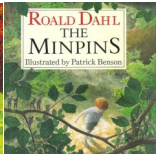
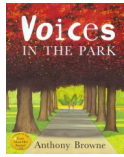


# Lower Key Stage 2 — From Land's End to John O'Groats (autumn 2nd 2021)

## Core Texts:



Year 3



Year 4

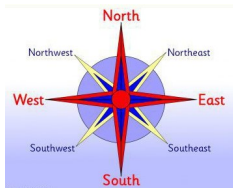
## Immersion Day: Roald Dahl Day!

- Children to research information about the life of Roald Dahl and create a postcard fact file, with their favourite Roald Dahl quotes on the other side.
- Children to engage with the poem in George's Marvellous Medicine and discuss the alliteration and onomatopoeia.
- Children to design a drinks carton for their own brand of Roald Dahl character drink e.g. James' Giant Peach Juice.



### Session 1: Geography: To name and locate the countries and cities of the UK

Children to use the eight compass points and given directions to find a location e.g. Which city is north-east of Edinburgh?



### Session 2: Geography: To name and locate the main rivers and seas of the UK

Children to 'travel' down the course of a river—where does it end? Locate and name the various rivers and seas.



### Session 3: Geography: To name and locate some of the counties of the UK

Children to locate the county their town is in and label the neighbouring counties. Research what the county is famous for, making links with local industries such as Warren Lodge in Thetford Forest and the flint mines (Grimes Graves).



### Session 4: Geography: To name and locate areas of high ground

Children to identify areas of high ground on a UK map—what might people do in a hilly or mountainous areas of the UK. Write a postcard to a friend from a 'hilly holiday'.



### Session 5: Geography: To identify ways that London has changed over time

Children to sort facts about London—past and present. Make comparisons about why London was so important in the past and why it is still important today.



### Session 6: Geography: To describe how the UK has changed over time (focus on population and immigration)

Children to think about the many reasons a place might change, before focusing on population. How has this changed? Why? Meet with a person who has moved from another part of the UK or a different country—what do they notice is the same? different?

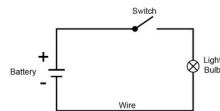
### Session 7: Science: To identify common appliances that run on electricity.



Children to discuss what they already know about electricity and sort items into groups based on how they are powered.

### Session 8: Science: To construct a simple circuit and identify its basic parts.

Children to investigate how electricity moves from a battery to a bulb and build a simple circuit.



### Session 9: Science: To identify if a bulb will light up in a circuit.

Children to look at a variety of circuits and discuss if they will work or not. Can they identify the problem in a broken circuit?

### Session 10: Science: To understand the purpose of an electrical switch.

Children to use a variety of materials to make a switch for their circuit.



### Session 11: Science: To understand insulators and conductors.

Children to discuss conductors and insulators. Can they predict which materials will conduct electricity and which will act as insulators?



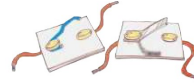
**Session 13: DT: to think about the requirements of a light for a particular purpose**

Children to look at a variety of lights, including torches. Draw and label them with their key features e.g. Whether or not it has a switch, how it is held, what it looks like.



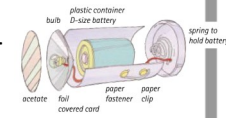
**Session 14: DT: To investigate switches**

Children to investigate how switches work and then make their own using card, paper clips and paper fasteners to control a bulb.



**Session 15: DT: To write a design specification**

Children to write a design specification for their own light, including how to hold the batteries, the switch, and what it will look like.



**Session 16: DT: To follow their design to make a working light**

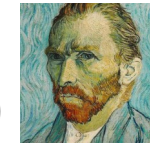
Children to follow their plan (design specification), making design decisions as they arise.

**Session 17: DT: To evaluate the final product**

Children to evaluate their final product against their design specification

**Session 18: Amazing Artist Day!**

**Van Gough**  
(1853-1890)



**PE**

**Year 3:** Fitness/  
Fundamentals



**Year 4:** Basketball/  
Swimming (Maple) &  
Dance (Pine)

**ICT: PurpleMash**

**Year 3:** Unit 3.2: Online Safety,  
3.3 Spreadsheets

**Year 4:** Unit 4.2 Online Safety,  
4.7 Effective searching

**Music Charanga**

**Year 3:** What stories does music tell us  
about the past?

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



**RE: Emmanuel**

**Christianity:** How does believ-  
ing Jesus is their saviour inspire  
Christians to save and serve  
others?



**PHSE: Cambridgeshire**

**Year 3:** Working Together

**Year 4:** Anti-Bullying



**French:**



**Year 3:** Rigolo 1, Unit 2 'En  
Class'

**Year 4:** Rigolo 1, Unit 8  
'Quelle heure est-il'

