

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



A Helping Hand: 999 – Emergency!			
Subject	NC Link	Declarative knowledge	Procedural knowledge
Geography(B) Phase: KS1	Pupils should be taught to: <ul style="list-style-type: none"> <li>describe the location of features and routes on a map.</li> </ul>	<u>999 – Emergency! Fieldwork Study</u> <ul style="list-style-type: none"> <li>I know what a human feature is.</li> <li>I know what a physical feature is.</li> <li>I know how to take information from a map.</li> <li>I know how to use a key.</li> </ul>	<u>999 – Emergency! Fieldwork Study</u> <ul style="list-style-type: none"> <li>I can use aerial images to recognise landmarks and basic physical features.</li> <li>I can use simple fieldwork and observational skills to study the human and physical features in the local area.</li> <li>I can devise and label a simple map.</li> </ul>
Art (B) Phase: KS1	Pupils should be taught to: <ul style="list-style-type: none"> <li>to use a range of materials creatively.</li> <li>to use sculpture to develop and share their ideas etc.</li> <li>to develop a wide range of art and design techniques in using form and space.</li> <li>about the work of a range of artists.</li> </ul>	<u>Emergency Service Worker – 3D Form &amp; Sculpture</u> <ul style="list-style-type: none"> <li>I know that there are different types of art including 3D form.</li> </ul>	<u>Emergency Service Worker – 3D Form &amp; Sculpture</u> <ul style="list-style-type: none"> <li>I can roll clay to change its shape.</li> <li>I can join pieces of clay together.</li> <li>I can smooth clay with my fingers.</li> <li>I can imitate the work of artists such as Alberto Giacometti.</li> </ul>
Science (B) Phase: KS1	Pupils should be taught to: <ul style="list-style-type: none"> <li>find out how the shapes of solid objects can be changed.</li> </ul>	<u>Changing Shape: Everyday Materials</u> <ul style="list-style-type: none"> <li>I know that some materials can have their shape changed easily.</li> <li>I know the properties of solids and liquids affect how they behave.</li> </ul>	<u>Changing Shape: Everyday Materials Investigation:</u> <u>Is sand a liquid or a solid?</u> <ul style="list-style-type: none"> <li>I can ask simple questions.</li> </ul>
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"> <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>I Wanna Play in a Band</u> <ul style="list-style-type: none"> <li>I know what rock music is.</li> <li>I know that the pulse is the heartbeat of the music.</li> <li>I know that the rhythm is sound pattern.</li> <li>I know how to hold the glockenspiel sticks correctly.</li> </ul>	<u>I Wanna Play in a Band</u> <ul style="list-style-type: none"> <li>I can play in time to the music, using the following notes: D and C.</li> <li>I can improvise, using the note F.</li> <li>I can compose a simple melody, using the notes F, G and A.</li> </ul>
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>Why was Jesus welcomed like a king or a celebrity by the crowds on Palm Sunday? (Christianity)</u> <ul style="list-style-type: none"> <li>I know parts of the Easter story and say what I think happens next.</li> </ul>	<u>Why was Jesus welcomed like a king or a celebrity by the crowds on Palm Sunday? (Christianity)</u> <ul style="list-style-type: none"> <li>I can think about qualities in people I admire.</li> <li>I can explain why Jesus might have been special or important to the people around him.</li> </ul>
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"> <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>Healthy Me (Y2 Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I know how medicines work in my body and how important it is to use them safely.</li> <li>I know how to care for my body and keep it healthy and have a healthy relationship with food.</li> <li>I know which foods are most nutritious for my body.</li> </ul>	<u>Healthy Me (Y2 Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.</li> </ul>