

#### **Children will:**

- Identify a variety of light sources and understand that our biggest source of light is the sun while the moon is not a light source.
- Begin to understand why we have night and day—Earth' rotation

#### Seasonal Change

- Discuss the changes in seasons (this has been ongoing throughout the year) Links to geography
- Understand how the seasons come about—as the Earth orbits the Sun
- Begin to understand the location of the Earth within our Solar System

### **Mathematics**

**Children will follow the Singapore Maths Programme to develop and enhance their mathematical understanding and problem solving skills.**

**They will also learn and consolidate knowledge to:**

- Use Addition & Subtraction
- Use money, making totals
- Learn about multiplication as repeated addition
- Rehearse counting in 2s, 5s and 10s extending to 3s
- Identify and learn about fractions—1/2 and 1/4
- Measurement— comparing and describing lengths and heights, mass/weight
- Describe position, direction and movements
- Time - telling the time to the hour and half past the hour
- Naming and identifying properties of 2D and 3D shapes
- To know the value of each digit in a 2 digit number (place value)

### **Computing**

#### **Children will:**

- Use a variety of programs including 2 Simple City, 2 Paint a Picture, Purple Mash
- To further understand elements of e-safety
- To consolidate knowledge of Microsoft Publisher
- Digital literacy

### **Physical Education**

#### **Children will:**

- Developing fundamental skills (balance, co-ordination)
- Take part in games and develop their team work skills
- Athletics
- Games (including Sports Day)

### **Personal, Social, Health and Citizenship Education (PSHCE)**

#### **Children will:**

- **Complete a variety of activities linked to Health and Wellbeing**
- Take part in activities linked to CAFOD (incl. Neighbours, Live Simply)
- Continue to work on Fairtrade and RRSA activities
- Develop social and emotional skills, SEAL (Social and Emotional Aspects of Literacy) and Peer massage
- Focus on British Values including Democracy, Rule of Law, Mutual Respect Individual Liberty and Tolerance of others' faith and beliefs.
- Relationships and Sex Education (RSE) - Y1 Journey in Love Programme—Families