

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



A Stitch in Time: Magical Memories			
Subject	NC Link	Declarative knowledge	Procedural knowledge
History (B) Phase: KS1	Pupils should be taught about: <ul style="list-style-type: none"> changes within living memory. 	<u>Changes Within Living Memory</u> <ul style="list-style-type: none"> I know the year that I was born. I know that my parents are older than me. I know that I am younger than my parents. I know that new inventions lead to changes over time. 	<u>Changes Within Living Memory</u> <ul style="list-style-type: none"> I can place events on a timeline by thinking about the order in which the events happened. I can use key vocabulary related to time. I can use artefacts, pictures, stories, and online resources to find out about the past. I can recall some similarities and differences between life in the past and life today, comparing changes in technology since my parents' and carers' childhoods.
Design & Technology (B) Phase: KS1	Pupils should be taught to: <ul style="list-style-type: none"> design appealing products; select from and use a wide range of materials, including textiles. 	<u>Magical Memories - Creating a Patchwork Quilt</u> <ul style="list-style-type: none"> I know how to keep myself and others safe when using equipment and tools. 	<u>Magical Memories - Creating a Patchwork Quilt</u> <ul style="list-style-type: none"> I can cut material to within a centimetre of the edge of a template. I can communicate my design through drawing my ideas. I can join textiles using running stitch.
Science (B) 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 and how day length varies. 	<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>Can a pine cone predict the weather?</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 (B) 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 (B) 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>Friendship Song</u> <ul style="list-style-type: none"> I know the names of some instruments. I know what a melody is. I know how to hold the glockenspiel sticks correctly. 	<u>Friendship Song</u> <ul style="list-style-type: none"> I can play in time to the music, using the following notes: E and G. I can improvise, using the note C. I can compose a simple melody, using the notes E and G.
Physical Ed. (B) 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. (B) 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 Jewish people?</u> <ul style="list-style-type: none"> I know how some important Jewish beliefs began. I know that Jews believe in one God. 	<u>Who is God to Jewish people?</u> <ul style="list-style-type: none"> I can identify a promise and understand trust is important when making an agreement. I can retell the story of how Judaism began. I can talk about the Ten Commandments and explain the rules that Jews believe God wants us to live by. I can create a set of rules to help s live a happy life.
PSHE (B) 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>Dreams and Goals (Y2 Jigsaw Unit)</u> <ul style="list-style-type: none"> I know how working with other people can help me to learn and solve problems. I know how contributing to the success of a group feels. 	<u>Dreams and Goals (Y2 Jigsaw Unit)</u> <ul style="list-style-type: none"> I can choose a realistic goal and think about how to achieve it. I can identify and celebrate my successes and achievements. I can persevere even when I find tasks difficult. I can tell you some of my strengths as a learner.