

## 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>

Religious Ed. (A)  Phase: KS1	'All schools must teach religious education to pupils.' 'Every school must promote the spiritual, moral and cultural development of pupils.' NC	<u>1.1 Looking at me, looking at you (AT1)</u> <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>	<u>1.1 Looking at me, looking at you (AT2)</u> <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>
PSHE (A)  Phase: KS1	'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	<u>Being Me in My World – Y1</u> <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>	<u>Being Me in My World – Y1</u> <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>
Spanish (MFL) (A)  Phase: KS1			

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>	<u>Local Geography</u> <ul style="list-style-type: none"> <li>• I know what a human feature is.</li> <li>• I know what a physical feature is.</li> <li>• I know what an aerial view is.</li> <li>• I know how to take information from a map.</li> <li>• I know how to use a key.</li> </ul>	<u>Local Geography</u> <ul style="list-style-type: none"> <li>• I can use aerial images to recognise landmarks and basic physical features.</li> <li>• I can use simple fieldwork and observational skills to study the human and physical features in the local area.</li> <li>• I can devise a simple map.</li> <li>• I can construct a key by using basic symbols.</li> <li>• I can use simple grid references.</li> <li>• I can use geographical vocabulary including: house, office, shop and factory.</li> </ul>
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>	<u>Constructing a Bug Hotel</u> <ul style="list-style-type: none"> <li>• I know who the intended user of my product is.</li> <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>Constructing a Bug Hotel</u> <ul style="list-style-type: none"> <li>• I can explore existing products.</li> <li>• I can design products that have a clear purpose and an intended user.</li> <li>• I can refine my designs as work progresses.</li> <li>• I can safely demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling.</li> <li>• I can measure and mark out to the nearest centimetre.</li> <li>• I can demonstrate a range of joining techniques, such as gluing and hinges.</li> </ul>
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>	<u>Habitats</u> <ul style="list-style-type: none"> <li>• I know what a habitat and microhabitat is.</li> <li>• I know that most living things need shelter and food to survive.</li> <li>• I know that different living things are suited to different habitats.</li> </ul>	<u>Habitats</u> <ul style="list-style-type: none"> <li>• I can identify that most living things live in habitats to which they are suited.</li> <li>• I can describe how different habitats provide for the basic needs of different animals and plants.</li> <li>• I can identify and name a variety of plants and animals in their habitats.</li> <li>• I can identify and name some microhabitats.</li> </ul>
Computing (A) Phase: KS1	<p>‘Pupils should be taught to understand what algorithms are and create and debug simple programs’</p> <p>(Computing KS1 NC)</p>	<u>Programming</u> <ul style="list-style-type: none"> <li>• I know that an algorithm is a set of instructions that are given in a particular order.</li> <li>• I know that algorithms need to contain clear, specific instructions (such as ‘forward 2’) in order to work.</li> <li>• I know how to debug software when the algorithm does not work.</li> </ul>	<u>Programming</u> <ul style="list-style-type: none"> <li>• I can give instructions to my friend using words such as: forward, backward and turn.</li> <li>• I can follow my friend’s instructions to move in a particular direction.</li> <li>• I can tell you the order I need to do things in to make something happen.</li> <li>• I can use an algorithm to program a robot or software to do a particular task.</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.’ (Music KS1 NC)</p>	<u>Hands, Feet and Heart</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>Hands, Feet and Heart.</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	<p>‘Pupils should be taught to develop balance, co-ordination and agility.’ (PE KS1 NC)</p>	<u>Gymnastics</u> <ul style="list-style-type: none"> <li>• I know how to move and land safely.</li> <li>• I know that we can balance on different contact points of our bodies.</li> </ul>	<u>Gymnastics</u> <ul style="list-style-type: none"> <li>• I can change my level, speed and shape.</li> <li>• I can start and stop with control.</li> <li>• I can repeat and copy movements performed by a partner.</li> </ul>

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

Spring 1 (Cycle A): Heroes & Villains – From Book to Film			
Subject	NC link	Declarative knowledge	Procedural knowledge
History or Geog. (A)  Phase: KS1	“Pupils should be taught: -about the lives of significant individuals in the past who have contributed to national and international achievements.”  (History KS1 NC)	<u>Walt Disney’s Life</u> <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>	<u>Walt Disney’s Life</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? 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	‘Pupils should be taught: - use drawing to develop and share their ideas; - about the work of a range of artists.’  (Art KS1 NC)	<u>Drawing a Fairytale Illustration</u> <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>	<u>Drawing a Fairytale Illustration</u> <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	‘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: Winter and Spring</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 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>	<u>Seasons: Winter and Spring</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 that there are different benefits of using technology such as finding information, creating and communicating.</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></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>Disney Concert</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>Disney Concert</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	‘All schools must teach religious education to pupils.’ ‘Every school must promote the spiritual, moral and cultural development of pupils.’ NC	<u>Gymnastics</u> <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>	<u>Gymnastics</u> <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>



Religious Ed. (A)  Phase: KS1	'All schools must teach religious education to pupils.' 'Every school must promote the spiritual, moral and cultural development of pupils.' NC	<u>1.2 Caring for the World (AT1)</u> <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>	<u>1.2 Caring for the World (AT2)</u> <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>
PSHE (A)  Phase: KS1	'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	<u>Dreams and Goals – Y1</u> <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>	<u>Dreams and Goals – Y1</u> <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>
Spanish (MFL) (A)  Phase: KS1			

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

Subject	NC link	Declarative knowledge	Procedural knowledge
Geog (A) Phase: KS1	<p>'Pupils should be taught to name and locate the world's seven continents and five oceans.'</p> <p>'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.'</p> <p>(Geography KS1 NC)</p>	<p><u>Continents and Oceans</u></p> <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>	<p><u>Continents and Oceans</u></p> <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	<p>'When designing and making, pupils should be taught to select from and use a wide range of materials and components including textiles.'</p> <p>(Design and Technology KS1 NC)</p>	<p><u>Palm-Oil Free Product Packaging</u></p> <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>	<p><u>Palm-Oil Free Product Packaging</u></p> <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	<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: Spring and Summer</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 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>	<p><u>Seasons: Spring and Summer</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 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>	<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> <li>I can use links to websites to find information.</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>Zootime</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>Zootime</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>'Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.'</p> <p>(PE KS1 NC)</p>	<p><u>Games – Hockey</u></p> <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>	<p><u>Games – Hockey</u></p> <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>

Religious 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>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>
PSHE (A)  Phase: KS1	<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>
Spanish (MFL) (A)  Phase: KS1			



Summer 1 (Cycle A): Food for thought – Take me to Italy			
Subject	NC link	Declarative knowledge	Procedural knowledge
Geog (A) Phase: KS1	‘Pupils should be taught to name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.’ (Geography KS1 NC)	<u>National Geography</u> <ul style="list-style-type: none"> <li>I know the names and locations of the four countries of the UK.</li> <li>I know the names and locations of the four capitals of the UK.</li> <li>I know the names and locations of the seas surrounding the UK.</li> <li>I know that the weather in the UK is different to the weather in some other countries, including Italy.</li> <li>I know the differences between physical and human features.</li> <li>I know the differences between countries, cities and villages.</li> </ul>	<u>National Geography</u> <ul style="list-style-type: none"> <li>I can name and locate the four countries of the UK.</li> <li>I can name and locate the four capital cities of the UK.</li> <li>I can name and locate the seas surrounding the UK.</li> <li>I can identify seasonal and daily weather patterns in the UK.</li> <li>I can describe the human and physical similarities and differences between the UK and another country.</li> <li>I can use geographical vocabulary including: country, city, town and village.</li> </ul>
D&T (A) Phase: KS1	‘Understand and apply the principals of nutrition and learn how to cook.’  ‘Select from and use a wide range... of ingredients.’ (Design and Technology KS1 NC)	<u>Food</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>Food</u> <ul style="list-style-type: none"> <li>I can cut, peel or grate ingredients safely and hygienically.</li> <li>I can measure or weigh using measuring cups or electronic scales.</li> <li>I can assemble or cook ingredients.</li> <li>I can design products that have a clear purpose and an intended user.</li> <li>I can taste ingredients to identify likes and dislikes.</li> <li>I can explore how products have been created by studying a simple recipe.</li> </ul>
Science (A) Phase: KS1	‘Describe the importance for humans of exercise, eating the right amount of different types of foods and hygiene.’  ‘Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.’ (Science KS1 NC – Y1 and Y2)	<u>Animals Including Humans (Healthy Lifestyles)</u> <ul style="list-style-type: none"> <li>I know that animals, including humans, have offspring that grow into adults.</li> <li>I know that animals, including humans, need water, food and shelter to survive.</li> <li>I know that humans need to exercise to stay healthy.</li> <li>I know that humans should eat the correct balance of each food group.</li> <li>I know the names of the basic parts of the body: head, eyes, ears, mouth, teeth, tongue, nose, arms, shoulders, hands, fingers, legs, knees, feet and toes.</li> <li></li> </ul>	<u>Animals Including Human (Healthy Lifestyles)</u> <ul style="list-style-type: none"> <li>I can describe the importance for humans of exercise.</li> <li>I can explain the importance of eating the right amounts of different types of foods.</li> <li>I can explain the importance of hygiene (including washing hands and brushing teeth).</li> <li>I can name the basic parts of the human body.</li> <li>I can say which body part is associated with each sense.</li> </ul>
Computing (A) Phase: KS1	‘Pupils should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital content.’  (Computing KS1 NC)	<u>Handling Data</u> <ul style="list-style-type: none"> <li>I know how technology can be used to collect information.</li> <li>I know some features of a branching database.</li> </ul>	<u>Handling Data</u> <ul style="list-style-type: none"> <li>I can make and save a chart or graph using the data I collect.</li> <li>I can talk about the data that is shown in my chart or graph.</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>Round and Round</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>Round and Round</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 master basic movements including throwing and catching.’ (PE KS1 NC)	<u>Games – Fielding, Cricket and Rounders</u> <ul style="list-style-type: none"> <li>I know how to play a team game safely and fairly.</li> <li>I know some basic rules for team games.</li> </ul>	<u>Games – Fielding, Cricket and Rounders</u> <ul style="list-style-type: none"> <li>I can perform a controlled hit with a bat and ball.</li> <li>I can work co-operatively as part of a team.</li> </ul>

Religious Ed. (A)  Phase: KS1	'All schools must teach religious education to pupils.' 'Every school must promote the spiritual, moral and cultural development of pupils.' NC	<u>1.3 Worship and Festivals (AT1)</u> <ul style="list-style-type: none"><li>• I know some Christian religious festivals and celebrations.</li><li>• I know how Christian people worship.</li><li>• I know why there are special areas and objects inside a Church.</li></ul>	<u>1.3 Worship and Festivals (AT2)</u> <ul style="list-style-type: none"><li>• I can name special areas and objects in a Church such as:<ul style="list-style-type: none"><li>- a font</li><li>- a pew</li><li>- an altar</li><li>- a cross</li><li>- a stained glass window.</li></ul></li></ul>
PSHE (A)  Phase: KS1	'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	<u>Relationships – Y1</u> <ul style="list-style-type: none"><li>• I know how it feels to belong to a family and care about the people who are important to me.</li><li>• I know how to make a new friend.</li><li>• I know appropriate ways of physical contact to greet my friends and know which ways I prefer.</li><li>• I know who can help me in my school community.</li><li>• I know when I need help and know how to ask for it.</li><li>• I know ways to praise myself.</li></ul>	<u>Relationships – Y1</u> <ul style="list-style-type: none"><li>• I can identify the members of my family and understand that there are lots of different types of families.</li><li>• I can identify what being a good friend means to me.</li><li>• I can recognise my qualities as person and a friend.</li><li>• I can tell you why I appreciate someone who is special to me.</li><li>• I can express how I feel about them.</li></ul>
Spanish (MFL) (A)  Phase: KS1			

Summer 2 (Cycle A): Incredible Humans – Amazing Amy			
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>Life of a Significant Woman</u></p> <ul style="list-style-type: none"> <li>I know about the life of a significant local individual – Amy Johnson.</li> <li>I know some of the ways that life was very different for women when Amy Johnson was alive.</li> <li>I know the chronology of key events from Amy Johnson’s life.</li> <li>I know about some of the changes in travel and transport from the Wright brothers to the modern day.</li> <li>I know why Amy Johnson is thought of as an ‘incredible human.’</li> </ul>	<p><u>Life of a Significant Woman</u></p> <ul style="list-style-type: none"> <li>I can use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>I can ask questions such as: What was it like for people? What happened? How long ago? To find out about the past.</li> <li>I can use dates to order some events.</li> <li>I can place some events in order on a timeline.</li> <li>I can label a timeline with words and 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 to develop a wide range of art and design techniques including form and space.’</p> <p>(Art KS1 NC)</p>	<p><u>Form and Space – Creating a Cardboard Flying Machine</u></p> <ul style="list-style-type: none"> <li>I know about the work of notable artists, including Daniel Agdag.</li> <li>I know how to use rolled up paper, straws, card as materials.</li> <li>I know the importance of using tools safely.</li> <li>I know that there are different types of art, including 3D form.</li> </ul>	<p><u>Form and Space – Creating a Cardboard Flying Machine</u></p> <ul style="list-style-type: none"> <li>I can use techniques such as rolling, cutting, moulding and carving to shape my materials.</li> <li>I can use tools carefully and safely.</li> <li>I can experiment with, construct and join materials.</li> <li>I can evaluate my own and other’s artwork.</li> </ul>
Science (A)  Phase: KS1	<p>‘Pupils should be taught to identify and describe the basic structure of a variety of common flowering plants including trees. Pupils should be taught to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.’</p> <p>(Science KS1 NC)</p>	<p><u>Plants</u></p> <ul style="list-style-type: none"> <li>I know the basic structure of a flowering plant.</li> <li>I know that a flowering plant has a stem, leaves, roots and petals.</li> <li>I know the following plants: daffodils, daisies, buttercups, roses, poppies, tulips and dandelions.</li> <li>I know the following evergreen trees: conifer, pine and fir trees.</li> <li>I know the following deciduous trees: beech, oak and sycamore tree.</li> <li>I know that plants need water, light and warmth to grow healthily.</li> <li>I know how to conduct a fair test.</li> </ul>	<p><u>Plants</u></p> <ul style="list-style-type: none"> <li>I can identify and describe the basic structure of a variety of flowering plants including trees.</li> <li>I can name a variety of common wild and garden plants.</li> <li>I can name deciduous and evergreen trees.</li> <li>I can observe and describe how seeds and bulbs grow into mature plants.</li> <li>I can describe how plants need water, light and suitable temperature to grow and stay healthy.</li> <li>I can investigate the conditions needed for growth.</li> </ul>
Computing (A)  Phase: _ KS1	<p>‘Pupils should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital content.’</p> <p>(Computing KS1 NC)</p>	<p><u>Multimedia</u></p> <ul style="list-style-type: none"> <li>I know that there are online tools that will help me to share my ideas with other people.</li> <li>I know how to type KS1 punctuation on a keyboard.</li> <li>I know how to reopen my work after I have saved it.</li> </ul>	<p><u>Multimedia</u></p> <ul style="list-style-type: none"> <li>I can use technology to organise and present my ideas in different ways.</li> <li>I can use the keyboard on my device to add, delete and space text for others to read.</li> <li>I can save and open files on the device I use.</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>Reflect, Rewind and Replay</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>Reflect, Rewind and Replay</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>‘Pupils should be master basic movements including agility and co-ordination, throwing and catching.’</p> <p>(PE KS1 NC)</p>	<p><u>Games – Athletics</u></p> <ul style="list-style-type: none"> <li>I know how to move my body safely.</li> <li>I know how to compete fairly, showing good sportsmanship.</li> </ul>	<p><u>Games – Athletics</u></p> <ul style="list-style-type: none"> <li>I can throw with increasing accuracy.</li> <li>I can sprint safely.</li> </ul>

Religious Ed. (A)  Phase: KS1	'All schools must teach religious education to pupils.' 'Every school must promote the spiritual, moral and cultural development of pupils.' NC	<u>1.3 Worship and Festivals (AT1)</u> <ul style="list-style-type: none"><li>• I know some Jewish religious festivals and celebrations.</li><li>• I know how Jewish people worship.</li><li>• I know why there are special areas and objects in a Synagogue.</li></ul>	<u>1.3 Worship and Festivals (AT2)</u> <ul style="list-style-type: none"><li>• I can name special areas and objects in a Synagogue such as:<ul style="list-style-type: none"><li>- a stained glass window</li><li>- a Torah scroll</li><li>- a Torah Ark</li><li>- an eternal light</li><li>- a mezuzah</li><li>- a Bimah (platform).</li></ul></li><li>• I can compare how Jewish people and Christian people worship.</li><li>• I can compare special areas and objects in a Church and a Synagogue.</li></ul>
PSHE (A)  Phase: KS1	'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	<u>Changing Me – Y1</u> <ul style="list-style-type: none"><li>• I am starting to know the life cycles of animals and humans.</li><li>• I know that changes happen as we grow and that this is OK.</li><li>• I know that changes are OK and that sometimes they will happen whether I want them to or not.</li><li>• I know that growing up is natural and that everybody grows at different rates.</li><li>• I know that I need to respect my body and understand which parts are private.</li><li>• I know that every time I learn something new I change a little bit.</li><li>• I know some ways to cope with changes.</li></ul>	<u>Changing Me – Y1</u> <ul style="list-style-type: none"><li>• I can tell you some things about me that have changed and some things about me that have stayed the same.</li><li>• I can tell you how my body has changed since I was a baby.</li><li>• 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.</li><li>• I can tell you about changes that have happened in my life.</li></ul>
Spanish (MFL) (A)  Phase: _____			