

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



A Drop in the Ocean: Searching for Jellyfish			
Subject	NC Link	Declarative knowledge	Procedural knowledge
Geography (B) Phase: LKS2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>name and locate geographical regions and their key topographical features;</li> <li>use four and six-figure grid references.</li> </ul>	<p><u>Searching for Jellyfish</u></p> <ul style="list-style-type: none"> <li>I know and understand the four main stages of the water cycle: evaporation, condensation, precipitation and run off. (This objective is also supported by learning in Y3/4 in science – CyB: Au2.)</li> <li>I know and understand key aspects of physical geography, including rivers and the water cycle.</li> </ul> <p><i>Retrieval activities from KS1:</i></p> <ul style="list-style-type: none"> <li>I know the seven continents of the world.</li> <li>I know the names of the oceans of the world.</li> </ul>	<p><u>Searching for Jellyfish</u></p> <ul style="list-style-type: none"> <li>I can draw symbols and keys to produce a map.</li> <li>I can locate the Arctic and Antarctic circle</li> </ul>
Design & Technology (B) Phase: LKS2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>understand and use mechanical systems in their products.</li> </ul>	<p><u>Searching for Jellyfish – Creating a Ship Crane</u></p> <ul style="list-style-type: none"> <li>I know that Archimedes influenced the development of early pulley systems.</li> <li>I know how to use pulleys and cams to create a moving part.</li> </ul>	<p><u>Searching for Jellyfish – Creating a Ship Crane</u></p> <ul style="list-style-type: none"> <li>I can identify the mechanisms in existing products.</li> <li>I can use a pulley system to create a moving part.</li> </ul>
Science (B) Phase: LKS2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>compare and group materials, according to whether they are solid, liquid or gas;</li> <li>observe that some materials change state when heated or cooled.</li> </ul>	<p><u>States of Matter</u></p> <ul style="list-style-type: none"> <li>I know the differences between solid, liquids and gases.</li> <li>I know that some materials can change state.</li> </ul>	<p><u>States of Matter</u></p> <ul style="list-style-type: none"> <li>I can investigate the stages of the water cycle. (This learning is supported by this half term’s Y3/4 geography unit.)</li> </ul> <p><u>Investigation:</u> <i>Do all solids melt at the same temperature?</i></p> <ul style="list-style-type: none"> <li>I can set up simple practical enquiries.</li> <li>I can give oral and written explanations of results and conclusions.</li> <li>I can record findings using drawings, labelled diagrams, bar charts and/or tables.</li> </ul>
Computing (B) Phase: LKS2	<p>These objectives are currently under review. The ELT Computing Curriculum, linking to the National Curriculum, is being followed.</p>	<p>These objectives are currently under review. The ELT Computing Curriculum, linking to the National Curriculum, is being followed.</p>	<p>These objectives are currently under review. The ELT Computing Curriculum, linking to the National Curriculum, is being followed.</p>
Music (B) Phase: LKS2	<p>Pupils should be taught to:</p> <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>	<p><u>Year 3 - Three Little Birds (Reggae)</u></p> <ul style="list-style-type: none"> <li>I know how to find the notes on a glockenspiel.</li> </ul> <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>	<p><u>Year 3 - Three Little Birds (Reggae)</u></p> <ul style="list-style-type: none"> <li>I can identify the structure of a song: introductions, verse and chorus.</li> <li>I can sing in two parts.</li> <li>I can play the notes G and A 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> <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>
Physical Ed. (B) Phase: LKS2	<p>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.</p>	<p>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.</p>	<p>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.</p>

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<p>Religious Ed. (B) 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>Has Christmas lost its true meaning? (Christianity)</u></p> <ul style="list-style-type: none"> <li>I know why certain Christmas items or symbols might be meaningful to Christmas.</li> </ul>	<p><u>Has Christmas lost its true meaning? (Christianity)</u></p> <ul style="list-style-type: none"> <li>I can talk about what the Christmas celebrations or holidays mean to me.</li> <li>I can explain why kindness might be meaningful to Christians at Christmas.</li> <li>I can explain why Christians believe Jesus was sent to Earth.</li> <li>I can tell you what Christmas means to Christians and what it's true meaning might be to them and me.</li> </ul>
<p>PSHE (B) 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>Celebrating Difference (Y4 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>I know that, sometimes, we make assumptions based on what people look like.</li> <li>I know what to do if I think someone is being bullied.</li> </ul>	<p><u>Celebrating Difference (Y4 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>I can try to accept people for who they are.</li> <li>I can problem-solve a bullying situation with others.</li> <li>I can identify what is special about me and value the ways in which I am unique.</li> <li>I can tell you a time when my first impression of someone changed when I got to know them.</li> </ul>
<p>Spanish (MFL) (B) 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>Age (Y3 iLanguages Unit)</u></p> <ul style="list-style-type: none"> <li>I know numbers 1-15</li> <li>I know how and when to use tengo and soy.</li> <li>I know how to ask someone how old they are (¿cuántos años tienes?) and reply using a sentence stating my age.</li> <li>I know how to pronounce the phoneme ñ.</li> </ul>	<p><u>Age (Y3 iLanguages Unit)</u></p> <ul style="list-style-type: none"> <li>I can perform simple communicative tasks using single words and phrases.</li> <li>I can experiment with the writing of simple words.</li> </ul>