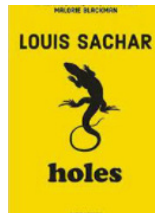


# Upper Key Stage 2— Summer 1st and 2nd 2022

## Inspirational People

### Week 1:



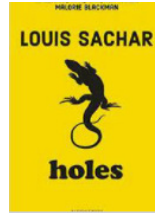
Analysing the Text

### Week 2:



Persuasive Writing

### Week 3:



Persuasive Writing

### Week 4:



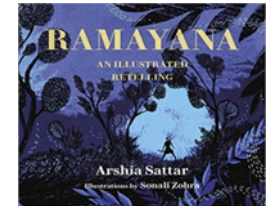
Narrative

### Week 5:



Newspaper Reports

### Week 6:



Retelling of Narrative  
(RE Literacy Week)

### Week 7:



Diary Writing

### Week 8:



Persuasive Writing

### Week 9:



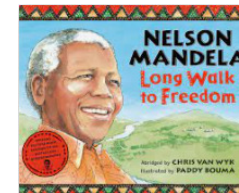
Narrative Writing

### Week 10:



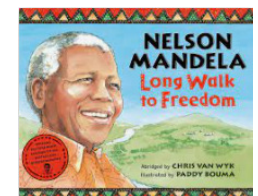
Narrative Writing

### Week 11:



Biography

### Week 12:



Poetry

# Design And Technology: Summer Term 2022

## Session 1: DT: Recipe Research

**L.O. I can research and design a three course meal.**

In pairs, children research a recipe for the course they will make: a pepper starter or salmon main course or pineapple dessert.

## Session 2: DT: Where does food come from?

**L.O. I can understand where my food comes from.**

Using the resources from the other lessons, children to research where salmon come from and the journey that pepper has to reach our plate.



## Session 3: DT: Pepper Starters.

**LO: I can prepare a meal using a recipe.**

Those pairs of children making the pepper starters prepare and make the recipes they researched in Lesson 1.



## Session 4 : DT: Salmon for Main.

**L.O. I can prepare a meal using a recipe.**

Children to make their salmon dishes in pairs using the recipes that they researched.



## Session 5: DT: Cam profiles.

**L.O. I can prepare a meal following a recipe.**

Those children making the pineapple desserts, prepare and make the recipes they researched in Lesson 1.



## Session 6: DT: Final product.

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

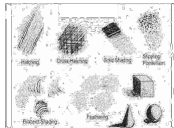
Children to evaluate their final product.



# Art and Design: Summer Term 2022

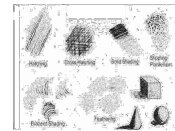
## Session 1: Art: Sketching Skills

**LO: To improve mastery of Art, including drawing using different media.**  
Develop techniques for sketching (cross hatch etc..).



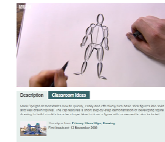
## Session 2: Art: Sketching Skills: Tone

**LO: To improve mastery of Art, including drawing using different media.**  
Develop techniques for sketching (using tone).



## Session 3: Art: Sketching Skills: Form

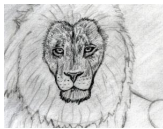
**LO: To improve mastery of Art, including drawing using different media.**  
Develop techniques for sketching (children try to sketch figures).



## Session 4: Lion Sketching

**LO: To be able to use line, tone and shading to accurately represent an African mammal.**

Using art pencils to develop drawing and tonal shading skills when looking at African Animals.



## Session 5: Giraffe Sketching.

**LO: To be able to use line, tone and shading to accurately represent an African mammal.**

Using and art pencils to develop drawing and tonal shading skills when looking at African Animals.



## Session 5: Sketching with charcoal

**LO: To be able to use line, tone and shading to accurately represent an African mammal.**

Using charcoal and art pencils to develop drawing and tonal shading skills when looking at African Animals.  
Children to choose their own animal.



# History— Summer Term 2022

## Session 1: History: African History Timeline

LO: I can use dates to order and place events on a timeline:

Developing chronological understanding by developing a giant timeline of key events in African history. Giant pictorial/chalked timeline of important events.



## Session 2: .History: All aboard the Brookes

LO: I can provide an account of a historical event based on more than one source.

Historical case study of a Slave ship. Children investigating the conditions on board as well as recreating 'space' allocated per person.



## Session 3: History: Boarding the Brookes

LO: I can make effective inferences when writing a diary entry.

Writing as if experiencing life on-board the Brookes.



## Session 4: History: Apartheid.

L.O. To explore the history of apartheid and its impact.

Children to explore what life was like during the apartheid and learn about the work of Nelson Mandela.



## Session 5: History: Nelson Mandela.

L.O. To learn about Nelson Mandela and his life.

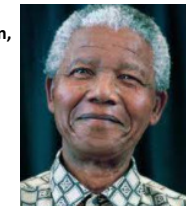
Children to research the life of Nelson Mandela and the effect he had on the whole world.



## Session 6: History: Nelson Mandela Part 2.

L.O. To understand Nelson Mandela's impact and what we can learn from him.

With a partner, children read and discuss the Nelson Mandela Quotation Cards, then individually complete the Challenge Sheet, where they are asked to select two quotes that inspire them the most, explain what **they** mean, **why** they inspire them, and **who** else they might inspire.

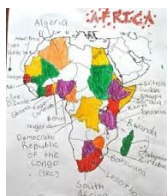


# Geography— Summer Term 2022

## Session 1: Geography: : Map Skills; African Treasure hunt

**LO: To describe the main physical features of Africa.**

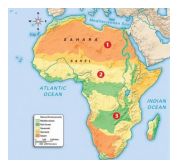
Atlas skills & Physical features of Africa.



## Session 2: Geography: Where am I?

**LO: To identify and describe the different regions of Africa.**

Write about three different geographical regions in Africa as the camel. **(Descriptive writing)**



## Session 3: Geography. Malawi!

**LO: To identify and describe the different regions of Africa.**

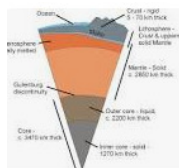
Children to research our partner school of Malawi and look at what the physical and economical geography is like there. How might their lives be different to our lives?



## Session 4: Geography: Earthquakes— The Earth's Structure.

**L.O. To understand the structure of the Earth.**

Look at the image of the Earth. Can students match each layer to its name? Now can students match each layer of the Earth to the descriptions?



## Session 5: Geography: Tectonic Plates.

**LO: To understand that the Earth's crust is split into tectonic plates.**

Look at the map of large earthquakes from 1963 to 1998. Ask the students if they can see a pattern. Most of the world's earthquakes occur at the fault lines between tectonic plates.



## Session 6: Geography: Causes of Earthquakes.

**L.O. To understand what causes an earthquake.**

Watch Earthquakes 101 and students do the quiz in mixed ability groups.

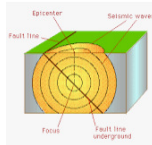


**National Curriculum L.O. for these lessons:** Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

### Session 7: Geography: 5 deadly features.

**LO: To investigate the five deadly features of an earthquake.**

Students match the photo stickers to the correct feature of an earthquake and then fill in the gaps to complete each description.



### Session 8: Geography: Biggest Earthquakes ever!

**LO: To research the world's biggest earthquakes and map these on a world map.**

Students do online research to find out information (e.g. date, magnitude) about the world's biggest earthquakes and map these on a world map.



### Session 9: How can we protect ourselves?

**LO: To consider our learning about earthquakes and plan what we can do to protect ourselves.**

Children to come up with a plan of what they can do to keep themselves safe from natural disasters and to create a plan for what they would keep in a 'go bag'.



# Science

## Summer Term 2022: Animals Including Humans

### Session 1: Science: Foetus to Old Age.

**L.O. I can describe the changes as humans develop to old age.**

Explore gestation periods, foetal development and growth patterns, and create a visual display of their findings.



### Session 4: Science: Look after yourselves.

**LO: I am learning to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.**

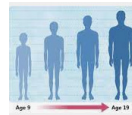
Discover the true impact (both visible and hidden) of diet, exercise, lifestyle, drugs and alcohol on the human body. Explore the truths and myths and create your own TV public service 'advert' that explores this impact and how to keep our bodies healthy.



### Session 2: Science: Puberty!

**LO: I can describe the changes as humans develop to old age.**

Changes during puberty can be a sensitive issue – you need to understand the facts fully and recognise the physical as well as emotional impact.



### Session 5: Science: Hearts!

**LO: Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.**

Explore the composition of blood and the role it has to play in the human body. Explore the structure and function of the human heart before creating your own heart sculptures.



### 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 Animals including Humans.** Creating a mind-map.



### Session 3: Science: Old Age!

**LO: I can describe the changes as humans develop to old age.**

What happens to our bodies as we get old? Research and create a photographic section for your exhibition, and create a 'humans timeline' showing the key milestones in a human life and how they impact on the body.



### Session 6: Science: Transportation,

**L.O. Describe the ways in which nutrients and water are transported within animals, including humans.**

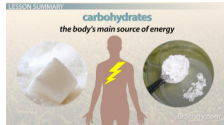
Share your discoveries in the form of a dramatic re-enactment. Explore how nutrients and water are transported throughout your body in your blood and the processes used to pass in and out of your blood through capillary walls.



### Session 7: Science: Nutrients and food.

**L.O. To recognise the impact of diet on the way their bodies function.**

Children to analyse their food diaries from the week and to develop an understanding of the calories and exercise needed to burn off the calories.



### Session 8: Science: Life cycles of plants!

**L.O. I can describe the life process of reproduction in some plants and animals.**

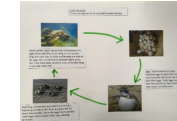
Groups of children planted sunflowers and mint cuttings and observed them over the course of the unit of work (see following slides).



### Session 9: Science: Animal life cycles!

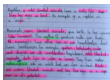
**L.O. I can describe the life process of reproduction in some plants and animals.**

Each group of children was given a different animal life cycle to sequence. They presented their life cycle to the rest of the class.



### Session 10: Science: Comparing life cycles!

**L.O. I can describe the difference in the life cycles of a mammal, an amphibian, a insect and a bird.** The children then wrote about the different life cycles from the presentations, choosing one specific animal, from another group's presentation, to describe in more detail.



### Session 11: Science: Migration!

**L.O. I can describe the life process of reproduction in some plants and animals.**

The children used information about migratory journeys completed by a range of animals to map their journeys.



### Session 12: Science: Reproduction in plants.

**L.O. I can describe the life process of reproduction in some plants and animals.**

This lesson re-visits work on sexual reproduction in flowering plants from Y3, through observation, comparison and discussion of various flow-





**Young Leaders Award:**  
Sessions 5 and 6  
(Approx 2 lessons)



## Artist Day:

Roy Lichtenstein and Faith  
Ringgold



## ICT:

Purple Mash

3d Modelling 5.6 and Concept  
Maps 5.7

## Music:

Charanga: MMC



Words, Meaning and Expression

## P:E:



Striking and  
Fielding, Cricket, Rounders,  
Dance and Athletics

## R.E:

Revelation through Christianity  
and  
Happiness through Humanism



## P.H.S.E :

Relationships and  
Changing me



## French:

Language Angels: At School  
and at the Weekend

