

Autumn 1 (Cycle B): Kings & Queens – The Victorians

Subject	NC link	Declarative knowledge	Procedural knowledge
History (B) Phase: KS1	'Pupils should be taught to compare aspects of life in different periods [for example, Queen Victoria].' (History KS1 NC)	<u>Victorian Schools</u> <ul style="list-style-type: none"> I know what life was like for a Victorian school child. I know what equipment was used in a Victorian school. I know how Victorian rules and routines differ from a modern day school. 	<u>Victorian Schools</u> <ul style="list-style-type: none"> I can place events and artefacts in order on a timeline. I can label a timeline with words such as past and present. I can compare a Victorian school to a modern day school.
Art (B) Phase: KS1	'Pupils should be taught to develop a wide range of art and design techniques using colour, pattern and shape.' (Art KS1 NC)	<u>Printing a Postage Stamp</u> <ul style="list-style-type: none"> I know that there are different types of art, including printing. I know the work of notable artists, including Karl Schmidt-Rottluff. I know how to create a printing block. 	<u>Printing a Postage Stamp</u> <ul style="list-style-type: none"> I can use repeating or overlapping shapes. I can use objects to create prints. I can design a pattern based on research.
Science (B) Phase: KS1	'Pupils should be taught to identify and name a variety of everyday materials including wood, plastic, etc.' (Science KS1 NC)	<u>Properties of Everyday Materials</u> <ul style="list-style-type: none"> I know the names of the following materials: wood, plastic, glass, metal and rock. I know how to compare and classify. I know the following properties: hard, soft, bendy, rigid, smooth, rough, transparent, opaque and waterproof. 	<u>Properties of Everyday Materials</u> <ul style="list-style-type: none"> I can distinguish between an object and the material from which it is made. I can describe the properties of wood, plastic, glass, metal and rock. I can compare and group together a variety of everyday materials based on their properties.
Computing (B) 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"> I know how to log on to a programme. I know that not everyone is who he or she says they are on the internet. I know that if I see something online that I am unsure of I should tell an adult. 	<u>E-Safety and Basic Skills</u> <ul style="list-style-type: none"> I can explain why I need to keep my password and personal information private. I can describe the things that happen online that I must tell an adult about. I can talk about why I should only go online for a short amount of time. I can talk about why it's important to be kind and polite online and in real life.
Music (B) 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"> 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. 	<u>Harvest</u> <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	'Pupils should be taught to master basic movements including throwing and catching.' (PE KS1 NC)	<u>Games – Netball</u> <ul style="list-style-type: none"> I know why I need to warm up before I play sports. I know that I need to make sure my partner is ready to catch the ball before I throw it. I know some basic rules in netball, including not being able to run whilst holding the ball. 	<u>Games – Netball</u> <ul style="list-style-type: none"> I can throw accurately to a partner using a bean bag, quoit and a ball. I can bounce a ball accurately to a partner. I can catch a ball accurately with a partner. I can think carefully about how to move around a space when using a ball.
Religious Ed. (B) Phase: KS1	'All schools must teach religious education to pupils.' 'Every school must promote the spiritual, moral and cultural development of pupils.' NC	<u>2.1 Belonging (AT1)</u> <ul style="list-style-type: none"> I know how people show that they belong to a group, for example: wearing a uniform (non-religious), going to church and following the 10 commandments (religious). I know how a person of faith shows that they belong to a church/synagogue. (For example: what they might wear, promises that they make and rules that they follow.) 	<u>2.1 Belonging (AT2)</u> <ul style="list-style-type: none"> I can name and talk about groups that I belong to, such as: my family, my class, sports teams etc. I can compare the rituals and routines in Judaism and Christianity. I can retell stories from the Bible that contain rules for living. (For example: The Ten Commandments, The Great Commandment and The Parable of the Good Samaritan.)

<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>Being Me in My World – Y2</u></p> <ul style="list-style-type: none"> • I know the rights and responsibilities for being a member of my class and school. • I know how following the Learning Charter will help me and others learn. 	<p><u>Being Me in My World – Y2</u></p> <ul style="list-style-type: none"> • I can identify some of my hopes and fears for this year. • I can recognise when I feel worried and know who to ask for help. • I can help to make my class a safe and fair place. • I can listen to other people and contribute my own ideas about rewards and consequences.
<p>Spanish (MFL) (B) Phase: _____</p>			

Autumn 2 (Cycle B): A drop in the ocean – Penguin Parade

Subject	NC link	Declarative knowledge	Procedural knowledge
Geog (B) 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.' (Geography KS1 NC)</p>	<p><u>Continents</u></p> <ul style="list-style-type: none"> I know the seven continents of the world. I know the names of the oceans of the world. I know that it is hot near the Equator. I know that the North and South Poles are cold. I know the difference between a continent, country and city. I know the directions North, South, East and West. 	<p><u>Continents</u></p> <ul style="list-style-type: none"> I can use world maps and atlases to find continents and oceans. I can identify and locate the hot and cold areas of the world in relation to the Equator and the North and South Poles. I can use geographical vocabulary including continents, countries and cities. I can use the geographical vocabulary: North, South, East and West.
D&T (B) 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>	<p><u>Making a Card With Moving Parts</u></p> <ul style="list-style-type: none"> I know who the intended user of my product is. I know that the process for designing and making involves researching, creating and evaluating. I know how to keep myself and others safe when using equipment and tools. 	<p><u>Making a Card With Moving Parts</u></p> <ul style="list-style-type: none"> I can explore existing products. I can design products that have a clear purpose and an intended user. I can refine my designs as work progresses. I can measure and mark out to the nearest centimetre. I can safely demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling. I can demonstrate a range of joining techniques, such as glueing, hinges.
Science (B) Phase: KS1	<p>'Pupils should be taught to notice that animals, including humans, have offspring that grow into adults.'</p> <p>'Pupils should be taught to identify and name a variety of common animals that are carnivores, herbivores and omnivores.' (Science KS1 NC)</p>	<p><u>Animals Including Humans (Classifying Animals)</u></p> <ul style="list-style-type: none"> I know that animals, including humans, have offspring that grow into adults. I know that animals, including humans, need water, food and shelter to survive. I know the differences between birds, mammals, reptiles, fish and amphibians. I know the differences between carnivores, herbivores and omnivores. 	<p><u>Animals Including Humans (Classifying Animals)</u></p> <ul style="list-style-type: none"> I can name a variety of common animals including fish, amphibians, birds, reptiles and mammals. I can describe and compare the structure of a variety of common animals. I can name a variety of common animals that are carnivores, herbivores and omnivores.
Computing (B) Phase: KS1	<p>'Pupils should be taught to understand what algorithms are and create and debug simple programs' (Computing KS1 NC)</p>	<p><u>Programming</u></p> <ul style="list-style-type: none"> I know that an algorithm is a set of instructions that are given in a particular order. I know that algorithms need to contain clear, specific instructions (such as forward 2) in order to work. I know how to debug software when the algorithm does not work. 	<p><u>Programming</u></p> <ul style="list-style-type: none"> I can give instructions to my friend using words such as: forward, backward and turn. I can follow my friend's instructions to move in a particular direction. I can tell you the order I need to do things in to make something happen. I can use an algorithm to program a robot or software to do a particular task.
Music (B) 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>	<p><u>Rhythm In The Way We Walk</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>Rhythm In The Way We Walk</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	'Pupils can perform dances using simple movement patterns.' (PE KS1 NC)	<u>Dance</u> <ul style="list-style-type: none"> • I know that I need to warm up before starting to dance. • I know how to travel across a space safely. • I know that I can use dance moves to express different emotions or feelings. 	<u>Dance</u> <ul style="list-style-type: none"> • I can remember and repeat movements and patterns. • I can demonstrate differences in level, speed and shapes. • I can work with a partner or in a group to improvise ideas. • I can respond to different stimuli and music.
Religious Ed. (B) 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"> • I know how the Shepherds heard the good news from the angels in the Christmas Story. • I know that Christmas traditions changed over time. 	<u>Christmas (AT2)</u> <ul style="list-style-type: none"> • I can retell the Christmas Story. • I can compare the first Christmas to Christmas now. (For example: holidays and presents, spending time with family, Christmas shopping, God's Christmas gift, the Wise Men and their gifts.)
PSHE (B) 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 – Y2</u> <ul style="list-style-type: none"> • I know that sometimes people make assumptions about boys and girls (stereotypes). • I know when and how to stand up for myself and others. • I know how to get help if I am being bullied. • I know some ways to make new friends. • I know that differences make us all special and unique. 	<u>Celebrating Difference – Y2</u> <ul style="list-style-type: none"> • I can tell you how someone who is bullied feels. • I can be kind to children who are bullied. • I can recognise what is right and wrong and know how to look after myself. • I can tell you some ways I am different from my friends.
Spanish (MFL) (B) Phase: _____			

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

Subject	NC link	Declarative knowledge	Procedural knowledge
History (B) Phase: KS1	'Pupils should be taught about changes in living memory.' (History KS1 NC)	<u>Changes Within Our Lifetime</u> <ul style="list-style-type: none"> I know that technology is always changing. I know the year that I was born in. I know how to use artefacts to find out about the past. 	<u>Changes Within Our Lifetime</u> <ul style="list-style-type: none"> I can recount changes that have occurred in my own lifetime. I can place events from my own life on a timeline. I can use words and phrases such as: when my parents and carers were children, years and decades. I can compare my own life to what life was like for my parents and carers when they were children.
D&T (B) 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>Creating a Patchwork Quilt</u> <ul style="list-style-type: none"> I know that the process for designing and making involves researching, creating and evaluating. I know how to keep myself and others safe when using equipment and tools. 	<u>Creating a Patchwork Quilt</u> <ul style="list-style-type: none"> I can shape textiles using templates. I can join textiles using running stitch. I can colour and decorate textiles using sequins or printing. I can explore existing designs. I can refine my designs as work progresses.
Science (B) Phase: KS1	'Describe the simple properties of a variety of everyday materials.' 'Pupils might work scientifically by performing simple tests to explore questions.' (Science KS1 NC)	<u>Suitability of Everyday Materials</u> <ul style="list-style-type: none"> I know the names of the following materials: wood, plastic, glass, metal and rock. I know the following properties: hard, soft, bendy, rigid, smooth, rough, transparent, opaque and waterproof. I know how to conduct a fair test. 	<u>Suitability of Everyday Materials</u> <ul style="list-style-type: none"> I can describe the properties of wood, plastic, glass, metal and rock. I can compare the suitability of a variety of everyday materials for particular uses. I can conduct a fair test. I can make observations. I can record my findings in a table. I can ask scientific questions.
Computing (B) 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"> I know different types of technology that I use at school, at home and in the community. I know there are different benefits of using technology such as finding information, creating and communicating. 	<u>Technology in Our Lives</u> <ul style="list-style-type: none"> I can explain the ways that technology helps us at school, at home and in the community. I can talk about the differences between the internet and things in the physical world.
Music (B) 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>Friendship Song</u> <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. 	<u>Friendship Song</u> <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	'Pupils should be taught to perform dances using simple movement patterns.' (PE KS1 NC)	<u>Dance</u> <ul style="list-style-type: none"> I know how to move safely. I know how dance can be used to convey meaning. I know the meanings of the following terms: pathway, expression, mood and sequence. 	<u>Dance</u> <ul style="list-style-type: none"> I can use dance to convey mood, feeling or expression. I can follow pathways in dance, including straight, zig zag and curving. I can create short sequences with a clear beginning, middle and end.
Religious Ed. (B) Phase: KS1	'All schools must teach religious education to pupils.' 'Every school must promote the spiritual, moral and cultural development of pupils.' NC	<u>2.2 Believing (AT1)</u> <ul style="list-style-type: none"> I know some beliefs of Christians and Jews. I know the names of holy books of different faiths. I know how some religious symbols are used. 	<u>2.2 Believing (AT2)</u> <ul style="list-style-type: none"> I can compare beliefs that are the same for Christians and Jews. I can talk about what some faith members believe. I can respect what other people say about their beliefs. I can respond to stories from holy books.

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

Spring 2 (Cycle B): A helping hand – 999 – Emergency!

Subject	NC link	Declarative knowledge	Procedural knowledge
Geog (B) 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>	<p><u>Local Geography</u></p> <ul style="list-style-type: none"> I know the differences between human and physical features. I know what an aerial view is. I know how to use a map to find information. I know how to use a key. 	<p><u>Local Geography</u></p> <ul style="list-style-type: none"> I can use aerial images to recognise landmarks and basic physical features. I can use simple fieldwork and observational skills to study the human and physical features in the local area. I can devise a simple map. I can construct a key by using basic symbols. I can use simple grid references. I can use geographical vocabulary including: house, office, shop and factory.
Art (B) Phase: KS1	<p>'Pupils should be taught to use e arrange of materials creatively to design and make products.'</p> <p>'Pupils should be taught about the work of a range of artists.'</p> <p>(Art KS1 NC)</p>	<p><u>Textiles and Collage of a Book Cover</u></p> <ul style="list-style-type: none"> I know that there are different types of art, including textiles and collage. I know the work of notable artists including Kurt Schwitters. I know how to use materials and tools safely. 	<p><u>Textiles and Collage of a Book Cover</u></p> <ul style="list-style-type: none"> I can use a combination of materials that are cut, torn or glued. I can sort and arrange materials. I can mix materials to create texture. I can join materials using glue. I can evaluate my own artwork.
Science (B) Phase: KS1	<p>'Pupils should be taught to find out how the shapes of solid objects made from some materials can be changed.'</p> <p>(Science KS1 NC)</p>	<p><u>Changing Shape: Everyday Materials</u></p> <ul style="list-style-type: none"> I know that some materials can have their shape changed easily. I know how to conduct a fair test. I know the differences between solids and liquids. I know the meaning of the verbs: squashing, bending, twisting and stretching. 	<p><u>Changing Shape: Everyday Materials</u></p> <ul style="list-style-type: none"> I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. I can make observations. I can record my findings in a table.
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"> I know different types of technology that I use at school, at home and in the community. I know there are different benefits of using technology such as finding information, creating and communicating. I know that some websites are more reliable than others. 	<p><u>Technology in Our Lives</u></p> <ul style="list-style-type: none"> I can explain the ways that technology helps us at school, at home and in the community. I can talk about the differences between the internet and things in the physical world. I can use links to websites to find information.
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>I Wanna Play in a Band</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>I Wanna Play in a Band</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 participate in team games, developing simple tactics for attacking and defending.'</p> <p>(PE KS1 NC)</p>	<p><u>Games – Rugby and Basketball</u></p> <ul style="list-style-type: none"> I know some key rules for playing team games like rugby and basketball. I know how to play safely and fairly. 	<p><u>Games – Rugby and Basketball</u></p> <ul style="list-style-type: none"> I can bounce a ball continuously. I can travel safely with a ball. I can play as part of a team.

<p>Religious Ed. (B)</p> <p>Phase: KS1</p>	<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"> • I know how the Easter story is represented in different ways. • I know which artefacts and symbols are associated with Easter. (For example: the cross, the crown of thorns, palm leaves etc.) • I know how Palm Sunday is celebrated. (For example: songs, listening to the story, waving palm leaves and eating hot cross buns.) 	<p><u>Easter (AT2)</u></p> <ul style="list-style-type: none"> • I can retell the Easter story. • I can give opinions about the Easter story. • I can retell the events that happened on Palm Sunday. • I can compare the feelings associated with each part of the Easter story.
<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>Healthy Me – Y2</u></p> <ul style="list-style-type: none"> • I know how medicines work in my body and how important it is to use them safely. • I know how to care for my body and keep it healthy. • I know the importance of having a healthy relationship with food. • I know which foods are most nutritious for my body. 	<p><u>Healthy Me – Y2</u></p> <ul style="list-style-type: none"> • I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. • I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.
<p>Spanish (MFL) (B)</p> <p>Phase: _____</p>			

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>			

Summer 2 (Cycle B): Survival of the fittest – Predators

Subject	NC link	Declarative knowledge	Procedural knowledge
Geog (B) Phase: KS1	<p>'Pupils should be taught to name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.'</p> <p>'Pupils should be taught to understand geographical similarities and differences through studying the human and physical geography.' (Geography KS1 NC)</p>	<p><u>Comparing the UK to Another Country</u></p> <ul style="list-style-type: none"> I know the names and locations of the four countries of the UK. I know the names and locations of the four capitals of the UK. I know the names and locations of the seas surrounding the UK. I know that the weather in the UK is different to the weather in some other countries, including Australia. I know the differences between human and physical features. I know the differences between villages, cities and countries. 	<p><u>Comparing the UK to Another Country</u></p> <ul style="list-style-type: none"> I can name and locate the four countries of the UK. I can name and locate the four capital cities of the UK. I can name and locate the seas surrounding the UK. I can identify seasonal and daily weather patterns in the UK. I can describe the human and physical similarities and differences between the UK and another country.
D&T (B) Phase: KS1	<p>'Understand and apply the principals of nutrition and learn how to cook.'</p> <p>'Select from and use a wide range... of ingredients.' (Design and Technology KS1 NC)</p>	<p><u>Food – Creating a Healthy Meal</u></p> <ul style="list-style-type: none"> I know that the process for designing and making involves researching, creating and evaluating. I know how to keep myself and others safe when using equipment and tools. 	<p><u>Food – Creating a Healthy Meal</u></p> <ul style="list-style-type: none"> I can cut, peel or grate ingredients safely and hygienically. I can measure or weigh using measuring cups or electronic scales. I can assemble or cook ingredients. I can design products that have a clear purpose and an intended user. I can taste ingredients to identify likes and dislikes.
Science (B) Phase: KS1	<p>'Pupils should be taught to explore and compare the differences between things that are living, dead and things that have never been alive.'</p> <p>(Science KS1 NC)</p>	<p><u>Living Things</u></p> <ul style="list-style-type: none"> I know that there are seven life processes that all living things do: movement, respiration, sensitivity, nutrition, excretion, reproduction, growth. I know how to classify and compare. 	<p><u>Living Things</u></p> <ul style="list-style-type: none"> I can explain the seven life processes. I can classify things that are living, dead or never alive. I can make observations of living things. I can record my observations.
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>Multimedia</u></p> <ul style="list-style-type: none"> I know that there are online tools that will help me to share my ideas with other people. I know how to type KS1 punctuation on a keyboard. I know how to reopen my work after I have saved it. 	<p><u>Multimedia</u></p> <ul style="list-style-type: none"> I can use technology to organise and present my ideas in different ways. I can use the keyboard on my device to add, delete and space text for others to read. I can save and open files on the device I use.
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>Reflect, Rewind and Replay</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>Reflect, Rewind and Replay</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	'Pupils should master basic movements including throwing, developing balance, agility and co-ordination.' (PE KS1 NC)	<u>Games – Athletics</u> <ul style="list-style-type: none"> • I know how to evaluate my skills to improve my performance. • I know how to help other's to improve their accuracy. 	<u>Games – Athletics</u> <ul style="list-style-type: none"> • I can compete actively throughout the lesson. • I can improve my accuracy and performance.
Religious Ed. (B) Phase: KS1	'All schools must teach religious education to pupils.' 'Every school must promote the spiritual, moral and cultural development of pupils.' NC	<u>2.3 Questions, Questions (AT1)</u> <ul style="list-style-type: none"> • I know religious stories from the Bible, including: <ul style="list-style-type: none"> - The Good Samaritan - The Prodigal Son - The Lost Sheep • I know how religious stories help people of faith to answer big questions. 	<u>2.3 Questions, Questions (AT2)</u> <ul style="list-style-type: none"> • I can discuss my own opinions about the religious stories that I know. • I can ask questions about the religious stories that I know. • I can retell some religious stories from the bible.
PSHE (B) 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 – Y2</u> <ul style="list-style-type: none"> • I know there are some changes that are outside my control and can recognise how I feel about this. • I know what I am looking forward to when I am in my next year group. • I know changes I will make when I am in my next year group. 	<u>Changing Me – Y2</u> <ul style="list-style-type: none"> • I can tell you about the natural process of growing from young to old and understand that this is not in my control. • I can identify people I respect who are older than me. • I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. • I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. • I can confidently say what I like and don't like and can ask for help. • I can identify what I am looking forward to when I am in my next year group.
Spanish (MFL) (B) Phase: _____			