

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



Survival of the Fittest: Deadly Sixty			
Subject	NC Link	Declarative knowledge	Procedural knowledge
Geography (B) Phase: LKS2	Pupils should be taught to: <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a European country and a region within North or South America. 	<u>Deadly Sixty</u> <ul style="list-style-type: none"> I know some geographical similarities and differences between the UK, a European country, and a country in South America. 	<u>Deadly Sixty</u> <ul style="list-style-type: none"> I can describe the physical geography of the UK, a European country and a country in South America. I can identify key topographical features of the UK. I can use maps, atlases, globes and/or digital/computer mapping to locate and describe the features that I am studying.
Design & Technology (B) Phase: LKS2	Pupils should be taught to: <ul style="list-style-type: none"> understand and use mechanical systems. 	<u>Deadly 60 – Making a Snapping Crocodile</u> <ul style="list-style-type: none"> I know the difference between levers and linkages. 	<u>Deadly 60 – Making a Snapping Crocodile</u> <ul style="list-style-type: none"> I can produce annotated sketches and cross-sectional diagrams to plan my design. I can identify the mechanisms in existing products. I can use mechanical systems such as levers and linkages to make a product with moving parts.
Science (B) Phase: LKS2	Pupils should be taught to: <ul style="list-style-type: none"> describe how animals obtain their food from plants and other animals, using the idea of a simple food chain. 	<u>Animals Including Humans</u> <ul style="list-style-type: none"> I know how food chains work. I know the parts that different animals play in food chains. 	<u>Animals Including Humans</u> <ul style="list-style-type: none"> I can construct a food chain. <u>Investigation:</u> <i>Can a skull teach me about an animal's diet?</i> <ul style="list-style-type: none"> I can use straightforward scientific evidence to answer questions. I can give oral and written explanations of results and conclusions.
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>Reflect, Rewind and Replay</u> <ul style="list-style-type: none"> I know that there are different genres of music. I know that the pitch is high or low sounds. I know that the pulse is the heartbeat of the music. I know that the rhythm is different from the pulse. I know what a chorus is. I know how to hold the glockenspiel sticks correctly. 	<u>Reflect, Rewind and Replay</u> <ul style="list-style-type: none"> I can sing in unison with my friends. I can improvise on the glockenspiel. I can play in time to music, using a range of notes.
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 the best way for a Sikh to lead a good life?</u> <ul style="list-style-type: none"> I know how Sikh's show commitment to God. I know some of the ways Sikh's practice their faith to help them lead a good life. 	<u>What is the best way for a Sikh to lead a good life?</u> <ul style="list-style-type: none"> I can talk about different ways that I show commitment and how these help me lead a good life. I can describe how the teachings in the Guru Granth Sahib help Sikh's make decisions about how they live their life.

<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>Year 3 - Changing Me (Y3 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> • I know that in animals and human's 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) (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>Days of the week/ culture (Y3 iLanguages Unit)</u></p> <ul style="list-style-type: none"> • I know the days of the week. I know how to give opinions and use connectives. 	<p><u>Days of the week / culture (Y3 iLanguages Unit)</u></p> <ul style="list-style-type: none"> • I can perform simple communicative tasks using single words, phrases and short sentences. • I can use the context of what I see/read to determine some of the meaning.