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| Question | What if our world was turned upside down? | |
| Bible Verse | Romans 12:2 "And be not conformed to this world: but be transformed by the renewing of your mind, that you may prove what is that good, and acceptable, and perfect, will of God." | |
| Values | <i>Adaptation, Responsibility, Respect, Conservation, Exploration, Contrast, Difference, Challenge</i> | |
| Outcome | TV report comparing Farnsfield to China | |
| Visits and Visitors | Visit to Yorkshire Wildlife Park Visit to Southwell Minster for Time-travelling | |
| English (core texts and genres) | <p>The Night Gardener by The Fan Brothers Setting narrative and Diary Writing</p> <ul style="list-style-type: none"> • Use of the suffix –ly to turn adjectives into adverbs • Subordination (using when, if, that, because) Co-ordination (or, and, but) • Correct choice and consistent use of past and present tense throughout writing • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Apostrophes to mark where letters are missing in spelling Commas to separate items in a list <p>Grandad's Island by Benji Davies Return Stories and Information</p> <ul style="list-style-type: none"> • Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs • Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command, and exclamation Expanded Noun Phrases for description and specification • Correct choice and consistent use of past and present tense throughout writing • Apostrophes to mark singular possession in nouns • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences <p>Poetry – Haiku, Limerick</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • recognising simple recurring literary language in stories and poetry • writing poetry • learning to appreciate rhymes and poems, and to recite some by heart • Rhyming words and rhyme schemes • Syllables <p>Non-chronological reports Letter writing</p> <ul style="list-style-type: none"> • Writing a letter to their new class teacher | |
| Maths | <p><u>Year 1</u></p> <p>Multiplication:</p> <ul style="list-style-type: none"> • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher <p>Fractions:</p> <ul style="list-style-type: none"> • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. <p>Geometry – position and direction:</p> <ul style="list-style-type: none"> • describe position, direction and movement, including whole, half, quarter and threequarter turns. | <p><u>Year 2</u></p> <p>Fractions:</p> <ul style="list-style-type: none"> • recognise, find, name and write fractions $\frac{1}{3}, \frac{1}{4}, \frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity • write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ <p>Time:</p> <ul style="list-style-type: none"> • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • know the number of minutes in an hour and the number of hours in a day <p>Geometry: - position and direction</p> |



Termly overview – Explore (Summer Cycle A)

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| | <p>Place value (within 100):</p> <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words. <p>Measurements – Money:</p> <ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes <p>Measurements - Time:</p> <ul style="list-style-type: none"> compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later] measure and begin to record the following: time (hours, minutes, seconds) sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. | <ul style="list-style-type: none"> Order and arrange combinations of mathematical objects in patterns and sequences use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) <p>Statistics:</p> <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask-and-answer questions about totalling and comparing categorical data |
| <p>Science</p> | <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Explore and compare the differences between things that are living, dead, and things that have never been alive. 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. Identify and name a variety of plants and animals in their habitats, including microhabitats. 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 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene | |
| <p>RE</p> | <p>Spirited Arts</p> <ul style="list-style-type: none"> To reflect deeply on big questions, having space for spiritual conversation | |



Termly overview – Explore (Summer Cycle A)

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| | <ul style="list-style-type: none"> To make links between areas of knowledge. To express own views and understanding creatively. <p>Understanding Christianity - God</p> <ul style="list-style-type: none"> Identify what a parable is. 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"> Identify the UK and its countries on a map, atlas, globe or aerial photograph. Identify the continents and oceans of the world on a map, atlas, globe or aerial photograph. Use atlases and maps to identify the four countries and capital cities of the United Kingdom (and the surrounding seas). Use a world map and globe to locate the world's seven continents and five oceans. Know that the equator, North and South Poles exist and their locations. Locate areas and countries which are hot and cold around the world. Use orienteering posts to read simple maps, understand locational language and follow compass points in the immediate locality of school. Draw a simple map of the village, identifying key physical and human features. Talk about different types of settlement. Can compare own geographical location (Farnsfield) to an alternative non-EU location. Describe similarities and differences between the UK and a non-European country. |
| Music | n/a |
| Art | n/a |
| D&T (Cooking and Nutrition) | <ul style="list-style-type: none"> From plants or animals. Identify food that is farmed, grown or caught. Use knives safely to cut, peel, spread and grate food and display good hygiene. Plan a menu and suggest healthy food swaps. Identify food products and plan and make a similar food product using relevant tools and equipment. |
| 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 | <ul style="list-style-type: none"> Can sort, collate, edit and store simple digital content Can demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. Can edit more complex digital data such as music compositions within 2Sequence. Show confidence in creating, naming, saving and retrieving content. Make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs. |
| 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. |



Termly overview – Explore (Summer Cycle A)

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| | <ul style="list-style-type: none"> • 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! |
| <p>RSHE</p> | <ul style="list-style-type: none"> • Pupils can talk about the people who care for them and give them love, and the things that they do to share that care. • Pupils can talk about the ways that they might show that they enjoy being in their families. • Pupils can show that they understand that different people have different kinds of families. • Pupils can talk about what is the same across all families. • Pupils can tell you who they might go to for help if they feel unsafe or unhappy in their family. • Pupils can describe what a good friend is like. • Pupils can talk about how someone can show kindness to someone who is a friend in a way that they will like. • Pupils can describe how to recognise if someone is lonely; can talk about ways in which people can show kindness to someone who is not their friend and try to include them in a game or activity. • Pupils can talk about what to do if there is an accident and someone is hurt, how to get help in an emergency (how to dial 999 and what to say). • Pupils can talk about what you can do if you fall out with your friend. • Pupils can describe what bullying is, the different kinds of bullying and why it is hurtful. • Pupils can talk about where to go for help if they are bullied. • Pupils can talk about why it is good to be kind to people. • Pupils can talk about how you might support someone who has been hurt because someone has been unkind to them. • 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. |