

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



Heroes and Villains: From Book to Film			
Subject	NC Link	Declarative knowledge	Procedural knowledge
History (A) Phase: KS1	Pupils should be taught about: <ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>	<u>Walt Disney's Life</u> <ul style="list-style-type: none"> <li>I know that Walt Disney was born over a century ago.</li> <li>I know that I was born more than a century after Walt Disney.</li> <li>I know that Walt Disney was born thousands of years after the end of the Stone Age.</li> </ul>	<u>Walt Disney's Life</u> <ul style="list-style-type: none"> <li>I can ask questions such as: What was it like for people? What happened? How long ago?</li> <li>I can use artefacts, pictures, stories, online sources to find out about the past.</li> <li>I can place events on a timeline by thinking about the order in which events happened.</li> <li>I can use key vocabulary related to time.</li> </ul>
Art (A) Phase: KS1	Pupils should be taught: <ul style="list-style-type: none"> <li>to use a range of materials creatively.</li> <li>to use drawing to develop and share their ideas etc.</li> <li>to develop a wide range of art and design techniques in using colour, pattern, line and shape.</li> <li>about the work of a range of artists.</li> </ul>	<u>Fairy Tale Illustration - Drawing</u> <ul style="list-style-type: none"> <li>I know that there are different types of art, including illustration.</li> <li>I know how to plan the composition of my illustration.</li> <li>I know that I can use different media to draw, such as pencil, crayon or charcoal.</li> </ul>	<u>Fairy Tale Illustration - Drawing</u> <ul style="list-style-type: none"> <li>I can colour my own work neatly, following the lines.</li> <li>I can respond to ideas and starting points by looking at the work of Uber Iwerks and Walt Disney.</li> <li>I can imitate the work of illustrators such as Uber Iwerks and Walt Disney.</li> </ul>
Science (A) Phase: KS1	Pupils should be taught to: <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials.</li> </ul>	<u>Suitability of Everyday Materials</u> <ul style="list-style-type: none"> <li>I know the names of the following materials: wood, plastic, glass, metal and rock.</li> <li>I know the following properties: hard, soft, bendy, rigid, smooth, rough, transparent, opaque and waterproof.</li> </ul>	<u>Suitability of Everyday Materials</u> <ul style="list-style-type: none"> <li>I can distinguish the difference between an object and the material from which it is made.</li> <li>I can describe the properties of wood, plastic, glass, metal and rock.</li> </ul> <u>Investigation:</u> <i>Which material should we use to make a house for the Three Little Pigs?</i> <ul style="list-style-type: none"> <li>I can compare the suitability of a variety of everyday materials for particular uses.</li> </ul>
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"> <li>use their voices expressively and creatively;</li> <li>play tuned and untuned instruments;</li> <li>listen with concentration and understanding;</li> <li>experiment with dimensions of music.</li> </ul>	<u>Disney Concert</u> <ul style="list-style-type: none"> <li>I know that there are different genres of music.</li> </ul>	<u>Disney Concert</u> <ul style="list-style-type: none"> <li>I can sing in unison with my friends.</li> <li>I can say what I liked or disliked about my performance.</li> </ul>
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>Who is God to Muslims?</u> <ul style="list-style-type: none"> <li>I know some attributes that Muslims believe that Allah has</li> </ul>	<u>Who is God to Muslims?</u> <ul style="list-style-type: none"> <li>I can explain how to show respect.</li> <li>I can explain the meaning of the 99 names of Allah.</li> <li>I can explain the ways that Muslims might show respect to Allah in their lives.</li> <li>I can say what I would to show people who are special to me that I care.</li> </ul>
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"> <li>Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and</li> <li>Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.</li> </ul>	<u>Dreams and Goals (Y1 Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I know how to work well with a partner.</li> <li>I know how to store the feelings of success in my internal treasure chest.</li> </ul>	<u>Dreams and Goals (Y1 Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I can identify my successes and achievements.</li> <li>I can set a goal and work out how to achieve it.</li> <li>I can tell you how I learn best.</li> <li>I can celebrate achievement with my partner.</li> <li>I can tackle a new challenge and understand this might stretch my learning.</li> <li>I can identify how I feel when I am faced with a new challenge.</li> </ul>