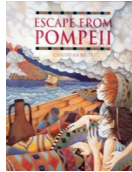
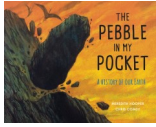
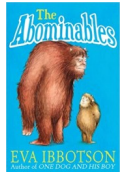


# Lower Key Stage 2 — Extreme Earth (Summer 2nd 2022)

## Core Texts:



Year 3



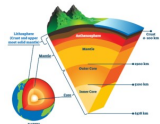
Year 4

## Immersion Day — Visit to Brandon Country Park

- Build a shelter to protect you from the weather.
- Work as a team to play games/complete a range of activities—you will need to work together!
- Volcano art.
- SOS signalling.

### Session 1: Geography: I am learning to describe and understand the key aspects of physical geography (under the Earth's surface).

Describe what is found underground, discovering the different layers of the Earth.



### Session 2: Geography: I am learning to describe and understand the key aspect of physical geography (volcanoes).

Children to explain how volcanoes are formed through creating a practical example.

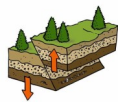


### Session 3: Geography: I am learning to explain the impact of volcanoes on the lives of people.

To investigate where in the world volcanoes are found and the advantages and disadvantages of living near a volcano. Exploring volcanoes in the UK.

### Session 4: Geography: I am learning to describe and understand the key aspects of physical geography (earthquakes).

To investigate the causes of earthquakes, how earthquakes are measured and how to stay safe during an earthquake.



### Session 5: Geography: I am learning to describe and understand the key aspects of physical geography (tsunamis).

Children are to investigate the causes of tsunamis and the damage they can cause.



### Session 6: Geography: I am learning to describe and understand the key aspects of physical geography (tornadoes).

To investigate how tornadoes are formed and how scientists collect data about them.



### Session 7: DT: I am learning about a common food product and how it is produced, sold and prepared in the home.

Children to discuss a range of hot drink advertisements and the purpose of different types of hot drinks.



### Session 8: DT: I am learning about health and safety issues when using kettles and hot water.

Children to safely prepare a range of hot drinks and once they have cooled, taste them.



### Session 9: DT: I am learning to find out and record the needs and preferences of a consumer and create a hot drink specification.

Children are to carry out consumer research and design a hot drink for a mountaineer.



### Session 10: DT: I am learning to make a hot drink to a specification.

Children are to create the hot drink they have planned in their specification.



### Session 11: I am learning to carry out an evaluation of a final product.

Children to evaluate the hot drink they made and how well they have met their specification.



# Science

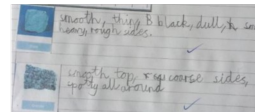
**Session 1: Science: To compare and group together different kinds of rocks based on appearance/simple physical properties.**

Children work in groups to sort the rocks in different ways using their own criteria.



**Session 2: Science: I am learning to compare and group together different kinds of rocks based on appearance/simple physical properties.**

Children to look in closer detail at different types of rocks, describing their features in more detail.



**Session 3: Science: I am learning to compare and group together different kinds of rocks based on appearance/simple physical properties.**

Children to test different types of rock for hardness, permeability and durability.

Rock	Nail	Clack
granite	✓	✓
chalk	✓	✓
limestone	✓	✓
slate	✓	✓
sandstone	✓	✓
marble	✓	✓

**Session 4: Science: I am learning to compare and group together different kinds of rocks based on appearance/simple physical properties.**

**Observing rocks in the environment**

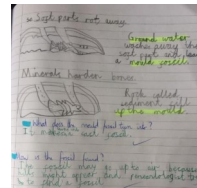
Children to observe changes



**Session 5: Science: I am learning to describe in simple terms how fossils are formed.**

Researching fossil formation

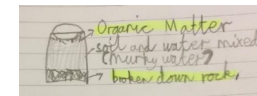
Children discuss fossil formation and record it in their own words. Create their own fossil by pressing a shell into clay.



**Session 6: Science: I am learning to to recognise that soil is made from rocks and organic matter.**

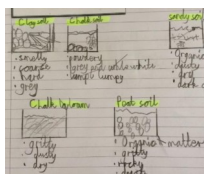
Separating the components of soil

Children to fill a bottle with soil and water, shake it to mix it and then observe over a period of time.



**Session 7: Science: I am learning to recognise that soil is made from rocks and organic matter.**

Children investigate characteristics of different types of soil.



### Art Week (W/C 6th June)

Children will participate in Sky's Art Week, looking at 3D Mark Making.

They will have the opportunity to 'discover', 'explore', 'make' and then 'share' and celebrate their learning from the week.



### Activities Week (W/C 4th July)

- Jujitsu
- Inter-class Games
- Brandon Country Park
- Brandon School of Dance
- Sports Day
- Forest School Cooking



#### PE

**Year 3:** Golf/OAA

**Year 4:** Athletics/  
Netball



#### ICT: PurpleMash

**Year 3:** Unit 3.8: Graphing

**Year 4:** Unit 4.6: Animation,  
4.8 Hardware Investigators

#### Music Charanga

**Year 3:** How does music connect us  
with our planet?

**Year 4:** Ukulele with Suffolk  
Music Hub



#### RE: Emmanuel

**Sikhism**—How does the teaching of the gurus move Sikhs from dark to light?



#### PHSE: Cambridgeshire

**Year 3:** Healthy Lifestyles

**Year 4:** Managing Change



#### French:



**Year 3:** Rigolo 1,  
Unit 6 'Bon anniversaire'

**Year 4:** Rigolo 1, Unit 12 'Los  
cirque'

