
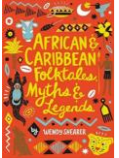
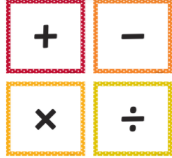













# Year 1/2 Summer Term Curriculum 2025

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|  <p>Bar Hill Primary School</p> | <p>Welcome to the Summer Term Curriculum Overview for Year 1/2. The children will continue to develop their growth mindset as it leads to a desire to learn and therefore a tendency to embrace challenges, see effort as the path to mastery, learn from feedback and find lessons and inspiration in the success of others. We encourage this positive attitude to learning across the curriculum. In addition, we will continue to promote our school's values: Positivity, Respect, Integrity, Determination and Empathy</p>  |   |
| <p><b>English</b></p>          | <p><b>Narrative:</b> Anansi Stories linked to the Geography learning about the Caribbean.<br/> <b>Instructions:</b> Linked to cooking and culture from the Caribbean.<br/> <b>Poetry:</b> Performance Poetry linked to poetry by Valerie Bloom.<br/> <b>Recount:</b> Recount of our school educational visit to the Raptor Foundation<br/> <b>Biography:</b> Biography about one of the changemakers covered in our History unit.<br/> <b>Explanation:</b> Lifecycles of different animals.</p>   |   |
| <p><b>Maths</b></p>            | <p><u>Year 1</u><br/> <b>Multiplication &amp; Division:</b> Understanding equal groups, repeated addition and division as sharing/grouping.<br/> <b>Fractions:</b> Introduction to wholes, halves and quarters.<br/> <b>Position &amp; Direction:</b> Describing turns, following directions (left, right, forwards, backwards, above, below) and learning ordinal numbers.<br/> <b>Place Value:</b> Understanding numbers up to 100.<br/> <b>Time:</b> Using terms like before/after, learning days, months, time intervals (hours, minutes, seconds) and reading analogue clocks to the hour and half-hour.</p>   | <p><u>Year 2</u><br/> <b>Money:</b> Recognising and using coins and notes to make amounts and give change.<br/> <b>Time:</b> Tell the time on analogue clocks at 5 minute intervals including quarter past and quarter to.<br/> <b>Measures:</b> Practically measure and read scales for temperature, mass, capacity, length and height. Calculate and solve problems using units of measure.<br/> <b>Position and Direction:</b> Understand half and quarter turns. Link making a quarter turn with telling the time and right angles.</p> |
| <p><b>Science</b></p>        | <p><b>Animals including humans (Humans):</b> In this unit, the children will learn about the senses, what humans need to survive, healthy eating and the importance of exercise and hygiene.<br/> <b>Animals including humans (Land Animals):</b> Children will identify and name a variety of common animals including fish, amphibians, reptiles and mammals. They will also identify and name a variety of common animals that are carnivores, herbivores and omnivores. In addition to this, children will also explore that animals have offspring which grow into adults.</p>   |   |
| <p><b>History</b></p>        | <p><b>Change Makers</b><br/>         In this unit, children will explore the impact of two influential figures who have helped shape society through their reforms, challenged inequalities and brought about positive change. The children will learn about how they have had an impact</p>  |   |
| <p><b>Geography</b></p>      | <p><b>Caribbean</b><br/>         In this unit, the children will learn to locate the Caribbean Islands, to recognise the features of them and to compare weather on the Caribbean Islands to the UK. In addition to this, they will also explore a day in the life of a child living in the Caribbean, as well as reflect on the Caribbean as a tourist destination.</p>  |   |
| <p><b>Art</b></p>            | <p><b>Exploring Water Colour</b><br/>         The children will have an opportunity to experiment with the medium of watercolour and the different marks it can make. They will look at the artist Paul Klee and how he uses watercolour in his work. Then the children will have the opportunity to look at how other mediums can be used on top of watercolour to create a final piece of artwork.<br/> <b>Inspired by Flora &amp; Fauna</b><br/>         The children will look at the work of artists and how they are influenced by flora and fauna. They will create observational drawings and a collage-based artwork inspired by minibeasts.</p> |   |

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| <p><b>Design Technology</b></p>                          | <p><b>Cooking and Nutrition</b><br/>         The children will learn about where food comes from and what makes a balanced meal. They will then look specifically at bananas: how and where they are grown. Finally, they will be baking banana muffins!</p>   |
| <p><b>Physical Education (PE)</b></p>                    | <p><b>Health and Wellbeing (Gymnastics)</b><br/>         Children explore body movements through balancing, rolling, and stretching to develop control, strength, and coordination.<br/> <b>Rackets, Bats and Balls</b><br/>         Pupils develop hand-eye coordination through striking, catching, and aiming activities using different equipment. Games and partner work help build control, timing, and understanding of basic rules.<br/> <b>Creating Games</b><br/>         Children use imagination and teamwork to invent and adapt their own simple games. They learn to cooperate, follow rules, and think creatively about movement and play.<br/> <b>Jumping</b><br/>         Pupils improve coordination and strength by combining jumps with running and movement sequences.</p> |
| <p><b>Computing</b></p>                                  | <p><b>Creating Media - Making Music:</b> Children will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration. Finally, learners will share their creations and compare creating music digitally and non-digitally.</p>   |
| <p><b>Music</b></p>                                    | <p><b>Caribbean</b><br/>         Children will explore Caribbean music by listening, responding through movement and rhythm, and experimenting with instruments. They will work together to create their own carnival performance, fostering creativity and cultural awareness.</p>  |
| <p><b>Personal Social Health Education (PSHE)</b></p>  | <p><b>Relationships and Sex Education</b><br/>         The children will learn about the main body parts of males and females and how they are different. They will learn about how they have control over their bodies and that some parts of their bodies are private. Finally, they will learn about the importance of hygiene.<br/> <b>Personal Safety</b><br/>         The children will learn about how to stay safe in different situations such as in the sun, crossing the road and near water.</p>   |
| <p><b>Worldviews</b></p>                               | <p><b>Why do Muslims tell stories about Mohammed?</b><br/>         Children will explore who the prophet Mohammed (pbuh) was and what he was like, through listening to and thinking about Islamic stories. We will find out how he came to be the final prophet in Islam and a leader for his people.<br/> <b>What happens in a sacred building?</b><br/>         Children will explore the importance of community buildings and learn that some are seen as sacred. We will research a Hindu Mandir and Cambridge Central Mosque to find out how people worship in and use these community buildings. What is different about a sacred building?</p>  |
| <p><b>Enrichment</b></p>                               | <p><b>WB 28<sup>th</sup> April: Skipping Week</b><br/> <b>Thursday 8<sup>th</sup> May: V/E Day Big Lunch</b><br/>         Thursday 9<sup>th</sup> May: Design and Technology day (KS1)<br/>         Thursday 5<sup>th</sup> June: Whole School History Time Travel afternoon<br/>         Friday 6<sup>th</sup> June: Raptor Foundation Trip<br/>         Wednesday 18<sup>th</sup> June: Sports Day</p>   |