

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



Survival of the Fittest: Predators			
Subject	NC Link	Declarative knowledge	Procedural knowledge
Geography (B) Phase: KS1	Pupils should be taught to: <ul style="list-style-type: none"> name, locate and identify characteristics of the four counties and capital cities of the UK. 	<u>Predators</u> <ul style="list-style-type: none"> I know the names and locations of the four countries of the UK. I know the names and locations of the four capitals of the UK. I know the names and locations of the seas surrounding the UK. I know that the weather in the UK is different to the weather in some other countries, including Australia. 	<u>Predators</u> <ul style="list-style-type: none"> I can identify seasonal and daily weather patterns in the UK. I can describe the human and physical similarities and differences between the UK and another country.
Design & Technology (B) Phase: KS1	Pupils should be taught to: <ul style="list-style-type: none"> generate, develop and communicate ideas; select from a wide range of components, including ingredients; evaluate products. 	<u>Predators – Making a Predator Pizza</u> <ul style="list-style-type: none"> I know how to keep myself and others safe when using equipment and tools. 	<u>Predators – Making a Predator Pizza</u> <ul style="list-style-type: none"> I can cut, peel or grate ingredients safely and hygienically. I can taste ingredients to identify likes and dislikes and use this to influence my own recipe. I can follow instructions with the help of an adult to create a simple recipe. I can express my likes and dislikes about my cooking. I can use a saucepan safely to sauté ingredients.
Science (B) Phase: KS1	Pupils should be taught to: <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead and things that have never been alive. 	<u>Living Things</u> <ul style="list-style-type: none"> I know that there are seven life processes that all living things do: movement, respiration, sensitivity, nutrition, excretion, reproduction and growth. I know the differences between things that are living, dead and things that have never been alive. 	<u>Living Things</u> <ul style="list-style-type: none"> I can construct a simple food chain. <u>Investigation:</u> <i>Do plants breathe?</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>Reflect, Rewind and Replay</u> <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. 	<u>Reflect, Rewind and Replay</u> <ul style="list-style-type: none"> I can sing in unison with my friends. I can improvise on the glockenspiel. I can play in time to music, using a range of notes.
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>Does visiting the synagogue help Jewish children feel closer to God? (Judaism)</u> <ul style="list-style-type: none"> I know Jerusalem and the synagogue are special to Jews. I know what happens when Jews visit the synagogue for worship and prayer. 	<u>Does visiting the synagogue help Jewish children feel closer to God? (Judaism)</u> <ul style="list-style-type: none"> I can talk about my favourite place and say why it is special to me. I can say what I might see at the synagogue. I can talk about the Jewish Holy book and how it is used. I can talk about special clothing Jews wear when visiting the synagogue.

<p>PSHE (B) 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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