

Lower Key Stage Two Medium Term Plan: Autumn 2 (Cycle A)



Planet Earth: Up in Smoke			
Subject	NC Link	Declarative knowledge	Procedural knowledge
Geography (A) Phase: LKS2	Pupils should be taught to: <ul style="list-style-type: none"> describe and understand key aspects of physical geography; use maps, atlases, globes and digital mapping. 	<u>Up in Smoke</u> <ul style="list-style-type: none"> I know the names and locations of some volcanoes. I know how volcanoes are formed. <i>Retrieval activities from KS1:</i> <ul style="list-style-type: none"> I know the seven continents of the world. I know the names of the oceans of the world. 	<u>Up in Smoke</u> <ul style="list-style-type: none"> I can use maps, atlases, globes and/or digital/computer mapping to locate and describe the features that I am studying.
Design & Technology (A) Phase: LKS2	Pupils should be taught to: <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 	<u>Up in Smoke – Constructing an Erupting Volcano</u> <ul style="list-style-type: none"> I know how to use a safety scalpel to cut a slit. 	<u>Up in Smoke – Constructing an Erupting Volcano</u> <ul style="list-style-type: none"> I can produce annotated sketches and cross-sectional diagrams to plan my design. I can cut along a line accurately and neatly. I can create a conical net. I can use a slit and tab to join without glue. I can evaluate the success of my model and explain how it could be improved.
Science (A) Phase: LKS2	Pupils should be taught to: <ul style="list-style-type: none"> compare and group together different kinds of rocks; describe how rocks are formed. 	<u>Rocks</u> <ul style="list-style-type: none"> I know how fossils are formed. I know how soil is formed. I know how rocks may change in water. 	<u>Rocks</u> <ul style="list-style-type: none"> I can identify the three different types of rocks. <u>Investigation:</u> <i>Are all rocks the same?</i> <ul style="list-style-type: none"> I can compare and classify after choosing my own set of criteria. I can give oral and written explanations of results and conclusions.
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"> play and perform; improvise and compose; listen with attention; use and understand staff and other musical notations. 	<u>Year 3 - Three Little Birds (Reggae)</u> <ul style="list-style-type: none"> I know how to find the notes on a glockenspiel. Year 4 – Wider Opportunities Glockenspiel Lessons	<u>Year 3 - Three Little Birds (Reggae)</u> <ul style="list-style-type: none"> I can identify the repeated patterns of a song. I can sing in two parts. I can play the notes G and A accurately and in time as part of a performance. I can improvise when playing along to music, using the notes C and D. I can compose a simple melody, using the notes C, D and E. 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.
Religious Ed. (A) Phase: LKS2	‘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>	<u>What is the most important part of the Nativity story for Christians today? (Christianity)</u> <ul style="list-style-type: none"> I know why symbols are used and their meanings. 	<u>What is the most important part of the Nativity story for Christians today? (Christianity)</u> <ul style="list-style-type: none"> I can explain what parts of the Nativity story might be meaningful to some Christians. I can explain the symbolism within a Christingle. I can say what I think about the Christian belief in Jesus as the incarnation of God. I can design a symbolic object to show the significance of Christmas time to me.

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PSHE (A) Phase: LKS2	Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum: <ul style="list-style-type: none"> • Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and • Prepares pupils at the school for the opportunities, responsibilities and experiences of later life. 	<u>Celebrating Difference</u> (Y3 Jigsaw Unit) <ul style="list-style-type: none"> • I know that everybody’s family is different and important to them. • I know that differences and conflicts sometimes happen among family members. • I know what it means to be a witness to bullying. • I know some words are used in hurtful ways. • I know how to calm myself down and can use the ‘Solve it’ technique. • I know some ways of helping to make someone who is bullied feel better. 	<u>Celebrating Difference</u> (Y3 Jigsaw Unit) <ul style="list-style-type: none"> • I can appreciate my family/the people who care for me. • I can problem-solve a bullying situation with others. • I can give and receive compliments and express appreciation and know how this feels.
Spanish (MFL) (A) Phase: LKS2	Pupils should be taught to: <ul style="list-style-type: none"> • listen attentively; • explore patterns and sounds; • engage in conversations; • develop accurate pronunciation; • broaden vocabulary. 	<u>Animals (Y3 iLanguages Unit)</u> <ul style="list-style-type: none"> • I know the names of some animals. 	<u>Animals (Y3 iLanguages Unit)</u> <ul style="list-style-type: none"> • I can imitate pronunciation of sounds.