



Lower key stage 2 (3/4) Summer Term A

History



Children will continue to develop their historical understanding about ancient civilisations, through an in-depth study of the Ancient Egyptians. The children will learn about Egyptian life, beliefs, the importance of the River Nile to the Ancient Egyptians and significant figures, such as Cleopatra.

The children will build upon their chronological understanding by developing timelines of the Ancient Egyptians, and their rulers, as well as recognising other eras during the same time. Through understanding the significance and location of the River Nile, the cross-curriculum link between history and geography this term supports then extends the children's knowledge retention. They will interact with artefacts, drawing and making conclusions about Egyptian life. During this unit the children will have the opportunity to visit the British museum. They will be able to look at and interact with genuine Egyptian artefacts and engage with the Rosetta Stone – developing their cultural capital and develop a love for History.

Geography



This unit will be focused on rivers – both locally, nationally and around the world. Children will be able to understand the importance of the water cycle and rivers. They should also be able to locate the main rivers of the UK on a map. Through this topic, pupils will concentrate on a local river (The River Crouch) and its human and physical features, developing their geographical field work skills and knowledge.

This builds on prior knowledge from key stage 1 where children named the seas and oceans around the United Kingdom and the four countries of the United Kingdom. They also learnt to recognise physical features in their immediate, local and national environments. Children will also be able to draw upon knowledge gained through history this term when they learn about the significance and location of the River Nile.

For year 4 children, they will also be able to make links to their Roman topic from last year where they learnt about the importance of rivers for the Romans, and how these were a vital route from transport in/out and around Britain.

Knowledge gained in this unit will progress further when children move to upper key stage 2 where they explore further rivers around the world including the Thames and River Dam.

Religious Education (RE)



This unit explores 'What is it like to follow God?', with a focus on Christianity. Children will build upon previous knowledge of how Christians celebrate, worship and live according to stories from the Bible such as the Creation and Fall, the death of Jesus and his resurrection. The children will be able to make comparisons between Christian beliefs, others' beliefs and their own lives, to further develop their understanding of how these impact on Christians today. In this unit, children will look at the laws of Moses, how Christians follow authority (Bible, God), the teachings of the New Testament, the faith of Abraham and how this relates to what Christians think about how they live their lives, how they see the world in which they live and how they view others. In upper key stage 2, they will further their knowledge on how religious leaders in their communities are similar and different from each other but also how God's character alters depending on interpretation of a text.

Computing



Year 3 Summer 1– Creating Media - Desktop Publishing

During this unit, children will become familiar with the terms ‘text’ and ‘images’ and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Children will be introduced to the terms ‘templates’, ‘orientation’, and ‘placeholders’ and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Children will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.

Year 3 Summer 2– Events and actions in programs

This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. Children will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of pen blocks. Children are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with children designing and coding their own maze tracing program.

Year 4 Summer 1– Creating Media - Photo Editing

Children will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have and evaluate the effectiveness of their choices.

Year 4 Summer 2– Programming – Repetition in Games

This unit explores the concept of repetition in programming using the Scratch environment. It begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where children can discover similarities between two environments. Children look at the difference between count-controlled and infinite loops and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.

Art and design






In this unit, the children will develop some understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas. This builds upon their learning in key stage 1 where they began to discuss the impact of significant and diverse artists. The children will be given the opportunity to explore and use a range of paintbrushes, paint and media, appropriate to the task, and create a pattern. This builds upon their prior learning where they combined paint and material to create texture in their pictures and will support them as they move into upper key stage 2 where they will apply paint in different ways to create impact. The children will also be given the opportunity to practice accurate drawing of whole people including faces, proportion and placement.

Design Technology (DT)



Children will learn to investigate, design and make their own bridges based on functionality and aesthetics. The children will explore a range of strengthening techniques and evaluate their suitability for making a bridge that meets the needs of a user and fits a specific purpose. The unit will develop understanding structures and strengthening techniques. In order to make their own bridge, the children will need to consider a design criteria that ensures that the bridge is a strong structure, has a smooth deck and keeps pedestrians and vehicles safe. This unit will build on previous knowledge of joining and combining materials in EYFS and key stage 1 as well as using tools and different materials.

<p>Physical Education (PE)</p> 	<p><u>Summer 1</u></p> <p>This unit will focus on the teaching of techniques for gymnastics. Children will develop skills with throwing, running, jumping and will look into relay toward the end of KS2. The unit will build on prior learning from EYFS where children have learnt how to control gross motor skills such as moving energetically, running, jumping, dancing, hopping, skipping and climbing. They also have previous experience of sprinting in straight lines, throwing beanbags and jumping from a standing position. During this athletics unit, when applying skills, children will be able to take part in relay races using the previous learning. They will build upon prior knowledge and develop the ability to choose and use simple tactics and strategies in team relays.</p> <p><u>Summer 2</u></p> <p>This unit will focus on the teaching of techniques and practices for net and wall games leading onto early netball skills. Children will develop the use of attacking and defending skills appropriately within a game. The unit will build on prior learning from key stage 1 where children have learnt how to pass, receive and move with a ball, keeping control and how to hold a tennis racket. They also have previous experience of moving fluently, changing direction and speed whilst avoiding collisions. During this net and wall games unit, when applying skills, children will be able to demonstrate accurate passing and receiving including when on the move. They will build upon prior knowledge and get into a good position to receive the ball and can explain why this is important.</p>
<p>Personal, social, health and economics (PSHE)</p> 	<p>Children will explore the characteristics of foods and the different functions of food groups needed for a balanced diet. This will build upon their prior knowledge learnt in key stage 1 where children will now be confident in discussing what contributes to a healthy diet, including the benefits of physical activity, rest and dental hygiene. Children will be able to make simple choices that will improve their health and well-being. This will ensure children have the firm foundations to develop in upper key stage 2 as they develop an awareness of their own dietary needs, the characteristics of a poor diet and risks associated such as obesity, impact of alcohol and drugs on health.</p> <p>Building on knowledge from key stage 1 children will be becoming more confident in identifying strategies of keeping safe online and the importance of E safety rules in schools to ensure they are responsible for keeping physically and emotionally safe online. Children will further develop their knowledge and explore safety online, learning about online relationships and keeping data secure. They will develop understanding of age restrictions on gaming. Children will also build upon learning around who to speak to when concerned about online behaviour.</p> <p>Children will begin to build solid foundations for their knowledge of financial management and why it is important to start from a young age. This will prepare the children for their future learning in upper key stage 2 where they will begin to show initiative and take responsibility for activities that develop enterprise capability and enable children to make connections to their own future economic well-being.</p>
<p>Music</p> 	<p><u>Year 3</u></p> <p>The learning in this unit will be focused around one song: Three Little Birds. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs. Children will also learn to compose their own music whilst continuing to develop their improvisation skills and fluency leading to a final performance. They will build their appraisal skills, giving opinions about specific genres of music, whilst becoming more confident applying technical vocabulary. Children will build on their instrumental skills in glockenspiel from key stage 1. They will play with an increasing note range as well activities to develop musical knowledge and musicianship skills. Children will play with increased control of sound quality and range of volume. Building on learning from the previous term, the children will now be more secure in reading and playing some conventional music symbols using note values of minim, crochet and quaver. In this unit, children will learn to compare two songs in the same style, talking about what stands out musically in each of them and discuss their similarities and differences. Children will be able to identify the structure of the songs (intro, verse, chorus etc.) and name some of the instruments used in the songs. They will be able to create simple melodies using up to five different notes and simple rhythms that work musically. Children will know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. They will continue to develop performance skills (singing and playing instruments), including dynamic awareness, accuracy, fluency and</p>

expression. Children will be able to record and compare their performance to a previous one and talk musically about it. This will ensure the children are fully prepared for their journey into upper key stage 2, where they will be exposed to and evaluate music in more depth, from across a range of time periods and genres, and consider how they influence music today.

Year 4

The learning in this unit will focus on gospel songs. Children will learn to identify the gospel features of the song: Lean on me. Children will build on their skills and knowledge from KS1 and continue to listen, appraise and perform music. Listening and reflecting continues to underpin all the learning activities (singing, playing, instruments, improvising, composing and performing).

All the musical skills are repeated and reinforced as the learning deepens. Building on learning from lower key stage 2, the children will now be more secure in reading and playing some conventional music symbols using note values of minim, crochet and quaver. In this unit, children will learn to compare two songs in the same style, talking about what stands out musically in each of them and discuss their similarities and differences. Children will be able to identify the structure of the songs (intro, verse, chorus etc.) and name some of the instruments used in the songs. They will be able to create simple melodies using up to five different notes and simple rhythms that work musically. Children will know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. They will continue to develop performance skills (singing and playing instruments), including dynamic awareness, accuracy, fluency and expression. Children will be able to record and compare their performance to a previous one and talk musically about it. Throughout the year, children will develop musical fluency. This will ensure the children are fully prepared for their journey into upper key stage 2.