

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



Kings and Queens: Boudicca			
Subject	NC Framework Link	Declarative knowledge	Procedural knowledge
History (B) Phase: UKS2	Pupils should be taught about: <ul style="list-style-type: none"> the Roman Empire and its impact on Britain. 	<u>The Romans</u> <ul style="list-style-type: none"> I know that Rome was founded in 753 BC. I know that, in the beginning, Romans worshipped many gods and goddesses. I know that, in AD 313, the persecution of Christians was banned and Christianity became the official religion of the Roman Empire. I know about the resistance of Queen Boudicca. 	<u>The Romans</u> <ul style="list-style-type: none"> I can think like a historian to analyse the impact of the Roman empire on British culture and beliefs (including early Christianity). I can draw comparisons and contrasts, creating my own structured account and analysis of the 'Romanisation' of Britain by analysing sites such as Hadrian's Wall.
Art (B) 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, painting and sculpture; about great artists and designers. 	<u>Roman Clay Sculpture – 3D Form & Sculpture</u> <ul style="list-style-type: none"> I know about great artists, architects and designers from the Roman period. I know that clay can be formed by rolling, carving, holes and hollows, gauging and score and slip. 	<u>Roman Clay Sculpture – 3D Form & Sculpture</u> <ul style="list-style-type: none"> I can choose and use suitable tools to carve and add shapes, texture and pattern. I can plan which elements I will carve and which I will sculpt when creating an intricate design. I can evaluate my final outcome.
Science (B) Phase: UKS2	Pupils should be taught to: <ul style="list-style-type: none"> identify common appliances that run on electricity; construct a simple series circuit, identifying and naming its parts; recognise that a switch opens and closes a circuit; recognise some common conductors and insulators. 	<u>Electricity</u> <ul style="list-style-type: none"> I know what the components of the circuit are. I know the electrical symbol for each component. I know that the brightness of a bulb is determined by the number and voltage of cells used in a circuit. I know that the volume of a buzzer is determined by the number and voltage of cells used in a circuit. 	<u>Electricity Investigation:</u> <i>How does a change in voltage affect my circuit?</i> <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 report and present my findings, including conclusions, causal relationships and explanations in oral and written forms.
Computing (B) 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 (B) 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>Happy (Pop)</u> <ul style="list-style-type: none"> I know what the bridge of a song is. 	<u>Happy (Pop)</u> <ul style="list-style-type: none"> I can talk about the musical dimensions in a piece of music. I can describe the style indicators in piece of music. I can describe the pulse of the music, analysing the tempo, dynamics and texture. I can play the notes A, G and B by ear and from musical notation. I can read the notes A and G. I can improvise within a performance, using the notes A and G. I can compose a melody using simple rhythms, using the notes A, G and B.
Physical Ed. (B) 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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Religious Ed. (B) 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 Sanatani to show commitment to God? (Sanatana Dharma)</u> <ul style="list-style-type: none"> I know how Sanatanis worship and show devotion to the gods and goddesses. 	<u>What is the best way for a Sanatani to show commitment to God? (Sanatana Dharma)</u> <ul style="list-style-type: none"> I can explain what commitment means and how it can be demonstrated in different ways. I can explain the significance of Puja and how Puja shows commitment to God. I can explain why a Sanatani pilgrimage to the Ganges might show commitment to God.
PSHE (B) 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 (Y6 Jigsaw Unit)</u> <ul style="list-style-type: none"> I know how to feel welcome and valued and know how to make others feel the same. I know that there are universal rights for all children but for some children these rights are not met. I know my own wants and needs and can compare these with children in different communities. I know that my actions affect other people locally and globally; I care about other people's feelings and try to empathise with them. I know how democracy and having a voice benefits the school community. 	<u>Being Me in My World (Y6 Jigsaw Unit)</u> <ul style="list-style-type: none"> I can identify my goals for this year, understand my fears and worries about the future and know how to express them. I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities. I can contribute to the group and understand how we can function best as a whole.
Spanish (MFL) (B) 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>Birthdays (Y4 iLanguages Unit)</u> <ul style="list-style-type: none"> I know the numbers 1-31 I know the words for months. I know how to understand, say and write dates. I know how to pronounce words with the 'j' sound accurately.	<u>Birthdays (Y4 iLanguages Unit)</u> <ul style="list-style-type: none"> I can listen for specific words and phrases. I can ask and answer questions. I can read and understand a range of familiar written phrases.