

# Lower Key Stage 2— Spring 1st & 2nd term 2024

## Suffolk Safari!

### Week 1 & 2:

#### Fiction

We will be writing narrative, persuasive writing, balanced arguments and discursive writing.

### Week 3 & 4:

#### Non-Fiction

We will be writing narrative, persuasive writing, balanced arguments and discursive writing.

### Week 5 & 6 :

#### Poetry

We will be reading The Lost Words and Lost Spells by Robert MacFarlane. We will be creating our own poetry about nature in the style of black out and shape poetry.

### Week 7 & 8:

#### Fiction

We will be reading various versions of Oliver Twist and will be writing our own play scripts and performing them to our friends!

### Week 9 & 10:

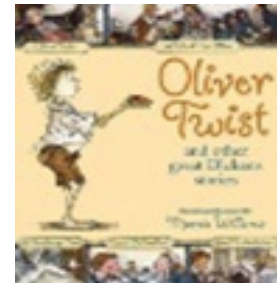
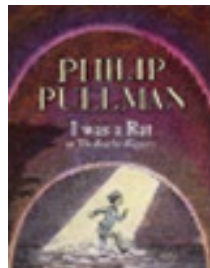
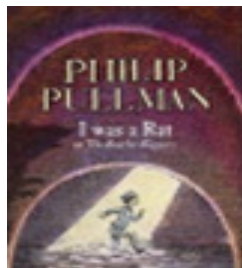
#### Non –Fiction

We will be writing non chronological reports about Queen Victoria and the British Empire.

### Week 11

#### RE Week

We will learn about Sikhism through a religious story



### Victorian Immersion Day at Ancient House Museum/ Elveden Hall: Duleep Singh.

Children will visit Ancient House Museum and learn about the Maharajah Duleep Singh and take part in a Victorian workshop. They will get to handle Victorian artefacts, learn about the Anglo-Sikh Wars, and what school lessons would have been like for children on the Maharajah's estate and for the Princes at Eton School too.

# ART: Nature Artist–Sculpture & Printing– Spring 1st 2024

## Session 1: Art

**LO: I am learning to develop work from initial studies of the artwork by Mike Godwin.**

Chn learn how Mike Godwin created his Mono print birds/wildlife artwork.



## Session 2: Art

**LO: I am learning to use observational drawings as opening studies for more developed work.**

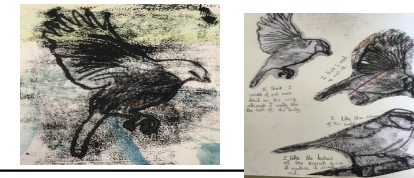
Chn start to experiment with observational sketching/ watercolour with their chosen bird.



## Session 3 : Art

**LO: I am learning to explore pattern and shape, creating designs for printing.**

Chn experiment with acetate printing to create bird artwork.



## Session 4 : Art

**I am learning to print using a variety of materials, objects and techniques including layering with rubbings.**

Chn design their print image and create their wire sculpture for their bird design



## Session 5: Art

**LO: I am learning to return to work using a range of techniques to develop the final image.**

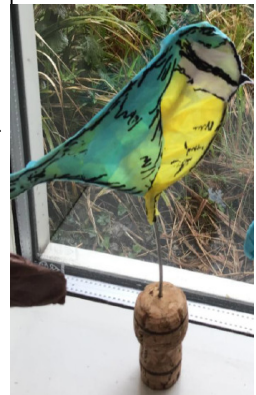
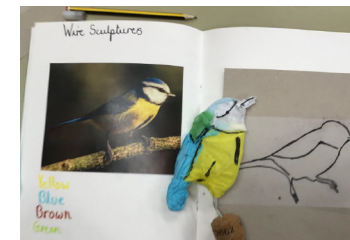
Chn create their bird design using printing, contouring, paint and wire



## Session 6: Art

**LO: I am learning to represent objects with correct proportions.**

Chn evaluate their final bird proportions and write how well it went.



## Sculpture & Printing

We will study the artwork of Mike Godwin and his fascination with birds/nature. We will be developing our skills in Acetate Mono Print to create mono-print birds, we will then develop our sculpting skills using wire and tissue paper to create ornamental birds.

# History— The Victorians! Spring 1st Term 2024

## Session 1: History

**LO: I am learning to understand the concept of change over time, representing this, along with evidence, on a time line.**

Chn learn where the Victorians were historically in time compare to now. They will start to look into school life then and now too.

## Session 2: History

**LO: I am learning to describe the social, ethnic, cultural or religious diversity of past society (focusing on education).**

Chn learn about how different Victorian life was, especially for children. They will focus on Rich and Poor Victorian Childhoods and their Education

## Session 3: History

**LO: I am learning to describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children( focusing on education).**

Chn will learn about Education during the Victorian times and compare educational experiences for children then and now.

## Session 4: History

**LO: I am learning to use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.**

Chn visit Ancient house/Elveden Hall to find out more about Dunleep Singh and his influences in the locality.

## Session 5: History

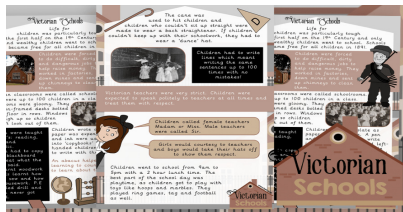
**LO: I am learning use evidence to ask questions and find answers to questions about the past.**

Chn explore the historical evidence/artefacts of Dunleep Singh and will be able to answer questions about his life and his importance to the locality.

## Session 6: History

**LO: I am learning to use English, Maths and computing skills in order to communicate information about the past and present this information and ideas.**

Chn present their historical information about Dunleep Singh and his importance to our locality.



## A local history study

**We will be conducting a local history study focusing on Duleep Singh and his importance to our locality. We will be finding out about Victorian School life and comparisons of school life between then and now.**



# DT: Food Eating Seasonally- Spring 2nd term 2024

**Food - Eating seasonally**

<b>Climate</b>	The weather and temperature in each country in the world, depends on which climate group that country is located. There are five climate groups: polar, temperate, dry, tropical and mediterranean.
<b>Dry climate</b>	Less than 250mm of rain, fog, sleet or snow in total across a whole year.
<b>Exported</b>	When products or produce, such as fruit and vegetables, are sent to another country.
<b>Imported</b>	When products or produce, such as fruit and vegetables, are brought into a country.
<b>Mediterranean climate</b>	Hot dry summers and cooler wetter winters.
<b>Nationality</b>	Belonging to a particular country (e.g. a person with Italian nationality comes from Italy).
<b>Nutrients</b>	Substances in food that all living things need to make energy, grow and develop.
<b>Polar climate</b>	Long periods of extreme cold.
<b>Recipe</b>	A set of instructions for making or preparing a food item or dish.
<b>Seasonal food</b>	Food that can be harvested and is ready to eat in a particular season.
<b>Seasons</b>	The seasons of the year are spring, summer, autumn and winter.
<b>Temperate climate</b>	Mild temperatures, where the summers are not too hot and the winters are not too cold.
<b>Tropical climate</b>	High temperatures and a lot of rain. This is where you will find the world's rainforests.

**Key facts**  
 Not all fruits and vegetables can be grown in Britain. Many foods are imported from all across the globe. Here are some examples:

## Session 1: DT

**LO: I am learning to think about food miles and evaluate a recipe, considering: taste, smell, texture and appearance**

Chn learn about worldwide food and create a fruit kebab.



## Session 2: DT

**LO: I am learning to describe the benefits of seasonal fruits and vegetables and the impact on the environment**

Chn learn about food miles and use seasonal fruits to create a quick, tasty crumble.



## Session 3: DT

**LO: I am learning to create a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish**

Chn create a recipe for veg filo tart and discuss what veg they used and why.



## Session 4: DT

**LO: I am learning to evaluate a recipe, considering: taste, smell, texture and appearance**

Chn make their tart, evaluate its taste/appearance and can talk about food hygiene.



Children discover when and where fruits and vegetables are grown and also learn about seasonality in the UK. They will also learn about the relationship between the colour of fruits and vegetables and their health benefits by making three dishes using seasonal ingredients.



# Geography— Spring 2nd Term 2024



## Session 1: Geography

LO: I am learning to use maps, atlases, digital/computer mapping to locate the county of Suffolk/ different counties and the cities in the UK.



Chn use Digimaps to learn about the counties in UK.

## Session 2: Geography

LO: I am learning to use field work to observe, measure and record and present the human and physical features of Suffolk.



Chn to create an open page on the Human/Physical feature of Suffolk

## Session 3: Geography

LO: I am learning to understand/ describe key aspects of human features of our locality (Thetford Study)



Chn to add an open page/fact file on the Human features of Thetford

## Session 4: Geography

LO: I am learning to understand / describe key physical features of our locality (Thetford Forest.)



Chn to add another open page/ poster on the Physical features of Thetford Forest.

## Session 5: Geography

LO: I am learning to describe the different habitats of animals and how this varies across different regions in UK.

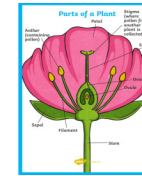


Chn to complete their locality book with information about animals/habitats and present to class.

## Fieldwork

We will be using fieldwork to observe, measure, record and present the human and physical features in Suffolk. We will be looking at this in relation to the different habitats of animals and how this varies across the different regions of UK. We will be using maps, atlases and digital computer mapping to look at the different counties and cities of the UK.

# Science Spring 1st 2024



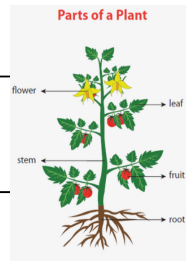
**Y3** We will be looking at plants, learning to identify and describe the key functions of parts of plants, the requirements of a plant for life and growth. We will also be looking at pollination, seed formation and seed dispersal.

## Session 1: Plants

**LO:** Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers



Chn create an All About Plants and their functions



## Session 2 & 3 : Plants

**L.O.** I am learning to explore the requirements of plants for life and growth (air, light, water, nutrients in soil grow) and how they vary from plants.



Chn carry out a requirements for plants experiment based on what they now know

## Session 2 & 3 : Plants

**L.O.** I am learning to explore the requirements of plants for life and growth (air, light, water, nutrients in soil grow) and how they vary from plants.



Chn test/evaluate results of their plant experiment

## Session 4: Plants

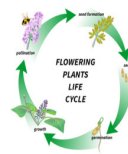
**LO:** I am learning to investigate the way in which water is transported within plants.



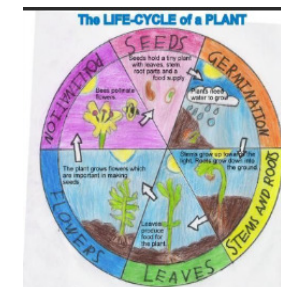
Chn carry out a transpiration test with celery or flowers.

## Session 5: Plants

**LO:** I am learning explore the part that flowers play in the life cycle of flowering plants, pollination, seed formation/ seed dispersal

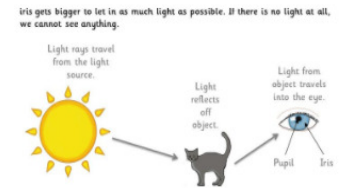


Chn create wheel of nature based on a life cycle





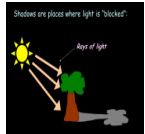
# Science Spring 2nd 2024



**Light Y3** We will also be learning about light: recognising that you need light to see, noticing that light is reflected from surfaces etc.

## Session 1 : Light

**LO:** I am learning to recognise that we need light in order to see things and that dark is the absence of light.



Chn learn about Light and create mind maps

## Session 4: Light

**LO:** I am learning find patterns in the way that the size of shadows change

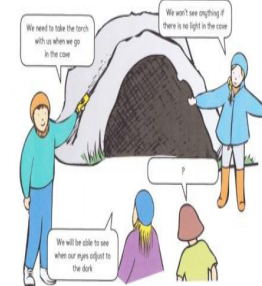


Chn carry out a light/shadows experiment

## Session 2: Light

**LO:** I am to learning to recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces

Chn carry out tent activity to test their ideas about the absence of light



## Session 3: Light

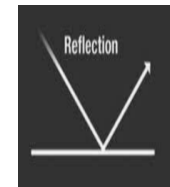
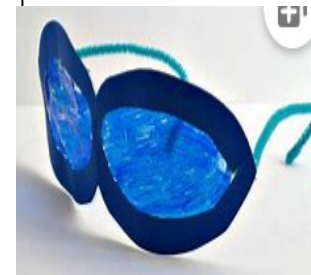
**LO:** I am learning to recognise that shadows are formed when the light from a light source is blocked by an opaque object

Continued lesson

## Session 5: Light

**LO:** I am learning to recognise that light from the sun can be dangerous and that there are ways to protect their eyes

Chn design their own 'UV ray protected 'Sunglasses.



# COMPUTING– Spring 1st 2024

	Can you	make all	of the	signs show	=	?
98	x	8				
12	x	66				
14	x	23				
135	x	898				



## Session 1: Computing

**LO: I am learning to find out how spreadsheet programs can automatically create graphs from data.**

Chn have ago at creating graphs from data.

## Session 2: Computing

**LO: I am learning to introduce the 'spin' tool and show how it can be used to count through times tables.**

Chn use more/less and spin button tools.

## Session 3: Computing

**LO: I am learning to learn about describing cells using their addresses.**

Chn describe cells and their addressees

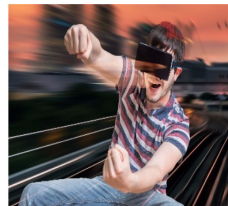
Times	tables	machine			
			After this number to make a new times table		
1	x	1	=	1	

## Session 1: Computing

**LO: I am learning to find out what a simulation is and understand the purpose of simulations.**

Chn explore examples of simulations and why they are used.

What are computer simulations? Write about their advantages and possible problems.



## Session 2: Computing

**LO: I am learning to explore a simulation, making choices and discussing their effects**

Chn use the arrows to navigate through various simulations.

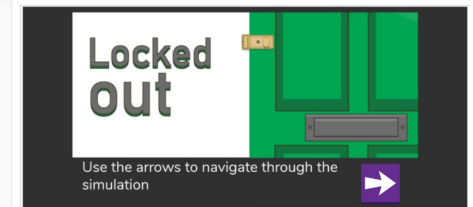
Select, or type in, some examples of simulations. Complete the table with reasons such simulations are used.



## Session 3: Computing

**LO: I am learning to work through and evaluate a more complex simulation.**

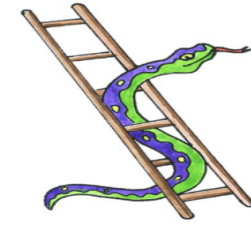
Chn create own simulations.



We will be learning to complete Spreadsheets (3.3) & Simulations (3.7)



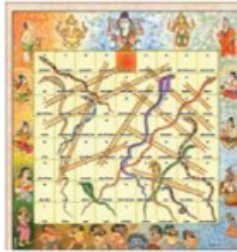
# RE- We are learning about Karma through Hinduism



## Session 1: RE

**LO: I am learning to engage with the idea of 'karma' through a game**

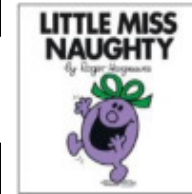
Chn explore games such as snakes and ladders and their concept of karma



## Session 2: RE

**LO: I am learning to enquire into why karma is important to Hindus**

Chn learn about Hindus and why they believe so much in karma– take part in drama about being 'naughty'



## Session 3: RE

**LO: I am learning to explore the idea of Karma and Samsara through Hindu story and text**

Chn explore Hindu beliefs



## Session 4: RE

**LO: I am learning to explore ways Hindus encourage good 'karma' through (ii) Hindu Community action**

Chn explore what Hindus do as 'random acts of kindness' and how they impact their lives.



## Session 5: RE

**LO: I am learning to explore Hindu belief in 'karma' through (iii) Hindu daily life**

Chn learn about Mahatma Gandhi and why he was inspirational to Hindus.



## Session 6: RE

**LO: I am learning to EVALUATE/EXPRESS/ EXTEND our RE learning about how karma impacts on a Hindu's life**

Chn evaluate their learning and use a medium to express



Why does a Hindu want to collect good karma?

# RE- We are learning about Sacrifice through Christianity



## Session 1: RE

**LO:** I am learning to engage with the idea of 'sacrifice' in films / everyday

**Life.**

Chn explore the term through discussion and



## Session 2: RE

**LO:** I am learning to enquire into the idea of the cross as a symbol for Christians?

Chn learn about the cross significance and what they would sacrifice



## Session 3: RE

**LO:** I am learning to explore Christian beliefs about the meaning of the Cross (i) Biblical Narrative

Chn learn about a bible story for Sacrifice



## Session 4: RE

**LO:** I am learning to explore 'Christian beliefs about the meaning of the cross through (ii) Church practice

Chn explore different representations of the cross.



## Session 5: RE

**LO:** I am learning to explore Christian beliefs about the meaning of the cross through Christian living

Chn explore how Christians chose to live their lives.

## Session 6: RE

**LO:** I am learning to **EVALUATE/EXPRESS/EXTEND** our RE learning

Chn complete quizzes and express what they have learnt.

Is the cross a symbol of love, sacrifice or commitment for Christians?

**Music:**

We will explore the  
Model Music Curriculum

**Unit 3 – Composing Using your imagination**

How Does Music Make the World a Better  
Place?

**Unit 3- Sharing Music Experiences—** how  
does music help us to grow as a communi-



**French:**

**The Language Angels!**

We will be learning to talk  
about what we can do in French and  
also learn about fruits



**P.E:**

**We will doing Invasion Games—**  
Tag Rugby and Swimming

**PSHE**

Dreams & Goals

Healthy Me

