

# Upper Key Stage 2— Spring 2022

## Pole to Pole

### Week 1:



Poetry

### Week 2:



Poetry

### Week 3:



Biographies

### Week 4:



Non Chronological Report

### Week 5:



Non Chronological Report

### Week 6:



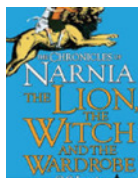
Diary Entries

### Week 7:



Discursive Text

### Week 8:



Narrative

### Week 9:



Narrative

### Week 10:



Letter

### Week 11:



Newspaper report

### Week 12:



Discursive Text

# Design And Technology: Spring Term 2022

## Session 1: DT: Automata Toy

**L.O. I can suggest appropriate design criteria points to fulfil the design brief .**

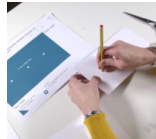
Children to design an Automata toy using CAMs based on The Lion the Witch and the Wardrobe.



## Session 2: DT: Wood Preparation.

**LO: I can measure, mark and check the accuracy of the wood and card automata components.**

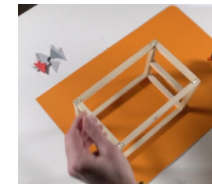
Children to make their wooden frames using saws and other carpentry equipment.



## Session 3 : DT: Assembling my frame.

**L.O. To assemble the automata frame components and supports with the help of an exploded-diagram.**

Children to assemble their frames using hot glue guns.



## Session 4: DT: Cam profiles.

**L.O. To explore the relationship between cam profiles and follower movement, to inform a design decision.**

Children explore the relationship between cam profiles and movements and make their own for their toy.



## Session 5: DT: Housing element.

**L.O. I know that good quality products should be neat, accurate and securely assembled.**

Children to draw and decorate their housing element of their design and to assemble their toy.



## Session 6: DT: Final product.

**L.O. I am learning to evaluate my finished product considering whether it is fit for purpose.**

Children to evaluate their final product.



# History— Spring Term 2022

## Session 1: History: Timeline.

**L.O. Use dates and terms accurately in describing events.**

Children to recap and refer to the previous historical knowledge from the last year and to place on a time line, seeing where the Race to the Poles came in comparison to the Victorians, Ancient Greece and other topics from the previous year.



## Session 2: .History: Scott's Hut.

**L.O. Gain historical perspective by placing their growing knowledge into different contexts.**

Children to examine Scott's hut and the letters found— what was life like for the explorers?



## Session 3: History: History. Awesome artefacts.

**L.O. Use sources of evidence to deduce information about the past.**

Analysing pictures of artefacts and what they were used for in the expedition to the South Pole.



## Session 4: History: Life as a Polar Explorer.

**L.O. Use sources of evidence to deduce information about the past.**

Children to explore the life in a day of an explorer and write a diary entry.

<http://discoveringantarctica.org.uk/science-and-exploration/journey-south/explorers-diaries/>



## Session 5: History: Getting enough energy.

**L.O. Know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world .**

Examining the rations given to the explorers.



## Session 6: History: Reindeer Boots.

**L.O. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed .**

Children to decide the best material for insulation to deduce why the explorer's clothes were made of certain materials.



## Session 7: History: William Shakespeare.

**L.O. Know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world .**

Children to research William Shakespeare and his life and the way he changed the English language. Children to create a play script interview with Shakespeare and then film.



# Geography— Spring 1st Term 2022

## Session 1: Geography: The World's Oceans.

**L.O. Recap the five oceans and locate (and name) some of the Earth's seas.**

Pupils to map the oceans and seas on the map.



## Session 2: Geography: Climate Zones.

**L.O. Look closely at climate zones, identify position and significance of: latitude, longitude, Equator, hemispheres, tropics, Arctic and Antarctic circles.**

Pupils to map the different lines of longitude and latitude with ribbons on a world map.



## Session 3: Geography. Amazing Antarctica

**LO: I am learning to describe the physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes.**

Create a poster (non-fiction page) about the Antarctic using publisher pages and internet researching/websites.



## Session 4: Geography: 8 compass points.

**L.O. Use the eight points of a compass to describe positions .**

Map activities.



## Session 5: Geography: Treasure maps.

**L.O. Use four- and six-figure grid references to describe and share locations.**

Learn how to use a compass and how to read the typography of the land. Can you then create a treasure map and use your understanding of compass directions and contours to set clues that unlock a password and the location of the treasure?



## Session 6: Geography: MI6 mission.

**L.O. To use maps, atlases, and digital maps to find specific features and places.**

Expand and apply your mapping skills as you take on a mission from MI6 to identify and describe the locations of a series of operatives. Then find a suitable new location for an overseas base.

# Science Spring Term 2021

## Session 1: Science: Gratifying Gravity.

**L.O.** Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

Investigating how to use a Force Meter and what it measures.



## Session 4: Science: Water Resistance

**L.O:** I am learning to show understanding of a concept (water resistance) by using scientific vocabulary correctly.

Children using concept cartoon to make predictions about water re-



## Session 2: Science Amazing Air Resistance

**LO:** I am learning to identify the effects of air resistance and friction, that act between moving surfaces.

Learning about air resistance and planning an experiment to test it.



## Session 5: Science: Water Resistance Investigation.

**LO:** I am learning to identify the effects of water resistance that act between moving surfaces.

Children undertaking investigation to understand water resistance.



## Initial Assessment: Initial Assessment.

**LO:** I am learning to use scientific vocabulary linked to our topic of learning.

**LO:** I am learning to explain what I already know about forces.

Creating a mind-map.  
Theme forces.



## Session 3: Science: Air Resistance Investigation.

**LO:** I am learning to identify the effects of air resistance and friction, that act between moving surfaces.

Undertaking investigation on Air-Resistance and graphing the results.



## Session 6: Science: Force Experts.

**L.O.** Identify scientific evidence that has been used to support or refute ideas or arguments.

Identifying balanced and unbalanced forces.



### Session 7: Science: Pulley and Lever Challenge.

**L.O. Recognise that some mechanisms, including levers and pulleys, allow a smaller force to have a greater effect.**

The meteorite is in a big hole - how will the recovery team get it out in order to retrieve it? Take a masterclass in levers and pulleys in order to send a brief to your forces on the ground.



### Session 8: Science: The Gear Challenge.

**L.O. Recognise that gear mechanisms allow a smaller force to have a greater effect.**

**L.O. Identify the effects of friction, that acts between moving surfaces.**

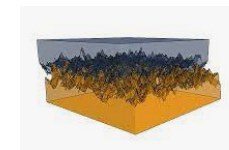
The meteorite is on its way, but the rest of the team are on bikes - and the gears are not labelled. Can you help them to work out which gears will help them on which terrain?



### Session 9 Science: The right path.

**L.O. Identify the effects of friction that acts between moving surfaces.**

Your team has reached a three way split of paths, all with differing surfaces. Can you recommend the path that won't be too fast or too slow, but just right?



### Session 10: Science: Isaac Newton

**L.O. I am learning to identify key scientists and the impact they made.**

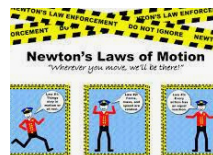
Children to create a biography on Isaac Newton and his theory of gravity.



### Session 11: Science: Laws of Motion.

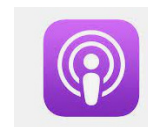
**L.O. I am learning to identify a key scientist and their theories.**

Children to create a poster about Newton's laws of motion with diagrams.



### Session 12: Science: Summary of our learning!

Children to make a podcast/video of all our their forces learning for the half term. Children will also link to previous learning (gravity- space) etc.



**Young Leaders Award:**  
Session 4  
(Approx 2 lessons)



## Artist Day:

George Seurat



## ICT:

Purple Mash  
Spreadsheets (Unit 6.3) and Da-  
tabases (Unit 5.4)

## Music:

Charanga: MMC



Exploring Key and Time Signa-  
tures

## P:E:

Tag rugby and  
Tennis



## R.E:

Moksha through Hinduism  
Heroes of Faith Christianity



## P.H.S.E :

Dreams and Goals and  
Healthy Me



## French:

Language Angels: Family  
And Pets.

