



KS1

Question	What if we lived on the other side of the world?
Bible Verse	'The earth is the Lord's and all that is in it, the world, and those who live in it.' Psalm 24:1
Values	<i>Adaptation, Contrast, Difference, Diversity, Exploration, Gratitude, Respect, Responsibility</i>
Outcome	Animal Sound-Bites - Video of sound bites around the enclosures to explain how the enclosures are suitable for the animals
Visits and Visitors	Visit to Southwell Minster for Time Travelling Visit to Twycross Zoo Visit from Joyce Shakeshaft Visit from Richard Yarnell
English (core texts and genres)	The Most Important Animal of All by Penny Worms (Non-Chronological Report) Poetry Grandad's Island by Benji Davies (Description) The Island by Mark Janssen (Description) Animal Tales by Nikita Gill and Chaaya Prabhat (Fables – Narrative)
Maths	Fractions Geometry – position and direction Place value (within 100) Measurements Time
Science	<ul style="list-style-type: none"> • Know how to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Know how to identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Know how to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). • Know how to find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Know how to observe changes across the 4 seasons. • Know how to observe and describe weather associated with the seasons and how day length varies. • Know how to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Know how to identify and describe the basic structure of a variety of common flowering plants, including trees. • Know how to observe and describe how seeds and bulbs grow into mature plants. • Know how to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
RE	<p>Spirited Arts</p> <ul style="list-style-type: none"> • To reflect deeply on big questions, having space for spiritual conversation • To make links between areas of knowledge. • To express own views and understanding creatively. <p>Jewish Stories</p> <ul style="list-style-type: none"> • Know and talk about a range of Jewish stories including Ruth and Daniel. • Know how these stories link to everyday life in the global Jewish community. • Know that these stories can also be found in the Old Testament of the Christian bible and form a bedrock to the Christian faith. <p>Understanding Christianity - God</p> <ul style="list-style-type: none"> • Identify what a parable is.



Termly overview – Explore (Summer Cycle A)

	<ul style="list-style-type: none"> • Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. • Give clear, simple accounts of what the story means to Christians. • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. • Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas
History	N/A
Geography	<ul style="list-style-type: none"> • Know how to use a map to show locations of features and routes • Know how to draw information from a simple map. • Know that a map represents different places. • Know that there are key human and physical features.
Music	N/A
Art	<ul style="list-style-type: none"> • Describe the work of famous, notable artists, craft makers and designers, including the range of materials and techniques used. • Draw on different surfaces with a range of media. • Know that you can combine different artistic techniques to create a piece of art.
D&T	N/A
PE	<ul style="list-style-type: none"> • Can hit a small or large object with a bat or racket. • Use under and over arm throwing. • Perform a standing jump. • Find and use space safely and appropriately. • Change speed and direction whilst avoiding obstacles. • Demonstrate object balance. • Copy basic cardio movements. • Roll an object with control and accuracy. • Catch an object with control using the 'cup' shape. • Push/dribble an object with control. • Throw using both overarm and underarm techniques.
Computing	<p><u>Computer Science</u></p> <ul style="list-style-type: none"> • Know what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • Know how to create and debug simple programs. • Know how to use logical reasoning to predict the behaviour of simple programs. <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> • Know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.
PSHE	<p><u>Fake is a mistake</u></p> <ul style="list-style-type: none"> • I can suggest a couple of amazing facts about myself. • I can explain why we don't need to lie about ourselves. • I can name something unique about myself. • I can name an unkind thought that I have about myself. • I can name a kind thought I have about myself. • I can describe how an emotion feels. • I can describe times when I have felt different emotions. • I can suggest some ways to demonstrate good manners. • I can demonstrate different ways to greet another person. • I can describe some ways to stay safe in the sun. • I can use positive words to describe myself <p>and complete the phrase 'I am...'</p>



	<p><u>No way through isn't true</u></p> <ul style="list-style-type: none">• I am beginning to understand when I feel stuck.• I am beginning to choose to persevere in completing a challenge.• I am beginning to be able to find alternative solutions to a problem.• I can design a map with alternative routes.• I am beginning to think about different ways I can look at situations.• I can suggest a different way I could try to overcome a challenging situation.• I can replace worry phrases with positive "what if" phrases.• I can identify signs of energy being used.• I can suggest some ways to conserve energy.• I can recall a time when I felt stuck but found a way through!
RSHE	<ul style="list-style-type: none">• Pupils can show that they understand that different people have different kinds of families.• Pupils can tell you who they might go to for help if they feel unsafe or unhappy in their family.• Pupils can talk about how their bodies belong to them, are incredibly special and should be protected.• Pupils can identify what is safe and unsafe touching.• Pupils can describe why it is wrong to keep bad secrets and that people should not ask us to do that.• Pupils will be able to explain how someone can tell a trusted adult if they feel unsafe.