

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



A Helping Hand: How Can I Help?			
Subject	NC Link	Declarative knowledge	Procedural knowledge
Geography(B) Phase: LKS2	Pupils should be taught to: <ul style="list-style-type: none"> use fieldwork to record and present the human and physical features in the local area; use the eight points of a compass. 	<u>How Can I Help?</u> <ul style="list-style-type: none"> I know how to use the eight points of a compass. I know the names of major cities within the UK. <u>Retrieval activities from KS1:</u> <ul style="list-style-type: none"> I know the names and locations of the four countries of the UK. I know the names and locations of the four capitals of the UK. I know the names and locations of the seas surrounding the UK. 	<u>How Can I Help?</u> <ul style="list-style-type: none"> I can use symbols and keys to produce a map. I can use four-figure grid references to build my knowledge of the United Kingdom.
Art (B) 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 sculpture; about great artists and designers. 	<u>Emergency Services – 3D Form & Sculpture</u> <ul style="list-style-type: none"> I know how to use clay to create a 3D bust. 	<u>Emergency Services – 3D Form & Sculpture</u> <ul style="list-style-type: none"> I can carve into clay using a variety of tools. I can use the score and slip technique to join clay. I can imitate the work of artists such as Antonio Rossellino.
Science (B) Phase: LKS2	Pupils should be taught to: <ul style="list-style-type: none"> describe the simple functions of the digestive system; identify types of teeth. 	<u>Animals Including Humans</u> <ul style="list-style-type: none"> I know the names of human teeth. I know the functions of different human teeth. I know the parts of the digestive system and their functions. 	<u>Animals Including Humans</u> <u>Investigation:</u> <u>Are my teeth invincible?</u> <ul style="list-style-type: none"> I can set up simple practical enquiries. I can give oral and written explanations of results and conclusions. I can record findings using drawings, labelled diagrams, bar charts and/or tables.
Computing (B) 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 (B) 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 - Songs that Link to the Easter Performance</u> <ul style="list-style-type: none"> I know what a performance is. I know what an audience is. Year 4 – Wider Opportunities Glockenspiel Lessons	<u>Year 3 - Songs that Link to the Easter Performance</u> <ul style="list-style-type: none"> I can contribute to a performance by singing. I can discuss my thoughts and feelings about my performance. I can sing in 2 parts. I can sing in unison with my friends. Year 4 – Wider Opportunities Glockenspiel Lessons
Physical Ed. (B) 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. (B) 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 good about Good Friday?</u> <ul style="list-style-type: none"> I know why Jesus’ death might be important to Christians because of what happened at the Last Supper and on Good Friday. 	<u>What is good about Good Friday?</u> <ul style="list-style-type: none"> I can explain how somebody might rescue or help others in a difficult situation. I can reflect on what I think might or might not be good about the story of Easter as a rescue. I can reflect on how rescuing somebody by taking action or showing them a better way to live might be a good thing.

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<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"> • 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>Healthy Me (Y4 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> • I know when other people's actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions. • I know the facts about smoking and vaping and its effect on health, and also some of the reasons some people start to smoke/vape. • I know the facts about alcohol and its effect on health, particularly the liver, and also some of the reasons some people drink alcohol. • I know myself well enough to have a clear picture of what I believe is right and wrong. 	<p><u>Healthy Me (Y4 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> • I can recognise how different friendship groups are formed, how I fit into them and how they impact me. • I can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others. • I can recognise when people are putting me under pressure and can explain ways to resist this when I want.
<p>Spanish (MFL) (B) Phase: LKS2</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively; • 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 how to use me gusta/detesto ... • I know how to extend sentences with pero. • I know the high frequency word es. • I know some animal nouns. 	<p><u>I like (Y3 iLanguages Unit)</u></p> <ul style="list-style-type: none"> • I can perform simple communicative tasks using short sentences. I can recognise some familiar words in written form.