



# Lower Key Stage 2— Summer 1st & 2nd term 2022

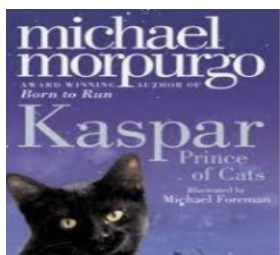
## Terror on the Titanic!



**Week 1, 2, 3 & 4**

**Fiction**

We will be writing diary entries, non chronological reports and biographies based on Titanic Survivors.



**Week 5, 6 & 7:**

**Non-Fiction**

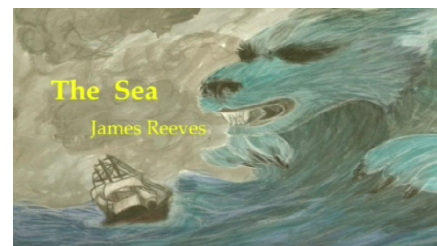
We will be writing newspaper articles about the tragedy and writing discursively and debate whether lifeboats should have been allocated by social class.



**Week 8 & 9:**

**Poetry**

We will be reading the poem The Sea by James Reeves and use literacy devices such as rhyme, rhythm, personification and expressive imagery.



**Week 10:**

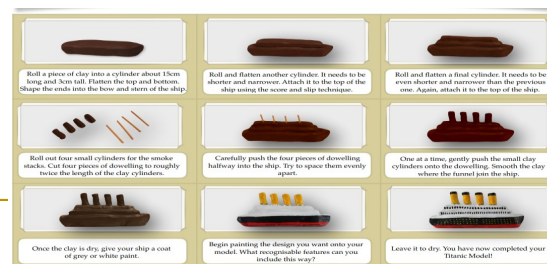
**Fiction-RE Week**

We will be reading Under the Bodhi Tree: A Story of the Buddha (Buddhism) and writing about moral dilemmas.



### Terror on the Titanic Immersion Day

Children will learn about the Titanic and its key features. They will then make a model of this famous ship from clay and dowels. After that, they will paint the Titanic in its authentic colours and get to take their terrific titanic model home!

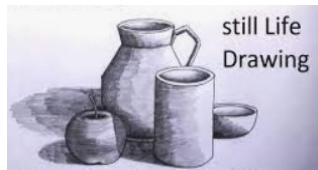


# ART: Drawing– Sketching using Contrast & Tone– Summer 1st 2022

## Session 1: Art

**LO: I am learning to represent objects with correct proportions.**

Chn learn how to sketch a variety of objects in correct proportions.



## Session 2: Art

**LO: I am learning to use observational drawings as opening studies for more developed work.**

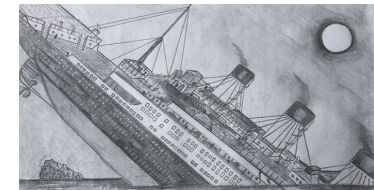
Chn start to experiment with observational sketching with



## Session 3 : Art

**LO: I am learning to demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.**

Chn add detail using different grades creating soft/hard lines.



## Session 4 : Art

**I am learning to observe how shape, colour and tone can be used to describe form.**

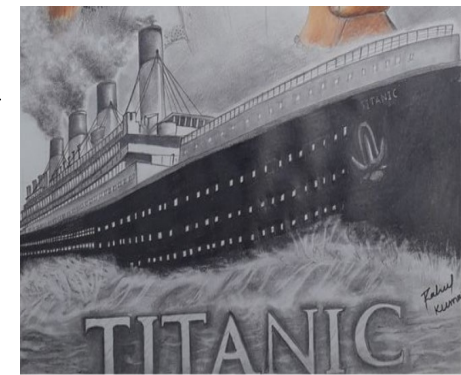
Chn develop their ship's shape, color and tone to show its realistic.



## Session 5: Art

**LO: I am learning to return to work using a range of techniques to develop the final image.**

Chn create final sketch using contrast/tone to add effects: clouds, steam, waves.



**Using observational drawings as opening studies for more developed work, we will be learning sketching skills, such as contrast and tone to create our own picture of the Titanic.**

# History— Summer 1st Term 2022– Survivors of the Titanic!

## Session 1 & 2: History

**LO: I am learning to understand the reasons and results behind a historical event.**

Chn learn/ research the Sinking of HMS Titanic. What do we already know? Show video of model titanic sinking and discuss the reasons why the Titanic hit the iceberg. Chn create a table with reasons/results of evidence.

## Session 3: History

**LO: I am learning to present historical information in a newspaper article.**

Chn to examine old historical information/articles on the sinking and write their own news on this tragedy-what do they know? What had an impact on the iceberg incident?

## Session 4: History

**LO: I am learning to organise the events into a detailed timeline and make links with how the Titanic changed to-day's ship designs.**

Chn create a timeline of events and discuss how they influenced ship design today. Look at plan of RMS Titanic II and discuss why it has more life-boats, safety deck, etc.

## Session 5: History

**LO: I am learning to describe the experiences of Titanic passengers from different social backgrounds.**

Chn to pick one type of passenger (either 1<sup>st</sup> or 3<sup>rd</sup> class) and describe their experience. They present this using Titanic green screens.

## Session 6: History

**LO: I am learning use evidence to ask questions and find answers to questions about the past survivors- Violet Jessop.**

Chn to write a diary entry as the Titanic survivors from Suffolk.

## Session 7: History

**LO: I am learning to communicate information about the past and present this information and ideas.**

Chn create a Titanic survivor presentation using ICT /Oracy skills

## Study of British history beyond 1066

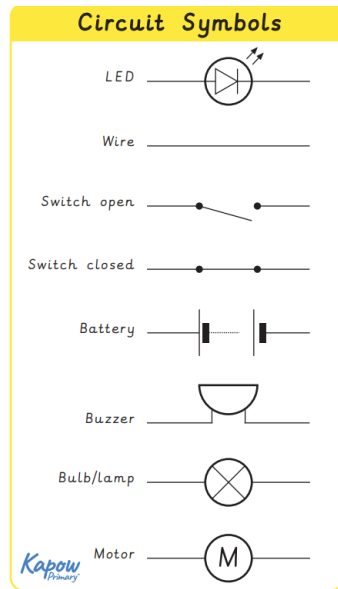
**We will be learning to plot events from the sinking of the Titanic onto a timeline and say why the boat sank, and who was affected. We will explore social class in this time in history, and find out that the boat had passengers from different social backgrounds, who all had different reasons for being on the maiden voyage.**

**We will also carry out a study on a local Suffolk Survivor: Violet Jessop**





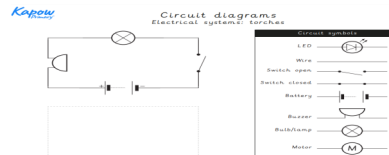
# DT: Electrical Systems– Summer 2nd 2022



## Session 1: DT

**LO: I am learning about electrical items and how they work**

Chn to recap electrical insulators and conductors and how a switch is needed to conduct electricity to complete the circuit. Then chn make a simple



## Session 2: DT

**LO: I am learning to evaluate a range of different torches and identify the features of a torch: housing, reflector, circuit and switch.**

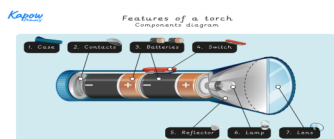
Chn look at different torches and identify their features.



## Session 3: DT

**LO: I am learning to create a torch design for a particular audience.**

Chn are to design a torch for a particular person (the user) based on that person's profile (user profile).



## Session 4: DT

**LO: I am learning to create a switch for my torch.**

Chn are to design a switch for the torch and make my torch aesthetically pleasing for my audience.



## Session 5: DT

**LO: I am learning evaluate my torch and its key features**

Chn evaluate their final creation based on its features and use.



## Electrical systems: Torches

We will be designing and constructing torches using electrical circuits.

# Geography— Summer 2nd Term 2022 ‘The Southwold Beach Study!’

## Session 1: Geography

**LO: I am learning to name and locate counties and cities of the United Kingdom.**

Chn to name/locate counties and cities around UK and start to identify where we are in relation to the rest

## Session 2: Geography

**LO: I am learning to name and locate main rivers and seas in the UK.**

Chn to identify rivers and seas in the UK and talk about where rivers go.

## Session 3: Geography

**LO: I am learning to use maps, atlases, to locate / describe features in the context of rivers and seas.**

Chn learn about bodies of water and carry out a comparative study of rivers and seas.

## Session 4: Geography

### Southwold study

**LO: I am learning to identify topographical features of an area (including hills, mountains, rivers & coast).**

Chn to learn about topographical features and those within a costal location.

## Session 5: Geography

### Southwold study

**LO: I am learning to key topographical features and its land-use patterns; and understand how some of these aspects have changed over time.**

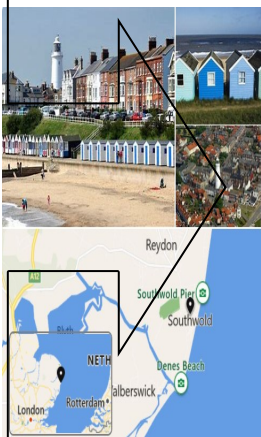
Chn to create a geographical story about a coastal area and show how these areas change over time.

## Session 6: Geography

### Southwold study

**LO: I am learning to present my locational and geographical knowledge about Southwold in Suffolk.**

Chn to create a double page spread which summarises their learning about a coastal area: Southwold



# Philosophy 4 Children

Session 25: Philosophy 4 Children:

If you could choose just one thing to change about the world, what would it be?

Session 26: Philosophy 4 Children

Is it more important to be liked or respected?

**ICT:**

We will be learning about Branching databases (Unit 3.6), Simulations (Unit 3.7) and Graphing (Unit 3.8)



**Music:**

We will explore Model Music Curriculum  
Unit 4 – How Does Music Help Us Get to Know Our Community? Unit 5 – How Does Music Make a Difference to Us ?

**French:**

The Language Angels!  
We will be learning to present myself & At The Café (French café)



**P.E:**

We will doing:

Net/Wall:  
Tennis

Dance:  
Weather/Summer show

Striking & Fielding:  
Cricket/Athletics



**R.E:**

We will be learning about We will be learning about the mission through Christianity and covenant through Judaism

**P.S.H.E :**

Jigsaw  
Relationships (RSE)  
Changing Me (Y3 & 4)



## States of Matter Y4

We will be learning about describing the water cycle and the part played by evaporation and condensation. We will also compare and group materials according to whether they solids, liquids or gases.



### Session 1:

**LO: I am learning to explore a number of different materials and classify them as solids or liquids.**

Chn to explore different materials and sort them into Solids, Liquids or Gases.

### Session 2 :

**L.O. I am learning to actively investigate the nature of gases through a variety of hands on tasks.**

Chn investigate/design an activity that teaches something about gases. This can be through drama, art or song.

### Session 3 & 4:

**LO: I am learning to understand the arrangement of particles in different states of matter.**

Chn to carry out an plan/carry out / record their results of an experiment to describe the changes seen with chocolate sauce and ice-cream!



### Session 5:

**LO: I am learning to recognise and name *evaporation* and *condensation* as changes of state.**

Chn carry out an experiment to show how they turn water into vapour.



### Session 6:

**LO: I am learning to understand and explain the water cycle using appropriate scientific vocabulary.**

Chn create a indoor sealed garden or water cycle in a bag to show understanding of the water cycle in action!



# Science

Summer 2nd 2022

We will also be studying electricity: identifying common appliances that run on electricity and conducting simple circuits.

## Session 1:

**LO:** I am to learning to explore a variety of electrical items/ ask questions, look for similarities and differences and form ideas and theories.

Chn explore items and draw conclusions about their properties. They must record what they have found out and explain specifically what they now know.

## Session 4:

**LO:** I am learning to test materials for conduction, record findings and draw conclusions.

Chn to test a variety of materials for conduction and record results



## Session 2 & 3:

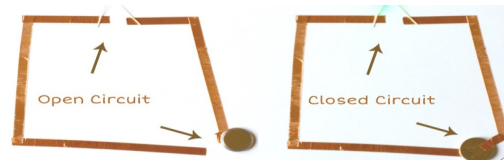
**LO:** I am learning explore how electrical components can be arranged to light up a bulb light and draw conclusions.

Chn plan, carry out/ record results form an investigation on how light a bulb.

## Session 5 :

**LO:** I am learning to design a torch that has circuit that has a particular function –see DT lesson 4

Chn design/create a card for someone that shows a circuit with a particular function.



3. To make a circuit you must have...

