

Lower Key Stage 2— The Vicious Vikings (Spring 2nd 2021)

Curriculum adapted for remote learning, using Oak National Academy.

Core Texts:



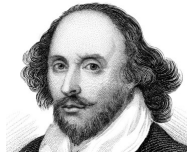
Year 3



Year 4

Shakespeare Week:

- ⇒ Year 3: The Tempest
- ⇒ Year 4: Julius Caesar



Home Learning Creative Project:

Children to create a presentation (either a poster, PowerPoint presentation, or short video...the choice is yours!) explaining the school's vision and the aims of our curriculum - Building Learning Power! You can find out more information about this on our school website: <https://www.forest.suffolk.sch.uk/website/>

Session 1: Geography: To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps.

Children create a sketch map to show a familiar journey, including key landmarks and road names where possible.

Session 4: Geography: To use fieldwork to observe, measure, record and present the human features in the local area—drawing a map.

Children create an information map, considering the idea of scale.

Session 7: Science: What is a variable?

Children learn about the three types of variables in scientific investigations.



Session 10: Science: What can we do with data we collect?

Children learn how to draw an accurate table of results for your scientific investigation.

Science Week: Focus on the work of a famous scientist:

- ⇒ Year 3: Rachel Carson
- ⇒ Year 4: Alexander Graham Bell

Session 2: Geography: To describe and understand key aspects of human geography including land use in the context of using keys.

Children design symbols and a key to add to a sketch map of the school.

Session 5: Geography: To use maps and atlases to describe land use in urban and rural areas in the UK.

Children use their atlases to identify and name the major cities.

Session 8: Science: How do you draw a scientific diagram?

Children compare diagrams and illustrations and learn how to draw accurate diagrams for scientific investigations.

Session 11: Science: How can we communicate our results?

Children learn how to structure a conclusion for writing up a scientific investigation.

What can we learn from their work? What impact has it had on our lives?

Session 3: Geography: To use fieldwork to observe, measure, record and present the human features in the local area—creating sketch maps.

Children create a sketch map of the local area. With support, children make measurements of the width of, and distance between, the buildings they are surveying and add these as annotations on their sketch maps.

Session 6: Geography: To use maps and atlases to describe land use, explaining how land is used for different types of farming.

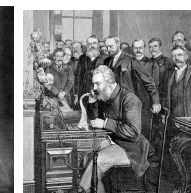
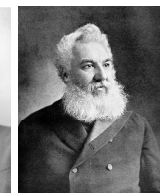
Children compare how the way land is used for agriculture has changed over time, using the DEFRA spreadsheet 'Crops areas and livestock numbers in England'

Session 9: Science: Why is a method important?

Children learn how to structure a written method for a scientific investigation.

Session 12: Science: How can we record an entire investigation?

Children write up an entire scientific investigation using the techniques and structures they have learned about.



Session 14: DT (Food): What's in a packed lunch?

Children explore what makes a healthy lunch, what kinds of ingredients could be used and why they may have been chosen. They look at a lunchbox and consider where the ingredients have come from.



Session 15: DT (Food): To use research to develop design criteria

Children gather information, considering the needs of the user. They can then use this information to create their own design criteria.

Session DT (Food): To design a product for a target market

Children design their own healthy lunch, describing ingredients used, using the correct vocabulary and making sure that it is suitable for their target market.

Session 17: DT (Food): To develop design ideas

Children develop their ideas further, considering tools and equipment that they have to make their healthy lunch. They can then order the main stages of making to help plan for when they make their own healthy lunch.

Session 18: DT (Food): To use ingredients to create own ideas and evaluate the product

Children make their own healthy lunch, making sure they are working safely and hygienically using a range of ingredients. Evaluate the final product against the design criteria.

Amazing Artist Day:

Constable

(1776-1837)

P.E

Year 3: Dance

Year 4: Gymnastics



ICT: PurpleMash

Year 3: Simulations/Touch typing

Year 4: Writing for different audiences

Music Charanga

Year 3: The dragon song

Year 4: Lean on me



RE: Emmanuel

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

PHSE: Cambridgeshire

Year 3: Managing Safety and Risk

Year 4: Drug education



French:

Ou vas-tu?

