

# Lower Key Stage 2—

SPLISH, SPLASH, SPLOSH!

(SUMMER 2ND 2019)



## Session 1 Immersion Day (Water cycle)

- ◆ To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Explore evaporation by completing comparative tests

Design a miniature water cycle



## Session 2 - To locate the key rivers of the UK.

Chn to use an atlas to locate the main rivers of the UK. Name major towns and cities along these rivers.



## Session 5 - To describe the ways rivers are used.

Investigate how rivers are used for leisure and fishing. Chn to find out what the positive and negative impacts are.



## Session 3 - To locate the rivers of the world.

Chn to find the source, mouth, length and tributaries of different rivers around the world.

## Session 6 - To explain how water and weather can change the landscape— understanding key features of physical geography

Take part in a range of activities, testing how different weather types affect the environment. Record their findings for each.

## Session 8 - To explain how water and weather can change the landscape— understanding key features of human geography.

Chn will find out how life has changed over the last 100 years. They will then make predictions about life in 2050.

## Session 9—To investigate pop-up books, discussing purpose and audience.

Look at a range of pop-up books and discuss the key features. Begin discussing how they might create their own pop-up book. (Who is it for? What will it be about?)



## Session 4—To describe the key features of a river system.

Chn to identify how a river changes at different points. For example how fast the flow is and how wide the channel is.

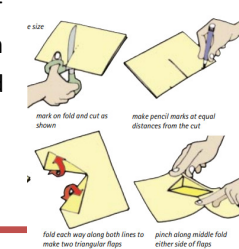
## Session 7 - To understand how coastal features are formed; to identify coastal features of the UK.

Chn to find out about erosion in the UK. Report how some areas have changed more quickly due to the type of rocks which make up the coastline.



## Session 10 - To explore different mechanisms— the box fold and the mouth fold.

Chn to follow the set of instructions to make an example of the box and mouth fold.



**Session 11– To explore different mechanisms– the slider and the lift up flap.**

Use a slider mechanism to create a moving mouth on a character.

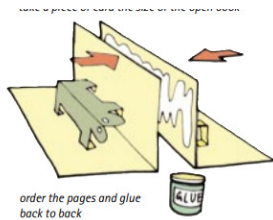


**Session 12 - To explore different mechanisms– the rotator and the paper spring.**

Chn to create moving parts on a picture using a rotator and spring mechanism.

**Session 14– To make a pop-up book for a specific audience, using a range of techniques to make it move.**

Create their pop-up books using double pages. They will use any of the mechanisms they have learnt about.



**Session 15– To evaluate the product against the design specification.**

Children to swap their pop-up book, along with its specification, with another group's book and specification. Each group will then evaluate a pop-up book.

**Session 13 - To write a specification for a product.**

Chn to work in groups to decide:

- Who is this pop-up book for?
- What will this pop-up book be about?
- What mechanisms will the book have?

### ***Holiday home learning:***

Visit a local river (e.g. the Little Ouse) or the coast (e.g. Great Yarmouth) - draw a picture or take a photograph and annotate with the human and physical features.

# Science

**Session 1— To compare and group materials together according to whether they are solids, liquids or gases.**

Children to observe what happens when currants are added to lemonade.

What would life be like without solids?



**Session 2 - To compare and group materials together according to whether they are solids, liquids or gases.**

Children to look at properties of the three states. First demonstrating their prior knowledge and then completing a card sort.



**Session 3 - To compare and group materials together according to whether they are solids, liquids or gases.**

Pupils to explore the properties in more detail exploring materials which are more difficult to define using the properties to justify.

**Session 4— To explain how materials are grouped.**

Pupils to complete an explanation of different materials explaining whether they are solid, liquid or gases



**Session 5- To observe that some materials change state when they are heated or cooled and measure or research the temperature at which this occurs.**

Pupils to complete a comparative test of the melting rate of chocolate and to write up their experiment's results, comparing them to their predictions



**Session 6- To observe that some materials change state when they are heated or cooled and measure or research the temperature at which this occurs.**

Pupils to be given seven liquids and to compare how their properties change once they have been frozen.



**RE**

Christianity-  
Creation and Fall

**PE**

Children will be learning  
about striking and fielding and  
practicing their athletic  
skills.

**PSHE**

Managing Change

**French**

Rigolo 1  
Unit 12: Les cirque

**Music**

Reflect. Rewind and Re-  
play  
(Taranga music)

**Computing:**

*Pizza Party: An introduction to data modelling*  
The children will learn how to present data in  
a range of ways using ICT.