



**Key Stage One**

Question	What if there were no words?	
Bible Verse	<i>'Little children let us not love in word or talk but in deed and truth' John 3:18</i>	
Values	<b>Creativity, appreciation of nature, observation</b>	
Outcome	Create a piece of art to showcase in a 'gallery'	
Visits and Visitors	Local artists Church – Easter Labyrinth	
English (core texts and genres)	<p style="text-align: center;"><u>Texts</u></p> <p style="text-align: center;">The King Who Banned the Dark by Emily Haworth-Booth Journey by Aaron Becker Bloom by Anne Booth Various seasonal poems</p> <p style="text-align: center;"><u>Genres</u></p> <p style="text-align: center;">Narrative, Diary, Description, Poetry</p>	
Maths	<u>Year 1</u>  Place value within 20 Addition and subtraction Place value within 50 Length and height	<u>Year 2</u>  Money Multiplication and division Length and height Mass, capacity and temperature
Science	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	Judaism - Know the names and meaning of some Jewish and Christian symbols and artifacts.  Salvation- Know how to tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).	
History	None this term	
Music	None this term	
Art	Know how to begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media. Know how to use pattern and texture to create drawings. Know how to develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. Know how to experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk	



	<p>Know how to shape modelling materials with their hands and different tools to create different outcomes.</p> <p>Know that simple joins can be made.</p> <p>Know how to use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay.</p> <p>Know how to use a variety of techniques, e.g. rolling, cutting, pinching.</p> <p>Know that patterns and textures can be added using different tools.</p> <p>Know how to form an opinion about a piece of art.</p> <p>Know how to describe the work of famous, notable artists, craft makers and designers, including the range of materials and techniques used – Van Gogh and Monet.</p> <p>Know how to use inspiration from famous, notable artists to create their own work, describing similarities and differences.</p>
PE	<p><u>Dance</u></p> <p>Demonstrate good body balance.</p> <p>Change speed, levels and body size whilst moving around an area.</p> <p>Perform an animal travel.</p> <p>Can demonstrate and recognise gymnastic shapes.</p> <p>Perform a gymnastic jump on the mats.</p> <p>Mirror and create gymnastic sequences.</p> <p>Demonstrate movement phrases with beginnings, middles and ends.</p> <p>Perform dances using simple movement of patterns.</p> <p>Know that dancers can explore the change of rhythm, speed, level and direction.</p> <p><u>Racket skills</u></p> <p>Balance an object on a racket whilst moving around.</p> <p>Push and receive an object using a racket with control.</p> <p>Can hit a small or large object with a bat or racket.</p>
Computing	<p>Know how to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Know that an image is a picture that has been created or copied and stored in electronic form.</p> <p>Know how to find messages that their teacher has left for them.</p> <p>Know how to search Purple Mash to find resources.</p> <p>Know how to use templates to add pictures to work.</p> <p>Know that a template (pronounced tem-playt) is a sample document that already has some details in place.</p> <p>Know that a document is an electronic page that gives information about something.</p> <p>Know that an icon is a pictogram shown on a computer screen to help the user navigate a computer system.</p> <p>Know that navigate means to move around.</p> <p>Know that Print means to produce work from the computer onto paper.</p> <p>Know that Open means to show a document on screen.</p> <p>Know that New means to open a new document.</p>
PSHE/ RSHE	<p>HeartSmart</p> <p>Too Much Selfie Isn't Heathy!</p> <p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>• I am beginning to think about ways to show love for others.</li> <li>• I am beginning to demonstrate ways to love others.</li> <li>• I am beginning to notice the people around me.</li> </ul>



- I am beginning to think about ways that I can help others.
- I am beginning to think about ways I have been helped by others.
- I can think of someone who looks after me.
- I am beginning to think about how being looked after makes me feel.
- I can suggest ways to show appreciation for others.
- I am beginning to understand how to work as a team.
- I am beginning to think about some ways to keep safe online.
- I can draw a picture to offer advice for keeping safe online.
- I can suggest a way that I have shown love for others.
- I am beginning to think about how loving others makes me feel.

### Year 2

- I can suggest a way to show love for others.
- I can suggest a way to demonstrate love to others.
- I am learning to suggest ways to 'look out' for other people's needs and the needs of the environment around me.
- I am learning to spot and act on opportunities to do something kind for others.
- I can list the people working in my local community that look after and protect me.
- I am learning to appreciate the important work they do.
- I can list ways that we are all different.
- I can list ways that we are all the same.
- I can suggest some ways to keep safe in real life.
- I can suggest some online safety rules.
- I understand that online safety rules are similar to safety rules in real life.
- I can suggest ways they have shown love for others.
- I can describe how loving others makes me feel

### Don't Hold on to What's Wrong!

#### Year 1

- I can identify when Boris is sad.
- I am beginning to understand that what I do effects others.
- I am beginning to understand when I need to say sorry.
- I am beginning to understand that forgiveness helps my heart.
- I am beginning to understand when I am feeling a negative emotion eg anger, sadness, disappointment.
- I am beginning to understand that I can choose kind or unkind words.
- I can suggest an example of a positive attribute of the kind of friend I would like to be.
- I am beginning to understand something I can do if I feel sad or mad

#### Year 2

- I understand that letting the bad feelings out of my heart helps me feel happy again.
- I understand that what I do affects others
- I am beginning to understand when I need to say sorry.
- I am beginning to understand that forgiveness helps my heart.
- I can give an example of a person, place or activity that helps my heart when I am sad.
- I am beginning to understand ways to help me let go of hurt or disappointment.
- I can suggest a way I can protect myself and others from bullying.
- I can suggest something I can do if I feel sad or mad.



Farnfield St Michael's Primary School

Termly overview – Create (Spring Cycle B)