



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

History







Children will continue to develop a chronological understanding and knowledge and understanding of British and world history. They will have the opportunities to note connections, contrasts and trends over time and relate knowledge back to their prior learning last term when they studied the Roman Empire. Building upon their prior knowledge of historical sources, they will develop their understanding of how our knowledge of the past is constructed from a range of sources. They will reinforce their understanding by naming primary and secondary sources and use these to interpret and infer about the past. This will be extended further in upper key stage 2, when children will learn and explain the different reasons for different historical accounts. Building on their learning in key stage 1 and in the Roman topic, children will also deepen their understanding of significance and begin to use the '5 Rs' as a tool to evaluate the significance of individuals from the past. The unit will allow children to continue to see the impact of significant people and civilisations on British history and acknowledge the changes that have taken place over time.

Geography



Children will learn about coastal features whilst being given the opportunity to develop their locational knowledge of English counties and place knowledge of local coastal regions. They will take part in field work and geographical enquiry to explore the effect that humans have on coastal regions, and the effect of coastal regions on humans who live or work there. Children will be able to ask geographical questions, use fieldwork to observe, measure, record and present features and data. This will build on their prior skills and knowledge where in key stage 1, children asked and responded to basic geographical questions and used simple fieldwork and observational skills to explore their local area. They have also previously learnt about the world's 5 oceans and the seas that surround the UK. This unit will prepare children for upper key stage 2 where they will build upon locational knowledge of counties and learn about water defence barriers in London and in the Netherlands. Year 3 children will also learn about rivers next year and understand the impact that they can have on the local area. Children will be given the opportunity to develop their empathy and understand the impact natural processes can have on people's homes and their lives. They can also focus on the value of spirituality as they will be able to understand the power of nature to shape the environments in which they live. Finally, children will be able to apply their writing skills along with their geographical knowledge as they will be given the chance to write a persuasive text, trying to convince people to visit a local coastal area.

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| | <p>than one point of view on the importance of sacrifice by providing evidence both philosophically and with the use of sacred texts. Collectively, this will support pupils in their greater understanding of the differences between many viewpoints of what it means to 'sacrifice'. From the knowledge gathered, children will begin to learn about how the beliefs in sacrifice can impact the actions of Christians and Muslims. This will support children in upper key stage 2, when they look at how religious leaders in their communities are similar/different from each other and how their decisions can be altered by their religious views. This will aid their understanding of different viewpoints and enable them to discuss bigger ideas such as how reasonable it is to believe in a god.</p> |
| <p>Computing</p>  | <p>Year 3 – Creating Media - Desktop Publishing</p> <p>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.</p> <p>Year 3 – Events and actions in programs</p> <p>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.</p> <p>Year 4 – Creating Media - Photo Editing</p> <p>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.</p> <p>Year 4 – Programming – Repetition in Games</p> <p>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.</p> |
| <p>Art and design</p>  | <p>Children will explore how to use watercolour paints, the different effects they can make and the different moods they can create. They will gain an understanding of painting techniques and how adding water affects the consistency and intensity of the paint. The children will also be using a viewfinder to help them record different parts of an image before bringing all these skills together to create a final piece. This builds upon the children's learning prior to key stage 2 where they have learnt how to use different painting tools and to apply paint with awareness of primary and secondary colours, and how new colours can be created through mixing.</p> <p>This unit will prepare children for their future learning in upper key stage 2, where they will experiment with different types of paint and make informed decisions on the best way to apply paint.</p> |

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| <p>Design Technology (DT)</p>  | <p>Children will develop practical food preparation skills, knowledge and understanding and apply the principles of this to a healthy and varied diet. They will be given the opportunity to design, make and evaluate healthy, vegetable soup. To start the unit, we will explore existing products of vegetable soups, identifying which parts of the plant are edible and how the taste appeals to them and others. Children will then learn how to prepare and cook dishes safely and hygienically. They will understand the importance of different food preparation techniques such as peeling, chopping, slicing, grating and mixing. Building on the skills from key stage 1, children will be competent in understanding the basic principles of a healthy and varied food diet enabling children to explore how we can make products more appealing using a heat source. The children will also make scientific links with diet and food groups, critically reflecting and evaluating vegetable soup and cooking techniques. This unit aims to prepare children with the knowledge needed in upper key stage 2 to understand seasonality of some produce and the appropriateness of using a heat source according to characteristics of the plant or food item.</p> |
| <p>Physical Education (PE)</p>  | <p>Net Wall Games</p> <p>Children will deepen their understanding, experience and application of the fundamentals during this unit including balance, agility, running, jumping, coordination, throwing and catching this term. They will learn to feed a ball accurately to a partner, as well as learning how to stand when hitting a forehand shot. Following this, children will learn what you should do when a ball is fed to you, moving their body to help them hit a ball.</p> <p>This unit will build on prior knowledge gained in key stage 1, where children have learnt how to throw a beanbag underarm, how to hold a short racket, how to throw and catch a large ball and the importance of tracking a ball and moving in line to receive it. In this current unit, children will build upon this knowledge by learning how to feed a tennis or sponge ball accurately to a partner, learning how to hit a forehand shot with a racket and tennis or sponge ball, knowing how to stand to hit a forehand shot as well as learning tactics to make it difficult for their opposition.</p> <p>In upper key stage 2, performance in net games will be developed further through performing backhand and volley shots with a racket. There will also be a focus on the use of more complex techniques such as where to aim the ball on the racket for it to go certain ways. Throughout this term, we will also encourage children to be constantly striving to set their own new personal best targets.</p> <p>Athletics</p> <p>In this unit, children will learn: how to stand when throwing to improve control and coordination; which types of throws to use depending on the distance; different types of running including what they can do with their bodies to increase speed when sprinting as well as strategies to improve the distance of their jumps. Previously in key stage 1, children have learnt how to: throw a beanbag overarm; the importance of keeping your arm straight when throwing; tactics to increase the speed of a spring e.g. swinging arms and lifting elbows high; how to jump from a standing position; tactics such as swinging arms to increase the length or height of a jump and how to skip with a skipping rope. Later in upper key stage 2, this knowledge will be progressed further when children learn: different running styles; how to throw different apparatus including a javelin and discus and how to perform a triple-jump.</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 learnt about what contributes to a healthy diet, including the benefits of physical activity, rest and dental hygiene. Children will be able to make simple</p> |



choices that will improve their health and well-being. This will ensure they 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 and the impact of alcohol and drugs on health.

Building on knowledge from key stage 1, children will also become more confident in identifying strategies for keeping safe online and the importance of their online 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 also develop an understanding of age restrictions on gaming.

Finally, children will begin to build solid foundations for their knowledge of financial management and learn why this is important. This will prepare 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.

Music



Year 3: Opening Night

This unit celebrates a wide range of musical styles which supports the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. Children will deepen their understanding of music through tempo, time signatures, key signatures and note values (minims, crotchets and quavers).

During “The Dragon Song” children will play semi quavers, which builds upon previous note value/duration knowledge taught in previous units. They will also have an opportunity to improvise in 2/ time signature using notes F G A C D. They will also compose in a pop style using both instruments and through electronic devices and/or the whiteboard.

Listening and responding opportunities will include listening to and answering questions about a gospel, hip hop and orchestral styles and will be encouraged to discuss what hip hop (specifically) was about. This builds upon previous listening and discussion using a song in the Pop genre. Children will sing with clear expression to backing tracks in the above styles of music.

At this stage, the children will develop the concept of key signatures and build upon previous knowledge of using notes together, in preparation for year 4. When children make the transition to year 4, their knowledge of music will progress through electronic dance music and the use of rhythmic patterns including dotted crotchets.

Year 4: The Show Must Go On

This unit celebrates a wide range of musical styles which supports the key areas of the English Model Music Curriculum: Listening, Singing, Playing Composing and Performing. During this term, the children will be singing and playing on glockenspiels/recorders in the style of Electronic Dance Music (EDM) and funk.

Musical understanding activities involve playing at a moderate tempo (Moderato) in C major using minims, dotted crotchets and quavers and their correlating rests and children will have the opportunity to improvise using the A minor key signature in 4/4 time. During composition work children will be coming up with musical parts in the style of EDM in the key of D minor; this builds upon previous composition activities in the genre of folk, disco and major key signatures.

During listening exercises, children will listen to /answer questions and discuss music in the styles of funk, EDM and 20th and 21st Choral music. They will be encouraged/supported in using the correct terminology when discussing the interrelated

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| | <p>dimensions of music and how they relate to said piece. This builds upon previous appraisal activities using styles such as orchestral, jazz and disco.</p> |
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When children make the transition to year 5, they will be looking at the C minor key signature and working mainly in 20th/21st century orchestral music.