Farnsfield St Michael's Primary School

Termly overview – Create (Spring Cycle A)

Keystage One

Question	What if we could explore the unexplored?	
Bible Verse	*'When I am afraid, I put my trust in you.'*	
Values	**Courage, Bravery, Adversity, Perseverance, Ingenuity**	
Outcome	Design and Make an Accessory for Exploration- Fashion Show	
Visits and Visitors	National Space Centre Visit	
English (core texts and genres)	The Secret of Blackrock- narrative Bloom- diary writing Man on the Moon- A Day in the Life of Bob Description - Exploration Accessory for the Farnsfield Fashion Show	
Maths	**Year 1** Place value (within 20) 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 Addition and subtraction (within 20) Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9 Place value (within 50) Length and height Mass and volume Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	**Year 2** Money Recognise and use symbols for pounds (£) and pence (p) Combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Multiplication and Division Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Length and Height Capacity, Mass and Temperature Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using >, < and =

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	Measure and begin to record the following: ? lengths and heights ? mass/weight ? capacity and volume	
Science	Scientific Enquiry • Ask simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment and perform simple tests. • Identify and classify. • Use their observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. Materials and their properties • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching Earth and Space • Know the names of the planets in our solar system. – space exploration Seasonal Change • Observe changes across the 4 seasons. • Observe and describe weather associated with the seasons and how day length varies.	
RE	Jewish Daily Life of Faith • The Jewish story of Creation as the bedrock of Shabbat • Practices of daily faith in Jewish life, including the Mezuza. • With a look at the Sedar plate and how Passover links to our next Understanding Christianity unit on Salvation.	
History	• Know that there are some significant local and national events beyond living memory. E.g. Great Fire of London/ Moon Landing/ Cook discovery • Know about the lives of significant individuals who have contributed to national and international achievements and changes. (Neil Armstrong, Helen Sharman, Katherine Johnson) • Know that a specific time has key characteristics and understand what it would have been like to live then. • Understand that periods in time have similarities and differences to the present time and make connections with the past. • Use words and phrases linked to the passing of time. • Show knowledge and understanding in different ways: drawing writing, talking and role play. • Use a wide vocabulary of everyday historical terms. • Historical Vocabulary - Compare, explain, old, new, now, then, yesterday, today, tomorrow, history, before, after, past, present, timeline, chronology, explain, empathy	
Music	• Know and recognise the sound and names of some of the instruments they use. • Describe how a range of music makes them feel. • Describe the pitch, tempo and dynamics in live and recorded music. • Create own rhythmic patterns.	

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	• Create short, memorable melodies using symbols (up to 3 notes). • Create and repeat a simple melody on a tuned and untuned instrument. • Know that everyone can compose. • Gradually build up to using C,D,E,F,G in their compositions. • Evaluate and comment on own work. "It would be even better if…"
D&T	Designing and make an accessory for exploration • State how their product will work and how it will impact their intended users. • Know the purpose for what is being made. • Select and use tools / equipment to cut, shape, join and finish. • Select from a range of materials and components according to characteristics. • Measure and mark, cut assemble and join materials and components. • Know that textiles can be cut and joined to make a product. • Know that materials can be measured. • Build a structure or mechanism using simple working characteristics, materials or components. • Make free standing structures and know how they can be made stronger, stiffer and more stable. • Describe the strengths and weaknesses of products they have made. • Talk about ideas and how they could be improved. • Make simple judgements about their products and ideas against a design criteria.
PE	**Gymnastics Handball** • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns
Computing	**Lego builders unit** • Children know that an algorithm is a precise, step-by-step set of instructions used to solve a problem or achieve an objective. • Children know that computers need precise instructions to follow. • Children know that an algorithm written for a computer to follow is called a program. • Children know that correcting errors in an algorithm or program is called 'debugging'. **Technology outside school unit** • Children understand what is meant by 'technology'. • Children have considered types of technology used in school and out of school. **Grouping and sorting unit** • Children can sort various items offline using a variety of criteria • Children have used Purple Mash activities to sort various items online using a variety of criteria. **Creating Pictures** • Children can describe the main features of impressionist art and use 2Paint a Picture to create art based upon this style. • Children can explain what pointillism is and can use 2Paint a Picture to create art based upon this style. • Children can describe the main features of Piet Mondrian's work and can use 2Paint a Picture to art based upon his style. • Children can describe the main features of art that uses repeating patterns and can use 2Paint a Picture to create art by repeating patterns in a variety of ways. • Children can combine more than one effect in 2Paint a Picture to enhance patterns • Children can describe surrealist art. • Children can use the eCollage function in 2Paint a Picture to create surrealist art using drawing and clipart.

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PSHE	Get HeartSmart: <u>Too much selfie isn't healthy</u> • To communicate their feelings to others, to recognise how other show feelings and how to respond. • To recognise that their behaviour can affect others • That they belong to different groups and communities such as family and school • To recognise what is fair and unfair, kind and unkind, what is right and wrong • About the special people who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency • Ways in which we are the same as all other people; what we have in common with everyone else • To identify and respect the differences and similarities between people • That bacteria and viruses can affect health and that following simple routines can reduce their spread • To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong • School rules about health and safety, basic emergency aid procedures, where and how to get help <u>Don't rub it in, rub it out</u> • To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have not so good consequences. • About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. • About change and loss and the associated feelings (including moving home, losing toys, pets or friends) • About people who look after them, their family networks, who to go to if they are worried and how to attract their attention • To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) <u>Goodness and Mercy Resources</u> Family: • 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. Friendship: • 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. Anti-bullying: • 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. Making Good Boundaries: • 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.

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