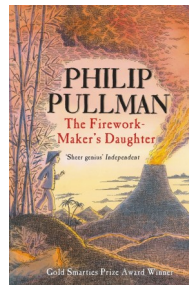


# Lower Key Stage 2—

ASIA (SPRING 2020)



Session 1 Immersion Day (7th January 2019)

Working with Education Group:

- The Great Race
- Plate painting
- Dragon dancing

<https://www.educationgroup.co.uk/workshops>



**Session 2—LO: To explain when and where the Shang Dynasty was in existence and describe features of its location. To use archaeological evidence to draw conclusions about what life was like in the Shang Dynasty and present my findings.**

Chn to locate where the Shang Dynasty was located in China. Use a timeline to show when it existed in relation to other world civilizations. Explore archaeological evidence which teaches us about the Shang Dynasty (Xiaotun dig).



**Session 3— LO: To describe how the social hierarchy of the Shang Dynasty was organised and what life was like for different people.**

Chn to explore the different social groups from the Shang Dynasty and describe what life was like for different people living under the Shang Dynasty. Chn to write (in role as a person who lived during the Shang Dynasty) a letter to a friend a letter about what it is like to live under Shang rule.



**Session 4— LO: To explain some of the religious beliefs and practices of the people from the Shang Dynasty.**

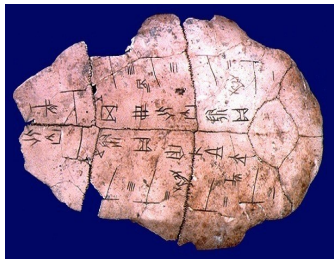
Chn to work in small groups and research different aspects of Shang religion, for example the role of the king. Present research and use information from all the different presentations to put together a Shang religion booklet/ poster.



**Session 5— LO: To explain about the discovery, purpose and significance of oracle bones.**

Chn to create a comic strip depicting a divination ceremony.

Use modelling clay to create an oracle bone complete with inscriptions.



**Session 6— LO: To examine a range of artefacts to find out about life in the Shang Dynasty.**

Create a 'Lost Treasures' TV programme all about artefacts about the Shang Dynasty.



**Session 7— LO: To explain who Fu Hao was and why the discovery of her tomb was significant.**

Write autobiography in role as Fu Hao to describe details of her life as you imagine it would have been. Use evidence from what was discovered inside her tomb.

**Session 8 - LO: To think about the requirements of a light for a particular purpose in terms of: what it should look like and how it might work.**

Children to look at a selection of lights including; a slim pocket torch, a camping lantern etc. Discuss the similarities and differences.



**Session 9— LO: To investigate the performance and working of existing torches.**

Children to examine torches, taking them to pieces to find out how they work and how to change the bulbs and batteries.



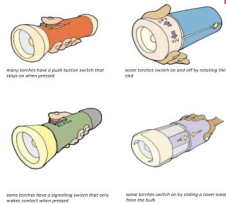
**Session 10 - LO : To construct simple circuits.**

Children to make simple circuits . Draw the circuits using symbols. Children to investigate the affects of adding more than one component to the circuit.

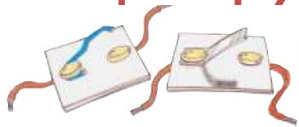


### Session 11— To learn about switches, batteries and light bulbs and how these can be arranged to provide lighting.

Children to investigate that torches are likely to have a variety of switches.



Children to make their own switch cards using paper fasteners and paper clips.



### Session 12— To write a specification.

Children to design a light for a particular purpose considering:

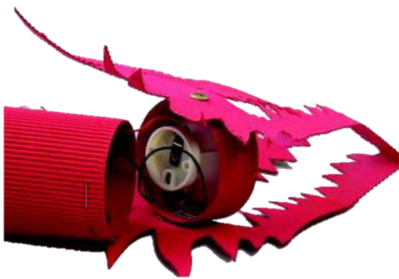
- Choosing suitable materials
- Choosing and holding a battery
- Choosing the switch
- Wiring up the circuit
- Making the light work well
- Making the light look right.

### Session 13—To make a light that is suitable for use in a particular situation.

Children to follow their specification to make a device constructed from card, found materials and technical components. This should be powered by a battery and controlled by switches.

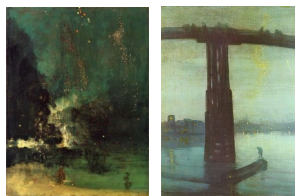
### Session 14— To evaluate the final product.

Children to evaluate their light against their specification.



### Session 15— To speak about the emotional impact of colour

Children to compare and contrast two James Whistler paintings (Nocturne in Black and Gold and Nocturne in Blue and Gold) and discuss similarities and differences based on feelings.



### Session 16— To adopt a systematic approach when mixing and applying colours.

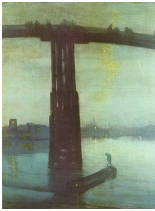
Experiment creating colour gradients from dark to light. Use these to create a class colour wheel.



Apply colour mixing skills to 'take a line for a walk' - each section to demonstrate skill using a different colour, mixing from dark to light.



**Session 17—LO: To work in stages using different material for particular effects.**



Children to use watercolour to create a colour wash to form the background of their painting.



**Session 17 cont.**

Once the water colour has dried, use splatter painting to create the impression of fireworks on the top half of the picture



Use charcoal to add the silhouette of the buildings and white or yellow paint to show the lights from the houses.



**Home learning:**

- ⇒ Research Chinese New Year e.g. the tradition of giving red envelopes, the lantern festival and create a decoration, retell the story of the Great Race and the Chinese New Year zodiac wheel.
- ⇒ Compare Chinese New Year traditions to your own family traditions.

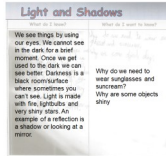




# Science

**Session 1 - LO: To recognise that they need light in order to see things and that dark is the absence of light**

Assess prior learning.



**Session 4- LO: To recognise that light is reflected from surfaces.**

Children to explore different materials and explore their reflectiveness.

Object	Observation	How shiny is it?	How much light it reflects?
Thin Plate	Shiny, Shiny	4/5	4/5
Table	Shiny, Shiny, Shiny	4/5	4/5
CD	Shiny, Shiny	4/5	4/5
Whiteboard	Shiny, Shiny, Shiny	4/5	4/5

**Session 7- LO: To recognise that light from the sun can be dangerous and that there is a way to protect their eyes.**

Children to design a pair of sunglasses using their observations from previous lessons.



**Session 2 - LO: 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**

Children to investigate visibility of objects with a restricted light source—viewing objects through a peep hole in a box.



**Session 5- LO: To recognise that shadows are formed when the light from a light source is blocked by an opaque object.**

Children to go on a treasure hunt around the classroom and record what transparent, translucent and opaque objects they can find.

Transparent, Translucent or Opaque			Insolent or Opaque	
Transparent	Translucent	Opaque	Insolent	Opaque

**Session 8- LO: To recognise that light from the sun can be dangerous and that there is a way to protect their eyes.**

Children to follow their designs to make their sunglasses. They will also make posters to advertise the benefits of wearing their sunglasses.



**Session 3 - LO: To recognise that they need light in order to see things and that dark is the absence of light.**

Children experience true darkness with a black out tent, commenting on what they can and cannot see.



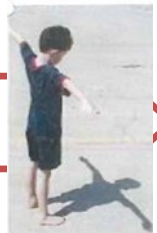
**Session 6- LO: To recognise that light from the sun can be dangerous and that there are ways to protect their eyes.**

Children asked to consider why people wear glasses in the sun. Children to explore a range of materials to test and consider which would be suitable in sunglasses by shining a torch through and observing.



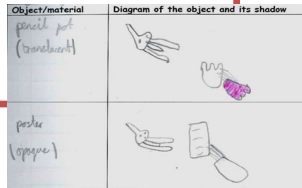
**Session 9- LO: To recognise that shadows are formed when the light from a light source is blocked by an opaque object.**

Children to go outside and explore their shadows on the playground. Children to make observations of what they see and what they notice about their shadows.



**Session 10-** To recognise that shadows are formed when the light from a light source is blocked by an opaque object.

Chn to explore different shadows through use of torches, children to record their observations.



**Session 11—**To explore and find patterns in the way that the size of shadows change.

Children to be given an object and asked to move a torch in various ways to explore and comment on the effects on the shadow.



**Session 12—** To explore and find patterns in the way that the size of shadows change.

Children to make shadow puppets for the characters from Fire Work Makers Daughter. Use puppets to re-tell part of the story.



## Computing:

Year 3: Purple Mash Unit 3.6—Branching Databases  
Year 4: Purple Mash 4.3—Spreadsheets

## PE

Children will be exploring:

Unit 3: Developing cognitive skills—problem solving

Unit 4: Developing creative skills

They will also be learning gymnastic skills and multi-skills

(Children in Year 4 will be swimming during spring 1st;  
children in year 3 will be swimming during spring

## Music (Charanga):

Year 3:

- ⇒ Three Little Birds
- ⇒ The dragon song

Year 4:

- ⇒ STOP!
- ⇒ Lean on me

## French

Rigolo 1

Unit 3: Mon corps

Unit 4: Les animaux

## PSHE

- ⇒ Working together/financial capability
- ⇒ Managing risk/safety contexts.

## RE

Christianity—Gospel

Christianity—Salvation