

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



A Stitch in Time: Shakespeare			
Subject	NC Link	Declarative knowledge	Procedural knowledge
History (B) Phase: UKS2	Pupils should be taught about: <ul style="list-style-type: none"> a study of an aspect in British history that extends pupils' chronological knowledge beyond 1066. 	<u>The Elizabethans</u> <ul style="list-style-type: none"> I know that Queen Elizabeth I was the daughter of Henry VIII and Anne Boleyn. I know why England was divided by religion in the 16th century. I know that Shakespeare was at the height of his popularity during the Elizabethan era. I know the chronology of monarchs and can plot their reigns on a timeline. 	<u>The Elizabethans</u> <ul style="list-style-type: none"> 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 the reign of Queen Elizabeth I on British culture.
Design & Technology (B) Phase: UKS2	Pupils should be taught to: <ul style="list-style-type: none"> select from and use a wider range of tools for joining and finishing. 	<u>Shakespeare - Creating an Elizabethan Costume Accessory</u> <ul style="list-style-type: none"> I know how to use layers to stiffen fabric. I know how to tie a knot at the end of my thread. 	<u>Shakespeare – Creating an Elizabethan Costume Accessory</u> <ul style="list-style-type: none"> I can cut materials with precision. I can create my own Elizabethan costume accessory, using a blanket stitch to create a finished edge. I can consider how to create a professional looking finish. I can design and create a sewing pattern template.
Science (B) Phase: UKS2	Pupils should be taught to: <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system. 	<u>Animals including Humans</u> <ul style="list-style-type: none"> I know the names of the main parts of the human circulatory system. I know the functions of the heart, blood vessels and blood. I know the impact of diet, exercise, drugs and lifestyle on the way the body functions. I know the ways in which nutrients and water are transported within animals, including humans. 	<u>Animals including Humans</u> <ul style="list-style-type: none"> I can explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. <u>Investigation:</u> <i>Is there a relationship between my circulatory system and exercise?</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>A New Year Carol (Folk)</u> <ul style="list-style-type: none"> I know what instrumentals of a song are. I know what a bridge of a song is. I know that musical notes can be represented on paper (musical notation). 	<u>A New Year Carol (Folk)</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 reflect on my performance.
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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<p>Religious Ed. (B) 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 can Brahman be everywhere and in everything?</u></p> <ul style="list-style-type: none"> • I know some Sanatani teachings about God. • I know that Brahman is believed to be in everywhere • and everything. 	<p><u>How can Brahman be everywhere and in everything?</u></p> <ul style="list-style-type: none"> • I can think about who I am and what I mean to different people. • I can explain why Sanatanis believe Brahman takes on many forms. • I can explain how I see different aspects of myself in different roles. <p>I can explain how a belief in the importance of the living world might affect people's actions.</p>
<p>PSHE (B) 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 (Y6 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> • I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal). • I know why it is important to stretch the boundaries of my current learning. • I know what some people in my class like or admire about me and can accept their praise. • I know how give praise and compliments to other people when I recognise their contributions and achievements. 	<p><u>Dreams and Goals (Y6 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> • I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. I can set success criteria so that I will know whether I have reached my goal. • I can identify problems in the world that concern me and talk to other people about them. I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations. • I can describe some ways in which I can work with other people to help make the world a better place and I can identify why I am motivated to do this.
<p>Spanish (MFL) (B) 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>Family (Y4 iLanguages Unit)</u></p> <ul style="list-style-type: none"> • I know the words for family members. • I know how to recognise different words for 'my' in Spanish. • I know how to ask and answer the question ¿Tienes hermanos? • I know how to pronounce the phoneme 'i' correctly. 	<p><u>Family (Y4 iLanguages Unit)</u></p> <ul style="list-style-type: none"> • I can ask and answer questions. • I can read some familiar words aloud and pronounce them accurately.