



LKS2 Year B Summer 2 Rocks, Relics and Rumbles



GEOGRAPHY	SPAG	ENGLISH	SCIENCE	MATHS	RE	ART
Fieldwork		Historical fiction Newspapers	Living things and their habitats Plants	White Rose	The Concept of Atman in Hinduism	Cooking

Health Week
We will make informed decisions about what makes a balanced, healthy lifestyle and recognise what might influence these decisions



<p>ENGAGE</p> <p>DEVELOP</p> <p>INNOVATE</p> <p>EXPRESS</p>	<p>In Geography we will learn about:</p> <p>MAPPING We will: draw sketch maps and plans using standardised symbols and a key</p> <p>USING MAPS Locate and name geographical features on a map or atlas using a key</p> <p>FIELD WORK Observe measure and record the human and physical features in the local area, responding to a range of geographical questions</p> <p>VOCABULARY Use technical and geological vocabulary to describe geographical processes</p> <p>DIRECTION Use the eight points of a compass to describe the location of a country or geographical feature</p> <p>PATTERNS Describe patterns in geography and offer clear explanations for why they appear (eg. Why towns are situated on rivers)</p>	<p>Our grammar and punctuation content is:</p> <p>Nouns and noun phrases</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</p> <p>Adverbials Expressing time, place and cause using adverbs</p> <p>Fronted adverbials</p>	<p>We will be reading and talking about: Escape from Pompeii by Christina Balit, Life in Roman times, earthquakes and volcanoes</p> <p>We will be writing: poetry, descriptions, newspaper reports, adverts and recounts</p> <p>We will be learning a poem for our Individual Off By Heart Recital</p>	<p>We will:</p> <p>recognise that living things can be grouped in a variety of ways.</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Working scientifically, we will look at soil. We will:</p> <p>gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>	<p>Fractions</p> <p>Measurement: Time</p> <p>Geometry: Properties of Shapes</p> <p>Measurement: Capacity and Mass</p>	<p>We will learn that:</p> <p>Hindus can perform puja in a place of worship called a mandir.</p> <p>Many Hindus have a special place at home for performing puja once a day.</p> <p>Puja helps many Hindus to be quiet enough to 'hear' God guiding them from within.</p> <p>Hindus believe in Dharma</p>	<p>We will learn about:</p> <p>PREPARING AND COOKING FOOD Combining a variety of ingredients using a range of cooking techniques</p> <p>NUTRITION Making healthy eating choices and explain why</p> <p>ORIGINS OF FOOD Identifying which food comes from the UK</p> <p>OPINION AND INFLUENCE Describe the work of a designer and explain why their work/design is significant</p> <p>USING ICT TO DESIGN Use ICT packages to create alternatives for a design</p>
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LKS2 Year B Summer 2 Tremors



Physical Education	PSHE	ICT	French	Music
<p style="text-align: center;">Athletics</p> <p style="text-align: center;">Gymnastics</p>	<p style="text-align: center;">RELATIONSHIPS AND FEELINGS</p>	<p style="text-align: center;">Algorithms and Design: Scratch</p>	<p style="text-align: center;">Sport</p>	<p style="text-align: center;">Charanga Unit 6 Reflect, Rewind & Replay</p> <p>Music Genre: Classical Songs: La Quinta Estampe Real anon 13th century (Early Music) The Arrival Of The Queen Of Sheba by Handel (Baroque) Moonlight Sonata by Beethoven (Romantic) Bridal Chorus (Wedding March) by Wagner (Romantic) Rhapsody In Blue by Gershwin (20th Century) Einstein On The Beach by Philip Glass (Contemporary)</p>
<p>We will learn to: develop flexibility, strength, technique, control and balance. compare their performances with previous ones and improve to achieve their personal best.</p> <p>Year 3 run at fast/medium/slow speeds appropriate for distance covered. jump from standing position, link jump to running and other travel measure/compare/record performance & suggest ways to improve</p> <p>Year 4 run over low barriers at speed with control & coordination throw overarm/push/sling ball/implement consistently & accurately develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their best.</p>	<p>We will : Through whole school assemblies, Key Stage assemblies, our KidSafe programme & Debbie's Circle Time, we will discuss and understand:</p> <p>RELATIONSHIPS AND FEELINGS Describe how families can mean different things to different people.</p> <p>HEALTH WEEK HEALTH AND HYGIENE Identify some factors that affect emotional health and well -being (e.g. exercise or dealing with emotions)</p>	<p>We will :</p> <p>revisit Algorithms & basics of Scratch interface</p> <p>Create Tom & ball game</p> <p>Create Breakdance group</p> <p>Create Breakdance group</p> <p>Create Tom & Jerry game</p> <p>Create Volcano and earthquake</p> <p>Create Volcano and earthquake</p>	<p>We will learn to:</p> <p>identify an article in a spoken sentence, with some support.</p> <p>give words or phrases to say which sports they like.</p> <p>use a bilingual dictionary with guidance to look up words.</p> <p>follow a model with some assistance to write sentences in the first person.</p> <p>recognise some sentences which have a different word order.</p>	<p>We will: Listen and Appraise Identifying and moving to the pulse. Talking about the musical dimensions working together in the Unit songs Talking about the music and how it makes us feel. Listening to other people's thoughts about the music using musical words.</p> <p>Sing In unison and in simple two-parts. Following a leader when singing.and enjoy exploring singing solo. with awareness of being 'in tune' Rejoining the song if lost. Listening to the group when singing.</p> <p>Play Instruments 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. Rehearsing and performing our part within the context of the Unit song Listening to and follow musical instructions from a leader. Experiencing leading the playing by making sure everyone plays in the playing section of the song.</p> <p>Improvise Using instruments in the context of the song they are learning to perform.</p> <p>Compose Planning and creating a section of music that can be performed within the context of the unit song. Talking about how it was created. Listening to and reflecting upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Recording the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>Perform Choosing what to perform and create a programme. Presenting a musical performance designed to capture the audience. Communicating the meaning of the words and clearly articulate them.</p>