

## Spring 1 (Cycle A): Heroes & Villains – From Book to Film

Subject	NC link	Declarative knowledge	Procedural knowledge
History or Geog. (A) Phase: KS1	<p>“Pupils should be taught: -about the lives of significant individuals in the past who have contributed to national and international achievements.”</p> <p>(History KS1 NC)</p>	<p><u>Walt Disney’s Life</u></p> <ul style="list-style-type: none"> <li>I know that Walt Disney took inspiration from Hans Christian Andersen for his characters and stories.</li> <li>I know the chronology of the events in Walt Disney’s life.</li> </ul>	<p><u>Walt Disney’s Life</u></p> <ul style="list-style-type: none"> <li>I can ask questions such as: What was it like for people? What happened? How long ago? to find answers to questions about the past.</li> <li>I can use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>I can label a timeline with dates and words or phrases such as: past, present, older and newer.</li> <li>I can use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> </ul>
Art (A) Phase: KS1	<p>‘Pupils should be taught: - use drawing to develop and share their ideas; - about the work of a range of artists.’</p> <p>(Art KS1 NC)</p>	<p><u>Drawing a Fairytale Illustration</u></p> <ul style="list-style-type: none"> <li>I know that illustrators, such as Uber Iwerks and Walt Disney, used different techniques to produce their illustrations.</li> <li>I know how Walt Disney and Uber Iwerks created proportions in their illustrations.</li> <li>I know that there are different types of art, including drawing.</li> </ul>	<p><u>Drawing a Fairytale Illustration</u></p> <ul style="list-style-type: none"> <li>I can draw lines of different sizes and thicknesses.</li> <li>I can colour my own work neatly, following the lines.</li> <li>I can show different tones by using coloured pencils.</li> <li>I can respond to ideas and starting points by looking at the work of Uber Iwerks and Walt Disney.</li> <li>I can evaluate my drawings.</li> </ul>
Science (A) Phase: KS1	<p>‘Pupils should be taught to observe changes across the four seasons.’ (Y1)</p> <p>‘Observe and describe weather associated with the seasons and how the day length varies.’ (Y1)</p>	<p><u>Seasons: Winter and Spring</u></p> <ul style="list-style-type: none"> <li>I know that the length of the day varies throughout the year.</li> <li>I know which months are in winter and spring.</li> <li>I know how the weather affects what I wear.</li> <li>I know how the weather affects the environment.</li> </ul>	<p><u>Seasons: Winter and Spring</u></p> <ul style="list-style-type: none"> <li>I can observe changes in winter and spring.</li> <li>I can name the months of the year.</li> <li>I can name the four seasons.</li> </ul>
Computing (A) Phase: KS1	<p>Pupils should be taught to recognise common uses of information technology beyond school.’</p> <p>(Computing KS1 NC)</p>	<p><u>Technology in our Lives</u></p> <ul style="list-style-type: none"> <li>I know different types of technology that I use at school, at home and in the community.</li> <li>I know that there are different benefits of using technology such as finding information, creating and communicating.</li> </ul>	<p><u>Technology in our Lives</u></p> <ul style="list-style-type: none"> <li>I can explain the ways that technology helps us at school, at home and in the community.</li> <li>I can talk about the differences between the internet and things in the physical world.</li> </ul>
Music (A) Phase: _ KS1	<p>‘Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.’</p> <p>(Music KS1 NC)</p>	<p><u>Disney Concert</u></p> <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>	<p><u>Disney Concert</u></p> <ul style="list-style-type: none"> <li>I can use expression in my voice when I am singing.</li> <li>I can use expression in my voice when I am 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	<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>Gymnastics</u></p> <ul style="list-style-type: none"> <li>I know how to travel safely.</li> <li>I know how to respectfully evaluate the performance of myself or other people.</li> </ul>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>I can follow specific pathways when travelling, such as zig zag, forward and curving.</li> <li>I can create a sequence with a beginning, middle and end.</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>1.2 Caring for the World (AT1)</u></p> <ul style="list-style-type: none"> <li>• I know why the world is a special place for faith members.</li> <li>• I know how religious people treat the world with respect.</li> <li>• I know The Creation Story.</li> <li>• I know the story Noah's Ark.</li> </ul>	<p><u>1.2 Caring for the World (AT2)</u></p> <ul style="list-style-type: none"> <li>• I can reflect on a variety of creation stories.</li> <li>• I can say why I think the world is a special place.</li> <li>• I can talk about ways that everyone can play their part in caring for the world.</li> <li>• I can say why the faith story is important to the faith member.</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>Dreams and Goals – Y1</u></p> <ul style="list-style-type: none"> <li>• I know how to work well with a partner.</li> <li>• I know how to store the feelings of success in my internal treasure chest.</li> </ul>	<p><u>Dreams and Goals – Y1</u></p> <ul style="list-style-type: none"> <li>• I can identify my successes and achievements.</li> <li>• I can set a goal and work out how to achieve it.</li> <li>• I can tell you how I learn best.</li> <li>• I can celebrate achievement with my partner.</li> <li>• I can tackle a new challenge and understand this might stretch my learning.</li> <li>• I can identify how I feel when I am faced with a new challenge.</li> </ul>
<p>Spanish (MFL) (A) Phase: KS1</p>			