

Autumn 2 (Cycle A): Planet Earth – Hidden Habitats

Subject	NC link	Declarative knowledge	Procedural knowledge
Geog (A) Phase: KS1	<p>'Pupils should be taught to use aerial photographs to recognise landmarks and basic human physical features.'</p> <p>'Pupils should be taught to devise a simple map.' (Geography KS1 NC)</p>	<p><u>Local Geography</u></p> <ul style="list-style-type: none"> I know what a human feature is. I know what a physical feature is. I know what an aerial view is. I know how to take information from a map. I know how to use a key. 	<p><u>Local Geography</u></p> <ul style="list-style-type: none"> I can use aerial images to recognise landmarks and basic physical features. I can use simple fieldwork and observational skills to study the human and physical features in the local area. I can devise a simple map. I can construct a key by using basic symbols. I can use simple grid references. I can use geographical vocabulary including: house, office, shop and factory.
D&T (A) Phase: KS1	<p>'When designing and making, pupil should be taught to design purposeful, functional, appealing products for themselves and others based on a design criteria.' (Design and Technology KS1 NC)</p>	<p><u>Constructing a Bug Hotel</u></p> <ul style="list-style-type: none"> I know who the intended user of my product is. I know that the process for designing and making involves researching, creating and evaluating. I know how to keep myself and others safe when using equipment and tools. 	<p><u>Constructing a Bug Hotel</u></p> <ul style="list-style-type: none"> I can explore existing products. I can design products that have a clear purpose and an intended user. I can refine my designs as work progresses. I can safely demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling. I can measure and mark out to the nearest centimetre. I can demonstrate a range of joining techniques, such as gluing and hinges.
Science (A) Phase: KS1	<p>'Pupils should be taught to identify that most living things live in habitats to which they are suited.' (Science KS1 NC – Y2)</p>	<p><u>Habitats</u></p> <ul style="list-style-type: none"> I know what a habitat and microhabitat is. I know that most living things need shelter and food to survive. I know that different living things are suited to different habitats. 	<p><u>Habitats</u></p> <ul style="list-style-type: none"> I can identify that most living things live in habitats to which they are suited. I can describe how different habitats provide for the basic needs of different animals and plants. I can identify and name a variety of plants and animals in their habitats. I can identify and name some microhabitats.
Computing (A) Phase: KS1	<p>'Pupils should be taught to understand what algorithms are and create and debug simple programs' (Computing KS1 NC)</p>	<p><u>Programming</u></p> <ul style="list-style-type: none"> I know that an algorithm is a set of instructions that are given in a particular order. I know that algorithms need to contain clear, specific instructions (such as 'forward 2') in order to work. I know how to debug software when the algorithm does not work. 	<p><u>Programming</u></p> <ul style="list-style-type: none"> I can give instructions to my friend using words such as: forward, backward and turn. I can follow my friend's instructions to move in a particular direction. I can tell you the order I need to do things in to make something happen. I can use an algorithm to program a robot or software to do a particular task.
Music (A) Phase: KS1	<p>'Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.' (Music KS1 NC)</p>	<p><u>Hands, Feet and Heart</u></p> <ul style="list-style-type: none"> I know that it is important to use expression in my voice when I sing so that the audience enjoy the performance. I know instruments can be used in a music performance. I know that different instruments create different noises and effects. I know that different people enjoy listening to different types of music. 	<p><u>Hands, Feet and Heart.</u></p> <ul style="list-style-type: none"> I can use expression in my voice when I am singing. I can use expression in my voice when I am chanting or saying a rhyme. I can play tuned or untuned instruments musically. I can listen and respond to different types of music. I can explain why I like or dislike a piece of music.
Physical Ed. (A) Phase: KS1	<p>'Pupils should be taught to develop balance, co-ordination and agility.' (PE KS1 NC)</p>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> I know how to move and land safely. I know that we can balance on different contact points of our bodies. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> I can change my level, speed and shape. I can start and stop with control. I can repeat and copy movements performed by a partner.

<p>Religious Ed. (A)</p> <p>Phase: KS1</p>	<p>'All schools must teach religious education to pupils.'</p> <p>'Every school must promote the spiritual, moral and cultural development of pupils.' NC</p>	<p><u>Christmas (AT1)</u></p> <ul style="list-style-type: none"> • I know when Christmas is. • I know signs that tell us that Christmas is coming, such as: <ul style="list-style-type: none"> - sight (Advent calendars and candles, tree decorations, wreaths) - sound (bells, Christmas music) - taste (different types of food) - touch (wrapped presents) - smells (incense and spices, food) - activities (sending cards, buying presents) • I know how Christian families prepare for Christmas in their homes and churches. • I know traditional festive celebrations and symbols such as: nativity and Christingle. • I know the nativity story. 	<p><u>Christmas (AT2)</u></p> <ul style="list-style-type: none"> • I can tell you what a Christingle is. • I can tell you what a Christingle represents. • I can tell you what Advent is. • I can tell you why Christians celebrate Christmas. • I can retell the nativity story, through drama, puppets and/or storyboards.
<p>PSHE (A)</p> <p>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>Celebrating Difference – Y1</u></p> <ul style="list-style-type: none"> • I know how being bullied might feel. • I know some people who I could talk to if I was feeling unhappy or being bullied. • I know how to make new friends. • I know how it feels to make a new friend. • I know that these differences make us all special and unique. 	<p><u>Celebrating Difference – Y1</u></p> <ul style="list-style-type: none"> • I can identify similarities and differences between people in my class. • I can tell you what bullying is. • I can be kind to children who are bullied.
<p>Spanish (MFL) (A)</p> <p>Phase:</p>			