










Upper Key Stage 2— Spring 1st and 2nd 2023

Building A Community

<p>Week 1: Harry Potter and the Philosopher's Stone: Descriptive.</p> 	<p>Week 2: Harry Potter and the Philosopher's Stone: Newspaper Articles.</p> 	<p>Week 3: Harry Potter and the Philosopher's Stone: Persuasive Writing.</p> 	<p>Week 4: Harry Potter and the Philosopher's Stone: Explanation texts.</p> 	<p>Week 5: Harry Potter and the Philosopher's Stone: Instructional texts.</p> 	<p>Week 6: RE Week: Descriptive Scene.</p> 	<p>Week 7: The Suffragettes: Newspaper Articles.</p> 	<p>Week 8 The Suffragettes: Poetry.</p> 	<p>Week 9 The Arrival: Persuasive Writing.</p> 	<p>Week 10 The Arrival: Narrative Writing.</p> 
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Design and Technology: Spring 1st and 2nd Term 2023

Session 1: DT: Digital World: Navigating the World

L.O. To write a design brief and criteria based on a client request.

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups .



Session 4: DT: Digital World: Navigating the World

LO: To develop 3D CAD skills to produce a virtual model.

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work .



Session 2: DT: Digital World: Navigating the World

LO: To write a program to include multiple functions as part of a navigation device.

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.



Session 5: Digital World: Navigating the World

L.O. To present a pitch to 'sell' the product to a specified client.

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.



Session 3: DT: Digital World: Navigating the World

L.O. To develop a sustainable product concept .

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided de-



5 Key Questions: DT

1. *What are the key features and functions of your navigation tool?*
2. *What materials have you chosen as part of your product concept?*
3. *Why have you chosen these materials?*
4. *How does your navigation tool fit (our) Aria's (Adventure Awaits Co) design request?*
5. *How does your navigation tool benefit (our) customers?*

History— Spring 1st and 2nd Term 2023

Session 1: History: Life for women before the vote.

L.O. I am learning to perform study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

To understand what life was like for women during the war and the causes of the suffrage movement.



Session 2: History: Why want the vote?

L.O. I am learning to be aware about the lives of people living in other times, their ideas, beliefs and attitudes towards women. For children to understand the inequality women felt and the reasons that they were so desperate for the vote. Children to make a Suffragette banner!



Session 3: History: An Emily Davidson Mystery.

L.O. I am learning to identify significant people who changed history.

Children to investigate whether Emily Davidson's death was to make her a martyr or just a tragic accident.



Session 4: History: Elveden's Suffragettes.

LO: I am learning to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.

To research and make a presentation about Princess Catherine and Sophia Duleep Singh of Elveden and understand their importance in the movement locally.



Session 5: History: Suffragette Tactics.

LO: I am learning to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.

Children to understand the tactics used and the difference between the Suffragettes and Suffragists. Which movement do they feel would be more effective?



Session 6: History: Suffragette Immersion Day.

LO: I am learning to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. Children to come in dressed as Suffragettes, create posters and write speeches persuading us that women should have the write to vote. Celebrate winning the vote with an afternoon tea on the green (children to be allocated pic nic items and to bring blankets).



Session 7: History: Elveden in 1919.

L.O. I am learning to perform study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Children to make a profile of Edward Cecil Guinness who in 1919 was made the Earl of Iveagh and Viscount of Elveden and his son Rupert. How did they change Elveden's history?

(Rupert changed Elveden's use to agricultural in 1927— how does that effect the children now?)



5 Key Questions: History

1. What was the Suffrage movement?
2. When and why did it happen?
3. Who was Emily Davidson? Why is she a significant person?
4. How did the Suffrage movement come to Elveden?
5. What were some of the tactics used against the suffragists?

Geography— Spring 1st and 2nd Term 2023

Session 1: Forbidden Forest Compass Points/ Geocaching.

LO: To be able to use the 8 points of the compass.

Children following compass points to lead them to puzzle pieces within the 'Forbidden Forest'



Session 2: Geography: Forbidden Forest; Fantastic Beasts.

LO: To be able to use the 8 points of the compass when writing directions to Fantastic Beasts.

Children designing/creating their own maps of Forbidden Forest and written trail directions using Compass Points to guide Harry to the Fantastic Beasts.



Session 3: Geography: Ministry of Magic; tracking division.

LO: To be able to use a written Key and to plot Forests and Cities throughout the United Kingdom.

Children to work for the Ministry of Magic tracking/recording sightings of Magical Creatures. Plotting on UK Map, including Forests. To use Keys for different creatures.



Session 4: Geography: Elveden Land Use.

L.O. I am learning to understand land use within our local area.

Children to study maps of the Elveden estate and compare with maps of Thetford. What are the differences in land use?



Session 5: Geography: Elveden!

L.O. I am learning to describe my locality and to persuade others to visit.

Children to create their own leaflets, advertising Elveden as an area to visit. Think about all Elveden has to offer!



5 Key Questions: Geography

1. *What is the primary land-use in Elveden?*
2. *What are the 8 points of a compass?*
3. *What is the primary land-use in Thetford?*
4. *Why would Thetford have been chosen as a town?*
5. *Name a key landmark in Elveden.*

Science

Spring 1st Term 2023:

Session 1: Science: Finding Linnaeus

L.O. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.

Meet the father of classification and have a look at his classic system still used today.

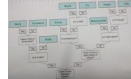


Session 2: Science: Odd one out

L.O. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.

Children to look at the leaves and to be able to identify the similarities and differences.

Classification with leaves.



Initial Assessment: Initial Assessment.

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

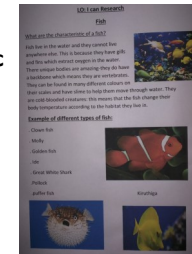
LO: I am learning to explain what I already know about classification. Creating a mind-map. Vocab taught in tiers.



Session 3: Science: The sweetness of clarification

L.O. Give reasons for classifying plants and animals based on specific characteristics.

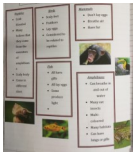
Researching main characteristics of a vertebrate group



Session 4: Science: Classification or 5 vertebrate groups.

L.O. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences.

After being taught about the other four groups the children chose how to present their knowledge about the five vertebrate groups.



Session 5: Science: Quirky creatures

L.O. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.

The world is awash with unusual creatures, plants and organisms that need to be classified. Your studying is entering its advanced stages now and you need to show application of your skills.



Session 6: Science: Creature Feature

L.O. Give reasons for classifying plants and animals based on specific characteristics.

This is your opportunity to apply your skills and develop your drawing skills further to complement your classification skills. Can you push your qualification to distinction level as you design your own 'new' creatures to fit into the Animalia classification system?



Science

Spring 2nd half Term 2023:

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 light. Creating a mind-map. Vocab taught in tiers.

Session 1: Science: Light Specialist Required

L.O. Recognise that light appears to travel in straight lines.

Take part in a Crime Lab light expert selection challenge. Do you have what it takes to join the investigation?

CRIME LAB: SUSPECTS

Session 2: Science: Light travels in straight lines.

L.O. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.

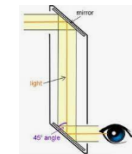
The thief was spotted on CCTV 'casing' the school, using a torch. Can you demonstrate that light travels in straight lines and calculate plausible heights of the suspect based on their torch beam?



Session 3: Science: Up Periscope

L.O. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.

We know that the thief could see round corners, and likely used a periscope. All suspects have one, but are they using materials that reflect well enough to see?



Session 4: Science: Shadow Giants

L.O. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

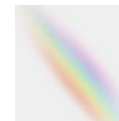
Explore how shadows can be deceptive and recreate each sighting to help identify the possible height of our thief.



Session 5: Science: It's a rainbow world

L.O. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

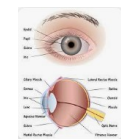
Have a go at splitting white light into rainbow colours to help you crash through the password code.



Session 6: Science: Colourful light filters

L.O. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

Our thief was spotted wearing not only a blue outfit, but also a red one and a yellow one.



5 Key Questions: Science: Classification

1. *What did Carl Linnaeus create and why?*
2. *We sort living things into different groups at different levels. What is the name of the original level of groupings that included 'animal' and 'plant'?*
3. *What class of animal is a fox?*
4. *Name a way that food is preserved to stop it going mouldy quickly*
5. *Name the three types of microorganisms.*

5 Key Questions: RE: Trinity

1. *What is the, 'holy trinity,'?*
2. *Name one of the world's mysteries.*
3. *How is the trinity reflected in Baptism?*
4. *What would we see in churches and Christian communities today which express belief in the Trinity?*
5. *Why do people cross themselves?*

5 Key Questions: RE: Brahman

1. *What dilemma did Shambo the bull create for his owners?*
2. *What is monotheism?*
3. *What lessons do Hindu children learn about God from their scriptures?*
4. *Would we see the world differently if God was in everything?*
5. *What is your atman?*

5 Key Questions: Science: Light

1. *Name 3 light sources.*
2. *How does light travel?*
3. *How can people protect themselves from the sun?*
4. *How is a shadow formed?*
5. *What does translucent mean?*

5 Key Questions: ICT: Blogging 6.4

1. *What is a Blog?*
2. *How can people interact with a blog?*
3. *What are the features of a blog?*
4. *What should you always be on the internet?*
5. *What would you do if someone was being disrespectful on the internet?*

5 Key Questions: ICT: Text Adventures 6.5

1. *What is a text-based adventure?*
2. *Why is it important to plan a text-based adventure?*
3. *What does it mean to debug a programme?*
4. *What is a sprite?*
5. *What is a concept map?*

SMSC:

Spiritual and Moral Day



Artist Day:

Henri-Edmond Cross



ICT:

Purple Mash: Blogging (Unit 6.4) and Text Adventures (Unit 6.5)



Music:

Clarinets



P:E:

Tag Rugby and
Gymnastics



R. E:

Atman through Hinduism and
Trinity through Christianity



P.H.S.E :

Dreams and Goals

Healthy Me
(Jigsaw)



French:

Language Angels: Clothes and Planets

