



KS1

Question	Where do we belong?	
Bible Verse	'Know that the Lord, he is God! It is he who made us, and we are his; we are his people, and the sheep of his pasture.' Psalm 100:3	
Values	<i>Adaptation, Exploration, Gratitude, Respect, Responsibility, Survival, Belonging</i>	
Outcome		
Visits and Visitors	Visit to wildlife area to explore habitats	
English (core texts and genres)	<p style="text-align: center;"><u>Non Chronological Reports</u> 'All the Animals Were Sleeping' by Clare Helen Welsh</p> <p style="text-align: center;"><u>Description</u> 'Leopard's Drum' by Jessica Souham</p> <p style="text-align: center;"><u>Poetry</u> Range of poems from different sources</p>	
Maths	<u>Y1</u> Multiplication and division Fractions Place value Money Time	<u>Y2</u> Fractions Time Statistics Position and direction Four operations
Science	<ul style="list-style-type: none"> • Know how to find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Know how to explore and compare the differences between things that are living, dead, and things that have never been alive. • Know how to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Know how to identify and name a variety of plants and animals in their habitats, including microhabitats. • Know how to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	
RE	<p style="text-align: center;"><u>Gospel & Spirited Arts</u></p> <ul style="list-style-type: none"> • Know that stories of Jesus' life come from the Gospels. • Know how to engage with big ideas. • Know how to listen to the thoughts and ideas of others, showing respect. • Know how to articulate own thoughts and feelings. 	
History	N/A	
Geography	<ul style="list-style-type: none"> • Know how to use atlases and maps to identify the four countries and capital cities of the United Kingdom (and the surrounding seas). • Know how to use a world map and globe to locate the world's seven continents and five oceans. • Know that a map represents different places. • Know how to compare own geographical location (Farnsfield) to an alternative non EU location. 	
Music	N/A	
Art	<ul style="list-style-type: none"> • Know that you can combine different artistic techniques to create a piece of art. 	



Termly overview – Explore (Summer Cycle B)

	<ul style="list-style-type: none"> • Know that patterns and textures can be created using different materials. • Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. • Make simple marks on rollers and printing palettes and take simple prints i.e. mono - printing • Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells).
D&T	<ul style="list-style-type: none"> • Know that using levers creates movement. • Know the importance of recycling both at home and in school.
PE	<ul style="list-style-type: none"> • 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.
Computing	<p><u>Spreadsheets and Questioning</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. • 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 and complete the phrase 'I am...' <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.



Farnfield St Michael's Primary School

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