


Our Curriculum at Kessingland Church of England Primary Academy:

Phase: UKS2		Term: Summer (A)	
		<p style="text-align: center;"><u>Religious Education:</u></p> <p><u>Summer 1</u> - (People of God) How can following God bring freedom and justice? -Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. -Make clear connections between Bible texts and what Christians believe about being People of God and how they should behave. -Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Identify if they are helpful or inspiring, justifying responses.</p> <p><u>Autumn 2</u> - What can we learn from different religions about death? -Express ideas about how and why religion can help believers during difficult times. -Outline Christian, Muslim, Hindu and Humanist views about life after death. -Explain some similarities and differences between beliefs about life after death. -Explain some reasons why people have different views.</p>	
<p style="text-align: center;"><u>History:</u></p> <p style="text-align: center;">Benin</p> <ul style="list-style-type: none"> -Identify this period and the other periods studied so far on a timeline and discuss how they relate to each other in time. -Understand the importance of trade in Benin and compare this to the Vikings. -Understand the impacts of enslavement on Benin. -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;">Africa: Benin</p> <ul style="list-style-type: none"> -Describe and explain the location of Benin 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 Africa. -Describe and explain how different plate boundaries cause earthquakes, mountains or volcanoes. -Describe and explain the issues of trade. -Describe and explain the issues of flooding and how it can be managed. 	<p style="text-align: center;"><u>Art and Design:</u></p> <p style="text-align: center;">Printmaking: Landscapes</p> <ul style="list-style-type: none"> -Experience sketching and painting outside, mixing colours, shades and tones. -Explore the effect of light, texture and tone on natural and manmade objects in the landscape. -Recreate a scene and detail, remembered or observed, through collage relief. -Overlay prints using different colours and media. -Use a print as a starting point for embroidery and applique. -Discuss and explore the roles of artists in depicting the landscape, considering the viewer. 	
<p style="text-align: center;"><u>Music:</u></p> <p style="text-align: center;">Musical theatre</p> <ul style="list-style-type: none"> -Learning the history of musical theatre. -Identifying character songs and action songs. -Creating a musical theatre scene. -Rehearsing a musical theatre scene. -Performing a musical theatre scene. 	<p style="text-align: center;"><u>Design and Technology:</u></p> <p style="text-align: center;">Structures: Bridges</p> <ul style="list-style-type: none"> -Define 'tension and compression' and identify stronger and weaker shapes and points of different structures. -Identify suspension and truss bridges, using triangles to create a simple truss bridge that spans a given distance and supports a load. -Independently measure and mark out wood, using correct techniques to cut it safely. -Evaluate the success of the bridge, making improvements and reinforcements as necessary. 	<p style="text-align: center;"><u>Computing:</u></p> <p style="text-align: center;">Selection in Quizzes</p> <ul style="list-style-type: none"> -Use prior knowledge on "selection" and identify how "conditions" are used to control the flow of actions in a program. -Further develop understanding of "selection" using the "if...then...else..." structure in algorithms and programs. -Create programs that use selection with two outcomes. -Understand the "if...then...else" structure can be used to identify two responses (yes or no). -Design and create an interactive quiz. -Evaluate your own and others' quizzes 	
<p style="text-align: center;"><u>Skills for Life:</u></p> <p style="text-align: center;"><u>Summer 1</u> – Being my best This unit focuses on developing skills in keeping healthy, developing a growth mind-set (resilience), goal setting and achievement.</p> <p style="text-align: center;"><u>Summer 2</u> – 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.</p>	<p style="text-align: center;"><u>Physical Education:</u></p> <p><u>Striking and Fielding Games:</u> Rounders and Cricket- Batting, bowling, fielding and game play</p> <p><u>Net Games:</u> Tennis- Hitting and returning Athletics- Running, Jumping and throwing techniques</p>	<p style="text-align: center;"><u>Modern Foreign Languages:</u></p> <p style="text-align: center;">French numbers, calendars and birthdays</p>	