

## Spring 2 (Cycle A): What's in the News – Save the Orangutans

Subject	NC link	Declarative knowledge	Procedural knowledge
Geog (A) Phase: KS1	'Pupils should be taught to name and locate the world's seven continents and five oceans.' 'Pupils should be taught to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.' (Geography KS1 NC)	<u>Continents and Oceans</u> <ul style="list-style-type: none"> <li>I know the seven continents of the world.</li> <li>I know the names of the oceans of the world.</li> <li>I know what the Equator is.</li> <li>I know the difference between a continent, country and city.</li> <li>I know the directions: North, South, East and West.</li> </ul>	<u>Continents and Oceans</u> <ul style="list-style-type: none"> <li>I can use world maps and atlases to find continents and oceans.</li> <li>I can identify and locate the hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>I can use geographical vocabulary including: continents, countries and cities.</li> <li>I can use the geographical vocabulary: North, South, East and West.</li> </ul>
D&T (A) Phase: KS1	'When designing and making, pupils should be taught to select from and use a wide range of materials and components including textiles.' (Design and Technology KS1 NC)	<u>Palm-Oil Free Product Packaging</u> <ul style="list-style-type: none"> <li>I know that the process for designing and making involves researching, creating and evaluating.</li> <li>I know how to keep myself and others safe when using equipment and tools.</li> </ul>	<u>Palm-Oil Free Product Packaging</u> <ul style="list-style-type: none"> <li>I can shape textiles using templates.</li> <li>I can join textiles using running stitch.</li> <li>I can colour and decorate textiles using dying.</li> <li>I can explore existing designs.</li> <li>I can refine my designs as work progresses.</li> <li>I can cut materials safely.</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: Spring and Summer</u> <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 summer and spring.</li> <li>I know that the weather affects what I wear.</li> <li>I know how the weather affects the environment.</li> </ul>	<u>Seasons: Spring and Summer</u> <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	'Pupils should be taught to recognise common uses of information technology beyond school.' (Computing KS1 NC)	<u>Technology in our Lives</u> <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 there are different benefits of using technology such as finding information, creating and communicating.</li> <li>I know that some websites are more reliable than others.</li> </ul>	<u>Technology in our Lives</u> <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> <li>I can use links to websites to find information.</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>Zootime</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>Zootime</u> <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	'Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.' (PE KS1 NC)	<u>Games – Hockey</u> <ul style="list-style-type: none"> <li>I know how to hold a hockey stick.</li> <li>I know how to use a hockey stick safely.</li> </ul>	<u>Games – Hockey</u> <ul style="list-style-type: none"> <li>I can aim to hit a target with increasing accuracy.</li> <li>I can perform a controlled hit with a hockey stick and ball.</li> <li>I can move a beanball with a hockey stick with increasing control.</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>Easter (AT1)</u></p> <ul style="list-style-type: none"> <li>I know customs associated with Lent and Easter, such as: <ul style="list-style-type: none"> <li>- Pancake Day (Shrove Tuesday)</li> <li>- Ash Wednesday</li> <li>- Eggs</li> <li>- Hot cross buns</li> <li>- Signs of new life</li> </ul> </li> <li>I know that Pancake Day, Ash Wednesday, eggs and hot cross buns tell us that Easter is coming.</li> <li>I know how Christians prepare for Easter.</li> </ul>	<p><u>Easter (AT2)</u></p> <ul style="list-style-type: none"> <li>I can describe my feelings about Easter and springtime.</li> <li>I can retell a simple version of the Easter story.</li> <li>I can plan a surprise for Mothering Sunday.</li> <li>I can explain why Christians celebrate Easter.</li> <li>I can explain how Jesus's friends felt when he came back to life.</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>Healthy Me – Y2</u></p> <ul style="list-style-type: none"> <li>I know the difference between being healthy and unhealthy.</li> <li>I know how to make healthy lifestyle choices.</li> <li>I know how to keep myself clean and healthy, and understand how germs cause disease/ illness.</li> <li>I know that all household products including medicines can be harmful if not used properly.</li> <li>I know that I am special so I keep myself safe.</li> <li>I know that medicines can help me if I feel poorly and I know how to use them safely.</li> <li>I know how to keep safe when crossing the road, and about people who can help me to stay safe.</li> </ul>	<p><u>Healthy Me – Y1</u></p> <ul style="list-style-type: none"> <li>I can recognise when I feel frightened and know who to ask for help.</li> <li>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</li> <li>I can recognise how being healthy helps me to feel happy.</li> </ul>
<p>Spanish (MFL) (A) Phase: KS1</p>			