

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



Food for Thought: Great Southcoates Bake Off			
Subject	NC Link	Declarative knowledge	Procedural knowledge
Geography (A) Phase: UKS2	Pupils should be taught to: <ul style="list-style-type: none"> describe and understand physical geography, including: climate zones, biomes and vegetation belts. 	<u>Great Southcoates Bake Off</u> <ul style="list-style-type: none"> I know how the physical geography of an area can impact land use. <i>Retrieval activities from KS1:</i> <ul style="list-style-type: none"> I know the names and locations of the four countries of the UK. I know the names and locations of the four capitals of the UK. I know the names and locations of the seas surrounding the UK. <i>Retrieval activity from LKS2:</i> <ul style="list-style-type: none"> I know the names of major cities within the UK. 	<u>Great Southcoates Bake Off</u> <ul style="list-style-type: none"> I can name and locate some counties of the United Kingdom. I can create maps of locations, identifying patterns (such as: land use, climate zones, height of land and other physical features such as caves).
Design & Technology (A) Phase: UKS2	Pupils should be taught to: <ul style="list-style-type: none"> select and use a wider range of components, including ingredients. 	<u>Great Southcoates Bake Off – Make your own Hull Fair Brandy Snap</u> <ul style="list-style-type: none"> I know how to heat ingredients safely. 	<u>Great Southcoates Bake Off – Make your own Hull Fair Brandy Snap</u> <ul style="list-style-type: none"> I can use analogue scales to weigh and measure accurately to the nearest gram, reading scales that increase in various intervals. I can plan ahead before following a recipe to gather together everything I need. I can gather feedback about my product to evaluate it. I can use a saucepan when dissolving butter and sugar, ensuring that the mixture doesn't crystallise.
Science (A) Phase: UKS2	Pupils should be taught to: <ul style="list-style-type: none"> explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible. 	<u>Properties of Materials</u> <ul style="list-style-type: none"> I know that some materials will dissolve in liquid to form a solution. I know how to recover a substance from a solution. I know how different mixtures can be separated, through filtering, sieving and evaporating. I know that dissolving, mixing and changes of state are reversible changes. I know that some changes result in the formation of new materials, including changes associated with burning. 	<u>Properties of Materials</u> <ul style="list-style-type: none"> I can compare and group together everyday materials on the basis of their properties, including solubility. <u>Investigation:</u> <i>Are changes of state reversible changes?</i> <ul style="list-style-type: none"> I can plan different types of scientific enquiry to answer questions. 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>Dancing in the Street (Hip-Hop)</u> <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). 	<u>Dancing in the Street (Hip-Hop)</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 notes G and A from musical notation. I can read the notes F and G. I can improvise within a performance, using the notes D and E. 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.

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



<p>Religious Ed. (A) P 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>How is the Qur'an vital to Muslims today? (Islam)</u></p> <ul style="list-style-type: none"> I know why some events were important during the Night of Power. 	<p><u>How is the Qur'an vital to Muslims today? (Islam)</u></p> <ul style="list-style-type: none"> I can consider how written guidance might impact on my behaviour. I can explain some actions a Muslim might take to show respect to the Qur'an. I can interpret some sayings from the Qur'an and understand there may be some different interpretations. I can explain how I might care for things that are important to me. I can explain how I would like something important to me to be respected and treated.
<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>Relationships (Y5 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> I know how to keep building my own self-esteem. I know how to stand up for myself and how to negotiate and compromise. I know and understand that relationships are personal and there is no need to feel pressurised into having a boyfriend/ girlfriend. I know how to stay safe when using technology to communicate with my friends. 	<p><u>Relationships (Y5 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. I can recognise the feeling of jealousy, where it comes from and how to manage it. I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.
<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>This unit has been blocked in the second half of the summer term.</p>	