

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



Battle of the Authors: Beatrix Potter vs Oliver Jeffers			
Subject	NC Link	Declarative knowledge	Procedural knowledge
History (B) Phase: KS1	Pupils should be taught about: <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. 	<u>Beatrix Potter: The Life of a Significant Individual</u> <ul style="list-style-type: none"> I know that Beatrix was born in the Victorian era, over a century ago. I know that Beatrix Potter was a pioneer decades ago. 	<u>Beatrix Potter: The Life of a Significant Individual</u> <ul style="list-style-type: none"> I can use artefacts, pictures, stories and 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? 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 including women's lives when Beatrix Potter was alive.
Art (B) Phase: KS1	Pupils should be taught: <ul style="list-style-type: none"> to use a range of materials creatively. to use painting to develop and share their ideas etc. to develop a wide range of art and design techniques in using colour, pattern, line and shape. about the work of a range of artists. 	<u>Illustration for a Book – Drawing & Watercolour Painting</u> <ul style="list-style-type: none"> I know the names of the primary and secondary colours. I know that there are different types of art, including painting and illustration. 	<u>Illustration for a Book – Drawing & Watercolour Painting</u> <ul style="list-style-type: none"> I can draw lightly with my pencil when sketching. I can choose the correct colours using watercolour paint. I can use a thin paintbrush with a level of accuracy. I can think about the position of my subject. I can imitate the paintings and illustrations of Beatrix Potter and Oliver Jeffers.
Science (B) Phase: KS1	Pupils should be taught to: <ul style="list-style-type: none"> identify and name a variety of common plants and trees; describe the basic structure of a variety of common flowering plants and trees. 	<u>Plants</u> <ul style="list-style-type: none"> I know 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. 	<u>Plants</u> <ul style="list-style-type: none"> I can identify the basic structure of a flowering plant, including a stem, leaves, roots and petals. <u>Investigation:</u> <i>Do plants need soil to grow?</i> <ul style="list-style-type: none"> I can observe what I see and record this through drawing.
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>Your Imagination</u> <ul style="list-style-type: none"> I know that the pulse is the heartbeat of the music. I know that the rhythm is sound pattern. I know how to hold the glockenspiel sticks correctly. 	<u>Your Imagination</u> <ul style="list-style-type: none"> I can sing in unison, and in two parts. I can play accurately in time to the music, using the note: C.
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>Is Shabbat important to Jewish people?</u> <ul style="list-style-type: none"> I know how Shabbat is celebrated. 	<u>Is Shabbat important to Jewish people?</u> <ul style="list-style-type: none"> I can talk about my favourite day of the week and say why it is special. I can retell the creation story and how it relates to the Sabbath. Can explain why a Jewish family might go to a synagogue to celebrate Shabbat. I can explain why having a time of peace or rest might be good for me and others.
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>Relationships (Y2 Jigsaw Unit)</u> <ul style="list-style-type: none"> I know that everyone's family is different and understand that most people value their family. I know that there are lots of forms of physical contact within a family and know which forms of contact are or are not acceptable. I know which types of physical contact I like and don't like and can talk about this. I know that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this. I know how it feels to trust someone. 	<u>Relationships (Y2 Jigsaw Unit)</u> <ul style="list-style-type: none"> I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I can identify some of the things that cause conflict with my friends. I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends. I can recognise and appreciate people who can help me in my family, my school and my community.