

Curriculum Overview – *Lower Key Stage 2 Summer 2021*

Central America Theme

We start with a unit on the Mayans around 900AD, comparing them to the British at that time. We then move onto the geography of that area, focusing mainly on the rainforest area and its natural geography. This links closely with our science topic on habitats, where we can continue to compare those in our forest school with those in the rainforests. The link into the light topic in science is made with the nature of the canopy and the need for plants and animals to access light. In art we will draw and paint images of central American animals. The persuasive writing in English will culminate in a letter persuading the powers that be to help preserve the rainforests. Finally, our DT topic follows on from the rainforest and Mayan origins of chocolate, asking the children to research, design, create and evaluate a chocolate bar.

Maths

- Scaling, Comparison and Fractions
- Adding and Subtracting Fractions
- Finding Fractions of Continuous Quantities
- Scaling
- Decimals
- Comparing, Estimating and Calculating with Measures
- Understanding and Applying the Four Operations
- Roman Numerals to 100
- Negative Numbers – Counting through Zero and Calculating in Context
- Geometry – Coordinates in the First Quadrant and Translations

History

The Mayans 900AD: How is their history different from British History?

- The children will be studying a non-European society that provides contrasts with British history.
- They will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They will note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They will construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They will understand how our knowledge of the past is constructed from a range of sources.

Geography

Central America: It's Physical Geography compared to Britain

- The children will 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
- They will identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- They will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America
- They will describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- They will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- They will use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- They will use fieldwork and virtual 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.

English

Fantasy and Imaginary Worlds

- Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. They will be organising paragraphs around a theme in narratives, creating settings, characters and plot.
- They will be assessing the effectiveness of their own and others' writing and suggesting improvements, proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences and proof-read for spelling and punctuation errors.

The term will continue with further units of narrative work, but these will be planned and adapted later in the term after we have fully assessed the impact of remote learning and the needs of the children in this subject.

Art

Central American Animal Art

- The children will create sketch books to record their observations and use them to review and revisit ideas
- They will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, namely pencil, lino printing and digital art

DT

Design a Chocolate Bar or Bake

- The children will use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- They will generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- They will select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities
- They will investigate and analyse a range of existing products
- They will evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- They will understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Science

Light

- The children will recognise that they need light in order to see things and that dark is the absence of light
- They will notice that light is reflected from surfaces
- They will recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- They will recognise that shadows are formed when the light from a light source is blocked by an opaque object
- They will find patterns in the way that the size of shadows change

Living things and Their Habitats

- The children will recognise that living things can be grouped in a variety of ways
- They will explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- They will recognise that environments can change and that this can sometimes pose dangers to living things