

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



Heroes and Villains: Shakespeare			
Subject	NC Link	Declarative knowledge	Procedural knowledge
History (A) Phase: UKS2	Pupils should be taught about: <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons. 	<u>The Anglo-Saxons</u> <ul style="list-style-type: none"> I know that the Anglo-Saxon period spanned approximately six centuries. I know where the Anglo-Saxon period falls on a timeline in relation to the other periods of time that I have studied. I know why the Anglo-Saxons invaded Britain. 	<u>The Anglo-Saxons</u> <ul style="list-style-type: none"> I can draw comparisons and contrasts, creating my own structured account and analysis of key features of Anglo-Saxon Britain. I can act like a historian by interrogating sources of evidence to find out and answer questions about the past. I can think like a historian to analyse the impact of Anglo-Saxon invasions.
Art (A) Phase: UKS2	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>Portraits – Acrylic Painting</u> <ul style="list-style-type: none"> I know how Rembrandt portrayed icons in his work. I know that the composition of a painting can affect the status given to the subject. I know the difference between realism and abstraction. 	<u>Portraits – Acrylic Painting</u> <ul style="list-style-type: none"> I can make observations of realistic proportions when drawing a portrait. I can create a realistic colour palette using acrylic paint. I can plan the composition of my painting, including making decisions about the focal point. I can use the correct painting tools to add detail. I can imitate the artwork of Rembrandt.
Science (A) Phase: UKS2	Pupils should be taught to: <ul style="list-style-type: none"> describe the changes as humans develop to old age. 	<u>Animals including Humans</u> <ul style="list-style-type: none"> I know the 6 stages of human development. I know the changes that occur during puberty. I know that different species of animal have different gestation periods. 	<u>Animals including Humans</u> <u>Investigation:</u> <i>Are the gestation periods of all species of animal the same.</i> <ul style="list-style-type: none"> I can identify scientific evidence that has been used to support or refute ideas or arguments. I can record data and results using scientific diagrams, classification keys, tables, scatter graphs and/or line graphs. I can report and present my findings, including conclusions, causal relationships and explanations in oral and written forms.
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"> play and perform; improvise and compose; listen with attention; use and understand staff and other musical notations. 	<u>Make you Feel my Love (Pop)</u> <ul style="list-style-type: none"> I know what the tag ending of a song is. I know that musical notes can be represented on paper (musical notation). 	<u>Make you Feel my Love (Pop)</u> <ul style="list-style-type: none"> I can describe the pulse of the music, analysing the tempo, dynamics and texture. I can play the glockenspiel in unison with my peers. I can play the notes C, D and E from musical notation. I can improvise within a performance, using the notes C and D. I can compose a melody using simple rhythms, using the notes C, D and E.
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>Is anything ever eternal? (Christianity)</u></p>	<p><u>Is anything ever eternal? (Christianity)</u></p> <ul style="list-style-type: none"> • I can explain why think some things may last forever. • I can discuss different types of love and whether they may be able to last forever. • I can discuss the Christian beliefs in heaven and eternal life. • I can discuss my beliefs if anything is ever eternal. • I can explain my own beliefs about what it means to lead a good life.
<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"> • 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>Dreams and Goals (Y5 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> • I know that I will need money to help me achieve some of my dreams. • I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs. • I know what job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. • I know why I am motivated to make a positive contribution to supporting others. • I know that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other. 	<p><u>Dreams and Goals (Y5 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> • I can identify what I would like my life to be like when I am grown up. • I can appreciate the contributions made by people in different jobs. • I can appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future. • I can appreciate the similarities and differences in aspirations between myself and young people in a different culture.
<p>Spanish (MFL) (A) Phase: UKS2</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>My Body (Y4 iLanguages Unit)</u></p> <ul style="list-style-type: none"> • I know how to say and understand the names of parts of the body. • I know how to read, say and understand words for colours. • I know the words grande and pequeño to describe size. 	<p><u>My Body (Y4 iLanguages Unit)</u></p> <ul style="list-style-type: none"> • I can ask and answer questions. • I can use question forms. • I can write simple words and phrases using a model and some words from memory.