

Our Curriculum at Kessingland Church of England Primary Academy:

Phase: UKS2

Term: Summer (B)



Religious Education:

Summer 1 - (Kingdom of God) What kind of king is Jesus?
 -Explain connections between biblical texts and the concept of the Kingdom of God.
 -Consider different possible meaning for the biblical texts studied, showing awareness of different interpretations.
 -Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice, including in worship and service to the community.
 -Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own life and whether the world should learn from Christian ideas.

Summer 2 - Why is there so much diversity or belief within Christianity?
 -Know that not all Christian churches are the same, identifying similarities and differences.
 -Know that Christians share beliefs but worship in different ways.
 -Know that these different groups are called denominations.

History:

World War 2

- Identify this period and other periods of world history on a timeline and discuss how they relate to each other in time.
- Understand how information can be portrayed in different ways, specifically in regard to propaganda.
- Understand the involvement of black people during WW2.
- Understand the significance of the war and how it impacts us today.
- Ask historical questions about what happened and why.
- Use a variety of sources and assess their reliability.

Geography:

World: Globally Significant Places

- Describe and explain the locations of globally significant places on a world map and relate them to the main lines of latitude and longitude and the UK.
- Describe and explain locations of countries and continents on maps in atlases and on a globe.
- Describe and explain positive and negative impacts that humans have on the world.

Art and Design:

Painting: Self-Portraits

- Discuss the key features of Renaissance portraiture in relation to key artists: Leonardo da Vinci, Piero Della Francesca and Jan Van Eyck.
- Make observational drawings considering tone, scale and the effect of light.
- Use acrylic paint and colour theory to mix colours to depict facial features and different tonal values.
- Experiment with tonal contrast to paint facial features.
- Explain and evaluate artistic choices and their impact on the viewer.

Music:

Theme and Variations: Pop Art

- Exploring the musical concept of theme and variations; relating it to Pop Art and performing a rhythm in different ways.
- Comparing and contrasting different variations in the piece 'The Young Person's Guide to the Orchestra' - identifying the sounds of different instruments and relating these to different pieces of art. Learning how an orchestra is put together.
- Using complex rhythms to be able to perform a theme using body percussion, staying in time with the pulse. Following a vocal line with accuracy.
- Playing the TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time and notating them.
- Using music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms, representing one rhythm in a range of different ways.

Design and Technology:

Textiles: Waistcoats

- Use design criteria to create a waistcoat design based on this, annotating the designs.
- Use a template to mark and cut out the panels for a waistcoat.
- Use a strong running stitch to join fabric to make a functional waistcoat.
- Attach a secure fastening and decorative objects, evaluating the final product.

Computing:

Variables in games

- Understand what variables are and how they are used in programs.
- Design and create variables using the Scratch program.
- Predict and test outcomes of variables.
- Design and create sprites and backgrounds.
- Design and create algorithms in a project.
- Evaluate your own and other's projects.

Sensing

- Understand what a Micro: bit is and how it is used.
- Explore how "if, then, else" statements are used to direct the flow of a program.
- Investigate how the buttons change the value of a variable using selection.
- Understand how to make a Micro: bit perform the function of a compass.
- Design and create a project that uses inputs and outputs on a controllable device.

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:

Striking and Fielding Games: Rounders and Cricket- Batting, bowling, fielding and game play

Net Games: Tennis- Rallying and Game play

Athletics- Running, Jumping and throwing competitions.

Modern Foreign Languages:

French food - Miam, miam!