

### English

The children will have the experience of watching ducklings hatch! The children will be recording their experiences and observations using diary entries. They will be focussing on exploring non-fiction texts throughout this unit of work.

**Croc and Bird by Alexis Deacon** – we will look closely at the illustrations in this book and how the author has used these to support meaning.

### Art & Design

This Colour Chaos unit will teach the children about choosing, using and mixing their own colours to create quality art work that shows progression in skills. The children will have the opportunity to explore the life and work of six key abstract artists and, working primarily in paint, to create pieces in a range of abstract styles.

### Maths

#### Year 1

Number and place Value  
Number facts – developing fluency  
Addition and Subtraction  
2D and 3D shapes

#### Year 2

Place Value within 100  
Addition and Subtraction  
Multiplication and Division  
2, 5, 10 times tables

### Catkins Class (KS1) Summer Term 1 Topic Web

## **Dungeons and Dragons**

### **Who lives in an egg like this?**

### History / Geography – Castles

Children will begin by looking at the first castles built and thinking why they were built. We will explore the Bayeux Tapestry and explore the Battle of Hastings, and how it changed British history. We will look at the Norman reign, and how they used castles to conquer the UK. We will look at the structure of castles and the people who lived in them.

In Geography, we will consider what made a successful place to build a castle; considering land features and defence mechanisms.

### PSHE – Feeling and Keeping Safe

Children will look at ways in which they can keep themselves safe, and they people around them who are there to protect them. We will start by thinking about keeping safe in the home; considering physical safety from appliances and fire safety. Children will then think about keeping safe outside, stranger danger and road safety. This term we will also be covering online safety awareness.

### Science

#### Living Things and their Habitats – Food Chains

The children will explore and compare the differences between things that are living, dead and things that have never been alive. They will identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. They will identify and name a variety of plants and animals in their habitats, including micro-habitats. The children will describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

### PE - Games

Children will master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. They will engage in competitive and co-operative physical activities, in a range of increasingly challenging situations. Children will learn about what happens to their body when they exercise and the importance of exercise.

### RE – Christianity

This term, children will be looking at the question 'Why do Christians trust Jesus?' We will start the unit off by discussing and considering who we trust and why? We will think about what makes someone a sensible person to trust, and why do we choose to trust them. We will look at the story of when Zacchaeus met Jesus and discuss why this is important to Christians. We will write our own prayers and sing songs about our faith and trust in Jesus.

### Computing

Children will continue to develop computing skills, e.g. providing opportunities for children to develop their basic mouse and keyboard skills. Children will be given the opportunity to create pictures and designs using the computers and laptops. They will learn to use the internet to gather information for their reports in English and leaflets and information texts in History and Geography.