

Our Curriculum at Kessingland Church of England Primary Academy

Phase: LKS2

Term: Summer (B)



Religious Education:

Summer 1 (People of God) - What is it like to follow God?

- Make clear links between the story of Noah and the idea of covenant
- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.
- Make links between the story of Noah and how we live in school and the wider world.

Summer 2 - How does belonging to the Muslim community impact a Muslim's daily life?

- Identify features of the Mosque and things people do in the Mosque. Make links with other places of worship.
- Identify and understand the importance of the Five Pillars of Islam for Muslims.
- Understand ways 'Salah' helps a Muslim feel like they belong and gives a sense of community.
- Identify how Muslims express their beliefs about prayers and their prayer rituals.

History:

Roman Empire and Impact on Britain

- Identify this period and other periods studied so far on a timeline and discuss how they relate to each other in time.
- Know how the Romans impacted Christianity in Britain.
- Identify the main changes that occurred in civilization and discuss the impacts. Compare this to other periods studied.
- Know about and discuss evidence of black people in Great Britain during this period.
- Ask historical questions about what happened and why.
- Use a variety of sources and assess their reliability.

Geography:

UK: Weston-Super-Mare

- Identify Great Britain on a world map and relate them to the main lines of latitude.
- Identify and compare human and physical geographical features in Weston-Super-Mare.
- Describe and explain how caves, arches and stacks are formed.
- Undertake fieldwork and compare Weston-Super-Mare to Kessingland.
- Use eight points of a compass and four and six figure grid references to study geographical features in the UK.
- Use keys and symbols to identify geographical features.

Art and Design:

Sculpture: Making Sculptural Wild Things

- Construct an armature using soft media before covering the surface in Modroc, clay or Papier Mache to make a form.
- Use recycled materials to add or enhance features to the design such as wings, tails and ears.
- Experiment with mark making using fine liners to develop a surface pattern.
- Use tertiary colours and warm and cool paint to express a character and mood.
- Produce a personal outcome.

Music:

Haiku, Music and Performance
(Theme: Hanami)

- Describing the festival of Hanami using words and sounds.
- Representing a blossom tree using sounds. Recognising and naming the musical features (interrelated dimensions of music e.g. tempo, dynamics, timbre).
- Identifying different musical features and descriptive vocabulary.
- Working as a group to create a piece of music to celebrate Hanami.
- Performing a piece of music to celebrate Hanami as part of a group.

Design and Technology:

Textiles: Fastenings

- Identify the features, benefits and disadvantages of a range of fastenings.
- Write design criteria for a sleeve, including a fastening of some kind.
- Make a template for the book sleeve.
- Assemble the case, sewing and stitching parts of the choosing.

Modern Foreign Languages:

A Circle of Life in French

Computing:

Repetition in Shapes

- Identify basic Logo commands and use this knowledge to read and write code.
- Create a program in a text-based language using an algorithm.
- Explain what 'repeat' means within Logo to program squares using a count-controlled loop.
- Modify a count-controlled loop to produce a given outcome and choose which values to change.
- Decompose a task into small steps and learn to create, name and call procedures in Logo.
- Create a program that uses count-controlled loops to produce a given outcome. Develop a program by debugging it.

Repetition in Games

- Develop the use of count-controlled loops in a different programming environment.
- Explain that in programming there are infinite loops and count-controlled loops.
- Modify loops to produce a given outcome.
- Develop a design that includes two or more loops which run at the same time.
- Modify an infinite loop in a given program and re-use existing code snippets on new sprites.
- Design a game based on a model project, producing designs and algorithms for sprites in the game.

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