

Upper Key Stage Two Medium Term Plan: Autumn 2 (Cycle A)



Planet Earth: Disaster!			
Subject	NC Link	Declarative knowledge	Procedural knowledge
Geography (A) Phase: UKS2	Pupils should be taught to: <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography including volcanoes and earthquakes.</li> </ul>	<u>Disaster!</u> <ul style="list-style-type: none"> <li>I know the physical geography of an area can influence a natural disaster. I know how the physical geography of an area can impact land use.</li> <li>I know and understand key aspects of physical geography, including mountains.</li> </ul> <i>Retrieval activities from KS1:</i> <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>	<u>Disaster!</u> <ul style="list-style-type: none"> <li>I can use maps, atlases, globes and/or digital/computer mapping to locate and describe the features that I am studying.</li> <li>I can describe the geographical similarities and differences between the UK, a European country, and a region of North America.</li> </ul>
Design & Technology (A) Phase: UKS2	Pupils should be taught to: <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>	<u>Disaster! Designing an Earthquake Proof Structure</u> <ul style="list-style-type: none"> <li>I know that triangles are used in structures for strength.</li> <li>I know that Robert Stephenson was a key individual who designed bridges.</li> </ul>	<u>Disaster! Designing an Earthquake Proof Structure</u> <ul style="list-style-type: none"> <li>I can use a saw and mitre block to safely cut wood to size.</li> <li>I can test my product to check that it would withstand an earthquake. I can use this test to influence future designs.</li> <li>I can measure and mark out to the nearest millimetre.</li> <li>I can use a protractor to measure and mark out 45, 60 and 90 degree angles.</li> </ul>
Science (A) Phase: UKS2	Pupils should be taught to: <ul style="list-style-type: none"> <li>know that some materials will dissolve in liquid to form a solution;</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated.</li> </ul>	<u>Properties of materials</u> <ul style="list-style-type: none"> <li>I know that some materials will dissolve in liquid to form a solution.</li> <li>I know how to recover a substance from a solution.</li> <li>I know how different mixtures can be separated, through filtering, sieving and evaporating.</li> <li>I know that dissolving, mixing and changes of state are reversible changes.</li> <li>I know that some changes result in the formation of new materials, including changes associated with burning.</li> </ul>	<u>Properties of Materials</u> <u>Investigation:</u> <i>Do all solids dissolve?</i> <ul style="list-style-type: none"> <li>I can record data and results using scientific diagrams, classification keys, tables, scatter graphs and/or line graphs.</li> <li>I can report and present my findings, including conclusions, causal relationships and explanations in oral and written forms.</li> </ul>
Computing (A) Phase: UKS2	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 (A) Phase: UKS2	Pupils should be taught to: <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>	<u>Whole School Christmas Carol Concert</u> <ul style="list-style-type: none"> <li>I know that I am performing for an audience and must plan my performance to suit the audience.</li> <li>I know that musical notes can be represented on paper (musical notation).</li> </ul>	<u>Whole School Christmas Carol Concert</u> <ul style="list-style-type: none"> <li>I can contribute to a performance by singing, play an instrumental part, improvising or by performing my composition.</li> <li>I can reflect on my performance.</li> </ul>
Physical Ed. (A) Phase: UKS2	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. (A) Phase: UKS2</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 Christmas celebrations and traditions help Christian understand who he was and why he was born? (Christianity)</u></p> <ul style="list-style-type: none"> <li>I know how different celebrations help us to remember events in the past.</li> </ul>	<p><u>Do Christmas celebrations and traditions help Christian understand who he was and why he was born? (Christianity)</u></p> <ul style="list-style-type: none"> <li>I can discuss what Christmas traditions may link to the story of the birth of Jesus.</li> <li>I can explain what a Christian might learn from Christmas items.</li> <li>I can explain what a Christian might find most significant in Christmas celebrations.</li> <li>I can explain how I might remember and celebrate somebody who is incredibly special.</li> </ul>
<p>PSHE (A) Phase: UKS2</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 (Y5 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> <li>I know what is special about me and value the ways in which I am unique.</li> <li>I know that my first impression of someone may change when I get to know them.</li> </ul>	<p><u>Celebrating Difference (Y5 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>I can talk about my own culture and respect others.</li> <li>I can show a positive attitude towards people from different races.</li> <li>I can tell you a range of strategies to deal with bullying range of situations.</li> <li>I can appreciate the value of happiness regardless of material wealth.</li> </ul>
<p>Spanish (MFL) (A) Phase: UKS2</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>Body Parts (Y4 iLanguages Unit)</u></p> <ul style="list-style-type: none"> <li>I know how to say and understand the names of parts of the body.</li> <li>I know how to say the 'z' sound</li> </ul> <p><u>Wider development</u> I know about some Christmas traditions in Spain.</p>	<p><u>Body Parts (Y4 iLanguages Unit)</u></p> <ul style="list-style-type: none"> <li>I can read some familiar words aloud and pronounce them accurately.</li> <li>I can use question forms.</li> </ul>