

# LKS2 Year A Summer 1

## Traders and Raiders



	History and Geography	SPaG	English	Science	Maths	RE	DT
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### Health Week

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



	Britain's settlement by Anglo-Saxons and Scots	Spelling, punctuation and grammar	Historical Fiction <b>English Legends</b>	Sound	White Rose	Humanism	Purses
<b>ENGAGE</b>	<b>In History, we will learn about:</b> <b>CHRONOLOGY</b> place different periods of time on a timeline and remember key historical facts and some dates from a period studied	<b>Our grammar and punctuation content is:</b>  Nouns and noun phrases The grammatical difference between plural and possessive -s.	<b>We will be reading and talking about:</b> Arthur and the Golden Rope by Joe Todd Swainton and The Legend of King Arthur	<b>We will learn:</b>  to identify how sounds are made, associating some of them with something vibrating  recognise that vibrations from sounds travel through a medium to the ear	<b>Multiplication and Division</b>	<b>We will:</b>  be able to say what the 'happy human' logo tells us about the Humanist perspective.	<b>We will learn about:</b>
<b>DEVELOP</b>	<b>CAUSE AND CONSEQUENCE</b> Explain that an event has more than one cause  <b>RECORDING</b> Use labelled diagrams, recounts, stories and pictures to illustrate historical understanding  Choose the best way to record historical information	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.  Cohesion  Headings and sub-headings to aid presentation.	<b>We will be writing:</b> Descriptions, stories, letters, diaries, poems and legends	find patterns between the pitch of a sound and features of the object that produced it  find patterns between the volume of a sound and the strength of the vibrations that produced it	<b>Measurement: Money</b>	understand that Humanists do not believe in gods.  understand that Humanists are concerned with the happiness and peace of individuals and societies.	<b>DESIGNING</b> <b>We will:</b> collect information and use it to inform design ideas in words, labelled sketches, diagrams and models. Keeping in mind fitness for purpose  <b>EXISTING PRODUCT INFORMATION</b> Explain how an existing product is useful to use
<b>INNOVATE</b>	<b>HISTORICAL ENQUIRY</b> Use a range of source materials to answer questions about the past which go beyond simple observations	Use of paragraphs to organise ideas around a theme. (To be taught through teaching and learning sequences.)  Punctuation		recognise that sounds get fainter as the distance from the sound source increases.  <b>Working scientifically, we will:</b> set up simple practical enquiries, comparative and fair tests	<b>Statistics</b>	think about our own personal values.  know that humanists believe in doing good.	<b>WORKING FROM PLANS</b> make realistic step by step designs, reflecting on it as it develops  <b>MATERIALS</b> plan materials needed for a task and explain why
<b>EXPRESS</b>				make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  identify differences, similarities or changes related to simple scientific ideas and processes	<b>Measurement: Length and Perimeter</b>	know that Humanism is an alternative to religion.  begin to understand that non-religious people can have codes for living.	<b>TOOLS</b> select appropriate tools and explain choices  CUTTING Cut safely and accurately to a marked line  <b>OPINION AND INFLUENCE</b> describe the work of a designer and explain why their work/design is significant  <b>JOINING</b> Use running stitch <b>EXISTING PRODUCT INFORMATION</b> Explain how an existing product is useful to use  <b>EVALUATION</b> Identify what worked well and what could be improved and how to implement them  <b>TEXTILES</b> Create a simple pattern for a design

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Physical Education	PSHE	ICT	French	Music	
<b>Spring 1 Invasion Games - Handball</b> <b>Spring 2- Dance / OAA</b>  <b>Swimming</b>	<b>Spring 1 Goals</b>  <b>Spring 2 Financial Understanding</b>	<b>Spring 1 Espresso coding</b>  <b>Spring 2 Graphical Modelling</b>	<b>Core Unit 3 Animals</b>	<b>Charanga Unit 3</b> <b>Three Little Birds by Bob Marley</b> <b>Music Genre:</b> Reggae <b>Songs:</b> Jamming by Bob Marley Small People by Ziggy Marley 54-56 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse	<b>Charanga Unit 4</b> <b>The Dragon Song by Joanna Mangona and Pete Readman</b> <b>Music Genre:</b> A Pop song that tells a story <b>Songs:</b> Birdsong – Chinese Folk Music Vaishnava Java – A Hindu Song A Turkish Traditional Tune Aitutaki Drum Dance from Polynesia Zebaidir Song from Sudan

<p><b>We will learn to:</b></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><b>Year 3 Spring 1</b></p> <p>perform ball handling skills well, with awareness of space &amp; others.</p> <p>use batting &amp; fielding techniques with control &amp; consistency.</p> <p>play a game successfully, -apply some tactics to outwit opponents</p> <p>keep control &amp; possession &amp; make good decisions on what to do</p> <p>make up a game &amp; apply skills in competitive &amp; co-operative ways</p> <p><b>Year 4 Spring 1</b></p> <p>apply dribbling &amp; 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) &amp; (2) by using a racket</p> <p>keep up throwing/catching game &amp; apply tactics according to need</p> <p>make it difficult to return a ball directed into space of opponent(s)</p> <p><b>Year 3 Spring 2</b></p> <p><b>We will learn to:</b></p> <p>perform dances using a range of movement patterns.</p> <p>compare their performances with previous ones and improve to achieve their personal best</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>perform pair/group dance involving canon &amp; unison, meet &amp; part</p> <p>include contrasting dynamics and qualities into group motif/phase</p>	<p><b>Through whole school assemblies, Key Stage assemblies, our Kidsafe programme &amp; Debbie's Circle Time, we will discuss and understand:</b></p> <p><b>GOALS</b></p> <p><b>We will:</b> talk about our achievements and plan how to work towards new goals.</p> <p><b>RELATIONSHIPS AND FEELINGS</b></p> <p>Describe how families can mean different things to different people.</p> <p><b>PERSONAL SAFETY</b></p> <p>Recognise ways in which a relationship can be unhealthy.</p> <p><b>FINANCIAL UNDERSTANDING</b></p> <p>Know that there are different ways to save money and discuss ways of how to budget.</p>	<p><b>We will:</b></p> <p>recap previous units</p> <p>be introduced to variables</p> <p>practice variables</p> <p>learn about repetition &amp; loops</p> <p>practise debugging exercises</p> <p>be introduced to graphical modelling tools</p> <p>use geometric tools to design a dream bedroom</p> <p>use geometric tools to design a classroom</p> <p>design a Viking settlement</p>	<p><b>We will learn to:</b></p> <p>sing along and do the actions to a French song, with a visual aid.</p> <p>recognise most of the French body parts when they're spoken.</p> <p>read the numbers 11-20 with some assistance.</p> <p>accurately say the name of the month of their birthday when given a visual prompt.</p> <p>understand the difference between singular and plural.</p> <p><b>Animals</b></p> <p>be able to respond to questions when given a spoken model to copy.</p> <p>repeat a simple phrase to say that they don't understand something.</p> <p>hear a simple sentence and then repeat it orally.</p> <p>copy down a short, simple sentence.</p> <p>read a short rhyme with help.</p> <p>recognise some basic French adjectives such as colours.</p>	<p><b>We will:</b></p> <p><b>Listen and Appraise</b></p> <p>Identifying and moving to the pulse. Thinking about what the words of a song mean. Taking it in turn to discuss how the song makes them feel. Listening carefully and respectfully to other people's thoughts about the music.</p> <p><b>Sing</b></p> <p>In unison and in simple two-parts. Following a leader when singing.and enjoy exploring singing solo. with awareness of being 'in tune' and an awareness of the pulse internally when singing.</p> <p><b>Play Instruments</b></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. 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><b>Improvise</b></p> <p>Using instruments in the context of the song they are learning to perform.</p> <p><b>Compose</b></p> <p>Creating at least one simple melody using one, three or five different notes. Planning and creating a section of music that can be performed within the context of the unit song. Listening to and reflecting upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p><b>Perform</b></p> <p>Choosing what to perform and create a programme. Communicating the meaning of the words and clearly articulate them. Say how we feeling, what we were pleased with what we would change and why.</p>
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<p>improvise freely translating ideas from stimuli to movement</p> <p>follow instructions and simple trails,</p> <p>use simple shapes map to find route &amp; solve simple problems</p> <p><b>Year 4 Spring 2</b></p> <p>respond imaginatively to stimuli related to character/music/story</p> <p>perform clear &amp; fluent dances that show sensitivity to idea/stimuli</p> <p>use simple motifs/patterns to structure phases with partner/group</p> <p>read &amp; follow a simple map &amp; diagrams to orientate myself.</p> <p>assess risk and plan &amp; test possible solutions to problems</p> <p>work with others to discuss appropriate actions &amp; solve a problem</p>				
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