

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



What's in the News? Save the Rainforests!			
Subject	NC Link	Declarative knowledge	Procedural knowledge
Geography (A) Phase: KS1	Pupils should be taught to: <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans. use geographical vocabulary. 	<u>Save the Rainforests</u> <ul style="list-style-type: none"> I know the seven continents of the world. I know the names of the oceans of the world. I know what the Equator is. I know the difference between a continent, country and city. I know the directions: North, South, East and West. 	<u>Save the Rainforests</u> <ul style="list-style-type: none"> I can use world maps and atlases to find continents and oceans. I can identify and locate the hot and cold areas of the world in relation to the equator and the North and South Poles. I can use geographical vocabulary including: continents, countries and cities.
Design & Technology (A) Phase: KS1	Pupils should be taught to: <ul style="list-style-type: none"> design appealing products for others; select from and use a wide range of materials, including textiles. 	<u>Save the Rainforests – Making a Toy Animal</u> <ul style="list-style-type: none"> I know how to keep myself and others safe when using equipment and tools. 	<u>Save the Rainforests – Making a Toy Animal</u> <ul style="list-style-type: none"> I can cut material to within a centimetre of the edge of a template. I can join textiles using running stitch. I can communicate my design through drawing my ideas.
Science (A) Phase: KS1	Pupils should be taught to: <ul style="list-style-type: none"> observe changes across the 4 seasons; observe and describe weather associated with the seasons. 	<u>Seasons: Spring and Summer</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: Spring and Summer</u> <ul style="list-style-type: none"> I can observe changes across the four seasons. <u>Investigation:</u> <i>Is the temperature always the same?</i> <i>Does the wind always blow in the same direction?</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>Zootime</u> <ul style="list-style-type: none"> I know what reggae music is. I know that the pitch is high or low sounds. I know how to hold the glockenspiel sticks correctly. 	<u>Zootime</u> <ul style="list-style-type: none"> I can play in time to the music, using the following notes: C and D. I can compose a simple melody, using the notes C, D and E.
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>How important is it that Jesus came back to life after his crucifixion?</u>	<u>How important is it that Jesus came back to life after his crucifixion?</u> <ul style="list-style-type: none"> I can talk about what I believe happens when something or someone dies. I can recall parts of the Easter story and say what happens next. I can consider what symbols I would like to use when celebrating people I 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>Healthy Me (Y1 Jigsaw Unit)</u> <ul style="list-style-type: none"> I know the difference between being healthy and unhealthy. I know how to make healthy lifestyle choices. I know how to keep myself clean and healthy, and understand how germs cause disease/illness. I know that all household products including medicines can be harmful if not used properly. I know that I am special so I keep myself safe. I know that medicines can help me if I feel poorly and that an adult must help me to use them safely. I know how to keep safe when crossing the road, and about people who can help me to stay safe. 	<u>Healthy Me (Y1 Jigsaw Unit)</u> <ul style="list-style-type: none"> I can recognise when I feel frightened and know who to ask for help. I can tell you why I think my body is amazing. I can recognise how being healthy helps me to feel happy.