











HEARTS Curriculum – Termly Summary



Key stage 1 (1/2) Summer Term A

<p>History</p> 	<p>This unit will allow children to explore significant women and appreciate the work of women from a range of cultures and eras. Children will build on prior knowledge from EYFS to know that some events from the past and some people’s actions have had a significant impact on the lives of others. Children will begin to explore how these events have impacted our lives today. Children will explore the chronology of key figures, discuss how their actions have impacted our lives today and why they have been a significant influence in our world. During their studies, children will look at key sources of information and discuss their reliability. This will prepare them for future learning as they discuss and name primary and secondary sources. Drawing on links from EYFS, children are becoming familiar with how people around them, including their families, shape roles in society. As children enter key stage 2, they will be able to draw on this knowledge as they make links relating to other significant individuals, for example, significant female figures from the Roman, Tudor period and Egyptian civilisations. Children will build on their knowledge of chronology by taking part in timeline activities to help them order events in chronological order. This unit will give children opportunities to become immersed in people’s lives through role-play, debate and exploring a variety of artefacts.</p>
<p>Geography</p> 	<p>This unit will teach children about the immediate local area. The children will explore the local area and build upon their prior knowledge of EYFS and year 1 of locating different countries on a map and globe. The children will use basic geographical terms to talk about the human and physical features of their local area. Year 2 will build upon their prior knowledge of finding their town, country and continent that they live in and use this to build upon locating their local area in an aerial photo in a birds-eye view from above and know that a map is also a birds-eye view. Year 1 will use their prior knowledge from EYFS of knowing that people in different countries live and have different ways of life. Children will gain knowledge of the geography of the school and its grounds, and identify the human and physical features of its surrounding environment. The children will learn why a map needs a key and will be able to name the four compass directions to describe the location of features and routes on a map.</p>
<p>Science</p> 	<p>In reception, children learnt to recognise evergreen and deciduous trees through the seasons. They also identified the basic parts of a flower/ plant and learnt some of the things plants need to survive.</p> <p>This unit on plants will progress this knowledge further when children learn to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They will also identify and describe the structure of a variety of common flowering plants, including trees. In addition, they will 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. This knowledge will be built upon later in key stage 2, when children will learn to identify 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. They will also 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.</p>
<p>Religious Education (RE)</p> 	<p>In the first of the summer term’s units, “What can we learn from religious stories” children will be encouraged to look at the meaning, morals and dilemmas in stories from across three Faiths, Christianity, Hinduism and Judaism and explore what questions the stories initiate for them and how they can seek to understand and answer their questions. The children will approach this through a philosophical lens with encouragement to think about how they are beginning to develop religious literacy and the skills needed to hold balanced and well-informed conversations about religion and worldviews. This unit will build on children’s previous learning in reception, where they begin to understand religion and worldviews in terms of special people and listen to and respond to religious stories that might raise interesting questions for them. It will further prepare children for lower key stage 2 where they will consider how different religious groups contribute to culture and society and what their values are and the similarities between these values and beliefs. This is further considered in upper key stage 2’s unit on philosophy and how people make moral decisions which extends the children’s prior knowledge around the concept of ‘The Fall’ and the important teachings of forgiveness. In this unit children</p>

	<p>will be encouraged to immerse themselves in the stories approaching them from a moral and ethical viewpoint incorporating debate and discussion within their learning.</p> <p>In the second of the summer term’s units, the children will be exploring the religion of Judaism. Children will have the opportunity to respond to the question “What is life like for Jewish people?” Throughout the topic they will be applying a theological lens as they learn – children will know that they are learning about a new religion. They will learn about different aspects of Jewish life including; places of worship, the day of rest – Shabbat, and what life is like for a Jewish child. Children will develop an understanding of the beliefs held in Judaism and they will explore objects used in Jewish celebrations and worship. They will develop the skills to compare Jewish beliefs to other religions that they have previously learned about. They will also be able to reflect on what is important to themselves in their own lives, and how many people of different faiths find some topics – such as family – very important in their own lives. This unit will build on children’s previous learning in Foundation stage, where they begin to understand religion and worldviews in terms of special people, places and objects and when they listen to and respond to religious stories. It will further prepare children for lower key stage 2 where they will consider other religions and how the beliefs of each differ. Children will be encouraged to look at this current unit through a moral, ethical and logical viewpoint whilst understanding that different people believe different things.</p>
<p>Computing</p> 	<p>Year 1</p> <p>Children will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a key board and mouse to enter and remove text. Children will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, they will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reason for choosing this.</p> <p>Year 2</p> <p>Children will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. They will compare creating music digitally and non-digitally. In addition, we will look at patterns and purposefully create music. The children will already have experiences of making choices on a tablet/computer and they can navigate within an application. They will also have prior knowledge of patterns, including repeating patterns from computational thinking within EYFS and by exploring patterns in maths. They will also be able to apply knowledge of composing in which they have gained through music lessons.</p>
<p>Art and design</p> 	<p>Children will explore, appreciate, and respond to the work of Van Gogh, Cezanne, and Paul Nash. They will focus on the use of colour and the colour wheel and think about how to make darker and lighter shades. This will lead to children creating their own painting inspired by Van Gogh’s sunflower painting. Children will build on their prior knowledge of mixing paint from reception to being able to create a range of different shades. Later in key stage 2, they will think about complimentary and harmonious colours.</p>
<p>Design Technology (DT)</p> 	<p>Children will explore different types of fruit and vegetables and the tools needed to make a healthy kebab. This will include looking at where fruit and vegetables come from and how they support a balanced diet. Children will need to consider the user and purpose of the product they will design. They will investigate and evaluate existing products, thinking about how they are made and how they fulfil their purpose. They will think about what fruit and vegetables their user may like and will also consider the appearance of their kebab. Then, the children will apply their knowledge to make their product, using their design to help them. Knowledge of holding cutlery and cutting soft foods using a knife and fork as well as basic hygiene and safety routines gained in EYFS will support children when preparing the ingredients for their kebabs. Finally, the children will evaluate their product to think about if it was fit for purpose and how they could improve further. Knowledge gained in this unit, in particular, washing, peeling and cutting fruit and vegetables, will support children when they move into lower key stage 2 whereby, they will plan and make a hot dish containing meat and vegetables.</p>

<p>Physical Education (PE)</p> 	<p>The unit will start by playing circle games to enable children to learn how to fluently and safely move around a space whilst avoiding collisions. Throughout the half term, children will build upon skills developed in EYFS where they have learnt how to negotiate spaces and obstacles safely as well as practising and improving their throwing and catching. This term, children will learn a variety of throwing and catching techniques, from different heights and distances. They will start by throwing a beanbag underarm at a target as well as learning how to kick a beanbag correctly. These skills will progress as children move to throwing and catching a quoit at a target and using their skills to apply in a game. This learning will be further developed in lower key stage 2 where children will keep, adapt and make rules for net and ball games. In this unit, children will finally develop on previous learning by knowing the importance of playing a fair game and respecting each other, linking to our curriculum theme of cause and effect. They will be able to understand co-operation to not only help to reach a shared goal, but to build the esteem of others and build of love of games.</p>
<p>Personal, social, health and economics (PSHE)</p> 	<p>Children will be able to make positive real-life choices, as well as choices that improve their health and wellbeing. They will be able to talk about and recognise the benefits of regular exercise and understand the benefits of different physical activities for promoting health. The children will also be learning about money and where it comes from. They will discuss the choices people make when spending money and the difference between a want and a need. They will also understand that we cannot always afford items we want to buy.</p>
<p>Music</p> 	<p>Children will listen, compose and appraise. Children will continue their journey of composition improvisation through reggae music. They will continue to build the confidence in exploring a variety of musical experiences, enabling them to enjoy appraising, composing and performing music. Building on learning from Year 1 and in the Autumn and Spring terms, children are becoming more competent in understanding and discussing the dimensions of pitch, duration, dynamics, tempo, timbre, texture and structure by exploring 5 notes in time to the beat on a tuned or untuned instrument. Children will learn that rhythms are different from the steady pulse. They will learn to play a tuned instrument in time with the steady pulse and add high and low sounds, pitch, when they sing and play their instruments. Children will learn to appreciate music, heritage and historical context. Through singing songs and playing the glockenspiel, children will learn about the structure and organisation of music. They will know some songs have a chorus or a response or an answer part. They will also know that songs have a musical style. Children will learn to play instruments in time with the steady pulse and listen to and follow musical instructions from a leader. Children will continue to practice their skills in listening to and evaluating a piece of music. They will learn to talk about music they hear and music they make using appropriate vocabulary. This will ensure the children are fully prepared for their journey into key stage 2 where they will learn how to sing part songs in rounds with control, expression, phrasing and dynamics.</p>