

## Spring 1 (Cycle B): A stitch in time – Magical Memories

Subject	NC link	Declarative knowledge	Procedural knowledge
History (B) Phase: KS1	<p>'Pupils should be taught about changes in living memory.'</p> <p>(History KS1 NC)</p>	<p><u>Changes Within Our Lifetime</u></p> <ul style="list-style-type: none"> <li>I know that technology is always changing.</li> <li>I know the year that I was born in.</li> <li>I know how to use artefacts to find out about the past.</li> </ul>	<p><u>Changes Within Our Lifetime</u></p> <ul style="list-style-type: none"> <li>I can recount changes that have occurred in my own lifetime.</li> <li>I can place events from my own life on a timeline.</li> <li>I can use words and phrases such as: when my parents and carers were children, years and decades.</li> <li>I can compare my own life to what life was like for my parents and carers when they were children.</li> </ul>
D&T (B) 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>Creating a Patchwork Quilt</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>Creating a Patchwork Quilt</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 sequins or printing.</li> <li>I can explore existing designs.</li> <li>I can refine my designs as work progresses.</li> </ul>
Science (B) Phase: KS1	<p>'Describe the simple properties of a variety of everyday materials.'</p> <p>'Pupils might work scientifically by performing simple tests to explore questions.'</p> <p>(Science KS1 NC)</p>	<p><u>Suitability of Everyday Materials</u></p> <ul style="list-style-type: none"> <li>I know the names of the following materials: wood, plastic, glass, metal and rock.</li> <li>I know the following properties: hard, soft, bendy, rigid, smooth, rough, transparent, opaque and waterproof.</li> <li>I know how to conduct a fair test.</li> </ul>	<p><u>Suitability of Everyday Materials</u></p> <ul style="list-style-type: none"> <li>I can describe the properties of wood, plastic, glass, metal and rock.</li> <li>I can compare the suitability of a variety of everyday materials for particular uses.</li> <li>I can conduct a fair test.</li> <li>I can make observations.</li> <li>I can record my findings in a table.</li> <li>I can ask scientific questions.</li> </ul>
Computing (B) 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> </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 (B) 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>Friendship Song</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>Friendship Song</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. (B) Phase: KS1	<p>'Pupils should be taught to perform dances using simple movement patterns.'</p> <p>(PE KS1 NC)</p>	<p><u>Dance</u></p> <ul style="list-style-type: none"> <li>I know how to move safely.</li> <li>I know how dance can be used to convey meaning.</li> <li>I know the meanings of the following terms: pathway, expression, mood and sequence.</li> </ul>	<p><u>Dance</u></p> <ul style="list-style-type: none"> <li>I can use dance to convey mood, feeling or expression.</li> <li>I can follow pathways in dance, including straight, zig zag and curving.</li> <li>I can create short sequences with a clear beginning, middle and end.</li> </ul>
Religious Ed. (B) 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.'</p> <p>NC</p>	<p><u>2.2 Believing (AT1)</u></p> <ul style="list-style-type: none"> <li>I know some beliefs of Christians and Jews.</li> <li>I know the names of holy books of different faiths.</li> <li>I know how some religious symbols are used.</li> </ul>	<p><u>2.2 Believing (AT2)</u></p> <ul style="list-style-type: none"> <li>I can compare beliefs that are the same for Christians and Jews.</li> <li>I can talk about what some faith members believe.</li> <li>I can respect what other people say about their beliefs.</li> <li>I can respond to stories from holy books.</li> </ul>

<p>PSHE (B) 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 – Y2</u></p> <ul style="list-style-type: none"> <li>• I know how working with other people can help me to learn.</li> <li>• I know how to share success with other people.</li> <li>• I know how contributing to the success of a group feels and I can store those feelings in my internal treasure chest (proud).</li> </ul>	<p><u>Dreams and Goals – Y2</u></p> <ul style="list-style-type: none"> <li>• I can choose a realistic goal and think about how to achieve it.</li> <li>• I can identify my successes and achievements and know how this makes me feel (proud)</li> <li>• I can persevere even when I find tasks difficult.</li> <li>• I can tell you some of my strengths as a learner.</li> <li>• I can work with other people to solve problems.</li> <li>• I can express how it felt to be working as part of this group.</li> </ul>
<p>Spanish (MFL) (B) Phase: _____</p>			