



# Otter Class LKS2

## Spring Term Curriculum Planner 2022

### History : The Elizabethan and Tudors Explorers

The Elizabethan explorers were English explorers named after the Elizabethan period, which is when they were alive and going on adventures. The Elizabethan period took place during the reign of Queen Elizabeth I. She was a Tudor Queen who reigned from 1558 to 1603. This group of explorers are also sometimes known as famous Tudor explorers because the Tudor period ended when Elizabeth died. She didn't have any children to continue the Tudor line, so the throne passed to King James I of England, who was King James VI of Scotland.

During the Elizabethan era, maps and navigational systems obviously weren't as good as they are today. Travel was also quite uncomfortable and dirty, so the famous Tudor explorers had to be willing to put up with a lot of difficulties on their way. A common illness that many sailors and explorers suffered from was scurvy because they didn't eat enough fresh fruit and vegetables while they were at sea. Scurvy can make you really unwell, which is why it is so important to eat a balanced diet with lots of greens.

During the Elizabethan period, several Spanish and Portuguese explorers set out to travel the world. In England, there were several famous Tudor explorers. During her reign, Queen Elizabeth encouraged sailors to become English explorers and to go on voyages to see what they could find. She didn't have any money to spend on overseas exploration, but she thought it was important for trade so that Britain could swap goods with other countries. This was especially urgent because Spain had lots of trade networks which meant that it was becoming very rich and powerful. As you'll find out, Spain was a big threat to the Elizabethans in England. The Elizabethans also wanted to control land overseas and expand the British Empire. An empire is a group of countries ruled over by one country, often by the single monarch of that country.

During this unit children:

#### Year 3

- Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while
- Make simple deductions about what text means based on what is included
- Can identify differences between versions of the same event e.g. the video gives a different view to what we have just read.

#### Year 4

- Can talk about three periods of time
- Begins to think of reasons why a source might be unreliable
- Can understand that people create different versions of the past for different audiences and therefore might give a different emphasis

### Science

Our planet is full of beautiful plants and remarkable animals, it is an incredible world of living things, but what is special about something that is alive? Children will be tasked to create an amazing interactive book that explains all about our incredible world of living things. They will discover how living things are grouped according to their features, and create exciting pop-ups, spring-outs, lift-up flaps and turning wheels which show the wonderfully diverse groups of plants and animals on our planet. Children will also learn about the scientist Jacques Cousteau

#### Animals

##### Year 3

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

##### Year 4

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and 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.

#### Sounds

- Children will learn the relationship between strength of vibrations and volume of sound.

### Geography Oceans . The journey of explorers

By studying famous explorers of the past, pupils will be able to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

#### Year 3

- I can describe the climate(s) surrounding the equator.
- I can state which photographs were taken close to the Equator and further away.
- I can use an atlas to build knowledge of the wider world.
- I can use symbols and a key on maps and O.S. maps to build knowledge of the wider world.
- I can use symbols and a key to build knowledge of the wider world.

#### Year 4

- I can name some countries in the Northern and Southern Hemispheres and close to the Equator.
- I can identify the position of Prime/Greenwich Meridian.
- I can identify different time zones.
- I can explain the significance of longitude and latitude.
- I can explain the significance of the Tropic of Cancer and the Tropic of Capricorn.
- I can use eight points of a compass to build knowledge of the wider world.
- I can use 4 figure grid references to build knowledge of the wider world. I can use 6 figure grid references to build knowledge of the wider world.

### Design & Technology

In this unit children will Design, make and evaluate an interactive information book for other children in the school to learn about facts they have learnt in their science topic.

During this unit all pupils will learn:

#### Designing

- Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.
- Use annotated sketches and prototypes to develop, model and communicate ideas.

#### Making

- Order the main stages of making.
- Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.
- Select from and use finishing techniques suitable for the product they are creating.

#### Evaluating

- Investigate and analyse books and, where available, other products with lever and linkage mechanisms.
- Evaluate their own products and ideas against criteria and user needs, as they design and make.

#### Technical knowledge and understanding

- Understand and use lever and linkage mechanisms.
- Distinguish between fixed and loose pivots.
- Know and use technical vocabulary relevant to the project.

### Art

#### Seascapes – textiles and collage

Through their Explorers topic, learning more about the discovery of textiles imported from discovered countries to the UK , children will learn to:

#### Textiles I can

- sew fabric together
- use more than one type of stitch
- use sewing to add detail to a piece of work
- add texture to a piece of work
- experiment with paste resistance

#### Collage I can

- cut very accurately and overlap materials
- experiment using different colours
- use mosaic and montage

#### Music- Music teaches us about the past!

This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the MMC; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.

#### Year 3 – Enjoying improvisation

#### Year 4 – Combining elements to make music

### Computing

In this activity pupils create an animation of a poem using Scratch. This can be a poem they are learning by heart, a poem they have written or a poem they are learning about. The focus of this lesson is on pupils learning about decomposition.

Decomposition is breaking something down into smaller parts to help solve a problem or undertake a task. In this activity, decomposition is practised by pupils in three ways:

1. the task is broken down into parts (design, write and debug, perform);
2. the poem is broken down into its components (title, poet, poem, verses, lines);
3. the animation is broken down into features to be programmed (backgrounds, characters, movement, text displayed etc).

#### CORE PUPIL OBJECTIVES:

I can decompose a problem by: Designing; writing (including debugging); and presenting a program.

I can decompose a poem.

I can decompose an animation.

Within the unit all children will be able to:

- Know how to use a block program (Scratch Jun, Scratch, Microbit Blocks)) to make a simple programme using sequencing and timing.
- Know how to explain how their program works
- Know how to modify their program and know how to predict the effects of any changes
- Know how to break sets of instructions into short steps to achieve goal. For instance drawing repeated squares to make a pattern,

### PHSE – Keeping myself safe and healthy!

During this unit children will cover the objectives listed on our long-term PHSE plan (on website) These will include:

- Identify school rules about health and safety. Explain what an emergency is and give examples.
- Describe what could happen if health and safety rules are not followed.
- Explain where and how to get help if I feel a situation is unsafe.
- Demonstrate how to ask for help.
- Identify people they can ask for help for themselves or others.
- Explain the importance of continuing to ask for help until people listen. Describe consequences of my actions when managing potential risky situations.
- Explain what germs (bacteria and viruses) are and that they sometimes cause illnesses.
- Describe how people feel when they are unwell and what we can do to help them feel better Understand about keeping personal details safe online and why this is important.
- Explain why information online might not always be true.

### Religious Education

#### L2.4 What kind of world did Jesus want?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

#### Make sense of belief:

- Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus
- Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'
- Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian

#### Understand the impact:

- Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways

#### Make connections:

- Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.