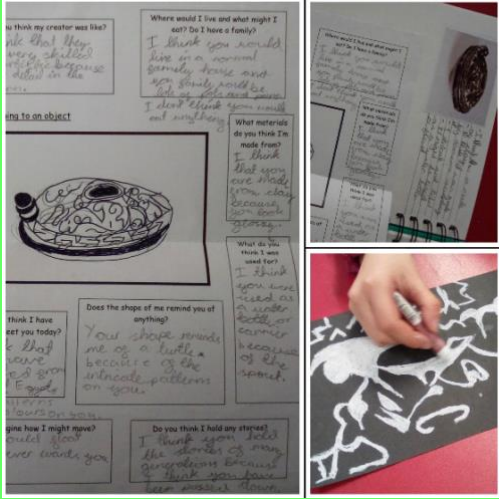


Our Curriculum at Kessingland Church of England Primary Academy

Phase: UKS2		Term: Spring (B)	
		<p style="text-align: center;"><u>Religious Education:</u></p> <p><u>Spring 1</u> - (Gospel) What would Jesus do? -Identify features of Gospel texts. -Taking account of the context, suggest meanings of Gospel texts studied, and compare ideas with ways Christians interpret biblical texts. -Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives. -Relate biblical ideas, teachings or beliefs (e.g. peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world.</p> <p><u>Spring 2</u> - (Salvation) What would Jesus do? -Suggest means of resurrection accounts and compare with Christian interpretations of texts and the Christian belief in resurrection. -Make clear connections between Christian belief and how Christians worship on Good Friday and Easter Sunday. -Make connections between the Christian concept of the resurrection and what Christians believe about hope after life and death and how they put these beliefs into practice.</p>	
<p style="text-align: center;"><u>History:</u></p> <p style="text-align: center;">Victorians</p> <ul style="list-style-type: none"> -Compare how civilization changed with the industrial revolution. -Identify the British Empire during this period and compare it today. Compare how it has changed and discuss why. -Compare the British Empire to other empires studied. -Understand the importance of trade during the industrial revolution. -Identify and explain the link between trade and empire. -Understand the part Great Britain played in enslavement. -Ask historical questions about what happened and why. 	<p style="text-align: center;"><u>Geography:</u></p> <p style="text-align: center;">South America: Amazon Basin</p> <ul style="list-style-type: none"> -Describe and explain the location of the Amazon Basin on a world map and relate it to the main lines of latitude and longitude and the UK. -Identify and compare human and physical geographical features in the Amazon Basin. -Identify and name the parts of a river. -Explain the water cycle and use the correct vocabulary. -Know the layers of the rainforest. -Describe and explain the issues of trade, specifically Fairtrade/rainforest alliance. -Describe and explain positive and negative impacts that humans have on the world. -Compare and contrast different viewpoints on geographical issues. 	<p style="text-align: center;"><u>Art and Design:</u></p> <p style="text-align: center;">Drawing and Printmaking: Illustrating Poetry</p> <ul style="list-style-type: none"> -Read a poem and create a personal, visual response using different drawing techniques and media in one composition. -Use relief print to create a detailed scene inspired by poetry to print on to fabric. -Produce a personal outcome using visual literacy to express an idea or response. -Discuss the subject matter, themes and narratives in the work of the self and others. 	
<p style="text-align: center;"><u>Music:</u></p> <p style="text-align: center;">Film music</p> <ul style="list-style-type: none"> -Appraising different musical features in a variety of film contexts, naming several styles of music and identifying characteristics of music and interpreting their meaning. -Identifying and understanding some composing techniques in film music, describing the pitch of music and how it changes and discussing emotions that the music may evoke. -Using graphic scores to interpret different emotions in film music, suggesting sounds which represent symbols on a graphic score. -Creating and notating musical ideas and relating them to film music. -Playing a sequence of musical ideas to convey emotion. Interpreting their own graphic score and performing the sounds accurately. 	<p style="text-align: center;"><u>Design and Technology:</u></p> <p style="text-align: center;">Digital World: Mindful Moments Timer</p> <ul style="list-style-type: none"> -State the advantages and disadvantages of existing timers. Understand how Micro:bit features could be used as part of a design. -Write a program that displays a timer on the Micro:bit after pressing a button. -Cut and assemble a box net using tape or glue tabs with a slot for the Micro: bit. -Explain the need for a company to stand out against competition, stating the importance of logos in a business. -Design a logo for the timer. 	<p style="text-align: center;"><u>Computing:</u></p> <p style="text-align: center;">Spreadsheets</p> <ul style="list-style-type: none"> -Explain how to collect and organise data and explore how it can be structured in a table. -Understand how to input data into a spreadsheet. -Understand the structure of a spreadsheet, cell references, data items and the concept of formatting cells. -Investigate formulas to produce calculated data. -Create formulas to use in a spreadsheet. -Plan and create the cost of an event using a spreadsheet. -Create charts using Google Sheets. 	
<p style="text-align: center;"><u>Skills for Life:</u></p> <p><u>Spring 1</u> - Keeping myself safe This unit looks at keeping ourselves healthy and safe.</p> <p><u>Spring 2</u> - 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><u>Games:</u> Basketball- possession, passing and movement for advancement.</p> <p><u>Football:</u> possession, control, passing and movement</p> <p><u>Gymnastics:</u> Pair balancing and sequencing</p>	<p style="text-align: center;"><u>Modern Foreign Languages:</u></p> <p style="text-align: center;">French Themed Day</p>	