

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



Incredible Humans: On Your Marks, Get Set, Gold!

Subject	NC Link	Declarative knowledge	Procedural knowledge
History (A) Phase: LKS2	Pupils should be taught about: <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements, and their influence on the western world. 	<u>Ancient Greece (Culture)</u> <ul style="list-style-type: none"> I know where Ancient Greece was. I know that the Ancient Olympic Games date back to around 776 BC, thousands of years ago. I know that the Invictus Games were founded in 2014. I know how Greek history has impacted British culture today. 	<u>Ancient Greece (Culture)</u> <ul style="list-style-type: none"> I can use key dates and add key information to a timeline. I can discuss similarities and differences within and between time periods, comparing Ancient Olympic Games to modern day athletic events.
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; about great artists. 	<u>Invictus Portrait – Life Drawing</u> <ul style="list-style-type: none"> I know the differences between hatching, cross-hatching, stippling and scumbling. I know that different levels of pencil pressure will affect the outcome of my drawing. I know what proportion means. 	<u>Invictus Portrait – Life Drawing</u> <ul style="list-style-type: none"> I can experiment with sketching with different media, such as pencil and charcoal. I can use different sketching techniques. I can imitate the work of artists such as Leonardo da Vinci.
Science (A) Phase: LKS2	Pupils should be taught to: <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amounts of nutrition. 	<u>Animals Including Humans</u> <ul style="list-style-type: none"> I know that animals, including humans, need the right types of nutrition to survive. I know that animals, including humans, cannot make their own food. 	<u>Animals Including Humans</u> <ul style="list-style-type: none"> I can explain why animals and humans have skeletons and muscles (for support, protection and movement). <u>Investigation:</u> <i>Are all drinks healthy?</i> <ul style="list-style-type: none"> I can use straightforward scientific evidence to answer questions. I can record findings using drawings, labelled diagrams, bar charts and/or tables. 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 – Reflect, rewind and replay</u> <ul style="list-style-type: none"> I know 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 – Reflect, rewind and replay</u> <ul style="list-style-type: none"> I can play a glockenspiel accurately and in time to the music. I can improvise along to a backing track. I can compose simple melodies. I can sing in two parts. 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>Do people need to go to church to show they are a Christian?</u> <ul style="list-style-type: none"> I know some events or services that might happen at a church. I know how a church might support a Christian with prayer and worship. 	<u>Do people need to go to church to show they are a Christian?</u> <ul style="list-style-type: none"> I can describe the feelings I associate with a special place.

<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>Year 3 - Changing Me (Y3 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> I know that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. I know how babies grow and develop in the mother's uterus. I know what a baby needs to live and grow. I know that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I know how I feel about these changes happening to me and know how to cope with those feelings. <p><u>Year 4 - Changing Me (Y4 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> I know that some of my personal characteristics have come from my birth parents and this happens because I am made from the joining of their egg and sperm. I know that I am a truly unique human being. I know strategies to help me cope with the physical and emotional changes I will experience during puberty. I know I am confident enough to try to make changes when I think they will benefit me. I know that having a baby is a personal choice and can express how I feel about having children when I am an adult. I know how the circle of change works and can apply it to changes I want to make in my life. 	<p><u>Year 3 - Changing Me (Y3 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> I can express how I feel when I see babies or baby animals. I can express how I might feel if I had a new baby in my family. I can identify how boys' and girls' bodies change on the outside during this growing up process. I can tell you why these changes are necessary so that their bodies can make babies when they grow up. I can start to recognise stereotypical ideas I might have about parenting and family roles. I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes. <p><u>Year 4 - Changing Me (Y4 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I can identify changes that have been and may continue to be outside of my control that I learnt to accept. I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively. I can identify what I am looking forward to when I am in Year 5. I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.
<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 like (Y3 iLanguages Unit)</u></p> <ul style="list-style-type: none"> I know eight colours: azul, rojo, amarillo, verde, de color rosa, marrón, gris, de color naranja I know how to use soy with a colour. I know how to give a simple opinion me gusta or detesto about a colour. 	<p><u>I like (Y3 iLanguages Unit)</u></p> <ul style="list-style-type: none"> I can understand, write and say a sentence describing the colour of an animal using the correct word order.