

Key Stage One Medium Term Plan: Autumn 2 (Cycle A)



Planet Earth: Hidden Habitats			
Subject	NC Link	Declarative knowledge	Procedural knowledge
Geography (A) Phase: KS1	Pupils should be taught to: <ul style="list-style-type: none"> use basic geographical vocabulary; use world maps, atlases and globes. 	<u>Hidden Habitats – Fieldwork Study</u> <ul style="list-style-type: none"> I know what a human feature is. I know what a physical feature is. I know how to take information from a map. I know how to use a key. 	<u>Hidden Habitats – Fieldwork Study</u> <ul style="list-style-type: none"> I can use aerial images to recognise landmarks and basic physical features. I can use simple fieldwork and observational skills to study the human and physical features in the local area. I can devise and label a simple map. I can construct a key by using basic symbols.
Design & Technology (A) Phase: KS1	Pupils should be taught to: <ul style="list-style-type: none"> design purposeful products; select from and use a range of tools; build structures, exploring how they can be made stronger. 	<u>Hidden Habitats - Constructing a Bug Hotel</u> <ul style="list-style-type: none"> I know how to keep myself and others safe when using equipment and tools. 	<u>Hidden Habitats - Constructing a Bug Hotel</u> <ul style="list-style-type: none"> I can explore existing products. I can safely demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling. I can measure and mark out to the nearest centimetre. I can use a saw and a bench hook with the support of an adult to cut safely.
Science (A) Phase: KS1	Pupils should be taught to: <ul style="list-style-type: none"> identify that most living things live in habitats to which they are suited; identify and name a variety of plants and animals in their habitats/microhabitats. 	<u>Living Things and their Habitats</u> <ul style="list-style-type: none"> I know what a habitat and microhabitat is. I know that most living things need shelter and food to survive. I know that different living things are suited to different habitats. 	<u>Living Things and their Habitats</u> <ul style="list-style-type: none"> I can describe the conditions in different habitats. <u>Investigation:</u> <i>Which habitat do minibeasts like the most?</i> <ul style="list-style-type: none"> I can ask simple questions. 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>Hands, Feet and Heart</u> <ul style="list-style-type: none"> I know that the pulse is the heartbeat of the music. I know the names of some instruments. I know that the rhythm is different from the pulse. I know what a chorus is. I know how to hold the glockenspiel sticks correctly. 	<u>Hands, Feet and Heart.</u> <ul style="list-style-type: none"> I can play in time to the music, using the following notes: G, A and C. I can improvise when playing the note C. I can compose a simple melody on a glockenspiel, using the notes C and D.
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>Why do you think Christians believe God gave Jesus to the world? (Christianity)</u> <ul style="list-style-type: none"> I know that a Christian might believe Jesus came to save the world. 	<u>Why do you think Christians believe God gave Jesus to the world? (Christianity)</u> <ul style="list-style-type: none"> I can tell you why the world may need special care. I can discuss something a Christian might use to prepare for Christmas. I can describe the gifts Christians might think Jesus brought to the world. I can say how I could help people in the world by showing love.
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>Celebrating Difference (Y1 Jigsaw Unit)</u> <ul style="list-style-type: none"> I know how being bullied might feel. I know some people who I could talk to if I was feeling unhappy or being bullied. I know how to make new friends. I know that these differences make us all special and unique. 	<u>Celebrating Difference (Y1 Jigsaw Unit)</u> <ul style="list-style-type: none"> I can identify similarities and differences between people in my class. I can tell you what bullying is.