







Lower Key Stage 2— Summer 1st & 2nd term 2021

Our Changing World!



Week 1 & 2:	Week 3 & 4:	Week 5 & 6 :	Week 7 & 8:	Week 9 & 10:	Week 11 & 12:
Fiction	Fiction	Non- Fiction	Non– Fiction	Non –Fiction	Performance Poetry
We will be writing recounts and news paper reports based on our Iron Man sightings!	We will be writing narrative and using TFW & Alan Peats effective writing elements to create our own innovated stories about Iron Creatures!	We will be writing non-chronological reports, about the importance of Recycling and the impact of climate change.	We will be writing discursive texts about Climate and Environmental issues. We will write biographies about Greta and other Environmentalists.	We will be writing persuasive texts about the importance of recycling and the need for environmental/climate change.	We will be creating poetry about Environmental issues such as Plastic Pollution and Tree Logging. We will then perform them to our class.
					

Recycled 'Art Attack' Immersion Day!

Children to explore the importance of recycling by going on a rubbish scavenger hunt (either off school grounds or forest school site). They will collect, sort and categorise the litter they find and after that try to make an 'Art attack sized' recycled art work from it on the playground!



Geography — Summer Term 2021

Session 1: Geography

LO: I am learning to describe and understand key aspects of humans geography (context of food miles.)

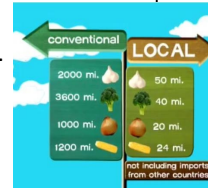
Chn learn where and how far our food comes from. They plot the journey of certain fruit and veg. They must bring in a food item so we can add to world map on wall to see who's from furthest away!



Session 2: Geography

LO: I am learning to use maps, atlases, digital/computer mapping to locate countries (in context of calculating food miles).

Chn will learn how to use digital mapping to find out how far their 'fav' food item came from and its journey in miles.



Session 3: Geography

LO: I am learning to understand and describe what climate change is and how it is affecting our world.

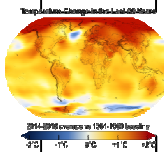
Chn create a world model showing the differences of climate change on the earth.



Session 4: Geography

LO: I am learning to describe and understand key aspects of humans geography-(in the context of global warming.

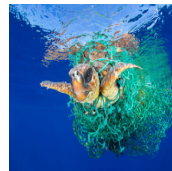
Chn learn about climate change and write to Boris about why we must take an stronger environmental stand!



Session 5: Geography

LO: I am learning to understand the causes/ effects of plastic pollution on the environment.

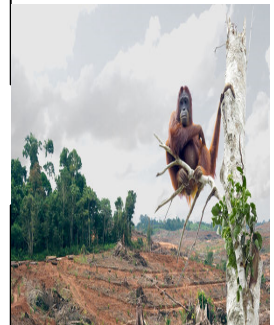
Chn research plastic pollution data around the world and create a news report on its impact.



Session 6: Geography

LO: I am learning to describe and understand key aspects of humans geography-(in the context of tree logging and deforestation.

Chn learn about Deforestation and take part in the Orangutan debate! They must write their speech for/ against tree logging.



Human Geography

We will be studying food miles and the impact this has on our planet. We will be studying the impact on global warming, pollution and deforestation of rainforests through logging and discussing what we can do to change this: Greta Thunberg.

History— Summer Term 2021



Session 7: History

LO: I am learning to enquiry about Gay & Lesbian rights through history.

Chn create a Historical timelines based on century-long struggle for LGBTQ+ Rights/Famous Gay/Lesbians from the past.

Session 8: History

LO: I am learning to place events in history approximately in the right place on a timeline.

Chn explore of the Equality Act/Same Sex Marriage ,etc. Create a rainbow ladder of the different laws, and their year of introduction.

Session 9: History

LO: I am learning about individuals who are viewed as being inspirational to the LGBTQ+ community.

Explore Harvey Milk/Sir Ian McClellan— LGBTQ+ heroes and what they have achieved for the LGBTQ+ community and create a inspirational people poster!



Session 10: History

LO: I am learning to use multiple sources of evidence historical enquiry of a local royal figure.

Research about the Elveden Royal family— the life of Catherine as a women's right campaigner and write about her life.

Session 11: History

LO: I am learning to use multiple sources to compare how attitudes have changed over time.

Chn will research to compare/contrast what life was like for Princess Catherine then compared to a modern gay woman. Ancient house workshop— chn compare/contrast past/present life for gay women and take part in LGBTQ+ activities.



A study of British history beyond 1066/social and local history

We will be finding out about how people's rights have evolved in modern history, focusing particularly on the LGBTQ+ community. Focus on Princess Catherine and what life was like for her compared to a modern gay woman.

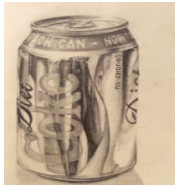


ART : Recycling Artist - Leo Sewell -Summer Term 2021

Session 13: Art

LO: : I am learning to develop and practise the technique of sketching to create still life.

Chn sketch a food item using shade/tone



Session 14: Art

LO: I am learning to develop colour and texture to create still life .

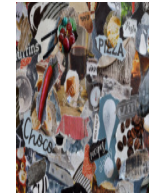
Chn use acrylic to create texture/ colour to their still life



Session 15: Art

LO: I am learning to investigate the style of an recycled artist

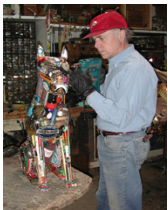
Chn create a mood board based on their recycled artist and chosen medium



Session 16 : Art

LO: I am learning to use the style of an artist to plan a piece of recycled artwork.

Chn design/ plan their art piece.



Session 17: Art

LO: I am learning to create a sculpture or collage using the style of an recycled artist.

Chn create their artwork.



Session 18: Art

LO: I am learning to evaluate my final sculpture/collage.

Chn evaluate their art.



We will develop art skills across the styles during this learning. We will sketch still life based on litter, study a Artist who creates art out of recycled materials and then design and make our own recycled masterpiece, in either the form of a sculpture or a collage.

DT: Healthy Eating Summer Term 2021

Session 19: DT

LO: I am learning to understand the importance of eating healthy and the Eatwell plate.

Create a 'real' Eatwell plate



Session 20: DT

LO: I am learning to generate ideas collaboratively to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user.

Taste test/Blind fold game.



Session 21: DT

LO: I am learning to use annotated sketches and appropriate information such as web based recipes, to develop and communicate my meal ideas.

Research and develop a 'Food' board of ideas



Session 22: DT

LO: I am learning to plan the main stage of a recipe, listing my ingredients, utensils and equipment in order to make my meal.

Chn plan their own healthy recipe

- 1 medium onion
- 2 cloves of garlic
- 2 tins veggie earth / (sard)
- 4 tins chopped tomatoes
- 4 tbsp tomato puree
- 1 tbsp balsamic vinegar
- 1 tsp sugar
- 2 tsp olive oil
- 1 tsp dried basil
- 1/2 tsp dried oregano



Session 23: DT

LO: I am learning to select and use appropriate equipment and utensils to prepare and combine food. For my meal

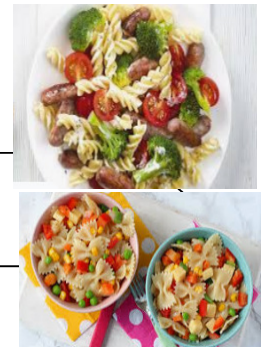
Chn chose and prep and make their dish



Session 24: DT Evaluation

I am learning to carry out sensory evaluation of my meal and evaluate my final product with reference to the design criteria and the views of others.

Evaluate their healthy pasta dish.



To make this learning purposeful, we will all get to research, plan and make a healthy pasta dishes that is suitable for children. We will then add all our recipes, photos and taste tests in a Brilliant Badgers Cooking book for children. This will be a nice scrapbook and a great way to show case our Healthy Eating/ DT Cooking project for this term.

Philosophy 4 Children

Session 25: Philosophy 4 Children

'Good or Bad?'

Chn discuss their own experiences where they could have been viewed as being good or bad.



Session 26:

Philosophy 4 Children- Respect, what is it? Chn

listen to the podcast about Respect and discuss their viewpoints .<https://p4c.com/respect-children's-philosophy-radio/>



ICT:

We will be learning about logos, animation, effective searching and hardware investigations

(4.5, 4.6, 4.7 and 4.8)



Music: We will be studying Disco music.

(Blackbird-Summer 1st and Reflect, rewind and replay-Summer 2nd)

French: Rigolo 1:



We will be learning about how to talk and write about what we eat and clothing. (11 and 12) we will be having a French café!

P.E: We will doing swimming, kwik cricket, athletics and rounders.



R.E:

We will be learning about kingdom of God through Christianity and stewardship through Christianity.

P.H.S.E : Jigsaw



Relationships
Changing Me (Y3 and 4)

Science Summer 1st & 2nd 2021

Forces and Magnets Y3- We will also be studying forces and magnets: comparing how things move on different surfaces.

Living things and habitats Y4- We will be looking at grouping and classifying in a variety of ways, we will name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things-

Session 2: Science

L.O. I am learning to compare how things move on different surfaces and how force is connected to their movement.

Chn carry out scientific investigation on forces



Session 3: Science

L.O. I am learning to compare, sort and group magnetic and non-magnetic objects.

Chn sort objects based on their properties



Session 1: Science

I am learning to explain what a force is and how it acts on objects.

Chn carry out test on objects



Session 4: Science

I am learning to investigate magnets strength based on their ability to repel/attract.

Attract/repel experiment

ATTRACT OR REPEL?	
REPEL	
REPEL	
ATTRACT	
ATTRACT	

Session 5: Science

I am learning to explore magnetic poles.

Metal detector predictions and experiment!



Session 6: Science

I am learning to explain how magnets attract some materials and not others.

Metal detector write up!

Session 7: Science

L.O. I am learning to recognise that living things can be grouped in a variety of ways.

Chn group living things practically.



Session 8: Science

L.O. I am learning to use classification keys to help group, identify and name a variety of living things in their local/wider environment.



Session 9: Science

Same LO: Create KEYS on 2Question Purple Mash. Use classification keys created on 2 question @ Forest school site to identify and group plants/trees



Session 10: Science

LO: I am learning to recognise that environments change sometimes pose dangers to living things:

Chn write a Letter from the Weedy Sea Dragon to Green Peace.

