

Lower Key Stage Two Medium Term Plan: Autumn 1 (Cycle A)



Time Travel: The Vikings			
Subject	NC Link	Declarative knowledge	Procedural knowledge
History (A) Phase: LKS2	Pupils should be taught about: <ul style="list-style-type: none"> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England.</li> </ul>	<u>The Vikings</u> <ul style="list-style-type: none"> <li>I know that the Viking Age started over a thousand years ago.</li> <li>I know that the Viking Age started thousands of years after the end of the Stone Age.</li> <li>I know that most Viking houses were made of wood, stone or turf, with thatched roofs.</li> <li>I know that the Vikings grew, hunted or caught everything that they ate.</li> </ul>	<u>The Vikings</u> <ul style="list-style-type: none"> <li>I can key use to plot events on a timeline of key periods of the Viking era.</li> <li>I can use sources of evidence to find out and answer questions about the past.</li> <li>I can discuss similarities and differences within and between time periods, comparing Viking and Stone Age ways of life.</li> <li>I can discuss the cause and consequence of Viking invasions.</li> </ul>
Art (A) Phase: LKS2	Pupils should be taught: <ul style="list-style-type: none"> <li>to create sketch books to record and revisit;</li> <li>improve their mastery of art and design techniques, including sculpture;</li> <li>about great artists and designers.</li> </ul>	<u>Making Viking Jewellery – 3D Form &amp; Sculpture</u> <ul style="list-style-type: none"> <li>I know that Viking designs often had symmetrical patterns.</li> </ul>	<u>Vikings – Making Viking Jewellery – 3D Form &amp; Sculpture</u> <ul style="list-style-type: none"> <li>I can plan a design with a symmetrical pattern.</li> <li>I can carve into clay using a variety of tools.</li> <li>I can use the score and slip technique to join clay.</li> <li>I can imitate the work of artists such as Aric Jorn.</li> </ul>
Science (A) Phase: LKS2	Pupils should be taught to: <ul style="list-style-type: none"> <li>observe how magnets attract or repel each other;</li> <li>notice that some forces need contact between 2 objects.</li> </ul>	<u>Forces and Magnets</u> <ul style="list-style-type: none"> <li>I know that magnets can attract and repel.</li> <li>I know that magnets have two poles.</li> <li>I know the difference between a push and a pull.</li> </ul>	<u>Forces and Magnets</u> <ul style="list-style-type: none"> <li>I can investigate how objects move on different surfaces.</li> </ul> <u>Investigation:</u> <i>How do road surfaces affect the distance that cars travel?</i> <ul style="list-style-type: none"> <li>I can set up simple practical enquiries.</li> <li>I can record findings using drawings, labelled diagrams, bar charts and/or tables.</li> </ul>
Computing (A) Phase: LKS2	These objectives are currently under review. The ELT Computing Curriculum, linking to the National Curriculum, is being followed.	These objectives are currently under review. The ELT Computing Curriculum, linking to the National Curriculum, is being followed.	These objectives are currently under review. The ELT Computing Curriculum, linking to the National Curriculum, is being followed.
Music (A) Phase: LKS2	Pupils should be taught to: <ul style="list-style-type: none"> <li>play and perform;</li> <li>improvise and compose;</li> <li>listen with attention;</li> <li>use and understand staff and other musical notations.</li> </ul>	<u>Year 3 - Let Your Spirit Fly (RnB)</u> <ul style="list-style-type: none"> <li>I know how to find the notes on a glockenspiel.</li> </ul> Year 4 – Wider Opportunities Glockenspiel Lessons	<u>Year 3 - Let Your Spirit Fly (RnB)</u> <ul style="list-style-type: none"> <li>I can identify the structure of a song: introduction, verse and the chorus.</li> <li>I can sing in two parts.</li> <li>I can play the notes F, G and C accurately and in time as part of a performance.</li> <li>I can improvise when playing along to music, using the notes C and D.</li> <li>I can compose a simple melody, using the notes C, D and E.</li> </ul> Year 4 – Wider Opportunities Glockenspiel Lessons
Physical Ed. (A) Phase: LKS2	These objectives are currently under review. Please refer to the Physical Education Subject Audit for an overview of the units being covered. The objectives on the PE Passport are being followed for each unit.	These objectives are currently under review. Please refer to the Physical Education Subject Audit for an overview of the units being covered. The objectives on the PE Passport are being followed for each unit.	These objectives are currently under review. Please refer to the Physical Education Subject Audit for an overview of the units being covered. The objectives on the PE Passport are being followed for each unit.

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<p>Religious Ed. (A) P Phase: LKS2</p>	<p>'The syllabus provides young people with the opportunity to develop powerful knowledge about the religions and worldviews they study, which helps to make them skilful and sophisticated interpreters of the world around them.' <i>Agreed Syllabus for Religion and World Views – Hull City Council</i></p>	<p><u>Is it possible for everyone to be happy?</u></p> <ul style="list-style-type: none"> <li>• I know how Buddhists believe people should live.</li> <li>• I know what people say is important.</li> </ul>	<p><u>Is it possible for everyone to be happy?</u></p> <ul style="list-style-type: none"> <li>• I can talk about the feelings that happiness brings.</li> <li>• I can retell key parts of the story of the Buddha.</li> <li>• I can remember some key parts of the Buddha's life and talk about them.</li> <li>• I can say how it feels to be spoken to politely.</li> </ul>
<p>PSHE (A) Phase: LKS2</p>	<p>Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:</p> <ul style="list-style-type: none"> <li>• Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and</li> <li>• Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.</li> </ul>	<p><u>Being Me in My World (Y3 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I know my worth and can identify positive things about myself and my achievements.</li> <li>• I know how to use my Jigsaw journal.</li> <li>• I know that my actions affect myself and others and I care about other people's feelings and their point of view.</li> <li>• I know to value myself and know how to make someone else feel welcome and valued.</li> <li>• I know how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.</li> </ul>	<p><u>Being Me in My World (Y3 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I can make others feel valued.</li> <li>• I can understand that my behaviour brings rewards/consequences.</li> <li>• I can work cooperatively in a group.</li> <li>• I can choose to follow the Learning Charter.</li> <li>• I can set personal goals.</li> <li>• I can face new challenges positively, make responsible choices and ask for help when I need it.</li> <li>• I can understand why rules are needed and how they relate to rights and responsibilities.</li> <li>• I can make responsible choices and take action.</li> </ul>
<p>Spanish (MFL) (A) Phase: LKS2</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively;</li> <li>• explore patterns and sounds;</li> <li>• engage in conversations;</li> <li>• develop accurate pronunciation;</li> <li>• broaden vocabulary.</li> </ul>	<p><u>Greetings (Y3 iLanguages Unit)</u></p> <ul style="list-style-type: none"> <li>• I know about Spanish greetings and culture.</li> </ul> <p>I know numbers from 1-15.</p>	<p><u>Greetings (Y3 iLanguages Unit)</u></p> <p>I can practise a new language with a friend.</p>