

Our Curriculum at Kessingland Church of England Primary Academy:

Phase: UKS2		Term: Spring (A)			
		<p style="text-align: center;"><u>Religious Education:</u></p> <p>Spring 1 - Creation and Science: conflicting or complementary? -Suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. -Identify key ideas and how these are helpful or inspiring, justifying their reasons. - Show an understanding of what may Christians find Science and faith go together. - Decide how the bible narrative is in conflict or complementary with a scientific account. -Make clear connection about the ways Christians respond to God as creator and how this may influence their daily lives.</p> <p>Spring 2 - Why is the Bhakti an important pathway to Moksha? -Talk about some of the different paths to Moksha that Hindus believe in. -Suggest reasons for Hindu beliefs about different pathways to God and how the Gita's teaching is the source of their answers to this question. -Make links between the teaching in Bhagavad Gita and how it connects to a believer's life. -Describe why a Hindu may choose to belong to Krishna and how the Bhakti pathway may make a difference to the lives of those who follow it.</p>			
<p style="text-align: center;"><u>History:</u></p> <p style="text-align: center;">Viking and Anglo Saxons struggle for England</p> <ul style="list-style-type: none"> -Know the main events from this period and order them on a timeline. -Discuss how Great Britain changed during this time. -Understand the importance of trading for the Vikings. -Know the main changes in beliefs during this period. -Ask historical questions about what happened and why. -Use a variety of sources and assess their reliability. 	<p style="text-align: center;"><u>Geography:</u></p> <p style="text-align: center;">Global Citizen</p> <ul style="list-style-type: none"> -Describe and explain the basic climate zones, biomes and vegetation belts and relate them together. -Compare and contrast different viewpoints on geographical issues. -Describe and explain positive and negative impacts that humans have on the world. 	<p style="text-align: center;"><u>Art and Design:</u></p> <p style="text-align: center;">Sculpture and Painting: Food Festival</p> <ul style="list-style-type: none"> -Research the Pop Art Movement, focusing on representations of food by: Claes Oldenburg, Andy Warhol and Tom Wesselmann. -Draw and paint a version of food packaging, enlarge using observation or by photocopying a drawing. -Photograph the final painted version to both enlarge and reduce size. Use recycled materials to make the food inside the packaging. -Compare the original packaging to the artwork in terms of colour, shape, texture and how these contribute to likeness. 			
<p style="text-align: center;"><u>Music:</u></p> <p style="text-align: center;">Composition Festival of colour</p> <ul style="list-style-type: none"> -Understanding that music can be represented with colours and naming the features or the mood of a piece of music. -Representing a piece of music as a graphic score and identifying features of music. -Creating a vocal composition based on a picture describing the use of dynamics, tempo and pitch. -Creating a piece of music inspired by a single colour and describing the musical features of a piece of music. -Working as a group to perform a piece of music. 		<p style="text-align: center;"><u>Design and Technology:</u></p> <p style="text-align: center;">Mechanical Systems: Making a Pop-up book</p> <ul style="list-style-type: none"> -Produce a suitable plan for each page, naming each type of mechanism, input and output. -Produce the structure of a book by beginning to draw and assemble the components necessary for the structures and mechanisms. -Assemble the components for all the required mechanisms and hide the mechanical elements with layers and spacers. -Use a range of mechanisms and structures to illustrate the story and make it interactive. 		<p style="text-align: center;"><u>Computing:</u></p> <p style="text-align: center;">Internet Safety Day</p> <p style="text-align: center;">Flat-file Databases</p> <ul style="list-style-type: none"> -Create a paper version of a record card database. -Create a computer-based database to examine how data can be recorded and viewed. -Investigate how records can be grouped using both paper records and computer based. -Explain how charts can be used to compare data. -Investigate and present a real-life database scenario. <p style="text-align: center;">Video editing</p> <ul style="list-style-type: none"> -Understand video as a media format. -Explain what the medium of video is before analysing and comparing examples of videos. -Explore the capabilities of digital devices and experiment with different camera angles. -Create a storyboard to explore a variety of filming techniques. -Create their film and explore editing techniques. -Evaluate your own work and offer feedback on other's work. 	
<p style="text-align: center;"><u>Skills for Life:</u></p> <p style="text-align: center;">Spring 1 - Keeping myself safe This unit looks at keeping ourselves healthy and safe.</p> <p style="text-align: center;">Spring 2 - Rights and responsibilities The children will learn about money, living in the wider world and the environment.</p>		<p style="text-align: center;"><u>Physical Education:</u></p> <p style="text-align: center;">Gymnastics: Moving in and out of balance to create increasingly complex sequences</p> <p style="text-align: center;">Games: Netball- passing, movement, footwork and an introduction to game play</p>			