

Upper Key Stage Two Medium Term Plan: Autumn 1 (Cycle A)



Time Travel: Ancient Greece			
Subject	NC Link	Declarative knowledge	Procedural knowledge
History (A) Phase: UKS2	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world. 	<p><u>Ancient Greece (Attitudes and Beliefs)</u></p> <ul style="list-style-type: none"> I know what AD and BC mean. I know how different states in Ancient Greece were governed and ruled. I know that democracy started in Athens. 	<p><u>Ancient Greece (Attitudes and Beliefs)</u></p> <ul style="list-style-type: none"> I can draw comparisons and contrasts, creating my own structured account and analysis of the main attitudes and beliefs of men, women and children during the Ancient Greek period. I can think like a historian to analyse the impact of social and physical changes during the Ancient Greek period. I can create my own timeline using information that I have gathered from sources of evidence. I can use my timeline to describe chronology and change.
Art (A) Phase: UKS2	<p>Pupils should be taught:</p> <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. 	<p><u>Greek Pottery – 3D Form & Sculpture</u></p> <ul style="list-style-type: none"> I know that clay can be shaped and formed using rolling, carving, holes and hollows, gouging and score and slip. 	<p><u>Greek Pottery – 3D Form & Sculpture</u></p> <ul style="list-style-type: none"> I can choose and use suitable tools to carve and add shapes, texture and pattern. I can use score and slip technique to join handles. I can plan which elements I will carve and sculpt when creating an intricate design. I can imitate the technique used by the artist Donatello. I can evaluate my final outcome.
Science (A) Phase: UKS2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards Earth because of the force of gravity; identify the effects of air resistance, water resistance and friction. 	<p><u>Forces</u></p> <ul style="list-style-type: none"> I know that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. I know about the effects of air resistance, water resistance and friction that act between moving surfaces. I know that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p><u>Forces Investigation:</u> <i>How does surface area affect the speed at which an object falls?</i></p> <ul style="list-style-type: none"> I can record data and results using scientific diagrams, classification keys, tables, scatter graphs and/or line graphs. I can draw conclusions from the observations that I make. I can report and present my findings, including conclusions, causal relationships and explanations in oral and written forms.
Computing (A) Phase: UKS2	<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 (A) Phase: UKS2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform; improvise and compose; listen with attention; use and understand staff and other musical notations. 	<p><u>Living on a Prayer (Rock)</u></p> <ul style="list-style-type: none"> I know what the bridge of a song is. I know that musical notes can be represented on paper (musical notation). 	<p><u>Living on a Prayer (Rock)</u></p> <ul style="list-style-type: none"> I can play the notes G, A and B from notation. I can sing in unison. I can compose a melody and use this as part of a performance.
Physical Ed. (A) Phase: UKS2	<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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Religious Ed. (A) Phase: UKS2	'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 Muslim to show commitment to God? (Islam)</u> <ul style="list-style-type: none"> I know some reasons why prayer is important to Muslims. 	<u>What is the best way for a Muslim to show commitment to God? (Islam)</u> <ul style="list-style-type: none"> I can discuss what I have committed to and what I would like to commit to in the future. I can explain why helping the poor or needy might support a Muslim in showing commitment to God. I can explain how fasting might show commitment to God for a Muslim. I can identify commitments I could improve upon and say how.
PSHE (A) Phase: UKS2	Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum: <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. 	<u>Being Me In My World (Y5 Jigsaw Unit)</u> <ul style="list-style-type: none"> I know what I value most about my school and can identify my hopes for this school year. I know my rights and responsibilities as a British citizen and how my actions affect me and others. I know how an individual's behaviour can impact on a group. I know how democracy and having a voice benefits the school community and know how to participate in this. 	<u>Being Me In My World (Y5 Jigsaw Unit)</u> <ul style="list-style-type: none"> I can face new challenges positively and know how to set personal goals. I can empathise with people whose lives are different from my own. I can make choices about my own behaviour because I understand how rewards and consequences feel. I can contribute to the group and understand how we can function best as a whole.
Spanish (MFL) (A) Phase: UKS2	Pupils should be taught to: <ul style="list-style-type: none"> listen attentively; explore patterns and sounds; engage in conversations; develop accurate pronunciation; broaden vocabulary. 	<u>Animals (Y4 iLanguages Unit)</u> <ul style="list-style-type: none"> I know the names of animals. I know basic classroom instructions. 	<u>Animals (Y4 iLanguages Unit)</u> <ul style="list-style-type: none"> I can listen for specific words and phrases. I can read and understand a range of familiar written phrases.