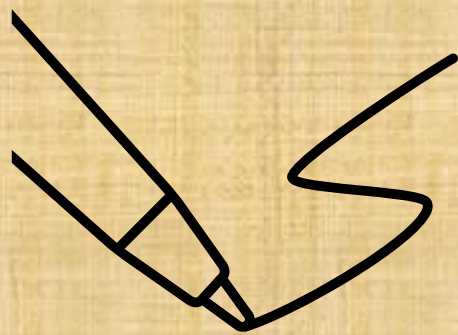




Tilstock[†]

Part of the Marches Academy Trust 

My Summer Term Curriculum Planner 2021





Otter Class LKS2

Summer Term Curriculum Planner

Science

In our weekly science lessons and weekly STEM afternoons, children will focus on the units of Rocks, animals, living things and their habitats and plants.

Rocks: Children will compare and group together different kinds of rocks on the basis of their appearance and simple physical properties, describe in simple terms how fossils are formed when things that have lived are trapped within rock, recognise that soils are made from rocks and organic matter. I will identify the nutritional needs of a range of **animals, including humans**. I will be able to describe the simple functions of the basic parts of the digestive system including teeth in humans. Children will construct and interpret a variety of food chains, identifying producers, predators and prey, exploring and using classification keys to help group, identify, and name a variety of living things in my local and wider environment.

Through forest school and gardening on the school grounds, I will identify and describe the functions and requirements of different parts of flowering plants: roots, stem/trunk, leaves and flowers. I will also lead an investigation on the way in which water is transported within plants. I will explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Geography

During my project on Rivers, I will learn that rivers and river systems, are dynamic; changing the landscape in visible and at times dramatic ways and that lakes and rivers, river systems can have a fundamental impact on people's lives. I will begin by examining a model river system, following the journey of a river through its upper, middle and lower course; from its source in the mountains, through the meanders of flatter land, to the estuary. I will also understand the process of flooding and why and how rivers breach their banks. Using a case study of a recent flood events in the UK, I will then see the causes and consequences of flooding in real life and how flooding effects both people and places.

History – Anglo-Saxons & Vikings

Through my history project, I will learn that people from other societies have been coming to Britain for a long time. I will learn about some of the tensions involved in the settlement as well as ways of life and matters that impact on us still.

I will make links with other societies that contributed to the formation of the United Kingdom and how Saxons and Vikings and Scots contributed to the development of institutions, culture and ways of life in the country I live in today.

I will investigate issues and solve historical questions such as, **Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain? How well did the Anglo-Saxons and Vikings get on with each other? What was life really like in Anglo-Saxon and Viking Britain? What did the Anglo-Saxons and Vikings leave behind?** Using a range of evidence on and knowledge.

I will know that the Anglo-Saxons did not exist in isolation but interacted with others around the world.

Art

Through my History project, I will learn about the significance of the Bayeux Tapestry, which is actually an embroidery. I will be able to highlight its purpose, history and function.

I will learn in more detail to relate how and why the tapestry came to exist and how it was made.

Through developing the skill of sewing, I will create my own embroidered picture to tell a story.

Design & Technology

I will work with textiles to design and make my own apron. Investigating a range of aprons, bibs and tabards will help me to develop my own ideas.

During my food unit, dips and dippers, I will learn basic food preparation techniques and ways of combining components to create simple food products for a particular purpose, i.e. designing a healthy dip for a party.

I will develop my designing skills by using my own experiences and evaluating existing products to develop ideas. Through discussion, I will develop criteria for my design proposals and suggest ways to proceed. I will develop my making skills by learning to combine ingredients according to taste, appearance, texture and aroma to create a product that contributes to a healthy diet. I will develop an awareness of health and safety and learn that the quality of the product depends on how well it is made and presented.

Computing

Throughout my learning, I will use powerpoint to create a sequence slideshow to explain my learning to the rest of the class. This will also support my speaking and listening objectives within the English curriculum. I will **take part in a final Summer 'subject seminars'** which will be used to assess the knowledge and skills I have used.

Through poetry, I will use 'scratch' to learn how to use a programme to sequence, use conditionals, inputs and outputs, to create an animation of a poem. In this activity, I will practice decomposition in three ways: the task is broken down into parts (design, write and debug, perform); the poem is broken down into its components (title, poet, poem, verses, lines); the animation is broken down into features to be programmed (backgrounds, characters, movement, text displayed etc).

Music

Through my Charanga scheme, I will learn to perform a simple part rhythmically, sing songs from memory with accurate pitch and improvise using repeated patterns

I will also compose, using notations to record my compositions and interpret sequences of pitches.

I will regularly listen to music, learning the importance of appraising. During this I will be able to explain the place of silence and say what effect it has. I will start to identify the character of a piece of music and describe and identify the different purposes of music.

Religious Education

I will answer the question, what kind of world did Jesus

want? by identifying reasons such as knowing that Christians believe that after Jesus returned to be with God he sent the Holy Spirit at Pentecost to help the church make Jesus kingdom visible by living in a way that reflects the love of God.

Is life like a journey? Through the study of faith, I will recognise the main steps on individual life journeys, and how they are marked by Christians and other believers. I will be able to share stories of journeys explored from the Bible and other faiths.

PHSE – Being my best!

I will be able to explain what 'responsibility' means and give examples of things that relating to my health that I can take responsibility for. • Recognise a skill or talent that I've developed and the goalsetting that I've already done (or plan to do) in order to improve it. • I will describe aspirations I have for when I'm older and give examples of the goals I need to set in order to achieve these. • I will recognise my worth by identifying positive things about myself. • I will have opportunities to reflect on my achievements, identify mistakes, make amends and set personal goals. I will describe what I admire in other people, steps I can take to improve.

By the end of term, I will be able to describe my aspirations for the end of the school year and be able to describe how I will know if I have achieved them.