



LKS2 Year B Summer 1

Rocks, Relics and Rumbles



	HISTORY AND GEOGRAPHY	SPAG	ENGLISH	SCIENCE	MATHS	RE	ART
	Rocks, Relics and Rumbles		Modern fiction	Rocks	White Rose	The Concept of Atman in Hinduism	Ammonite
ENGAGE	In Geography we will learn about:	Our grammar and punctuation content is:	We will be reading and talking about:	We will:	Number: Fractions	We will learn that:	We will learn about:
DEVELOP	PROCESSES Describe how physical characteristics have changed the characteristics of a landscape, country or continent	Sentence Types Inverted commas to punctuate direct speech	Pebble in my Pocket by Meredith Hooper	compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	Measurement: Time	Hindus believe in a spiritual self or soul called the Atman.	PRINTMAKING We will: make repeat pattern prints for decorative purposes using various natural materials.
INNOVATE	ENVIRONMENT We will: explain how people damage and sustain environments	Use of inverted commas and other punctuation to indicate direct speech	We will be writing: poetry, descriptions, stories and posters	describe in simple terms how fossils are formed when things that have lived are trapped within rock.	Geometry: Properties of Shapes	Hindus believe in a 'Supreme Spirit' called Brahman.	SELECTION investigate, combine and organise visual and tactile qualities of materials and processes when making something.
EXPRESS	FIELD WORK observe measure and record the human and physical features in the local area, responding to a range of geographical questions	Co-ordination and subordination Expressing time, place and cause using conjunctions		recognise that soils are made from rocks and organic matter. Working scientifically, we will: ask relevant questions and using different types of scientific enquiries to answer them	Measurement: Capacity and Mass	Hindus believe that they can worship God in other divine forms (or deities).	EVALUATING make suggestions for ways to adapt/improve their own artwork and comment on similarities and differences with other's work
	CHANGES OVER TIME describe how changes in the features of a place can affect the lives and activities of people living there	Nouns and noun phrases Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases		gather, record, classify and present data in a variety of ways to help in answering questions		Hindus use different forms of the 'Supreme Spirit' as a focus for worship.	3D & FORM Create natural forms such as shells, leaves, flowers and animals, showing an awareness of different viewpoints of the same object.
	MAPPING draw sketch maps and plans using standardised symbols and a key	Punctuation Consolidate use of apostrophes for contraction.		record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables		We can recognise one form of Hindu worship.	
	THE WORLD locate the countries of Europe including Russia, North and South America. Describe and explain similarities and differences (human and physical) of a region of a European country			report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions			
	POSITIONING locate and explain the significance of the equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries in the world			use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions			
	PLACES compare and contrast how areas of the world have capitalised on their physical and humans features.						



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Physical Education	PSHE	ICT	French	Music
Invasion Games – Cricket / Rounders Gymnastics	DIVERSITY	Exploring simulations – Crystal rainforest	The Body	Charanga Unit 5 Blackbird by The Beatles Music Genre: Pop/The Beatles Songs: Yellow Submarine by The Beatles Hey Jude by The Beatles Can't Buy Me Love by The Beatles Yesterday by The Beatles Let It Be by The Beatles
<p>We will learn to:</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Year 3</p> <p>perform ball handling skills well, with awareness of space & others.</p> <p>use batting & fielding techniques with control & consistency.</p> <p>play a game successfully, -apply some tactics to outwit opponents</p> <p>keep control & possession & make good decisions on what to do</p> <p>make up a game & apply skills in competitive & co-operative ways</p> <p>Year 4</p> <p>apply dribbling & passing skills in small sided competitive games.</p> <p>move to stop a ball or object reaching a target in varying situations</p> <p>send a ball (1) by overarm bowl or throw) & (2) by using a racket</p> <p>keep up throwing/catching game & apply tactics according to need</p> <p>make it difficult to return a ball directed into space of opponent(s)</p> <p>develop flexibility, strength, technique, control and balance</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their best.</p>	<p>Through whole school assemblies, Key Stage assemblies, our KidSafe programme & Debbie's Circle Time, we will discuss and understand:</p> <p>DIVERSITY</p> <p>how to demonstrate sensitivity and understanding of people with different values, customs and cultures.</p> <p>the words "discrimination" and "stereotype" by giving examples of both</p>	<p>We will:</p> <p>learn what simulations are:</p> <p>Explore options: Robot Temple</p> <p>Explore options: Entering jungle & Museum shop</p> <p>Test predictions: Wire menders & floating logs</p> <p>Test predictions: Rope bridges & lily pond</p>	<p>We will learn to:</p> <p>be able to recognise articles and understand that they signify the gender of a noun.</p> <p>pronounce articles clearly when speaking and spell them correctly when writing.</p> <p>read a French rhyme with some help with unfamiliar vocabulary.</p> <p>repeat sentences that use adjectives to describe things.</p> <p>pick out some subject pronouns when reading, with assistance.</p>	<p>We will:</p> <p>Listen and Appraise</p> <p>Identifying and moving to the pulse.</p> <p>Talking about the musical dimensions working together in the Unit songs</p> <p>Talking about the music and how it makes us feel.</p> <p>Listening to other people's thoughts about the music using musical words.</p> <p>Sing</p> <p>In unison and in simple two-parts.</p> <p>Following a leader when singing and enjoy exploring singing solo.</p> <p>with awareness of being 'in tune'</p> <p>Rejoining the song if lost.</p> <p>Listening to the group when singing.</p> <p>Play Instruments</p> <p>In one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <p>Rehearsing and performing our part within the context of the Unit song</p> <p>Listening to and follow musical instructions from a leader.</p> <p>Experiencing leading the playing by making sure everyone plays in the playing section of the song.</p> <p>Improvise</p> <p>Using instruments in the context of the song they are learning to perform.</p> <p>Compose</p> <p>Planning and creating a section of music that can be performed within the context of the unit song.</p> <p>Talking about how it was created.</p> <p>Listening to and reflecting upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Recording the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>Perform</p> <p>Choosing what to perform and create a programme.</p> <p>Presenting a musical performance designed to capture the audience.</p> <p>Communicating the meaning of the words and clearly articulate them.</p>