

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



Food for Thought: Chocolate: Is It Worth It?

Subject	NC Link	Declarative knowledge	Procedural knowledge
Geography (A) Phase: LKS2	Pupils should be taught to: <ul style="list-style-type: none"> identify the position and significance of latitude, longitude etc. use maps, atlases, globes and digital computer mapping. 	<u>Chocolate: Is it Worth It?</u> <ul style="list-style-type: none"> I know the locations of the rainforests of the world. I know the structure of a rainforest. I know the difference between latitude and longitude. <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>Chocolate: Is it Worth It?</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. I can locate the Equator, Tropic of Cancer and Tropic of Capricorn. I can locate the Northern Hemisphere and Southern Hemisphere.
Design & Technology (A) Phase: LKS2	Pupils should be taught to: <ul style="list-style-type: none"> select from and use a wider range of materials and components, including ingredients. 	<u>Chocolate – Is it Worth it? – Make a Chocolate Product</u> <ul style="list-style-type: none"> I know how to heat ingredients safely. 	<u>Chocolate – Is it Worth it? – Make a Chocolate Product</u> <ul style="list-style-type: none"> I can create a prototype with an intended consumer in mind. I can use analogue scales to weigh and measure accurately to the nearest 25 or 250 grams. I can follow instructions to create a recipe. I can gather feedback about my product to evaluate it. I can use a saucepan to simmer water safely when melting chocolate.
Science (A) Phase: LKS2	Pupils should be taught to: <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants; investigate how water is transported within plants. 	<u>Plants</u> <ul style="list-style-type: none"> I know what plants need to grow. I know the part that flowers play in the plant’s life cycle. 	<u>Plants</u> <ul style="list-style-type: none"> I can label the functions of each part of a flowering plant (roots, stem/trunk, leaves and flowers). <u>Investigation:</u> <i>How does water travel in a plant?</i> <ul style="list-style-type: none"> I can make observations using scientific equipment. I can record findings using drawings, labelled diagrams, bar charts and/or tables.
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 – Bringing Us Together (Disco music)</u> <ul style="list-style-type: none"> I know that different themes can be portrayed through music. I know that a change in the pulse can result in a change in the tempo of the music. I know what dynamics are. Year 4 – Wider Opportunities Glockenspiel Lessons	<u>Year 3 – Bringing Us Together (Disco music)</u> <ul style="list-style-type: none"> I can sing in two parts. I can play the notes C and A accurately and in time as part of a performance. I can improvise when playing along to music, using the notes C, A and G. I can compose a simple melody, using the notes G, A and G. 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>What is the best way for a Buddhist to lead a good life?</u></p> <ul style="list-style-type: none"> I know how a Buddhist might put Right Effort in practice in their lives. 	<p><u>What is the best way for a Buddhist to lead a good life?</u></p> <ul style="list-style-type: none"> I can consider what choices and consequences might lead to a good life. I can consider examples of the Eightfold path that a Buddhist might put into action in their lives. I can explain how right mindfulness might help a Buddhist lead a good life. I can explain what effort and mindfulness might mean to me. I can consider how I might make the world a better place for others.
<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>Relationships (Y3 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> I know how to negotiate in conflict situations to try to find a win-win solution. I know and can use some strategies for keeping myself safe. I know who to ask for help if I am worried or concerned. I know how the lives of children around the world may be the same or different. 	<p><u>Relationships (Y3 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. I can describe how taking some responsibility in my family makes me feel. I can identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener. I can explain how some of the actions and work of people around the world help and influence my life. I can empathise with children whose lives are different to mine.
<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>I am (Y3 iLanguages Unit)</u></p> <ul style="list-style-type: none"> I know how to introduce myself and ask someone their name. 	<p><u>I am (Y3 iLanguages Unit)</u></p> <ul style="list-style-type: none"> I can ask someone their name and tell them mine.