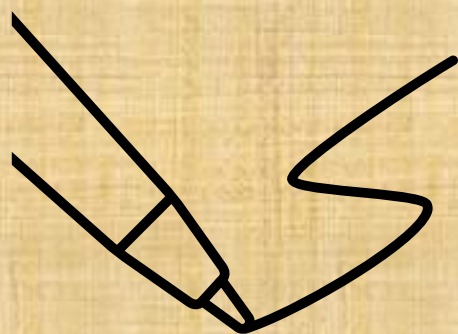




Tilstock[†]

Part of the Marches Academy Trust 

My Summer Term Curriculum Planner 2021





Badger Class UKS2 Summer Term Curriculum Planner

Science

Through the study of **Forces and Magnets**, I will be able to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Through the study of **Living things and their habitats**, I will be able to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

During the unit **Animals including humans**, I will be able to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. I will also explore **evolution**, recognising that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. I will plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary, taking measurements, using a range of scientific equipment, with increasing accuracy and precision and taking repeat readings when appropriate. Using my computing skills, I will record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Using test results to make predictions to set up further comparative and fair tests. I will report and present my findings from enquiries, including conclusions, in oral and written forms such as displays and my class subject student seminars.

History

I will learn about changes in Britain from the Stone Age to the Iron Age, including Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.

Through this study I will use dates and specific terms confidently to establish period detail. I will successfully match simple iconic images, such as the Lascaux cave paintings and Stonehenge to each of the periods studied;

I will make links between three periods in history, comparing, spotting similarities differences. I will explore and learn about the Bronze Age religion, technology and travel, for example, Stonehenge and discover more about Iron Age hill forts, tribal kingdoms, farming, art and culture. Through historical enquiry I will demonstrate that I am able to offer substantiated reasons why some sources might be treated cautiously. When answering questions, I will Their answers are structured and provide supporting evidence for statements made. They are able to see two sides of a question and can offer arguments on both sides.

Design & Technology

My task in D&T this term will be to Design and make a bridge. I will conduct research into bridges, videos, books, researching suitable materials for making a specific bridge.

I will develop my skills through experimenting with materials of different strengths, discussing and explaining structures. I will show and explain how to measure, cut, mark, join, finish different materials, before making the bridge and fully evaluating the bridge I have made.

Music

Through my Charanga scheme, I will learn to identify the pitch and rhythm of written notes and experiment with notating my own compositions. I will learn how singing, acting and dancing can be combined to give an overall performance to tell a story.

I will work with my class to create our very own leavers' song for our Year 6 children, personal to our experiences as a class; listening to and critiquing well known songs reflective of new beginnings, writing the lyrics for the chorus and verses and exploring the concept of the four chord backing track and composing melodies

Geography

Linking with History, I will learn more about types of settlements. I will compare land use maps of UK from past with the present, focusing on land use (for example farming).

Within the context of Hunter-Gatherers, I will track the journey of Neolithic hunter gatherers across Asia and Europe and find out why they moved long distances in relation to their environment.

I will explore my local geography through The Shropshire Hills Discovery Centre and Souldon Hall Long Barrow, to UK locations such as Stonehenge, to discover how man has interacted with the landscape and left their mark. Throughout his I will use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom in the past and present.

Art

Through the medium of Sculpture and my project work in History, I will work with materials, such as clay, to join two parts successfully. I will construct a simple base for extending and modelling other shapes, using my sketchbook to plan, collect and develop ideas.

I will record media explorations and experimentations as well as try out ideas. In my work I will produce more intricate surface patterns/textures and use them when appropriate.

I will then go on to produce larger ware using pinch/ slab/ coil techniques, whilst continuing to explore carving as a form of 3D art.

Computing

Using software during my Science lessons, I will know how to add data into a prepared spreadsheet to answer simple questions. For instance using Excel. Throughout my curriculum projects in History and Geography, I will independently, prepare an effective presentation to show my learning to others which includes some elements of timing or sequence - for instance in Keynote, Powerpoint, iMovie.

In my Online Safety and Digital Literacy lessons, I will know how to reduce the risks posed by using Social Media. I will learn that hacking or misusing someone else's account is illegal.. When using search engines, I will learn that search results can be manipulated by sponsorship and advertising and learn how to validate information found through searches by checking more than one source.

Religious Education

Through my Religious Education lessons, I will know a range of Jesus' teaching and that Christians try to put Jesus' teaching and example into practice in lots of ways, from church worship to social justice. Through this I will be able to contribute to class discussion to answer the question:

What would Jesus do?

I will understand that Christianity is an international religion, its followers form a worldwide family of believers. I will realise that Christians share a set of core beliefs although they are expressed within many different cultural contexts. In class discussions I will talk about how Christian festivals are celebrated around the world, through different cultural traditions. I will be able to give examples of how the art, music and language of worship and Christian vary worldwide,

This will enable me to answer the following question: **What is the worldwide church?**

PHSE – Being my best!

Through my PHSE sessions this term, I will be able to give an example of when I have had increased independence and how that has also helped me to show responsibility in and out of school. I will be able to explain that the images for celebrities I see of people on TV, online doesn't always give a true picture of what they are really like (in looks and personality). I will be able to name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.

I will work with my friends and adults to describe and give examples of how I can overcome problems and challenges on the way to achieving my goals. Throughout this learning journey, I will show that I understand that risks can be physical or emotional and describe the things I (and others) can do to reduce or remove risk in different situations.