

Key Stage One Medium Term Plan: Autumn 1 (Cycle A)



Time Travel – Back to the Stone Age			
Subject	NC Link	Declarative knowledge	Procedural knowledge
History (A) Phase: KS1	Pupils should be taught about: <ul style="list-style-type: none"> events beyond living memory. 	<u>The Stone Age</u> <ul style="list-style-type: none"> I know that the Stone Age period started millions of years ago. I know that humans started to build huts for houses during the Stone Age. I know that humans hunted and gathered food early in the Stone Age. I know that farms had been invented by the end of the Stone Age. 	<u>The Stone Age</u> <ul style="list-style-type: none"> I can ask questions such as: What was it like for people? What happened? How long ago? I can use artefacts, pictures, stories, online sources to find out about the past. I can use key vocabulary related to time. I can recall some similarities and differences between life in the past and life today including: <ul style="list-style-type: none"> Stone Age shelter, food and clothing. Stone Age harvesting.
Art (A) Phase: KS1	Pupils should be taught: <ul style="list-style-type: none"> to use a range of materials creatively. to use painting to develop and share their ideas etc. to develop a wide range of art and design techniques in using colour, pattern, line and shape. about the work of a range of artists. 	<u>Stone Age Cave Painting</u> <ul style="list-style-type: none"> I know the names of primary and secondary colours. 	<u>Stone Age Cave Painting</u> <ul style="list-style-type: none"> I can create a colour wheel with primary and secondary colours. I can work on a range of scales including large brushes on large paper. I can imitate the work of painters such as Franz Marc.
Science (A) Phase: KS1	Pupils should be taught to: <ul style="list-style-type: none"> observe changes across the four seasons; observe and describe weather associated with the seasons. 	<u>Seasons – Autumn and Winter</u> <ul style="list-style-type: none"> I know that the length of the day varies throughout the year. I know the types of weather associated with the four seasons. 	<u>Seasons – Autumn and Winter</u> <ul style="list-style-type: none"> I can observe changes across the four seasons. <u>Investigation:</u> <i>How does the weather change?</i> <ul style="list-style-type: none"> I can observe what I see and record this through drawing. I can record data to help me to answer questions.
Computing (A) Phase: KS1	These objectives are currently under review. The ELT Computing Curriculum, linking to the National Curriculum, is being followed.	These objectives are currently under review. The ELT Computing Curriculum, linking to the National Curriculum, is being followed.	These objectives are currently under review. The ELT Computing Curriculum, linking to the National Curriculum, is being followed.
Music (A) Phase: KS1	Pupils should be taught to: <ul style="list-style-type: none"> use their voices expressively and creatively; play tuned and untuned instruments; listen with concentration and understanding; experiment with dimensions of music. 	<u>Harvest</u> <ul style="list-style-type: none"> I know that the pulse is the heartbeat of the music. I know that the rhythm is sound pattern. 	<u>Harvest</u> <ul style="list-style-type: none"> I can sing in time to music. I can create high and low sounds (different pitches) when I sing.
Physical Ed. (A) Phase: KS1	These objectives are currently under review. Please refer to the Physical Education Subject Audit for an overview of the units being covered. The objectives on the PE Passport are being followed for each unit.	These objectives are currently under review. Please refer to the Physical Education Subject Audit for an overview of the units being covered. The objectives on the PE Passport are being followed for each unit.	These objectives are currently under review. Please refer to the Physical Education Subject Audit for an overview of the units being covered. The objectives on the PE Passport are being followed for each unit.
Religious Ed. (A) Phase: KS1	‘The syllabus provides young people with the opportunity to develop powerful knowledge about the religions and worldviews they study, which helps to make them skilful and sophisticated interpreters of the world around them.’ <i>Agreed Syllabus for Religion and World Views – Hull City Council</i>	<u>Is it possible to be kind to everyone all of the time? (Christianity)</u> <ul style="list-style-type: none"> I know why kindness is important and think of ways to show kindness. 	<u>Is it possible to be kind to everyone all of the time? (Christianity)</u> <ul style="list-style-type: none"> I can tell you how to be kind to others even if it is difficult. I can recall parts of a story where Jesus spoke about kindness. I can talk about a time in the Bible when Jesus showed kindness to someone who was unpopular.
PSHE (A) Phase: KS1	Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum: <ul style="list-style-type: none"> Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and Prepares pupils at the school for the opportunities, responsibilities and experiences of later life. 	<u>Being Me in My World (Y1 Jigsaw Unit)</u> <ul style="list-style-type: none"> I know the rights and responsibilities as a member of my class and school. I know that I belong to my class. I know how to make my class a safe place for everybody to learn. I know my views are valued and can contribute to the Learning Charter. 	<u>Being Me in My World (Y1 Jigsaw Unit)</u> <ul style="list-style-type: none"> I can recognise how it feels to be proud of an achievement. I can recognise the choices I make and understand the consequences. I can recognise the range of feelings when I face certain consequences.