

Summer 1 (Cycle B): Battle of the Authors – Beatrix Potter vs Oliver Jeffers

Subject	NC link	Declarative knowledge	Procedural knowledge
History (B) Phase: KS1	<p>'Pupils should be taught about the lives of significant individuals who have contributed to national achievements.'</p> <p>(History KS1 NC)</p>	<p><u>Significant Working Women</u></p> <ul style="list-style-type: none"> I know about the life of a significant individual – Beatrix Potter I know some of the ways that life was very different for women when Beatrix Potter was alive. I know the chronology of key events from Beatrix Potter's working life. 	<p><u>Significant Working Women</u></p> <ul style="list-style-type: none"> I can use artefacts, pictures, stories, online sources and databases to find out about the past. I can ask questions such as: What was it like for people? What happened? How long ago? To find out about the past. I can place some events in order on a timeline and label the timeline with key words.
Art (B) Phase: KS1	<p>'Pupils should be taught about the work of a range of artists, and make links to their own work.'</p> <p>'Pupils shall be taught to use painting to develop and share their ideas, experiences and imagination.'</p> <p>(Art KS1 NC)</p>	<p><u>Painting and Drawing an Illustration for a Book</u></p> <ul style="list-style-type: none"> I know that there are different types of art, including painted illustrations. I know the work of notable artists including Beatrix Potter. I know the primary and secondary colours on a colour wheel. 	<p><u>Painting and Drawing an Illustration for a Book</u></p> <ul style="list-style-type: none"> I can draw lines of different sizes. I can create primary and secondary colours using watercolour paints. I can use different paintbrushes. I can paint neatly between the lines.
Science (B) 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"> I know that a flowering plant has a stem, leaves, roots and petals. I know the following plants: daffodils, daisies, buttercups, roses, poppies, tulips and dandelions. I know the following evergreen trees: conifer, pine and fir trees. I know the following deciduous trees: beech, oak and sycamore tree. I know that plants need water, light and warmth to grow healthily. 	<p><u>Plants</u></p> <ul style="list-style-type: none"> I can name a variety of common wild and garden plants. I can name deciduous and evergreen trees. I can observe and describe how seeds and bulbs grow into mature plants. I can describe how plants need water, light and suitable temperature to grow and stay healthy. I can investigate the conditions needed for growth.
Computing (B) 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>Handling Data</u></p> <ul style="list-style-type: none"> I know how technology can be used to collect information. I know some features of a branching database. 	<p><u>Handling Data</u></p> <ul style="list-style-type: none"> I can make and save a chart or graph using the data I collect. I can talk about the data that is shown in my chart or graph.
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>Your Imagination</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>Your Imagination</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. (B) Phase: KS1	<p>'Pupils should be taught to master basic movements including throwing and catching.'</p> <p>(PE KS1 NC)</p>	<p><u>Games – Fielding, Cricket and Rounders</u></p> <ul style="list-style-type: none"> I know how to use PE equipment safely. I know how to play safely and fairly, as part of a team. 	<p><u>Games – Fielding, Cricket and Rounders</u></p> <ul style="list-style-type: none"> I can aim to hit a target with increasing accuracy, using rolling, throwing or kicking. I can perform a controlled hit with a bat and ball.

<p>Religious Ed. (B)</p> <p>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>2.3 Questions, Questions (AT1)</u></p> <ul style="list-style-type: none"> • I know some creation stories (including non-religious and traditional stories). • I know that some questions have no simple answers. • I know that everyone asks big questions and that religions may offer different answers to the same questions. 	<p><u>2.3 Questions, Questions (AT2)</u></p> <ul style="list-style-type: none"> • I can identify similarities and differences in different creation stories. • I can consider questions that appear to have no answer. • I can ask big questions and suggest some answers.
<p>PSHE (B)</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>Relationships – Y2</u></p> <ul style="list-style-type: none"> • I know that everyone's family is different and understand that most people value their family. • I know that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. • I know which types of physical contact I like and don't like and can talk about this. • I know that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. • I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this. • I know how it feels to trust someone. 	<p><u>Relationships – Y2</u></p> <ul style="list-style-type: none"> • I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. • I can identify some of the things that cause conflict with my friends. • I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends. • I can recognise and appreciate people who can help me in my family, my school and my community.
<p>Spanish (MFL) (B)</p> <p>Phase: _____</p>			