



# Year 1/2 Curriculum theme - Scotland






## August 2020–February 2021






We are very pleased to have the children back in school and we are so proud of how they have settled in to the new routines of being in their bubbles. We are keen to tell you about the curriculum areas we will be studying this term which will focus around the country of Scotland.

### St.Botolph's Curriculum Drivers - Scotland

(What underpins our curriculum? What do we think about when planning the theme in detail?)

<b>Our World</b> Sustainable environments    Diversity & beliefs    Communities	<b>Social, emotional and physical wellbeing</b>	<b>Spiritual and moral</b>
<p>As people concerned about the world around us, we will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consider how different communities live and work together and make comparisons between our lives and that of others.</li> <li><input type="checkbox"/> Learn about the history of castles and how they changed over time, considering the attack and defence mechanisms they used and why.</li> <li><input type="checkbox"/> Consider how people lived in the past and learn about the differences in the lives of people who were rich and poor.</li> </ul>	<p>As we learn how to look after and take care of ourselves, we will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Integrate the units of the Cambridgeshire PSHE programme into our teaching and through discrete units</li> <li><input type="checkbox"/> Teach about digital risk through our Online Safety programme.</li> </ul> <p>PSHE = Personal, Social &amp; Health Education</p>	<p>In our spiritual and moral development, we will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to build on our understanding of our school vision and ethos through our assembly and Act of Worship programme.</li> <li><input type="checkbox"/> Learn about the belief systems of others from around the world, including those who lived in the past.</li> </ul>

 <b>History</b>	 <b>Geography</b>	 <b>Art</b>
<p>Our history will focus on finding out about castles. We will question why we have castles and why they were built in certain places. We will use resources to discover who lived in them and the roles they played in daily castle life.</p> <p>We will introduce the notion of timelines to chronologically order the designs and explore how their defense mechanisms evolved over</p>	<p>The children will use atlases and globes to identify Scotland within the context of the United Kingdom and link it to the rest of the world. We will learn the terms 'human' and 'physical' and identify such features using photographic resources. Our geographical study will focus on the Island of Coll as we compare living on a remote Island to living in Shepshed.</p>	<p>We will compare and contrast the works of two notable Scottish artists and build on our drawing and painting skills to recreate our own versions.</p> <p>The children also will have the opportunity to cut, tear and glue materials to create a textured collage.</p>

time.		
<p>Design &amp; Technology</p> 	<p>PE</p> 	<p>Computing</p> 
<p><b>We will have a catapult day!</b> Our D &amp; T day will enable the children to make a catapult. They will have the opportunity to test their catapults whilst considering how to do this in a fair way. They will review the strength, accuracy and power of their design and consider how their designs can be improved. They will also see who can make the best free standing 'castle wall' structure using a range of different materials. Will the structure withstand the enemy attack?</p>	<p>It is so important for us all to keep healthy and active. Although we have had to adapt some of the lessons we will be teaching, the children will have weekly PE sessions. They will cover a range of different units including dance and games.</p> <p>Our PE sessions have begun with movement skills focussing particularly on how to use our bodies to help with balance and coordination.</p>	<p>We will begin to use the language of coding and will learn that an instruction in computing is known as an 'algorithm'. We will learn about devices that can be coded and will programme a beebot by specifying the direction to turn and the number of steps to take.</p> <p>We will spend time discussing online risks to ensure that we use the internet and computer applications safely.</p>
<p>Music</p> 	<p>RE</p> 	
<p>In music lessons the children will follow the school music programme units 'Hands, Feet, Heart', 'Ho, Ho, Ho' and 'I wanna play in a band'. They will create a sequence of long and short sounds and include a mixture of quiet, high and low sounds. They will clap rhythms and identify the beat of a tune. Short musical patterns and rhythmic phrases using symbols to represent a composition will be created too. Children will listen to the melody of music and follow instructions when to play an instrument and indicate changes in pitch.</p>	<p>The units our year 1/2 children will be covering this term in RE are:</p> <p><b>What does it mean to belong to a faith community?</b> Children will think about belonging. They will learn how religious people show they belong to their faith community. They will learn about how babies are welcomed in religions and the promises made at weddings. They will think about their network of belonging and how we all belong to someone.</p> <p><b>Why does Christmas matter to Christians?</b> Children will learn the story of Jesus' birth and why Jesus is important to Christians. They will recognise that stories of Jesus' life come from the Gospels. They learn about how Christians use the story of the nativity to guide their belief and actions at Christmas. They will decide what they personally have to be thankful for at Christmas time.</p>	

## Science



At the heart of our work in science is getting the children to think and behave like scientists by **working scientifically**.

We will focus on children asking scientific questions and discuss what it means to identify and classify. The children will work together to collect data to investigate a range of scientific concepts.

In **biology**, we will explore our local surroundings and identify living things within our grounds. We will study habitats and observe micro-habitats throughout the year.

In **chemistry**, we will identify and name a variety of materials and classify them based on their basic physical properties. We will explore and describe materials based on their suitability for their everyday uses.

In **physics**, we will continue to build on our understanding of the seasons and the changes that occur within them. We will collect daily weather information and monitor climatic patterns.

## English



## Maths



## PSHE

We will continue to work on reading, writing, spelling and grammar through English lessons and the wider curriculum.

We will use our speaking and listening skills to hold a debate to discuss whether we would rather live on the remote Island of Coll or in the town of Shephed.

In addition to this, we will also conduct research to learn more about the history of castles and the jobs that could be undertaken by different people to create an information poster about castle life.

Maths is taught daily. Children follow the White Rose Mastery Scheme. Mental arithmetic and times tables facts are also practised daily.

During this half-term our work will include the following areas of maths:  
Number - Addition and subtraction.  
Place value - Counting forwards and backwards, including multiples of 2, 5 and 10.

PSHE allows us to develop our social and emotional skills and their understanding of relationships.

We will explore how we feel about being back at school and build positive relationships within our class, including those with friends, family and adults we trust in school.

The children will have the opportunity to consider what it is like to be in a new situation and how to cope with it.

## What have we been up to so far?



Wow! We could not be any more delighted with your children! They have come back to school so well and

have learnt new routines so quickly. They have settled well and are so keen to show us just what they can do.



Thank you from all of us for your support during lockdown. We missed you all but it was lovely to keep in touch and to see how you were all getting on. We saw some super work and you all did a great job!



As you can see from the main part of the newsletter, we have begun our theme of Scotland. We love this topic in Key Stage 1 because we spend lots of time comparing living on a remote island to living in the town of Sheshed which allows the children to really explore their local area. We will also create some fabulous artwork based on the works of notable scottish artists that hopefully the children will be able to bring home.



Thank you for your support with reading. Please continue to read regularly at home, even if it is just a few pages. We do say it all the time, but it is so important and makes a huge difference to how children get on in all areas of learning. We have been really pleased to see how many have come back and have told us about books they have enjoyed with you.



We are here to listen if you need to pass anything on or you need to talk to us. Please call or send us an email directly if we can help with anything [kharkins@st-botolphsprimary.org](mailto:kharkins@st-botolphsprimary.org) or [lstockton@st-botolphsprimary.org](mailto:lstockton@st-botolphsprimary.org) or we are happy to arrange a meeting. Teachers are also contactable. We can pass a message on or you can call or pop a note in a reading diary.

We know that things come up and we want to help so don't hesitate to get in touch, especially at the moment when things are tougher than normal.

**Mrs Harkins, Mrs Stockton, Mrs Evans, Miss Moody, Mrs Wardman and the fabulous year 1/2 team.**