

## Willow Summer Term Overview 2024



### English

Narrative – Animal adventure stories

Non-Fiction – Booklets

Poetry – Poems on a theme

### Maths

Follow the Lancashire Maths curriculum planning documents for and adapt to the appropriate level for your children.

### Science

#### Plants – Parts of a plant

- Identify, locate and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- Roots grow downwards and anchor the plant.
- Water, taken in by the roots, goes up the stem to the leaves, flowers and fruit.
- Nutrients (not food) are taken in through the roots.
- Stems provide support and enable the plant to grow towards the light.
- Plants make their own food in the leaves using energy from the sun.
- Flowers attract insects to aid pollination.  
Pollination is when pollen is transferred between plants by insects, birds, other animals and the wind.
- Seeds are formed after the flowers are pollinated.
- Many flowers produce fruits which protect the seed and/or aid seed dispersal.
- Seed dispersal, by a variety of methods, helps ensure that new plants survive.
- Plants need nutrients to grow healthily (either naturally from the soil or from fertiliser added to soil).

#### Health and Nutrition (Animals - humans)

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- An adequate and varied diet is beneficial to health (along with a good supply of air and clean water).
- Regular and varied exercise from a variety of different activities is beneficial to health (focus on energy in versus energy out. Include information on making informed choices).

### History (half a term)

#### Famous Deaf people in History - What impact have they had on society?

***A study of an aspect/theme of British History from 1066 to present day – Thomas Edison (Inventor) Beethoven (musician)***

Thomas Edison – Inventor of the lightbulb, record player, motion picture projector. (1847 – 1931)

Ludwig van Beethoven 1770 – 1827 (went deaf at the age of 27)

2 Recognise that their own lives are similar and/or different from the lives of people in the past.

2 Demonstrate an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.

- 3 Recognise that our knowledge of the past is constructed from different sources of evidence.
- 3 Use relevant historical terms and vocabulary linked to chronology.
- 4 Identify historically significant people and events in different situations
- 5 Evaluate sources and make simple inferences

**Geography (half a term) –**

**South America & Rainforests**

- 2 Identify seasonal and daily weather patterns.
- 3 name and locate a wider range of places in the UK and wider world
- 4 Observe, record and explain physical and human features of the environment.
- 4. Describe how features and places change and the links between people and environments.

**Art (half a term)**

**Rainforests**

Geography link - Creating drawings and collage using range of material Artist: Oenone Hammersley, John Dyer, Henri Rousseau

To use outline in drawing.

To use line to show surface features and details of objects.

To experiment with different grades of pencil and other implements to create lines and marks.

To make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.

To develop an awareness of objects having a third dimension.

To use background and foreground to structure elements in a picture.

To experiment with a range of collage techniques such as tearing, overlapping and layering to create images

**Design & Technology (half a term)**

**Food around the world**

Geography/Science link

Design

- 2 Propose more than one idea for their product.
- 2 Use ICT to communicate ideas.
- 2 Use drawings to record ideas as they are developed.
- 2 Add notes to drawings to help explanations.

Cooking & Nutrition

- 1 Group familiar food products e.g. fruit and vegetables.
- 1 Cut and chop a range of ingredients.
- 1 Work safely and hygienically.
- 1 Know about the need for a variety of foods in a diet.

Evaluate

- 1 Say what they like and do not like about items they have made and attempt to say why.

Technical knowledge Year 1 & 2

Start to use technical vocabulary

**PE**      **Refer to PE Hub resources for plans**

**PSHE**      See new curriculum plan/speak to T Jones for support

- 1<sup>st</sup> half term: **Healthy Lifestyle**
- 2<sup>nd</sup> half term: **The World I live in**

**RE**

1<sup>st</sup> half term: **Hindu Dharma** Why is family an important part of Hindu life?

2<sup>nd</sup> half term: **Sikhism** Why are the Gurus important to Sikhs?

**Computing – Use Purple Mash planning and scheme of work. Follow progression document and adapt if needed for class.**

**Unit 1.9 – Technology outside of school (focus on social media and internet safety)**

**Unit 1.7 – Coding**

**Unit 2.1 – Coding**