



During your time at Rivacre Valley, your journey will start in the Early Years by exploring what's on our doorstep. You will read about, investigate and discover features of where you live and go to school and compare it places that are different from home.

The journey will continue into Key Stage One where you start to look further afield with a visit to Oceania and Antarctica.

Here, you will compare life at home with the lives of children on the other side of the world!

In Key Stage two, you will journey along The Ancient Silk Road between Europe, Africa and Asia. What can you hear? What can you see? What can you smell? What can you taste?

Your final destinations in Years 5 and 6 will be 'across the pond' to The Americas and a return trip to Europe. You will travel from the metropolis of New York City, through the Amazon Forest and then back to Europe to explore its history.

In order to help our children learn more and remember more, we have identified 'sticky knowledge'. This is knowledge that will 'stick' with us forever. These are the statements highlighted in red.

Year 1 and 2



'To the land down under'

Our journey ends at the land down under... Australia. Here, we will sight-see the famous landmarks Australia has to offer from the Great Barrier Reef to the Sydney Opera

Our 'WOW' starter

Summer 1: The children will come into school to discover a huge cave has been built in the outdoor area. The children will explore who they think this cave belongs to and start to design and build their own caves using junk modelling.

Summer 2: The children will come into class to see it has transformed into a swamp. The children will discuss why this has happened and who might live in this habitat. After discovering the book, children will design and create their very own bog baby.

House! We will explore the native tribes that live amongst the land and find out more about their culture! Finally, we will investigate the life of King Charles III and how the commonwealth protects and helps its countries like Australia as well as celebrate the King's achievements.

What we will do!

English

Planning will be linked to end of year expectations and the National Curriculum.

All lessons will focus on reading (either word reading or comprehension) or writing composition and transcription.

We will continue to emphasise children's enjoyment and understanding of language to support their reading and writing as well as opportunities to develop their wider skills in spoken language.

Through composition, we will look at structure and purpose as well as teaching of vocabulary, punctuation and grammar skills.

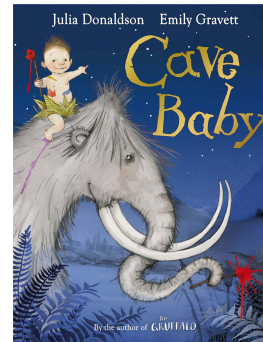
Handwriting will be taught discretely. Phonics or spellings will also be taught discretely using RWI and RWI Spellings.

Please see weekly planning for specific objectives.



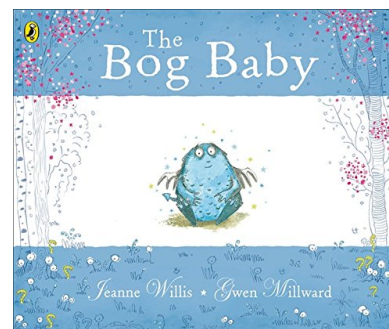
How we will do it!

Summer 1 - Cave Baby



The children will create their own cave painting like the baby in the story and retell this by writing a simple narrative. The children will also write a sorry letter to mum and dad in the role of cave baby for making a big mess in their cave. The children will use a range of skills taught to apply such as conjunctions, past/present tense and sentence types.

Summer 2- Bog Baby



The children will familiarise themselves with using adjectives to create a character description of Bog Baby. The children will then explore how the little girl looks after Bog Baby and write their own set of instructions. The children throughout will learn other skills to apply such as punctuation, capital letters for names/people/places and adverbs.

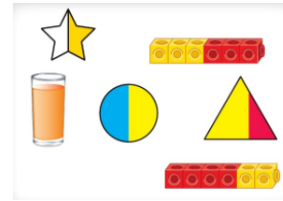
Maths

The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the 4 operations, including with practical resources [for example, concrete objects and measuring tools].

By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Our focus for Summer will be **Fractions, Time and Position and Direction.**
(Statistics for Year 2 as well).



How many pencils will be in each pot?
 $\frac{1}{4}$ of 16 is .



| Choice | Tally | Number |
|--------|---------|--------|
| | ### ### | |
| | ### ### | |
| | ### ### | |



History

Pupils should be taught about:

- The lives of people in the past

Skills

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Use simple vocabulary relating the passing of time such as 'before', 'after', 'past', 'present', 'then' and 'now'.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.

The children will learn about the **lives of native people** of Australia (Aborigines) and New Zealand (Maori). They will look at their way of life including **culture, homes, hunting and school**.

Children will learn about the **life and achievements of the Significant individual King Charles III**.

They will learn that **Australia is a member of the Commonwealth headed by King Charles III**. They will find out about different issues that the **Commonwealth have been working together towards to help and protect** such as loss of the great barrier reef and destruction caused by bushfires.



Key Vocabulary: native aboriginal Maori tribe hunt medicine culture Commonwealth King Charles III achievement

Geography

Pupils should be taught to:

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting non-European country
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Skills

- Ask and answer geographical questions

Children will recap and learn more about the **physical features of Australia** and explore its **human features** too. Children will look at simple maps of Australia with its famous landmarks on and **use positional language and compass** to **describe the direction or position** of one landmark to another.

Key Vocabulary: physical feature human feature landmark compass North East West South near far left right map Australia



- Use aerial images and plan perspectives to recognize landmarks and basic physical features.
- Use basic geographical vocabulary to refer to key physical and human features.
- Use compass directions and locational language to describe the location of features and routes on a map.

Science

Plants

- identify and describe the basic structure of a variety of common flowering plants, including trees
- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Working Scientifically

- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.

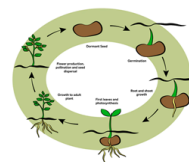
Spring 1

The children develop their understanding on what plants need to grow and survive. They will plant their own sunflower seed to observe the progress over the course of the half term and record their findings. The children will name the parts of a plant and sort wild plants and garden plants into groups. Finally, they will name the parts of a tree and identify the different types such as oak or sycamore and learn that trees can be grouped into 2; deciduous or evergreen children will pay attention the local area and go on a tree hunt to consider the different tree styles.



Spring 2

The children will begin this half term by setting up a 'Conditions for growth' experiment. This will allow the children to test whether seeds grow better with water and light, just water/light or none of these. They will make predictions, check the seeds over the course of a couple of weeks and record results. The children will learn how a seed grows and explore the life cycle of a plant. To conclude the unit the children will learn of the work famous gardener Alan Titchmarsh does around the UK.



Key Vocabulary

deciduous evergreen plant tree flower observe describe leaf
 roots stem petals bulb/seed healthy conditions water light
 temperature

Music

Pupils will be taught to:

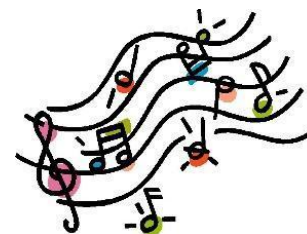
- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Skills

- Simple songs from memory
- Call and response songs to help control vocal pitch and to match the pitch with accuracy
- Create musical sound effects and short sequences of sounds in response to stimuli
- retain and recall rhythm and pitch patterns and perform these for others
- Sing short phrases independently
- Sing songs with a small pitch range
- Recognise any changes in tempo (faster/slower)

Summer

Children will take part in Music lessons delivered by a specialist teacher **every Tuesday**.



P.E

Pupils will be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Skills

- Participate in team games
- Develop tactics
- Master basic movements, including running, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities
- Move with careful control and coordination
- Understand the importance of physical activity in order to lead a healthy, active lifestyle

Summer 1- Gymnastics on a Tuesday afternoon.

Summer 2- Dance on a Wednesday afternoon.



Games (All classes)

Children will learn basic movements to confidently compete in a class game of rounders such as throwing, catching, running and jumping.

Children will also engage in multi-skills activities to prepare them for Sports Day!

Religious Education

From the Cheshire West and Chester Locally Agreed Syllabus:

Free Choice Enquiry

Australian Aboriginal culture includes a number of practices and ceremonies centered on a belief in the Dreamtime and other mythology. Reverence and respect for the land and oral traditions are emphasised.

They believe that they have animal, plant, and human ancestors who created the world and everything in it. This process of creation is called Dreamtime. There are many songs and stories about Dreamtime, which generations of Aboriginal people have passed down to their children.

- What is religion?

Children will learn about the customs and beliefs of the Aboriginal people.

The Aboriginal peoples themselves have their own stories about how they came to be. These stories are part of the Dreaming, or Dreamtime. The Dreaming is very important to the Aboriginal people. It is the basis for their history, their relationship with the land, and their laws. Dreaming stories explain the Aboriginal peoples' understanding of how the world and life was created by the ancestor spirits. The land continues to be protected by the ancestor spirits.



Computing

- Use technology safely and respectfully, keeping personal information private, identify where to go for help and support.

Skills

- Explore a website to find information
- Use a range of applications and devices in order to communicate ideas, work and messages.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Use online resources independently, safely and responsibly- keeping personal information private
- Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

eAWARE Online Safety

The children will be learning about how to stay safe online by communicating with friends and people we can trust. The children will learn how we can create and use passwords to protect ourselves and be taught how to recognise different symbols seen online, e.g padlock to represent a password. We will identify the steps that can be taken to keep personal information secure and start to understand what makes a good or a bad password.

The children will then be taught to understand how spending too much time online can be detrimental to your health and understand that it's important to have a healthy balance in life.

Art and Design

Pupils will be taught:

- to use drawing and painting to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, line

Throughout the Summer term, children will learn and apply a variety of aboriginal art techniques including cross hatching, symbols, rock art and dot painting. Children will throughout this unit strengthen their art techniques of using colour, pattern and line to create finished products of aboriginal art work.

Skills

- Respond to ideas and starting points
- Show pattern and texture by adding dots and lines.
- Explore ideas and collect visual information.
- Use some of the ideas of artists studied to create pieces.



PSHE/RSE

WELLBEING/CITIZENSHIP/RELATIONSHIP, HEALTH and SEX EDUCATION/PSHE- Jigsaw (Year A- Follow Y2; Year B- Follow Y1)

SEX, RELATIONSHIP AND HEALTH EDUCATION

Year 1

- Know the names of male and female private body parts
- Know that there are correct names for private body parts and nicknames, and when to use them
- Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these
- Know who to ask for help if they are worried or frightened

Year 2

- Know the physical differences between male and female bodies
- Know that private body parts are special and that no one has the right to hurt these
- Know there are different types of touch and that some are acceptable and some are unacceptable

Relationships & Changing Me

Summer 1 - Relationships

Children will explore families, friendships and what it means to belong and help others feel included. They learn how to make friends, solve problems and when to seek help or support. Across the six lessons, children practise appropriate ways to greet others, learn who can help them in their school community, and reflect on how to ask for support when they feel upset. They also build confidence by recognising their own qualities and learning how to praise themselves.

Summer 2- Changing Me

Children will look at life cycles in nature, growing from young to old, increasing independence. Children will identify the different stages of a life cycle. They compare this with a human life cycle and look at simple changes from baby to adult. They discuss how they have changed so far and that people grow up at different rates. Children will also look at the changes our bodies go through and will learn and use the correct terminology for male and female body parts as well as well through Sex, Relationship and Health education.



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