

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



Battle of the Authors: Williams vs Walliams

Subject	NC Link	Declarative knowledge	Procedural knowledge
History (B) Phase: LKS2	Pupils should be taught about: <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age. 	<u>Stone Age to Iron Age</u> <ul style="list-style-type: none"> I know that the Stone Age was followed by the Bronze Age. I know that the Bronze Age was followed by the Iron Age. I know that improvements in tools and weapons led to other improvements in civilisation. 	<u>Stone Age to Iron Age</u> <ul style="list-style-type: none"> I can use sources of evidence to find out and answer questions about the past. I can use key dates and add key information to a timeline. I can discuss the similarities and differences within and between time periods including Stone Age to Iron Age ways of life.
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 drawing and painting; about great artists. 	<u>Quentin Blake Illustrations – Illustrative Drawing</u> <ul style="list-style-type: none"> I know that I can use different media to draw, such as pen, pencil, crayon or charcoal. 	<u>Quentin Blake Illustrations – Illustrative Drawing</u> <ul style="list-style-type: none"> I can experiment with a range of fluid mark making styles. I can sketch using fine line pen. I can imitate the artwork and illustrations of artists such as Quentin Blake.
Science (B) Phase: LKS2	Pupils should be taught to: <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways; explore and use classification keys. 	<u>Living Things</u> <ul style="list-style-type: none"> I know the difference between a vertebrate and an invertebrate. I know the differences between different groups of vertebrates, including: fish, amphibians, reptiles, birds and mammals. I know the differences between different groups of invertebrates, such as snails and slugs, worms, spiders and insects. 	<u>Living Things</u> <ul style="list-style-type: none"> I can group plants into flowering plants and non-flowering plants. <u>Investigation:</u> <i>Do plants prefer our playground or East Park?</i> <ul style="list-style-type: none"> I can ask relevant questions, using different types of scientific enquiry to answer them. I can record findings using drawings, labelled diagrams, bar charts and/or tables. I can use results to draw simple conclusions, make predictions and suggest improvements.
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 – 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. (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.

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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>Do Sikhs think it is important to share?</u></p> <ul style="list-style-type: none"> • I know why Sikh's might choose to share. • I know Sikh's share food in the Gurdwara. 	<p><u>Do Sikhs think it is important to share?</u></p> <ul style="list-style-type: none"> • I can discuss why it is important to share even though it is not always easy. • I can explain and example of sharing in Sikhi history. • I can say how it feels to share and explain how this contributes to a sense of belonging.
<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>Relationships (Y4 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> • I know how it feels to belong and contribute to a range of different relationships. • I know how most people feel when they lose someone or something they love. • I know how people feel when they love a special pet. 	<p><u>Relationships (Y4 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> • I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant. • I can identify someone I love and can express why they are special to me. • I can explain different points of view on an animal rights issue. • I can understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet. • I can love and be loved.
<p>Spanish (MFL) (B) 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>Who? (Y3 iLanguages Unit)</u></p> <ul style="list-style-type: none"> • I know how to ask questions with ¿quién es? • I know how to extend sentences with y and también. • I know numbers 1-15. • I know how to pronounce the phoneme ce/ci/z/r. • I know the days of the week. 	<p><u>Who? (Y3 iLanguages Unit)</u></p> <ul style="list-style-type: none"> • I can perform simple communicative tasks. • I can recognise some familiar words in written form