

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



Heroes and Villains: The Second World War			
Subject	NC Link	Declarative knowledge	Procedural knowledge
History (A) Phase: LKS2	Pupils should be taught about: <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	<u>The Second World War</u> <ul style="list-style-type: none"> I know that the Second World War started in 1939, decades ago. I know what conscription was. I know the significance of the roles that women had during the Second World War. 	<u>The Second World War</u> <ul style="list-style-type: none"> I can use key dates and add key information to a timeline. I can use sources of evidence to find out and answer questions about the past. I can discuss the cause and consequence of changes in roles during the second world war.
Art (A) Phase: LKS2	Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record and revisit; improve their mastery of art and design techniques, including drawing, painting and sculpture; about great artists. 	<u>WWII Blitz – Watercolour Painting</u> <ul style="list-style-type: none"> I know how to mix tertiary colours. I know how cool or warm colour palettes can affect the feel of an artwork. I know what a horizon line is. I know what the foreground and background is. 	<u>WWII Blitz – Watercolour Painting</u> <ul style="list-style-type: none"> I can plan the composition of my artwork. I can create a colour-wash background using watercolour paint. I can choose the correct size of paintbrush for the area that I am painting. I can imitate the work of artists such as Oliver Pyle.
Science (A) Phase: LKS2	Pupils should be taught to: <ul style="list-style-type: none"> identify that humans and other animals have skeletons and muscles for support, protection and movement. 	<u>Animals Including Humans</u> <ul style="list-style-type: none"> I know what animals need to survive. I know why animals and humans have skeletons and muscles. 	<u>Animals Including Humans</u> <ul style="list-style-type: none"> I can use results to draw simple conclusions, make predictions and suggest improvements. I can give oral and written explanations of results and conclusions. <u>Investigation:</u> <i>Can people with longer femurs jump further?</i> <ul style="list-style-type: none"> I can ask relevant questions, using different types of scientific enquiry to answer them.
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 - The Dragon Song (Music from around the world)</u> <ul style="list-style-type: none"> I know that different themes can be portrayed through music. Year 4 – Wider Opportunities Glockenspiel Lessons	<u>Year 3 - The Dragon Song (Music from around the world)</u> <ul style="list-style-type: none"> I can identify the instruments and voices that I can hear in a piece of music. I can sing in two parts. I can improvise when playing along to music, using the notes C and D. I can compose a simple melody, using the notes G, A and B. 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) 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>Can the Buddha's teaching make the world a better place? (Buddhism)</u></p> <ul style="list-style-type: none"> I know how the teachings of Buddha might impact on the life of a Buddhist today. 	<p><u>Can the Buddha's teaching make the world a better place? (Buddhism)</u></p> <ul style="list-style-type: none"> I can explain how the world is a wonderful place for some people and less wonderful for others. I can explain how Anica (change) might bring about Dukka (suffering) for some people. I can retell a Buddhist story and explain its meaning. I can talk about the changes in my life and how these might bring positive changes for me.
<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"> 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. 	<p><u>Dreams and Goals (Y3 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> I know facing a new learning challenge is enjoyable and how to work out the best ways for me to achieve them. I know to respect and admire people who overcome obstacles and achieve their dreams and goals. I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge. I know how to cope with disappointment and how to help others cope with theirs. 	<p><u>Dreams and Goals (Y3 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> I can identify a dream/ambition that is important to me. I can evaluate my own learning process and identify how I can be better next time. I can break down a goal into a number of steps and know how others could help me to achieve it. I can be confident in sharing my success with others and can store my feelings in my internal treasure chest.
<p>Spanish (MFL) (A) Phase: LKS2</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively; explore patterns and sounds; engage in conversations; develop accurate pronunciation; broaden vocabulary. 	<p><u>Plurals (Y3 iLanguages Unit)</u></p> <ul style="list-style-type: none"> I know how to form plurals. I know how un and una point to different genders. 	<p><u>Plurals (Y3 iLanguages Unit)</u></p> <ul style="list-style-type: none"> I can identify specific sounds, phonemes and words.