

Lower Key Stage 2—

REDUCE, REUSE, RECYCLE
(SUMMER 1ST 2019)



Session 1 Immersion Day:

Children to celebrate Earth Day with a carousel of activities: making a plastic bag bracelet, create a commitment mobile pledging their promises to the Earth, posters about littering to be displayed around the school and thinking about the waste they have thrown away that week.



Session 2 - To recognise that environments can change and that this can sometimes pose dangers to living things (Living things and their habitats)

Use of Iceland Orangutan Christmas advert to teach the impact of human influences of the environment—deforestation.

Session 3 - To recognise that environments can change and that this can sometimes pose dangers to living things (Living things and their habitats)

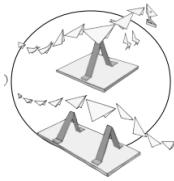
Risk of plastics to our environment—Sky project/Blue Planet series

Session 4 -To recognise that environments can change and that this can sometimes pose dangers to living things (Living things and their habitats)

Children to learn about the impact of recycling and how it reduces the change.

Session 5 - To generate and develop ideas through prototypes.

Children to use paper and glue to create a statue of a creature and record on a planning template their initial designs.



Session 8 - To investigate how to strengthen and stiffen structures.

Children to explore different methods to construct a beam and test it, measuring its strength.



Session 6 - To explore how images can convey feelings.

Design a range of faces to show emotion and add it to their creature created in the previous session.

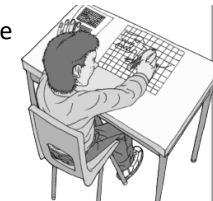
Session 9—To explore ways to make structures more stable.

Investigate how to make a tall figure more stable by carrying out a range of tests.



Session 7 - To produce large scale drawings

Use a grid to upscale drawings.



Session 10 - To select from and use a wider range of materials and components.

Children to work in pairs to investigate the effectiveness of different fastening materials—evaluating each one according to whether or not it can create a strong join suitable for a large structure.



The Big Task: Design a classroom creature, deciding whether their creature will be friendly or fierce, how big it will be and how they will make it stable, what materials they will use and how they will make it stable. Work together to create their creature and evaluate.

Science - Forces and magnets

Session 1—To assess prior knowledge of forces and magnets.

Children to explore forces by playing a number of childhood games using forces e.g. playdough, baby walker.

Children to complete their own mindmap/ push/pull venn diagram.



Session 4— To describe magnets as having two poles; to predict and observe how magnets attract or repel each other.

Explore using magnets.



Year 5 extension— To explain that unsupported objects fall towards the Earth because of gravity.

Session 2 - To compare how things move on different surfaces

Children to use comparable testing to explore how a car travels down a ramp with different surfaces.

Explore the idea of friction.

Year 5 extension— identify the effects of air and water resistance and friction.



Session 5— To notice that some forces need contact between two objects but magnetic forces can attract at a distance.

Look at games from the first session and explore whether or not they need contact to work. E.g. push and pull toys need contact, but magnetic ones don't—the fishing game.

Session 3 - To compare and group together a variety of different materials on the basis of whether they are attracted to a magnet

Children to explore which materials in the classroom are magnetic. Children to choose their own means of recording e.g. a table, a key, a venn diagram.

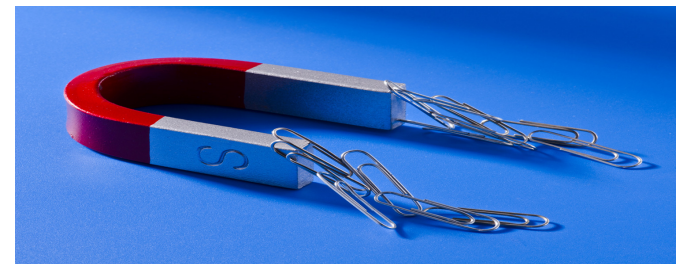
**Be mindful of children referring to the object rather than the material it is made from.*

Children to predict which coins will be magnetic and design their own experiment to test it. Present findings



Year 5 extension— To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

Children to be challenged to move a heavy bucket and develop their own system for moving it.



RE

**Sikhism— Religion,
Family & Community**

PE

**Net/Wall games
Gymnastics**

PSHE

Personal Safety

French

Rigolo 1

**Unit 11: En
mange/French
cafe**

Computing: 2d Shape Drawing Debugging

Computational Thinking Concepts & Approaches:



Debugging



Collaborating



Logic



Algorithms

Children follow an algorithm to draw pictures constructed from 2D shapes. The algorithms they follow will include errors and children use logical reasoning to detect and correct these.

Music

**Blackbird
(Taranga music)**