

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



Incredible Humans: Amazing Amy			
Subject	NC Link	Declarative knowledge	Procedural knowledge
History (A) Phase: KS1	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. events beyond living memory that are significant nationally or globally. 	<p><u>Amy Johnson: The Life of a Significant Individual</u></p> <ul style="list-style-type: none"> I know that Amy Johnson was born two years after Walt Disney. I know that Amy Johnson was the first woman to fly solo from London to Australia. I know that the Wright Brothers invented the first successful aeroplanes over a century ago. 	<p><u>Amy Johnson: The Life of a Significant Individual</u></p> <ul style="list-style-type: none"> I can use artefacts, pictures, stories, online sources to find out about the past. I can ask questions such as: What was it like for people? What happened? How long ago? To find out about the past. I can place events on a timeline by thinking about the order in which events happened. I can recall some similarities and differences between life in the past and life today.
Art (A) Phase: KS1	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively. to use sculpture to develop and share their ideas etc. to develop a wide range of art and design techniques in using form and space. about the work of a range of artists. 	<p><u>Creating a Cardboard Flying Machine – 3D Form & Sculpture</u></p> <ul style="list-style-type: none"> I know that there are different types of art, including 3D form. I know how to use papier mâché. 	<p><u>Creating a Cardboard Flying Machine – 3D Form & Sculpture</u></p> <ul style="list-style-type: none"> I can experiment with, construct and join materials. I can evaluate my own and other's artwork. I can imitate the work of artists such as Daniel Agdad.
Science (A) Phase: KS1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants; find out and describe how plants need water, light and a suitable temperature. 	<p><u>Plants</u></p> <ul style="list-style-type: none"> I know the names of the following plants: daffodils, daisies, buttercups, roses, poppies, tulips and dandelions. I know that there are evergreen and deciduous trees. I know that plants need water, light and warmth to grow healthily. 	<p><u>Plants</u></p> <ul style="list-style-type: none"> I can identify the basic structure of a flowering plant, including a stem, leaves, roots and petals. <p><u>Investigation:</u> <i>What do plants need to grow healthily?</i></p> <ul style="list-style-type: none"> I can observe what I see and record this through drawing.
Computing (A) Phase: KS1	<p>These objectives are currently under review. The ELT Computing Curriculum, linking to the National Curriculum, is being followed.</p>	<p>These objectives are currently under review. The ELT Computing Curriculum, linking to the National Curriculum, is being followed.</p>	<p>These objectives are currently under review. The ELT Computing Curriculum, linking to the National Curriculum, is being followed.</p>
Music (A) Phase: KS1	<p>Pupils should be taught to:</p> <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. 	<p><u>Reflect, Rewind and Replay</u></p> <ul style="list-style-type: none"> I know that there are different genres of music. I know that the pitch is high or low sounds. I know that the pulse is the heartbeat of the music. 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. 	<p><u>Reflect, Rewind and Replay</u></p> <ul style="list-style-type: none"> I can improvise on the glockenspiel. I can play in time to music, using a range of notes.
Physical Ed. (A) Phase: KS1	<p>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.</p>	<p>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.</p>	<p>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.</p>
Religious Ed. (A) Phase: KS1	<p>'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></p>	<p><u>How important is the Qur'an to Muslims?</u></p> <ul style="list-style-type: none"> I know how a Muslim might show respect to the Qur'an. I know how some of the instructions in the Qur'an are similar to things I find important 	<p><u>How important is the Qur'an to Muslims?</u></p> <ul style="list-style-type: none"> I can order the events from the Night of Power and say what I think is important. I can say some of the instructions a Muslim might follow that are in the Qur'an. I can give examples of good things I could do in my life.

<p>PSHE (A) Phase: KS1</p>	<p>Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:</p> <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. 	<p><u>Year 1 - Changing Me (Y1 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> • I know the life cycles of animals and humans. • I know that changes happen as we grow and that this is OK. • I know that changes are OK and that sometimes they will happen whether I want them to or not. • I know that growing up is natural and that everybody grows at different rates. • I know that I need to respect my body and understand which parts are private. • I know that every time I learn something new I change a little bit. • I know some ways to cope with changes. <p><u>Year 2 - Changing Me (Y2 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> • I know there are some changes that are outside my control and can recognise how I feel about this. • I know what I am looking forward to when I am in my next year group. • I know changes I will make when I am in my next year group. 	<p><u>Year 1 - Changing Me (Y1 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> • I can tell you some things about me that have changed and some things about me that have stayed the same. • I can tell you how my body has changed since I was a baby. • I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina. • I can tell you about changes that have happened in my life. • I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. <p><u>Year 2 - Changing Me (Y2 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> • I can tell you about the natural process of growing from young to old and understand that this is not in my control. • I can identify people I respect who are older than me. • I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. • I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. • I can confidently say what I like and don't like and can ask for help. • I can identify what I am looking forward to when I am in my next year group.
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