

## Autumn 1 (Cycle A): Time Travel – Back to the Stone Age

Subject	NC link	Declarative knowledge	Procedural knowledge
History (A) Phase: KS1	'They should identify similarities and differences between ways of life in different periods.' (History KS1 NC)	<u>Comparing Life in the Stone Age to the Modern Era</u> <ul style="list-style-type: none"> <li>I know how harvesting in the Stone Age was different to how we harvest now.</li> <li>I know why people from the Stone Age were hunters and gatherers.</li> <li>I know how Stone Age people lived, including shelter, food and clothing.</li> </ul>	<u>Comparing Life in the Stone Age to the Modern Era</u> <ul style="list-style-type: none"> <li>I can ask questions such as: What was it like for people? What happened? How long ago?</li> <li>I can recognise that there are reasons why people in the past acted as they did.</li> <li>I can use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>I can use words and phrases such as a long time ago, recently, years, decades and centuries to describe the passing of time.</li> </ul>
Art (A) Phase: KS1	'Pupils should be taught about the work of a range of artists, and make links to their own work.'  'Pupils shall be taught to use painting to develop and share their ideas, experiences and imagination.' (Art KS1 NC)	<u>Painting a Stone Age Cave Painting</u> <ul style="list-style-type: none"> <li>I know how Franz Marc composed his paintings.</li> <li>I know how Franz Marc combined different painting techniques, for example using thick or thin brushes.</li> <li>I know what the primary and secondary colours are.</li> <li>I know what tints and tones are.</li> <li>I know that there are different types of art, including painting.</li> </ul>	<u>Painting a Stone Age Cave Painting</u> <ul style="list-style-type: none"> <li>I can experiment with tools and techniques eg. layering, mixing media, scraping through etc.</li> <li>I can mix primary colours to make secondary colours.</li> <li>I can create colour wheels.</li> <li>I can add white to make tints and black to make tones.</li> <li>I can work on a range of scales including large brush on large paper.</li> <li>I can describe the work of notable artists.</li> </ul>
Science (A) Phase: KS1	'Pupils should be taught to observe changes across the four seasons.' (Y1)  'Observe and describe weather associated with the seasons and how the day length varies.' (Y1)	<u>Seasons – Autumn and Winter</u> <ul style="list-style-type: none"> <li>I know that the length of the day varies throughout the year.</li> <li>I know the months of the year.</li> <li>I know the names of the four seasons.</li> <li>I know which months are in autumn and winter.</li> <li>I know that the weather affects what I wear.</li> </ul>	<u>Seasons – Autumn and Winter</u> <ul style="list-style-type: none"> <li>I can observe changes in autumn and winter.</li> <li>I can observe changes in the weather in autumn and winter.</li> <li>I can describe changes in the weather in autumn and winter.</li> </ul>
Computing (A) Phase: KS1	'Pupils should be taught to use technology safely and respectfully, keeping personal information private.'  (Computing KS1 NC)	<u>E-Safety and Basic Skills</u> <ul style="list-style-type: none"> <li>I know how to log on to a programme.</li> <li>I know that not everyone is who they say they are on the internet.</li> <li>I know that if I see something online that I am unsure of I should tell an adult.</li> </ul>	<u>E-Safety and Basic Skills</u> <ul style="list-style-type: none"> <li>I can explain why I need to keep my password and personal information private.</li> <li>I can describe the things that happen online that I must tell an adult about.</li> <li>I can talk about why I should only go online for a short amount of time.</li> <li>I can talk about why it's important to be kind and polite online and in real life.</li> </ul>
Music (A) Phase: KS1	'Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.' (Music KS1 NC)	<u>Harvest</u> <ul style="list-style-type: none"> <li>I know that it is important to use expression in my voice when I sing so that the audience enjoy the performance.</li> <li>I know instruments can be used in a music performance.</li> <li>I know that different instruments create different noises and effects.</li> <li>I know that different people enjoy listening to different types of music.</li> </ul>	<u>Harvest</u> <ul style="list-style-type: none"> <li>I can use expression in my voice when I am singing, chanting or saying a rhyme.</li> <li>I can play tuned or untuned instruments musically.</li> <li>I can listen and respond to different types of music.</li> <li>I can explain why I like or dislike a piece of music.</li> </ul>
Physical Ed. (A) Phase: KS1	'Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.' (PE KS1 NC)	<u>Games – Football</u> <ul style="list-style-type: none"> <li>I know how to engage in competitive games safely and fairly.</li> <li>I know the basic rules of a game of football.</li> </ul>	<u>Games – Football</u> <ul style="list-style-type: none"> <li>I can control and dribble the ball with the inside of the foot (instep).</li> <li>I can travel forwards, backwards and to the side in a safe way.</li> <li>I can aim to hit a target with increasing accuracy.</li> <li>I can work with a team to work out simple tactics.</li> </ul>

<p>Religious Ed. (A) Phase: KS1</p>	<p>'All schools must teach religious education to pupils.' 'Every school must promote the spiritual, moral and cultural development of pupils.' NC</p>	<p><u>1.1 Looking at me, looking at you (AT1)</u></p> <ul style="list-style-type: none"> <li>• I know what makes a person unique.</li> <li>• I know why religious people celebrate an important life event, such as a Christening.</li> <li>• I know and recognise religious symbols and artefacts in an important religious ceremony, such as the baptism candle, Christening gown and the font.</li> </ul>	<p><u>1.1 Looking at me, looking at you (AT2)</u></p> <ul style="list-style-type: none"> <li>• I can retell the faith story: The Lost Sheep.</li> <li>• I can name religious ceremonies connected with important times of life, such as Christenings.</li> <li>• I can talk about my important life events.</li> <li>• I can compare myself to others.</li> <li>• I can talk sensitively about people of different faiths.</li> <li>• I can say why I think people of faith may help others.</li> </ul>
<p>PSHE (A) Phase: KS1</p>	<p>'Every school must offer a curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and prepares pupils for the opportunities, responsibilities and experiences of later life.' NC</p>	<p><u>Being Me in My World – Y1</u></p> <ul style="list-style-type: none"> <li>• I know the rights and responsibilities as a member of my class.</li> <li>• I know that I belong to my class.</li> <li>• I know how to make my class a safe place for everybody to learn.</li> <li>• I know my views are valued and can contribute to the Learning Charter.</li> </ul>	<p><u>Being Me in My World – Y1</u></p> <ul style="list-style-type: none"> <li>• I can recognise how it feels to be proud of an achievement.</li> <li>• I can recognise the choices I make and understand the consequences.</li> <li>• I can recognise the range of feelings when I face certain consequences.</li> </ul>
<p>Spanish (MFL) (A) Phase: KS1</p>			