

## Summer 2 2022 at Southbourne Junior School

### **Best of British - What does it mean to be British?**

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

**2022 - The Queen's Platinum Jubilee**

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>History</b>	<p><b>How has Britain changed during Queen Elizabeth's reign?</b></p> <p>Choose an aspect of life in Britain that has changed (eg society, jobs, leisure, travel). Use sources to explore and explain those changes, making judgments about whether they are for the better.</p>	<p><b>Why is the Platinum Jubilee a unique event?</b></p> <p>Find out about previous monarchs and their reigns - how long did they reign for? Is there anything else that marks Queen Elizabeth as different from them? Choose a monarch to research, creating own inquiry question.</p>	<p><b>What makes a great monarch?</b></p> <p>Starting with Alfred the Great, explore what makes a great monarch - who is it that decides they are great? Look at bias and interpretation. Creation of timeline of British monarchs.</p>	<p><b>How is the Queen perceived around the world?</b></p> <p>Exploration of the British Empire and the Commonwealth and what this means to different people and different cultures.</p>
<b>Geography</b>				
<b>Science</b>	<p>STEAM - Can I recreate a hovercraft or other floating vehicle to get to the Isle of Wight?</p> <p>SCIENCE: Explore the effects of friction on movement.</p> <p>TECHNOLOGY: Use a range of tools, materials and components.</p> <p>ENGINEERING: Understand how a hovercraft works.</p> <p>ART: Create a craft that looks aesthetically pleasing.</p> <p>MATHS: Measure and compare lengths.</p>	<p>STEAM - Can I create a garden of British plants that will encourage pollinators?</p> <p>SCIENCE: Explore British plants and pollinators.</p> <p>TECHNOLOGY: Design frames for climbing plants.</p> <p>ENGINEERING: Understand and design stable structures</p> <p>ART: Study and plan gardens that are aesthetically pleasing and sensory.</p> <p>MATHS: Measure lengths and area; compare quantities.</p>	<p>STEAM - Could you design a new bridge to cross the Thames?</p> <p>SCIENCE: Properties of everyday materials.</p> <p>TECHNOLOGY: Build structures, exploring how they can be made stronger.</p> <p>ENGINEERING: Design of structures; triangulation.</p> <p>ART: Study of famous bridges</p> <p>MATHS: Measure distance, add and compare mass and build 3D shapes.</p>	<p>STEAM - Could you design a new jet to join the Red Arrows?</p> <p>SCIENCE: Explore the effects of forces on gravity and air resistance.</p> <p>TECHNOLOGY: Use a range of materials according to their functional properties.</p> <p>ENGINEERING: Understand the forces on a glider or aeroplane.</p> <p>ART: Study aerobatic aircraft and their paint designs and create their own designs.</p> <p>MATHS: Make 3D shapes using modelling materials.</p>
<b>DT</b>	<p>Cooking and nutrition - Why is the victoria sandwich( mini version)/ apple pie/crumble a British favourite?</p> <p>Sewing - bunting running stitch/cross stitch/applique.</p>	<p>Sewing - bunting running stitch/cross stitch/applique/hapazome</p> <p>We will be combining our art and design skills of sewing and printing when learning the technique of hapa zome. This</p>	<p>The Great British Bake Off</p> <p>Design a cake competition across upper base</p> <p>Across the four classes</p> <p>Each class will produce and submit one showcase cake ( one from each class) to be judged.</p>	<p>The Great British Bake Off</p> <p>Design a cake competition across upper base</p> <p>Across the four classes</p> <p>Each class will produce one showcase cake ( one from each class) to be judged.</p>

		will involve using a hammer to draw out the natural dyes of plants and then embellishing the printed design.		
<b>Computing</b>	<p><b>What makes a great monarch?</b></p> <p><b>Video Creation</b></p> <ul style="list-style-type: none"> <li>• I can sequence clips of mixed media in a timeline and record a voiceover.</li> </ul>	<p><b>What makes you most proud to be British?</b></p> <p><b>Word Processing/Typing</b></p> <ul style="list-style-type: none"> <li>• Confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text.</li> </ul> <p><b>Data Handling</b></p> <ul style="list-style-type: none"> <li>• I can create and publish my own online questionnaire and analyse the results.</li> </ul>	<p><b>How will the Diamond Jubilee be reported?</b></p> <p><b>Word Processing/Typing</b></p> <ul style="list-style-type: none"> <li>• I can organise and reorganise text on screen to suit a purpose.</li> </ul> <p><b>Video Creation</b></p> <ul style="list-style-type: none"> <li>• I can use cutaway and split screen tools in iMovie.</li> <li>• I can evaluate and improve the best video tools to best explain my understanding.</li> <li>• I can further improve green screen clips using crop and resize and explore more creative ways to use the tool - wearing green clothes and the masking tool.</li> </ul> <p><b>Computational Thinking</b></p> <ul style="list-style-type: none"> <li>• I can solve problems by decomposing them into smaller parts.</li> </ul>	<p><b>What was it like to be in the Windrush generation?</b></p> <p><b>Animation</b></p> <ul style="list-style-type: none"> <li>• I can choose and create different types of animations to best explain my learning.</li> </ul> <p><b>Video Creation</b></p> <ul style="list-style-type: none"> <li>• I can create videos using a range of media - green screen, animations, film and image.</li> </ul> <p><b>Computational Thinking</b></p> <ul style="list-style-type: none"> <li>• I can critically evaluate my work and suggest improvement.</li> </ul> <p><b>Online Reputation</b></p> <ul style="list-style-type: none"> <li>• I can explain how I am developing an online reputation which will allow other people to form an opinion of me.</li> </ul>
<b>Art</b>	<p><b>Skill: Painting</b></p> <p>Paintbrush skills and use of colour. Self portrait - linked to RE identity.</p> <p>Children use a range of primary and secondary colours. Confidently use a range of paintbrush skills (thin and thick - scales).</p>	<p><b>Skill: Craft</b></p> <p>Printing using textiles</p> <p>We will be combining our art and design skills of sewing and printing when learning the technique of hapa zome. This will involve using a hammer to draw out the natural dyes of plants and then embellishing the printed design.</p>	<p><b>Skill: Sculpting</b></p> <p>Great British architects and designers. Small scale sculpture of a famous British landmark. Using chosen material.</p>	<p><b>A still life of Britain</b></p> <p><b>Skill: Painting</b></p> <p>Choose appropriate paints, paper and implements (pallet knives, rollers, sponges) to create a still life composition - inspired by Best of British.</p>

<b>Music</b>	<b>Benjamin Britten 'Young Person's Guide to the Orchestra'</b> Skills - listening and music appreciation	<b>Rachel Portman - Film scores</b> Skills - listening and music appreciation	<b>Edward Elgar - Pomp and Circumstance Marches</b> Skills - listening and music appreciation	<b>John Barry - film scores (James Bond, Dances with Wolves, Out of Africa)</b> Skills - listening and music appreciation
<b>RE</b>	<b>How are clothing and food significant in different religions?</b> <b>Identity</b> learn about how religious believers express their beliefs in their daily lives and through significant communal actions, rituals, and traditions.	<b>How are religious buildings significant to other faiths?</b> Practices - how people express their beliefs Learn about how people express their belief and faith as individuals, societies and the cultural tradition which are an expression of collective belief & Identity.	<b>What is worship? How are personal devotion and communal worship important for people of faith?</b> <b>Practices - how people express their beliefs</b> Learn about how people express their belief and faith as individuals, societies and the cultural tradition which are an expression of collective belief.	<b>How can faith motivate people to live their lives and make the world a better place?</b> The children will explore the lives of different inspirational people who have made a difference, then choose one to produce an in-depth study.
<b>MFL</b>	<b>Where do you live?</b> <b>What fruit do you like?</b> Listen attentively to spoken language and show understanding by joining in and responding.	<b>How do you get to school?</b> Learning terms for transport and turning these into question/ response phrases.	<b>What is your favourite ice-cream?</b> Learning vocabulary and expressing preferences.	<b>How do you talk about sports in French?</b> Learning vocabulary and giving opinions about different sports.
<b>PSHE</b>	<b>Why should we keep active and sleep well?</b> <u>Health and wellbeing</u> Being healthy: keeping active, taking rest.	<b>How can we manage risk in different places?</b> Learning how to manage risks in their local environment through using the tipi, beach and online safety.	<b>How will we grow and change?</b> Growing and changing; puberty.	<b>Relationships</b> What will change as we become more independent? How do friendships change as we grow? Transition to secondary school.  Revision of puberty and conception.
<b>PE</b>	<b>Athletics</b> <b>Striking games</b> <b>Orienteering:</b> Teaching the skills needed to orient a map.	<b>Yoga</b> <b>Orienteering:</b> Teaching the skills needed to orient a map and be able to follow trails around our school grounds.	<b>Disability Sports - Blind Football</b> <b>Orienteering:</b> Teaching the skills needed to orient a map and be able to follow trails around our school grounds.	<b>Athletics</b> <b>Striking games</b> <b>Swimming:</b> Catch up swimming sessions.
<b>English</b>	<b>How have toys changed during Queen Elizabeth's Reign?</b> <b>What is the future of toys?</b> Show knowledge and	<b>What makes you proud to be British?</b> An informative text. Organise paragraphs around a theme	<b>1950-2010s - Who are our most famous British authors?</b>  Select the appropriate form and use other similar writing as	<b>Why should I come to the UK?</b> Biography of somebody who came and settled in the UK during the reign of Elizabeth 2.

	<p>understanding of a range of writing forms.</p> <p>Identify how language, structure and presentation can contribute to meaning.</p> <p>Organise paragraphs around a theme.</p> <p>Using more varied sentence structure including a wider range of conjunctions</p>	<p>Use an increasingly varied vocabulary</p> <p>Increasing adaptation of style to get the attention of the reader Increased clarity in terms of main purpose of writing</p> <p>Showing knowledge and understanding of a range of writing forms</p> <p>Use a range of organisational devices</p>	<p>models</p> <p>Selecting appropriate grammar and vocabulary which show the understanding of how such choices and change and enhance meaning</p> <p>Use further organisational and presentational devices to structure texts</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p>	<p>Select appropriate grammar and vocabulary.</p> <p>Use organisational devices to structure texts and guide the reader</p> <p>Build cohesion within and across paragraphs.</p> <p><b>How do I feel?</b> Poetry based on feelings - links with PSHE.</p> <p>Use similar writing as models for their own.</p> <p>I can discuss how authors use figurative language and consider the impact on the reader</p>
<b>Maths</b>	<p>Geometry: Properties of shape</p> <p>Measurement: Time/ Mass and capacity</p> <p>Consolidation</p>	<p>Statistics</p> <p>Geometry: Properties of shape</p> <p>Geometry: Position and direction</p> <p>Consolidation</p>	<p>Geometry: Properties of shape <i>continued</i></p> <p>Geometry: Position and direction</p> <p>Measurement: Converting units</p> <p>Measurement: Volume</p>	<p>Consolidation and themed projects</p>