

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



Battle of the Authors: Joseph Coelho vs Barbara Mitchelhill

Subject	NC Link	Declarative knowledge	Procedural knowledge
History (B) Phase: UKS2	Pupils should be taught about: <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' knowledge beyond 1066.</li> </ul>	<u>The Suffragettes</u> <ul style="list-style-type: none"> <li>I know where the Edwardian era sits chronologically, in comparison to different periods of history that I have studied.</li> <li>I know why the 'Votes for Women' campaign was a turning point in British history.</li> </ul>	<u>The Suffragettes</u> <ul style="list-style-type: none"> <li>I can explain why the 'Votes for Women' campaign happened and give opinions about this.</li> <li>I can think like a historian to analyse the impact of the suffragette movement.</li> </ul>
Art (B) 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>Book Cover Illustration – Landscape Drawing</u> <ul style="list-style-type: none"> <li>I know how to show perspective in my drawings.</li> <li>I know how to depict distance in my drawings.</li> <li>I know the difference between the foreground, middle-ground and background.</li> <li>I know how the rule of thirds is used when composing a piece of artwork.</li> </ul>	<u>Book Cover Illustration – Landscape Drawing</u> <ul style="list-style-type: none"> <li>I can represent perspective in my drawing through carefully planning the composition.</li> <li>I can imitate the artwork of an illustrator of my choice.</li> </ul>
Science (B) Phase: UKS2	Pupils should be taught to: <ul style="list-style-type: none"> <li>describe how living things are classified into broad groups;</li> <li>give reasons for classifying plants and animals.</li> </ul>	<u>Living Things</u> <ul style="list-style-type: none"> <li>I know how living things are classified into broad groups, including micro-organisms, plants and animals.</li> <li>I know the reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<u>Living Things Investigation:</u> <u>Are all plants the same?</u> <ul style="list-style-type: none"> <li>I can compare and classify, after choosing my own set of criteria, and draw a conclusion from my findings.</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 (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"> <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>Music and Me (Women in the Music Industry)</u> <ul style="list-style-type: none"> <li>I know about the music of different artists.</li> <li>I know that musical notes can be represented on paper (musical notation).</li> </ul>	<u>Music and Me (Women in the Music Industry)</u> <ul style="list-style-type: none"> <li>I can plan a composition.</li> <li>I can explain the key themes I have used when creating lyrics for a song.</li> </ul>
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.
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>Do beliefs in Karma, Samsara and Moksha help Sanatanis lead good lives?</u> <ul style="list-style-type: none"> <li>I know how belief in Karma could help Sanatanis live good lives.</li> </ul>	<u>Do beliefs in Karma, Samsara and Moksha help Sanatanis lead good lives?</u> <ul style="list-style-type: none"> <li>I can explain what consequences might come from actions I take.</li> <li>I can explain the Sanatani belief in Karma and Reincarnation and different types of Dharma.</li> <li>I can explain my views on life after death.</li> <li>I can reflect on how my beliefs may support me in leading a good life.</li> </ul>

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<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"> <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>Relationships (Y6 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I know how it feels to have people in my life that are special to me.</li> <li>• I know some of the feelings we can have when someone dies or leaves.</li> <li>• I know that there are different stages of grief and that there are different types of loss that cause people to grieve.</li> <li>• I know how technology can be used to try to gain power or control and I can use strategies to prevent this from happening.</li> </ul>	<p><u>Relationships (Y6 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I can identify the most significant people to be in my life so far.</li> <li>• I can use some strategies to manage feelings associated with loss and can help other people to do so.</li> <li>• I can recognise when I am feeling those emotions and have strategies to manage them.</li> <li>• I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</li> <li>• I can take responsibility for my own safety and well-being.</li> <li>• I can use technology positively and safely to communicate with my friends and family.</li> </ul>
<p>Spanish (MFL) (B) 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>This unit has been blocked in the second half of the summer term.</p>	