

Upper Key Stage Two Medium Term Plan: Spring 2 (Cycle B)



| A Helping Hand: Looking After Others | | | |
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| Subject | NC Link | Declarative knowledge | Procedural knowledge |
| Geography(B) Phase: UKS2 | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use fieldwork to observe, measure, record and present the human and physical features of the local area. | <p><u>Looking After Others – Fieldwork Study</u></p> <ul style="list-style-type: none"> I know and understand key aspects of human geography, including economic activity and trade links in my local area. <p><i>Retrieval activities from KS1:</i></p> <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. <p><i>Retrieval activity from LKS2:</i></p> <ul style="list-style-type: none"> I know the names of major cities within the UK. | <p><u>Looking After Others – Fieldwork Study</u></p> <ul style="list-style-type: none"> I can use fieldwork to measure, record and present the human land use of the local area. I can present the outcomes of my fieldwork study using sketch maps, graphs and/or digital technologies. I can use six-figure grid references. I can use symbols and a key (using standard Ordnance Survey symbols). |
| Art (B) Phase: UKS2 | <p>Pupils should be taught to:</p> <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. | <p><u>What’s the Difference Between a Mural and Graffiti? - Painting</u></p> <ul style="list-style-type: none"> I know what a complementary colour is. I know what a contrasting colour is. I know how colour choice can impact a piece of artwork. I know what a mural is. | <p><u>What’s the Difference Between a Mural and Graffiti? - Painting</u></p> <ul style="list-style-type: none"> I can imitate an artist’s use of colour, line and shape. I can compare and contrast the work of Keith Haring and Piet Mondrian’s artwork. |
| Science (B) Phase: UKS2 | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that living things have changes over time and that fossils provide information about living things that inhabited the Earth. | <p><u>Evolution and Inheritance</u></p> <ul style="list-style-type: none"> I know that fossils provide information about living things that inhabited the Earth millions of years ago. I know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. I know that animals and plants are adapted to suit their environment in different ways. | <p><u>Evolution and Inheritance</u></p> <ul style="list-style-type: none"> I can explore how palaeontologists such as Mary Anning, Charles Darwin and Alfred Wallace developed their ideas of evolution. <p><u>Investigation:</u> <i>How can rocks teach me about animals and plants?</i></p> <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 | <p>These objectives are currently under review. The ELT Computing Curriculum, linking to the National Curriculum, is being followed.</p> | <p>These objectives are currently under review. The ELT Computing Curriculum, linking to the National Curriculum, is being followed.</p> | <p>These objectives are currently under review. The ELT Computing Curriculum, linking to the National Curriculum, is being followed.</p> |
| Music (B) Phase: UKS2 | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform; improvise and compose; listen with attention; use and understand staff and other musical notations. | <p><u>You’ve Got A Friend (Pop Rock/Soft Rock)</u></p> <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). | <p><u>You’ve Got A Friend (Pop Rock/Soft Rock)</u></p> <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 G, A 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 E. |
| Physical Ed. (B) Phase: UKS2 | <p>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.</p> | <p>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.</p> | <p>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.</p> |

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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 significant is it for Christians to believe that God intended Jesus to die?</u></p> | <p><u>How significant is it for Christians to believe that God intended Jesus to die?</u></p> <ul style="list-style-type: none"> • I can understand how some people believe I destiny and how others might believe in having free will to make their own choices. • I can consider whether the crucifixion was a consequence of the events of Holy Week. • I can explain my own definitions of purpose and destiny. • I can give an example of a strong sense of purpose in their life. |
| <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>Healthy Me (Y6 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> • I know the impact of food on the body e.g. creating energy, giving comfort and altering mood. • I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. • I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations. • I know how to give my body the best combination of food for my physical and emotional health. • I know how to find ways to be happy and cope with life's situations without using drugs. • I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen. • I know how to help myself feel emotionally healthy and can recognise when I need help with this. | <p><u>Healthy Me (Y6 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> • I can evaluate when alcohol is being used responsibly, anti-socially or being misused. • I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse. • I can tell you how I feel about using alcohol when I am older and my reasons for this. • I can use different strategies to manage stress and pressure. |
| <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>Clothing (Y4 iLanguages Unit)</u></p> <ul style="list-style-type: none"> • I know words for clothing. • I know how to ask and answer the question ¿Qué llevas? | <p><u>Clothing (Y4 iLanguages Unit)</u></p> <ul style="list-style-type: none"> • I can listen for specific words and phrases. • I can read and understand a range of familiar written phrases. • I can use context and previous knowledge to determine meaning and pronunciation. |