

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



Survival of the Fittest: Running Wild			
Subject	NC Link	Declarative knowledge	Procedural knowledge
Geography (B) Phase: UKS2	Pupils should be taught to: <ul style="list-style-type: none"> <li>identify the position and significance of latitude, longitude etc.</li> </ul>	<u>Running Wild</u> <ul style="list-style-type: none"> <li>I know and understand key aspects of physical geography, including rivers, vegetation belts and mountains.</li> </ul> <i>Retrieval activities from KS1:</i> <ul style="list-style-type: none"> <li>I know the seven continents of the world.</li> <li>I know the names of the oceans of the world.</li> </ul>	<u>Running Wild</u> <ul style="list-style-type: none"> <li>I can identify the position and significance of latitude, longitude, the Equator, the Northern Hemisphere, the Southern Hemisphere, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circle.</li> <li>I can discuss the geographical similarities and differences between the UK, a European country and a region of South America.</li> </ul>
Design & Technology (B) Phase: UKS2	Pupils should be taught to: <ul style="list-style-type: none"> <li>understand and use mechanical systems in their products.</li> </ul>	<u>Running Wild - Creating a Shelter</u> <ul style="list-style-type: none"> <li>I know that I must take into account the views of my intended user when designing my prototype.</li> <li>I know that the triangles are used in structures for strength.</li> </ul>	<u>Running Wild - Creating a Shelter</u> <ul style="list-style-type: none"> <li>I can communicate my ideas by creating annotated sketches and exploded diagrams.</li> <li>I can measure and mark out to the nearest millimetre.</li> <li>I can use a protractor to measure and mark out 45, 60 and 90 degree angles.</li> <li>I can use a saw and mitre block to safely cut wood to size.</li> </ul>
Science (B) Phase: UKS2	Pupils should be taught to: <ul style="list-style-type: none"> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way that our bodies function.</li> </ul>	<u>Animals Including Humans</u> <ul style="list-style-type: none"> <li>I know the impact of diet, exercise, drugs and lifestyle on the way our bodies function.</li> <li>I know how the circulatory system enables the body to function.</li> </ul>	<u>Animals Including Humans</u> <ul style="list-style-type: none"> <li>I can explore the work of scientists and scientific research to understand the relationship between diet, exercise, drugs, lifestyle and health.</li> </ul> <u>Investigation:</u> <i>Question to be chosen by the children.</i> <ul style="list-style-type: none"> <li>I can plan different types of scientific enquiry to answer questions.</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>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. (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>What is the best way for a Christian to show commitment to God?</u></p> <ul style="list-style-type: none"> <li>I know why people may show commitment in different ways to something they believe in.</li> </ul>	<p><u>What is the best way for a Christian to show commitment to God?</u></p> <ul style="list-style-type: none"> <li>I can describe how different practices enable Christians to show their commitment to God.</li> </ul>
<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>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) (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><u>Clothing (Y4 iLanguages Unit)</u></p> <ul style="list-style-type: none"> <li>I know words for clothing</li> <li>I know words for colours.</li> <li>I know how to write a short description of an outfit.</li> </ul>	<p><u>Clothing (Y4 iLanguages Unit)</u></p> <ul style="list-style-type: none"> <li>I can memorise and present a short spoken text.</li> <li>I can give opinions about uniform.</li> <li>I can understand aural descriptions of clothing.</li> </ul>