Summer 2 2023 at Southbourne Junior School

How can we be guardians of our part of the planet?

Geography - Locational Knowledge: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Science - Understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

	Year 3	Year 4	Year 5	Year 6
History				
Geography	**How is our world changing?** Locational knowledge: name and locate counties and cities of the UK; name and locate geographical regions of the UK; understand how key topographical features have changed over time Place knowledge: Understand geographical similarities and differences between a region of the UK and a region in Europe Skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; 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, plans and graphs, and digital technologies.	**What is pollution?** Locational knowledge: name and locate counties and cities of the UK; name and locate geographical regions of the UK; understand how key topographical features have changed over time Place knowledge: Understand geographical similarities and differences between a region of the UK and a region in Europe Skill and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; 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, plans and graphs, and digital technologies.	**Why are wetlands so special?** Locational knowledge: name and locate counties and cities of the UK; identify human and physical characteristics of geographical regions of the UK; understand how key topographical features have changed over time Place knowledge: Understand geographical similarities and differences between a region of the UK and a region in South America Skill and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; 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, plans and graphs, and digital technologies.	**What is biodiversity?** Locational knowledge: name and locate counties and cities of the UK; identify human and physical characteristics of geographical regions of the UK; understand how key topographical features have changed over time Place knowledge: Understand geographical similarities and differences between a region of the UK and a region in North America Skill and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; 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, plans and graphs, and digital technologies.
Science **Y3/Y4** enquiry types to cover:	**How can we ensure suitable habitats for all living things?** Knowledge: **Plants -** explore the	**How can we protect animal habitats?** Knowledge: **Living things and their habitats -**	**Are wetlands adapting to climate change?** Knowledge: **Living things and their habitats -**	**What effect has climate change had on living organisms?** Knowledge: **Living things and their habitats**

• Research • Pattern seeking • Identifying, grouping and classifying **Y5/Y6 enquiry types to cover:** • Research • Observation over time • Problem solving	requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser. **Animals including humans -** identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Skills: Use scientific forms of language when communicating simple scientific ideas, processes or phenomena. Use straightforward scientific evidence to answer questions, or to support their findings. Make some suggestions about how to find things out to answer a question. Make suggestions about how to collect data to answer a question or idea they are investigating Identify straightforward patterns in observations or in data presented in various formats, including tables, pie and bar charts.	recognise that environments can change and that this can sometimes pose dangers to living things. Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation. **States of matter -** identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Skills: Respond to ideas given to them to answer questions or suggest solutions to problems. Ask their own questions about what they observe. Use appropriate scientific forms of language to communicate scientific ideas, processes or phenomena. Draw straightforward conclusions from data presented in various formats. Identify patterns in data presented in various formats including line graphs. Identify scientific evidence that is being used to support or refute ideas or arguments.	describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.Observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall. Skills: Use previous test results to make predictions. Identify patterns in data presented in various formats, including line graphs. Draw straightforward conclusions from data presented in various formats. Identify scientific evidence they have used in drawing conclusions. Use scientific ideas when describing simple processes or phenomena. Identify scientific evidence that is being used to support or refute ideas arguments. Describe some simple positive and negative consequences of scientific and technological developments.	- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system. **Evolution and inheritance -** recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Skills: Interpret data in a variety of forms, recognising obvious inconsistencies. Draw valid conclusions that utilise more than one piece of supporting evidence, including numerical data and line graphs. Explain processes or phenomena, suggest solutions to problems or answer questions by drawing on abstract ideas or models. Identify the use of evidence and creative thinking by scientists in the development of scientific ideas. Describe different viewpoints a range of people may have about

				scientific or technological developments.
DT	**Can we design a bedroom for a local development's show home?** Connected to the local community. There will be a designer visiting the children to give advice, a design brief and the room dimensions. **Design:** - Model their ideas using prototypes and pattern pieces **Make:** Measure, mark out, cut and shape materials and components with some accuracy. Assemble, join and combine materials and components with some accuracy. **Evaluate:** How well products meet user needs and wants.	**How can embellishment enhance a design?** Connected with art learning journey. **Design:** Use annotated sketches to show the key features and materials of their designs. **Make:** Select materials and components suitable for the task. **Evaluate:** Reflect how well products have been designed, made, the materials chosen and construction methods used.	**How could we reduce food waste?** **Design:** - Carry out research, using surveys,interviews, questionnaires and web-based resources - Identify the needs, wants, preferences and values of particular individuals and groups **Make:** Make a step by step recipe to follow. **Evaluate:**. Learn about inventors,designers,engineers, chefs and manufacturers who have developed groundbreaking products. (e.g. Anne-Marie Bonneau)	**Can we design a more efficient beach cleaning tool?** Link with the Final Straw local beach cleans. **Design:** Generate innovative ideas,drawing on research - Make design decisions, taking account of constraints such as time, resources and cost. **Make:** Formulate step-by-step plans as a guide to making - Demonstrate resourcefulness when tackling practical problems **Evaluate:** how sustainable the materials in products are - Suggest adaptations to their own designs based on their success criteria.
Computing	**Could I be the new David Attenbrough?** IMovie Voiceover **Video Creation** Sequence clips of mixed media in a timeline and record a voiceover.	**What does our planet need?** Online Questionnaire **Word Processing/Typing** Confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text **Data Handling** Create and publish online a questionnaire and analyse the results.	**Can I report on a global issue?** Green Screen News Report **Word Processing/Typing** Organise and reorganise text on screen to suit a purpose. **Video Creation** Use cutaway and split screen tools in iMovie. Evaluate and improve the best video tools to best explain understanding. 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. **Computational Thinking** Solve problems by decomposing them into smaller parts.	**Who are the Guardians of the Planet?** Animation **Animation** Choose and create different types of animations to best explain learning. **Video Creation** Create videos using a range of media - green screen, animations, film and image. **Computational Thinking** Critically evaluate work and suggest improvement. **Online Reputation** Explain how developing an online reputation will allow other people to form an opinion of us.

Art	**Focus: Craft** **Can we use natural items to create art?** Children will select, and use appropriately, a variety of natural materials. They will then use techniques similar to Andy Goldsworthy in order to create their own work.	**Focus: Craft** **How can nature be used to create textile art?** Printing using textiles We will be combining our art and design skills of sewing and printing when learning the technique of hapa zome (developed and named by textile artist India Flint.) This will involve using a hammer to draw out the natural dyes of plants and then embellishing the printed design.	**Focus: Sculpting** **How can materials be recycled into sculptures?** Children will create a sculpture using recycled materials. They will study artists including Mary Ellen Croteau who uses bottle tops to create her art.	**Focus: Craft** **How can weaving be used to create a landscape?** Children will recap their knowledge of landscapes to apply it to an alternative art form. They will explore geometric design/pattern / structure.
Music	**Can we use music to show our planet?** Composer: Ludovico Einaudi - Earth Prelude Notation: Use a series of given symbols to record musical ideas. Composition: Create simple patterns to mimic known sounds. Dynamics: Consider the dynamics in their own basic composition.	**How can music mimic a scene?** Composer: Rachel Portman - BBC nature documentaries Composition: Compose repeating phrases with a memorable tune. Dynamics: Understand how dynamics create a mood in music and use musical terms to describe these. (e.g. forte, crescendo, piano, diminuendo) Structure: Use repetition to structure compositions. Listening: Identify well-defined musical features.	**How can our planet inspire our compositions?** Composer: Hans Zimmer - Earth Notation: Deepen understanding of music scores. Understand how musical notation can show rhythm. Performance: Perform own compositions to the class. Composition: Compose complex motifs. Compose a song with a clear purpose. Harmony: Begin to use harmonising notes in own compositions. Dynamics: Use dynamics to express emotions and movement in compositions. Listening: Identify different moods and textures created in music.	**Can we compose a piece that shows the changing seasons?** Composer: Vivaldi - Four Seasons Notation: Use knowledge of music scores to create notation for own compositions. Rhythm: Use rhythmic notation in own compositions. Performance: Perform own compositions confidently in front of an audience. Dynamics: Begin to understand how dynamics can be shown on a music score and use this notation on their own compositions.
RE	**How are clothing and food significant in different religions?** Identity learn about how religious believers express their beliefs in their daily lives and through significant communal actions, rituals, and traditions.	**How are religious buildings significant to other faiths?** 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	**What is worship? How are personal devotion and communal worship important for people of faith?** Practices - how people express their beliefs Learn about how people express their belief and faith as individuals, societies and the	**How can faith motivate people to live their lives and make the world a better place?** Explore and learn about faith communities' opinions on the planet and how we should treat the world. Learn about the impact of personal and corporate actions

		& Identity.	cultural tradition which are an expression of collective belief.	of people of faith/religious communities
MFL	**Where do you live?** **What fruit do you like?** Listen attentively to spoken language and show understanding by joining in and responding.	**How do you get to school?** Learning terms for transport and turning these into question/ response phrases.	**What is your favourite sport?** Learning vocabulary and expressing preferences.	**How do you talk about sports in French?** Learning vocabulary and giving opinions about different sports.
PSHE	**Why should we keep active and sleep well?** <u>Health and wellbeing</u> Being healthy: keeping active, taking rest.	**How can we manage risk in different places?** Learning how to manage risks in their local environment through using the tipi, beach and online safety.	**What jobs would we like?** Children will explore potential jobs that they might like. We will look at contributing to home, school and the community; skills needed in future job roles; spending and saving money and budgeting. In addition to this, they will be discussing role models and aspirations.	**What will change as we become more independent?** Relationships How do friendships change as we grow? Transition to secondary school. Revision of puberty and conception.
PE	**Health & Fitness Cog** Agility: Ball Chasing Static Balance: Stance **Athletics** - control movements and body actions. - demonstrate agility and speed. - jump for height and distance with control and balance, - throw with speed and power and apply appropriate force.	**Health & Fitness Cog** Agility: Ball Chasing Static Balance: Stance **Athletics** - investigate in small groups, ways or performing running, jumping and throwing activities. - use a variety of equipment to complete different styles of runs, throws and jumps.	**Personal Cog** Agility: Ball Chasing Coordination: Sending & Receiving **Athletics** - become confident and expert in a range of techniques. - apply strength and flexibility to a broad range of throwing, running and jumping activities. - work in collaboration and demonstrate improvement. - accurately and confidently record results across a variety of activities.	**Personal Cog** Agility: Ball Chasing Coordination: Sending & Receiving **Athletics** - sustain pace over short and long distances. - be able to run as part of a relay team. - perform a range of jumps and throws.
English	**Can I become a character from Harklights?** Writing to Entertain Show knowledge and understanding of a range of writing forms.	**What can I do to save my home?** Writing to entertain Organise paragraphs around a theme. Use an increasingly varied vocabulary. Increasing adaptation of style to get the attention of the reader.	**Can I complete a rescue mission?** Writing to entertain. Select the appropriate form and use other similar writing as models Selecting appropriate grammar and vocabulary which show the	**Can you save me?** Writing to entertain. Select appropriate grammar and vocabulary. Use organisational devices to structure texts and guide the reader

	Identify how language, structure and presentation can contribute to meaning. Organise paragraphs around a theme. **Can I be the new David Attenborough?** Writing to Inform Show knowledge and understanding of a range of writing forms. Using more varied sentence structure including a wider range of conjunctions. *Key text - Harklights*	Increased clarity in terms of the main purpose of writing. Writing a first person narrative. **How can you be a guardian of your planet?** Writing to inform Showing knowledge and understanding of a range of writing forms. Use a range of organisational devices. *Key texts - The Last Bear and Varmints*	understanding of how such choices and change and enhance meaning **Can I add an encyclopaedia entry (bluchers)?** Writing to inform. Use further organisational and presentational devices to structure texts Use a wide range of devices to build cohesion within and across paragraphs *Key text - The Boy In The Tower*	Build cohesion within and across paragraphs. **How do floods affect us?** Writing to entertain. Poetry based on the impact of flooding. Use similar writing as models for their own. I can discuss how authors use figurative language and consider the impact on the reader *Key text - Floodlands*
Maths	Number: Fractions Measurement: Money Measurement: Time Geometry: Shape Statistics Consolidation	Geometry: Properties of Shape Statistics Geometry: Position and direction Consolidation	Measurement: Converting units Number: Decimals Number: Negative numbers Geometry: Shape Number: Decimals	Themed projects, consolidation & problem solving