

## Key Stage One Medium Term Plan: Summer 2 (Cycle A)



Incredible Humans: A Gentleman's Game?			
Subject	NC Link	Declarative knowledge	Procedural knowledge
History (A) Phase: UKS2	Pupils should be taught about: <ul style="list-style-type: none"> <li>a local history study.</li> </ul>	<u>Clive Sullivan: The Life of a Significant Individual</u> <ul style="list-style-type: none"> <li>I know the key events (start, changes to rules, competitions, notable games) of the history of rugby and how this impacted the history of rugby in our local area.</li> <li>I know the meaning of 'historical significance'.</li> <li>I know that Clive Sullivan was born in 1943, two years before the end of the Second World War.</li> </ul>	<u>Clive Sullivan: The Life of a Significant Individual</u> <ul style="list-style-type: none"> <li>I can act like a historian by interrogating sources of evidence to find out and answer questions about the past.</li> <li>I can create my own timeline using information that I have gathered from sources of evidence.</li> <li>I can use my timeline to describe chronology and change.</li> <li>I can act like a historian to decide whether Clive Sullivan was a historically significant individual.</li> </ul>
Art (A) Phase: UKS2	Pupils should be taught: <ul style="list-style-type: none"> <li>to create sketch books to record and revisit;</li> <li>improve their mastery of art and design techniques, including drawing;</li> <li>about great artists.</li> </ul>	<u>Athletes in Motion - Abstract Life Drawing</u> <ul style="list-style-type: none"> <li>I know which sketching techniques depict movement.</li> <li>I know a range of sketching techniques including gesture drawing.</li> </ul>	<u>Athletes in Motion - Abstract Life Drawing</u> <ul style="list-style-type: none"> <li>I can represent movement through simple lines.</li> <li>I can compare and contrast realistic and abstract pieces of artwork that depict movement.</li> <li>I can make observations of realistic proportions when drawing a portrait.</li> <li>I can experiment with working on different scales to depict movement in art.</li> <li>I can imitate the gesture drawing of Don Gale.</li> </ul>
Science (A) Phase: UKS2	Pupils should be taught to: <ul style="list-style-type: none"> <li>describe the movement of the Earth and other planets relative to the sun and the solar system.</li> </ul>	<u>The Earth and Space</u> <ul style="list-style-type: none"> <li>I know that the Sun is a star at the centre of our solar system.</li> <li>I know that our solar system has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. (Pluto is a dwarf planet.)</li> <li>I know that a moon is a celestial body that orbits a planet.</li> <li>I know that the Sun, Earth and Moon are approximately spherical bodies.</li> <li>I know how the Earth's rotation explains day and night and the apparent movement of the Sun across the sky.</li> </ul> <p><i>Please note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses.</i></p>	<u>The Earth and Space</u> <ul style="list-style-type: none"> <li>I can describe the movement of the Earth, and other planets, is relative to the Sun in the solar system.</li> <li>I can describe that the movement of the Moon relative to the Earth.</li> </ul> <p><u>Investigation:</u> <i>Can shadows help us to tell the time?</i></p> <ul style="list-style-type: none"> <li>I can draw conclusions from the observations that I make.</li> <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>Years 5 and 6 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> </ul>	<u>Years 5 and 6 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> <li>I can join in with singing in rounds.</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>Does belief in Akhirah (life after death) help Muslims to lead good lives? (Islam)</u></p> <ul style="list-style-type: none"> <li>I know what motivation means to me.</li> </ul>	<p><u>Does belief in Akhirah (life after death) help Muslims to lead good lives? (Islam)</u></p> <ul style="list-style-type: none"> <li>I can interpret some things the Qur'an says about life and death.</li> <li>I can say how instructions in the Qur'an help Muslims lead a good life.</li> <li>I can explain some actions a Muslim might take as Jihad.</li> <li>I can explain how believing in Akhirah influences Muslims to lead their best lives.</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>Year 5 – Changing Me (Y5 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>I know how to develop my own self esteem.</li> <li>I know that puberty is a natural process that happens to everybody and that it will be ok for me.</li> <li>I know that sexual intercourse can lead to conception and that is how babies are usually made.</li> <li>I know that sometimes people need IVF to help them have a baby.</li> <li>I know how amazing it is that human bodies can reproduce in these ways.</li> <li>I know I am confident that I can cope with the changes that growing up will bring.</li> </ul> <p><u>Year 6: Changing Me (Y6 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>I know how I feel when I reflect on the development and birth of a baby.</li> <li>I know how being physically attracted to someone changes the nature of the relationship.</li> <li>I know how to prepare myself emotionally for starting secondary school.</li> </ul>	<p><u>Year 5 – Changing Me (Y5 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</li> <li>I can describe how boys' and girls' bodies change during puberty.</li> <li>I can express how I feel about the changes that will happen to me during puberty.</li> <li>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</li> <li>I can identify what I am looking forward to when I am in Year 6.</li> <li>I can start to think about changes I will make when I am in Year 6 and know how to go about this.</li> </ul> <p><u>Year 6: Changing Me (Y6 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>I can ask the questions I need answered about changes during puberty.</li> <li>I can reflect on how I feel about asking the questions and about the answers I receive.</li> <li>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</li> <li>I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.</li> <li>I can identify what I am looking forward to and what worries me about the transition to secondary school.</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>I like (Y4 iLanguages Unit)</u></p> <ul style="list-style-type: none"> <li>I know quisiera and how to use it with different food items.</li> <li>I know how to pronounce words with the 'qu' r a sound.</li> <li>I know some words for food items.</li> <li>I know how to give opinions with reasons about food.</li> </ul>	<p><u>Numbers (Y4 iLanguages Unit)</u></p> <ul style="list-style-type: none"> <li>I can listen for sounds, rhyme and rhythm.</li> <li>I can read and understand a range of familiar written phrases.</li> <li>words and phrases using a model or working from memory.</li> <li>I can use context &amp; previous knowledge to determine meaning.</li> </ul>