



<p>Year 1 Summer 1</p>	<h1 style="text-align: center;">Our Wonderful World</h1>			<p>Year B</p>
<p style="text-align: center;">Intent</p>	<p>Scripture Passage</p> <p><b>“Be who God meant you to be and you will set the world on fire.”</b></p> <p>Catherine of Sienna</p>		<p>Inspiration Quotes</p> <p>I see trees of green, red roses too. I see them bloom for me and you. And I think to myself what a wonderful world. I see skies of blue and clouds of white. The bright blessed day, the dark sacred night. And I think to myself what a wonderful world</p> <p>Louis Armstrong</p>	<p style="text-align: center;">Impact</p>
<p><b><i>At Our Lady of Fatima we strive to help our children understand their impact on the world and the use of all the resources around us.</i></b></p> <p>During this unit children will develop a deeper understanding of how to use resources around use to better care for our wonderful world – looking after God’s creation now and for those in the future</p>				<p><b><i>At the end of the half term children will:</i></b></p> <p><b><i>Have a deeper understanding of the impact which we, as stewards, have on the world which has been lovingly provided for us by God.</i></b></p> <p><b><i>We also know how we can reflect on the example of Jesus and His followers, as we seek to safeguard the world around us.</i></b></p> <p><b><i>We will understand how to lead on sustainability within the local community and the impact of our actions globally</i></b></p> <p><b>Through our faith and values children will be able to develop Catholic Social Teaching elements through themes / objectives of teaching.</b></p>

Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching	Our Questions to explore
<p><b>Exploring this theme will have an impact on our Mental Wellbeing by ...</b></p> <p><b>Giving us the opportunity to look outwardly to the world and find ways in which we can make it a better place to live. Therefore, improving our mental health.</b></p> <p><b>Relate</b> better to our needs and of those around us</p>	<p>Prayers which link to Topic / Focus</p> <p>Scripture Passages support overview</p>	<p>Opportunities to share our Catholic Values with the community</p> <p>Solidary + peace</p>	<p>How can we make a positive change to God's world?</p> <p>How do our actions affect our home?</p> <p>How do we make a difference?</p>

<p align="center"><b>Our Wonderful World</b></p> <p align="center"><b>Links within our Curriculum</b></p>	
<p align="center"><b>English</b></p>	<p align="center">Letters to local authority / families</p>
<p align="center"><b>History and Geography</b></p>	<p align="center">Schools- compare Victorian to today</p> <p align="center">Lockdown</p> <p align="center">Black country museum</p>

Year 1 Summer 2	Food Glorious Food			Year B
Intent	<p>Scripture Passage</p> <p>So whether you eat or drink or whatever you do, do it all for the glory of God.</p> <p>Corinthians</p>		<p>Scripture Passage</p> <p>So whether you eat or drink or whatever you do, do it all for the glory of God.</p> <p>Corinthians</p>	Impact
<p><i>At Our Lady of Fatima we strive to allow children to know and appreciate the bountiful produce which the Earth provides. Knowing how to care for and not waste the natural gifts of the Lord.</i></p> <p><i>Children will have a deeper understanding of the importance of healthy choices, the impact on our lives and how this affects the world around us</i></p>				<p><i>At the end of the half term children will:</i></p> <p><i>Have a deeper understanding of the need for sustainable, accessible food sources in the world. Building upon the church's teachings around living simply.</i></p> <p><i>Understand the importance of being healthy and what we put in our body helps us physically and mentally</i></p> <p><i>Through our faith and values children will be able to develop Catholic Social Teaching elements through themes / objectives of teaching.</i></p>

Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching	Our Questions to explore
<p><b>Exploring this theme will have an impact on our Mental Wellbeing by ...</b></p> <p><b>Giving us the opportunity to look outwardly to the world and find ways in which we can make it a better place to live. Therefore, improving our mental health.</b></p> <p><b>Engage</b> in promoting and actively being Mentally Healthy</p>	<p>Prayers which link to Topic / Focus</p> <p>Scripture Passages support overview</p>	<p>Opportunities to share our Catholic Values with the community</p> <p>Options for the poor</p> <p>Rights and responsibilities</p>	<p>Do we appreciate the food we have?</p> <p>Do we waste food at school? (not eating dinner/ throwing away toast)</p> <p>What can we do about it?</p>

<b>Food Glorious Food</b> <b>Links within our Curriculum</b>	
<b>English</b>	Stories with a repeating pattern
<b>Art and Design technology</b>	Drawing food Drawing using food Using different medias
<b>Religious Education</b>	Sharing Jesus' life Forgiveness

<b>Subject</b>	<b>Content</b>
<b>Religious Education</b>	<p><b>Easter</b></p> <ul style="list-style-type: none"> <li>• know that Easter celebrates the Resurrection of Jesus from the dead and know the story of the empty tomb</li> <li>• explain the symbols on the Easter candle</li> </ul> <p><b>Pentecost</b></p> <ul style="list-style-type: none"> <li>• know the story of Pentecost</li> <li>• identify some symbols associated with the Holy Spirit</li> </ul> <p><b>Sharing Jesus' Life</b></p> <ul style="list-style-type: none"> <li>• recall some stories about Jesus and his disciples</li> <li>• identify some characteristics of discipleship and describe some ways in which Jesus changes or affects people's lives</li> <li>• understand that they belong to the Church through Baptism and this means being part of God's family and a follower of Jesus</li> <li>• describe how they and other members of the Church, follow Jesus and celebrate his life</li> </ul>
<b>RSE</b>	<p><b>Created and Loved by God</b></p> <ul style="list-style-type: none"> <li>• The children will explore that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.</li> </ul>
<b>English</b>	<p><b>Phonics:</b> Phase 5 Letters and Sounds</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• read independently and talk in detail about the characters and plot in a story</li> <li>• read non-fiction books and share information with children and adults</li> <li>• <b>Writing:</b></li> <li>• <b>Stories with repeating patterns</b></li> <li>• listen to, following and enjoying a story with a repeating pattern</li> <li>• re-tell a familiar story using repeated phrases and sentences</li> <li>• use a capital letter at the start of the sentence.</li> <li>• use a full stop or an exclamation mark at the end of the sentence.</li> </ul>

	<p><b>Traditional tales</b></p> <ul style="list-style-type: none"> <li>• explain which is their favourite part of a traditional tale, giving reasons</li> <li>• write an extended sentence using description</li> <li>• use 'because' to join two simple sentences</li> <li>• understand that proper nouns (names) have capital letters</li> </ul> <p><b>Labels, lists and signs</b></p> <ul style="list-style-type: none"> <li>• sequence the events in a familiar story</li> <li>• write a descriptive sentence.</li> <li>• punctuate a sentence correctly.</li> <li>• re-read their writing to check it makes sense</li> </ul> <p><b>Information texts</b></p> <ul style="list-style-type: none"> <li>• sort books according to whether they are fiction/ non-fiction</li> <li>• understand how to find information in a non-fiction book</li> <li>• understand the difference between a label and a caption</li> <li>• Identify questions and understand that they are demarcated with question marks.</li> </ul> <p><b>Traditional poems</b></p> <ul style="list-style-type: none"> <li>• look for rhyming and near rhyming words</li> <li>• look at words that sound the same but have diff meaning – comparing the spellings</li> <li>• look at the use of exclamation marks</li> </ul> <p><b>Grammar, Punctuation and Spelling:</b></p> <ul style="list-style-type: none"> <li>• write regularly at greater length, at least 6 – 8 sentences</li> <li>• use capital letters and full stops accurately in written work</li> <li>• spell 100 high frequency words accurately in written work</li> <li>• all standard 1 punctuation correctly used</li> </ul>
<p><b>Mathematics</b></p>	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• count in multiples of twos, fives and tens</li> <li>• solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>• recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> <li>• compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</li> </ul>

	<ul style="list-style-type: none"> <li>• compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> </ul> <p><b>Position and Direction</b></p> <ul style="list-style-type: none"> <li>• describe position, direction and movement, including whole, half, quarter and three quarter turns</li> </ul> <p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>• count, read and write numbers to 100 in numerals</li> <li>• given a number, identify one more and one less</li> <li>• identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>• recognise and know the value of different denominations of coins and notes</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>• sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>• recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>• tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> <li>• compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]</li> <li>• measure and begin to record time (hours, minutes, seconds)</li> </ul>
<b>Physics</b>	<p><b>Seasonal changes, an on-going topic throughout the year</b></p> <p><b>Using the observations from previous terms:</b></p> <ul style="list-style-type: none"> <li>• understand the apparent movement of the sun</li> <li>• explain changes over seasons</li> <li>• understand changes in the weather</li> <li>• know how the day length changes throughout the year</li> </ul>
<b>Computing</b>	<p><b>Unit 7 – Coding Lesson</b></p> <p>Instructions</p> <ul style="list-style-type: none"> <li>• Children can give and follow instructions.</li> <li>• Children can draw symbols to represent instructions.</li> </ul>

- Children can arrange code blocks to create a set of instructions.
- Objects and Actions
- Children can create a program using code blocks.
- Children can use object and action code blocks.

#### **Events**

- Children can create a simple program using code blocks.
- Children can use event, object and action code blocks.

#### **When Code Executes**

- Children can create a simple program using code blocks.
- Children can use event, object and action code blocks.
- Children can notice when their code executes when their program is run.

#### **Setting the Scene**

- Children can edit a scene by adding, deleting and moving objects.
- Children can change the size of objects using the properties table.

#### **Using a Plan**

- Children can create a design plan for their Free Code Scene program.
- Children can use code to make the program they have designed work.

### **Unit 8 – Spreadsheets**

#### **Introduction to Spreadsheets**

- Children can navigate around a spreadsheet.
- Children can explain what rows and columns are.
- Children can save and open sheets.
- Children can enter data into cells.

#### **Adding Images to a Spreadsheet and Using the Image Toolbox**

- Children can open the Image toolbox and find and add clipart.
- Children can use the 'move cell' tool so that images can be dragged around the spreadsheet.
- Children can use the 'lock' tool to prevent changes to cells.

#### **Using the 'Speak' and 'Count' Tools in 2Calculate to Count Items**

- Children can give images a value that the spreadsheet can use to count them.
- Children can add the count tool to count items.



- Children can add the speak tool so that the items are counted out loud.
- Children can use a spreadsheet to help work out a fair way to share items (Extension)

**Unit 9 – Technology outside school**

**What is Technology?**

- Children understand what is meant by ‘technology’.
- Children have considered types of technology used in school and out of school.

**Technology outside school.**

- Children have recorded 4 examples of where technology is used away from school.

**Creative Curriculum:**

We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.

Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.

(See Creative Curriculum Two Year Cycle).

<b>YEAR A</b>	<b>YEAR B</b>
<p><b>Summer 1: Sport and Leisure/ Teamwork</b></p> <p><b>Main focus: History – Project focusing on Chad Valley Toy Company</b></p> <ul style="list-style-type: none"> <li>• understand key features of events</li> <li>• identify some similarities and differences between ways of life in different periods</li> <li>• sort artefacts from 'then' and 'now'</li> </ul>	<p><b>Summer 1: Our Wonderful World</b></p> <p><b>Main focus: History – Project focusing on Chad Valley Toy Company</b></p> <ul style="list-style-type: none"> <li>• understand key features of events</li> <li>• identify some similarities and differences between ways of life in different periods</li> <li>• sort artefacts from 'then' and 'now'</li> <li>• talk, draw or write about aspects of the past</li> </ul> <p><b>Secondary Focus: Geography</b></p>

	<ul style="list-style-type: none"> <li>• talk, draw or write about aspects of the past</li> </ul> <p><b>Secondary Focus: Geography</b></p> <ul style="list-style-type: none"> <li>• make simple maps and plans e.g. pictorial place in a story</li> <li>• use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes</li> <li>• understand how some places are linked other places e.g. roads, trains</li> </ul>	<ul style="list-style-type: none"> <li>• make simple maps and plans e.g. pictorial place in a story</li> <li>• use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes</li> <li>• understand how some places are linked other places e.g. roads, trains</li> </ul>	
	<p><b>Year A</b></p> <p><b>Summer 2: Beside the Seaside</b></p> <p><b>Main focus: Art</b> - Exploring sculptures in community parks</p> <ul style="list-style-type: none"> <li>• use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to explore ideas</li> <li>• use a sketchbook to gather and collect artwork.</li> <li>• make marks in clay with a variety of objects, including natural and made objects</li> <li>• learn about the work of a sculptor</li> <li>• manipulate clay into different shapes and create a 3d image</li> </ul>	<p><b>Year B</b></p> <p><b>Summer 2: Food Glorious Food</b></p> <p><b>Main Focus: Art – Sculpture</b></p> <ul style="list-style-type: none"> <li>• use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> <li>• use a sketchbook to gather and collect artwork.</li> <li>• begin to explore the use of line, shape and colour</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• make marks in print with a variety of objects, including natural and made objects.</li> <li>• carry out different printing techniques e.g. mono-print, block, relief and resist printing.</li> </ul>	

		<ul style="list-style-type: none"> <li>• make rubbings.</li> <li>• build a repeating pattern and recognise pattern in the environment.</li> </ul>	
<b>Physical Education</b>	<p><b>Striking and Fielding Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• To aim and strike an object towards a set target.</li> <li>• To balance a ball on a racket with control.</li> <li>• To recognise and begin to use space in games.</li> <li>• To attempt to strike a ball over and beyond a target.</li> <li>• To attempt to 'set' a ball in the air repetitively (Volleyball).</li> </ul> <p><b>Athletics Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• To consolidate appropriate running technique.</li> <li>• To jump with control &amp; balance on landing.</li> <li>• To jump whilst travelling.</li> <li>• To throw towards a stationary target.</li> <li>• To know what the term 'healthy eating' means</li> </ul>		
<b>PSHE</b>	<p>MyHappyMind  Topics: Engage and Relate  Children will learn:</p> <ul style="list-style-type: none"> <li>• What engage means.</li> <li>• What types of things they can engage in.</li> <li>• That when they engage in something and feel happy, they can do the activity better.</li> <li>• That they can set goals; sometimes these can be to do with learning, and other times they are to do with a hobby.</li> <li>• How to set a class goal using the 3 steps.</li> <li>• That setting goals and achieving them can make Team H-A- P happy too.</li> <li>• That we do not always achieve our goals, but as long they have tried, they will learn something new.</li> <li>• That just because they can't do something straight away, it doesn't mean they won't be able to in the future.</li> </ul>		

	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• That relate means to get along with others and understand another person and that they can relate with family, friends, and teachers in different ways.</li> <li>• How their character strengths help them get along with others and learn that it is okay that we are all different</li> <li>• What Active Listening is.</li> <li>• What 'Stop, Understand and Consider' means and think about how this can help them with friendship issues.</li> <li>• That Happy Breathing can help them if they have big emotions when falling out with friends</li> </ul>
<p><b>Music</b></p>	<hr/> <p><b>Summer 1</b>  <b>Unit:</b> Your Imagination</p> <p><b>Style:</b> Pop</p> <hr/> <p><b>Summer 2</b>  <b>Unit:</b> Reflect, Rewind and Replay</p> <p><b>Style:</b> Western Classical Music and your choice from Year 1</p> <p><b>Topic and cross-curricular links:</b> Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music</p>