



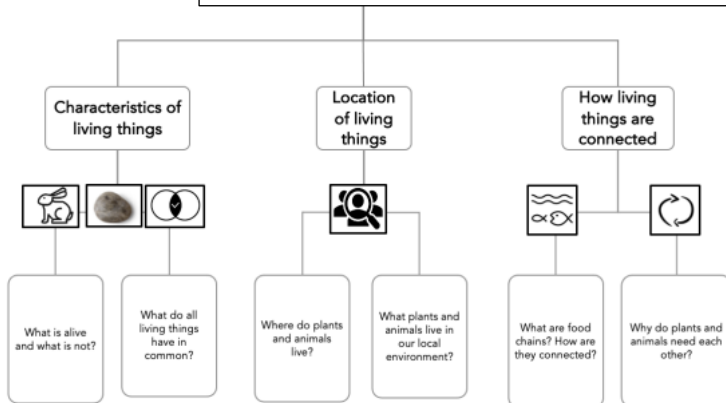
Summer 1 2022 Year 1 /2 Curriculum map

Vocabulary
Thrive
Depend
Producer
Consume
Prey
Predator
urban
Sprawling
Contrast
Horizon
Striking

As authors, we will be writing travel journals based on a safari. We will also be learning the features of a non-chronological report and writing our own about big cats.



In Science, we will be learning about habitats and life cycles. We will use our knowledge of animals and living things to help us when investigating where they live and where they come in different food chains. We will also learn why plants and animals need one another.



England	Kenya
continent Europe	continent Africa
capital city London	capital city Nairobi
River Thames	Nairobi River
location North West Europe	location East Africa
climate mild & warm	climate Kenya's coast is tropical The city of Nairobi is temperate
human feature Things that have been built by humans, like houses, roads, bridges and shops	tropical hot and rainy
physical feature Things that are natural, like forests, rivers and mountains	temperate not too hot or too cold
landmark A standout feature in the landscape, like London's Big Ben or Nairobi's Times Tower. Can also be a physical feature - grasslands	
city A very large town with airports, banks, railway stations, motorways and other important buildings - museums, churches and cathedrals	
country A place with its own government. England, Northern Ireland, Scotland and Wales are countries of the United Kingdom.	
continent Huge areas of land with many countries in England is found in the continent of Europe Kenya is found in the continent of Africa	

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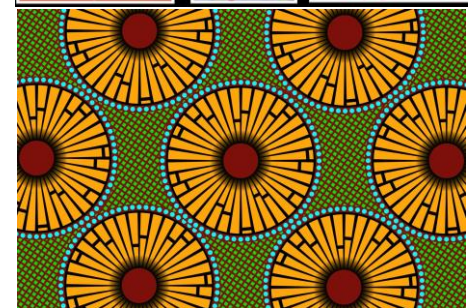
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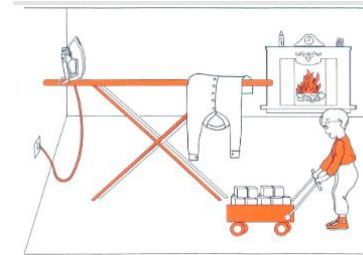
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In Geography, we will be comparing England to Kenya, particularly focusing on the similarities and differences between London and Nairobi. We will use our knowledge of human and physical features whilst also developing our knowledge about the world.

In Art, we will be working on our printmaking skills. Working towards making a print with African patterns.



In PSHE we will be learning about personal safety, thinking about how to be safer in a variety of personal safety contexts. We will identify people who you trust and places in and out of school where you feel safe. We will also explore what it means to have a sixth sense and how to use this to keep safe. We will learn the names for body parts and how to distinguish between 'yes' and 'no' touches. We will explore 'good' and 'bad' secrets and tricks and will also practise assessing risk and developing strategies for keeping safer.



In RE, we will be learning why the Torah is such a joy for the Jewish community.

English	French	Visual
Blue	Bleu	
White	Blanc	
Red	Rouge	
Yellow	Jaune	
Green	Vert	
Orange	Orange	
Brown	Marron	
Pink	Rose	
Black	Noir	
Grey	Gris	
Purple	Violet	

KS1 Why is the Torah such a joy for the Jewish Community?

Prior learning

Jewish people believe good deeds like helping others are important.

Jewish people say prayers and blessings to God.

Shabbat is a day of rest.

At New Year God gives people a chance to put things right.

What should we know?

The Torah is an important book for Jews.

Jewish people believe:

- The Torah is a very important book, so important, that when they get to the end, they start to read it all over again.
- The Torah was given to the Jewish people from God.
- The Torah contains rules from God on how we should live.
- The Torah should be treated with respect.



What should we be able to do?

Describe how the Torah is used in the synagogue.

Recall some of the stories of Moses e.g. 10 commandments or the birth of Moses.

Say that the Torah is kept in a synagogue or in a special ark.

Know the Torah contains rules.

Demonstrate how a mezuzah is used by Jewish people.

In Music, we will be focusing on the song 'Swing Low, Sweet Chariot' developing our singing skills.