

Our Curriculum at Kessingland Church of England Primary Academy

Phase: LKS2

Term: Summer (A)

Religious Education:



Summer 1 (Kingdom of God) When Jesus left, what was the impact of Pentecost?

- Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.
- Offer suggestions about what the description of Pentecost might mean.
- Give examples of what Pentecost means to some Christians now.
- Make simple links between the description of the Day of Pentecost, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.

Summer 2 - What do we mean by truth? Is seeing, believing?

- Know at least three views about the nature and existence of God.
- Describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism.
- Use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof.
- Give reasons from more than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred text.

History:

Mayans

- Identify this period, and the other periods studied so far, on a timeline and discuss how they relate to each other in time.
- Know what civilization is and what made the Mayans successful. Compare this to other civilisations.
- Know how the Mayan civilization was governed. Compare this to England at the time.
- Ask historical questions about what happened and why.
- Use a variety of sources and assess their reliability.

Geography:

California

- Identify California on a world map and relate them to the main lines of latitude.
- Know where Americans trade around the world.
- Identify and compare human and physical geographical features in California.
- Know that tectonic plates make up the Earth's crust and that their movement causes earthquakes, mountains and volcanoes.
- Identify basic climate zones and discuss how it impacts California.
- Understand how physical features impact farming and trade.
- Compare cities and their features.

Art and Design:

Drawing and Printmaking: Story Boxes

- Explore how different famous artwork tell a story:
- Draw, paint or collage characters based on imagination or a made up class story.
- Design a setting or story box for the character's/ class story using Modroc, Papier Mache or wire and paper.
- Display the finished designs as part of an exhibition. Create a poster, video or presentation to communicate the story behind the final artwork.

Music:

Ballads

- Singing a ballad and explaining what it is.
- Performing a ballad with an understanding of style.
- Writing the lyrics for a ballad to summarise a story.
- Writing lyrics which rhyme for a ballad.
- Writing lyrics for a ballad.

Design and Technology:

Digital World: e-charm

- Explain a product that has developed over time, giving a brief explanation of the digital revolution.
- Write a program that initiates a flashing LED panel on the Micro: bit when a button is pressed. Suggest where the errors are if testing is unsuccessful by comparing the correct code.
- Suggest and identify key features for a pouch, developing design ideas for a chosen user.
- Describe what is meant by a 'point of sale displays', and give an example and use computer aided design.

Computing:

Animation

- Explain that animation is a sequence of drawings or photographs.
- Relate animated movement with a sequence of images, explaining why little changes are needed for each frame.
- Plan an animation by creating a storyboard – settings, characters and events.
- Identify the need to work consistently and carefully, sequencing frames to check the quality of the animation.
- Evaluate and improve an animation, adding other media and effects to an animation – music and text.

Modern Foreign Languages:

French Playground Games - Numbers and Ages

Events and Actions

- Explain how characters move in an existing project.
- Create a program to move a sprite in four directions – up, down, left and right.
- Adapt a program to a new context, considering the real world when making design choices.
- Develop a program by adding features, building more sequences of commands to make a design work.
- Identify and fix bugs in a program and match a piece of code to an outcome.
- Use a template to create a maze-based challenge.

Skills for Life:

Summer 1 – Being my best
This unit focuses on developing skills in keeping healthy, developing a growth mind-set (resilience), goal setting and achievement.

Summer 2– Growing and changing
The children will find out about the human body, the changes that take place from birth to old age and being safe.

Physical Education:

Games: Rounders and Cricket batting, bowling and fielding skills

Athletics: Running, throwing and jumping techniques and competitions.

