

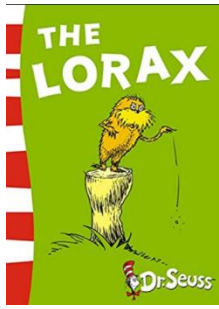


## Key Stage 1 Summer Term 2021

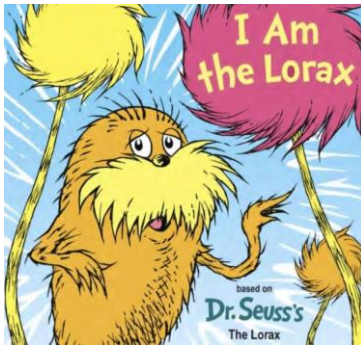
Book	Why we chose these books
<p><b>Jack and the Beanstalk</b> By Richard Walker and Niamh Sharkey</p>  <p>Richard Walker is a professional storyteller who told his tales at a variety of venues from folk festivals, schools and to theatres.</p> <p>Niamh Sharkey is an award winning author and illustrator of children's picture books. She is a former Irish Laureate for children's Literature (2012 – 2014)</p>  <p>Colin Stimpson is a British production designer and art director who has worked in the animation industry for more than twenty-five years. He has now used this experience to create thought provoking re told tale in the modern world</p>  <p>Award winning author Eric Braun writes and edits books for readers of all ages, specializing in academic and social-emotional topics that are prevalent in society today</p>	<p><b><i>One day, when they have no food left, Jack's mum sends him to market to sell the cow. On the way, Jack bumps into a funny little man wearing a big, baggy jacket with big, baggy pockets. In the pockets lie six bewitched beans, but the funny little man has lost the instructions for them. Jack's adventure begins when he swaps his cow for six magic beans that grow to the land of the clouds...</i></b></p> <p>The book exposes the children to a classic fairy tale; one that is known and loved by everyone not just in the UK, but worldwide as it has been reproduced in different languages and forms. The repeating language patterns will support children in retelling the story and provides a clear narrative structure that they can reinvent to create their own stories inspired by this tale.</p> <p>The children will further build links with this knowledge as they revisit classic tales when they read Aesop's Fables in Key stage 2.</p> <p>Interwoven throughout our chosen books, are fundamental links to our HEARTS values and PSHE curriculum. Health and wellbeing issues are raised in the classic tale alongside alternative versions read and enjoyed by the children. Honesty and integrity questions about the value of trust are raised focusing on who we should trust, and why. At the beginning of the story, Jack sells family item, presumably their most prized possession, to a stranger for a gift of magic beans. Although this trust pays off the day after when the beanstalk grows as high as the clouds, the children will have the opportunity to discuss if one should trust a stranger – or anyone at all for that matter. This will link to their prior learning in PSHE and computing around who keeping safe and who they can go to if they need help.</p> <p><b><i>'Jack and his mum run a little café, but business has dried up and they're nearly broke. So, when Jack comes home with only an old can of baked beans in return for their last few pennies, his mother throws it out the window. Overnight it grows into a gigantic baked beanstalk, which takes Jack to the castle of a giant who spends all his time counting his huge fortune. Jack helps the giant to find something more fun to do, and saves the café in the process!'</i></b></p> <p>This modern twist to an alternative version of a classic tale further embeds our HEARTS and PSHE curriculum by giving children the opportunity to understand the importance of being responsible for living in the wider world. Key concepts and skills are taught to help our children fulfil responsibility to support moral, social and cultural education with British Values at the heart.</p>

## The Lorax

by Dr. Seuss



Children's Literature Legacy  
Award winning author  
UK's top ten favourite children's  
authors  
Established as a global best-  
seller



Courtney Carbone studied  
English and Creative Writing in  
the US and Australia before  
becoming a children's book  
writer and editor in New York  
City.

***"UNLESS someone like you...cares a whole awful lot...nothing is going to get better...It's not."***

In this evocative fable about the dangers of destroying our forests and woodlands, the long-suffering Lorax struggles to save all the Truffula Trees, and the creatures who live amongst them, from the wicked Once-ler's axe. As in any Dr Seuss book, we find characters with fanciful names like Brown-Bar-ba-loots, Humming-Fish and the aptly named Super-Axe-Hacker. Along with wonderful rhymes, we come across delightful words of Dr. Seuss' own creation such as Lerkim, Smogulos Smoke, Gluppity-Glupp, Biggering, and the best one of all, Thneed. The Lorax character, for many children, has come to symbolise concern for the environment with the story's end emphasising the impact one person, no matter how young, can have.

***'The Lorax shares his love of animals and plants and need to "speak for the trees" in this simple, sturdy board book about caring for the environment.'***

The story is underpinned by our HEARTS values and builds on links with our science topic of plants this term. Building on the previous learning in Early Years, children will begin to understand the importance of trees and how life could not exist on Earth without them. They will have the opportunity to consider and discuss both the positive and negative impacts that humans have on our world. This will form a connection back to their prior learning in RE around caring for and looking after the world. The story also introduces children to deforestation which will link to their future learning in Key Stage 2 about the Amazon rainforest.

Through the use of Talk for Writing strategies, children will learn a version of this story to support them in creating their own narratives.

With his unique combination of hilarious stories, zany pictures and riotous rhymes, Dr. Seuss has been delighting young children and helping them learn to read for over fifty years. This Seussian fable has become an environmentalist classic and has been chosen to embed the HEARTS values of Responsibility and Service.

## Topic Summary



Foundation lessons this term will centre around children's first experiences of significant women throughout history and give them the opportunity to begin to understand how people have an impact on the local and global environment. These women have been chosen as a diverse representation of women who have had a significant impact on our world today.

Building on from links in the Early Years where children have learnt about significant people in their lives, this transition ensures our children develop a broader understanding of the forces that shaped people's lives in the past. Building upon their learning in English, children will make links with how events, societies, cultures and people change over different periods of time.

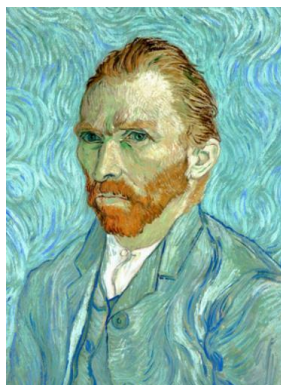
The children will have numerous opportunities to imagine how people from the Victorian Era and the middle 20<sup>th</sup> century who lived during troubled times would have felt and how they overcame adversity to succeed. They will learn how crucially important working together for the greater good is.



Children are helped to enter empathetically into the lives of other people in other places, situations and times. They will explore how these significant people and times have developed positive role models, lessons and influences from history. The understanding that this famous person brought about change through her actions in our modern-day society.



Wangari Maathai, Florence Nightingale and Mary Seacole are examples of individuals who demonstrated integrity and honesty and who fulfil the promises and commitments they make. Fundamental to our HEARTS values, these women show our children the importance of integrity and self-sacrifice exemplifying service and sacrificial giving. In Key stage 2, they will explore Elizabeth I, Queen Victoria, Cleopatra, Hilda Hewlett, Harriet Quimby and Bessie Coleman to build upon their knowledge of significant women from a range of cultures and times.



Children will reflect on how the role of women in society has evolved because of their passion to help others succeed. They will use these experiences to develop co-operation and develop friendships in their lives. Children will have the opportunity to reflect on the heroism and contribution made by young women who had little wealth or those who came from privilege. They will see that having wealth and knowledge, or little wealth was not a barrier to have brought about changes that have had far reaching implications in today's society.



In art, children will be creating observational drawings of flowers influenced by the work of Van Gogh, Cezanne and Paul Nash. This will expose them to great artists and art of the past from different cultures. The children will focus on the use of colour and the colour wheel and think about how to make darker and lighter shades. Later in key stage 2, they will think about complimentary and harmonious colours. By the end of the unit, they will know that artists recreate the truth in each creation. The artwork explored may portray a real event or person, but we cannot take this as the complete truth as interpretations can change that.

In geography, the children will use aerial photographs to focus on their local area and the community. They will use the points of a compass to create and read their own maps looking at natural and man-made features with a focus on plants and trees. This learning links with their learning in science, with children being able to name five trees and five plants and knowing the environmental needs of a plant. They will also get the opportunity to plant and grow their own seeds and observe the changes in the plants as they grow. They will learn about the process of plants growing from seeds and make connections to the events in the stories they explore in English.



In Design Technology, children will design, make and evaluate their own fruit kebabs making links to their learning in science.

Change is a theme in PSHE, with the children talking about how they can manage change and the healthy choices they need to make. Connection are made here with PE with athletics and games being the focus.



Stories and parables are used in year 1 RE to help the children learn the importance of prayer for all religions. In year 2, explorations of religious objects and pictures in the home and places of worship will help children to understand their importance for Christians and Muslims. This will link to our value of respect as children learn about how people show respect to different religious images and symbolism and the significance of particular objects.