UKS2 Half Termly Overview Term Spring 2 2022

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|  | Week 1  28/2 | Week 2  7/3 | Week 3  10/3 | Week 4  17/3 | Week 5  24/3 | Week 6  1/4 |
| **Science**  MATERIALS | Know the properties of solids, liquids and gases.  Know that evaporation, condensation, freezing and melting are all processes that lead to change of state of a pure substance. | Know that dissolving, mixing(no reaction occurs) and changes of state are reversible changes. | Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporation. | Explain that some materials react to produce a new substance (irreversible change). Can give examples of burning and vinegar and bicarbonate of soda. | Cook omlettes | Assessment End of unit quiz |
| **COMPUTING**  **VIDEO EDITING** | What is video? | Filming techniques | Using a storyboard | Planning a video | Importing and editing a video | Evaluating a video |
| **Geography**   * COASTS | Initial assessment and knowledge organisers  [To understand the impact of floods and droughts.](https://teachitforward.co.uk/p/understanding-the-impacts-of-floods-and-droughts/)    *Human & physical geography:*  *- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.* | To be able to use an atlas to find out information To be able to name and locate some of the famous coastal resorts of the UK and of the world | Identifying the country, continent and nearest sea or ocean of coastal areas To be able to use an atlas to find out information To be able to name and locate some of the major coastal destinations of the UK and of the world To be able to identify the continents and the world’s major bodies of water | To understand coastal erosion occurs | To understand the processes that cause coastal erosion | ASSESSMENT  OPTIONAL LESSON |
| **DT**  Cooking BASICS | Food hygiene introduction  https://www.e-bug.eu/junior\_pack.aspx?cc=eng&ss=2&t=Food%20Hygiene | Basic dishes  https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-ks2--ks3-the-secret-life-of-our-favourite-dishes/zmfn92p | Can I plan to make chicken curry? | Can I plan to make chicken curry? | Can I plan to make spaghetti bolognaise? | Can I plan to make spaghetti bolognaise? |
| **Games** | **Cricket** Familiarisation of ball and bat. Basics. Individual control. | **Cricket**  Bowling. Underarm accuracy developing to overarm | **Cricket**  Fielding. Accurate throwing to a target. Catching cleanly (2 hands - 1 hand). Clean pick up off floor, gather, body position. | **Cricket**  How to play kwik Cricket.  Small sided games | **Cricket**  How to play kwik Cricket.  Small sided games | **Cricket**  to play kwik Cricket.  Small sided games |
| **Gymnastics** | Children learn and create their own balances and hold them for 5 seconds.    (iMoves Lesson 5) | Learn new balances and create a mirrored routine of balances with a partner    (iMoves Lesson 6) | Learn and practise a variety of jumps on different apparatus    (iMoves Lesson 7) | Practise travelling, rolling, jumping and balances and put them into a routine    (iMoves Lesson 8) | Practise rolling, throwing and bouncing a ball whilst travelling, rolling, jumping and balancing    (iMoves Lesson 9) | Create and practise a routine which includes rolling, throwing and balancing a ball whilst travelling, rolling, jumping and balancing    (iMoves Lesson 10) |
| **RE**  WHAT DO CHRISTIANS BELIEVE JESUS DID TO SAVE PEOPLE? | What did Jesus say? What was his mission? | How did Jesus teach his followers to love? | What do Jesus’s Parables teach us today? | How do Jesus’s teachings tell us about justice and fairness? | What did Jesus teach us about being greedy and being generous? | What does the teaching of Jesus have to say about some problems people face today?  What have we learned about living by the values of Jesus in the modern world? |
| **PSHE** |  | **Year 5**  \*to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise  **Year 6**  \*about the benefits of safe internet use e.g. learning, connecting and communicating  about sharing things online, including rules and laws relating to this  \*how to recognise what is appropriate to share online | **Year 5**  \*basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased  **Year 6**  \*about sharing things online, including rules and laws relating to this  \*how to recognise what is appropriate to share online  \*how and why images online might be manipulated, altered, or faked  \*how to recognise when images might have been altered | **Year 5**  \*why people choose to communicate through social media and some of the risks and challenges of doing so  **Year 6**  \*that social media sites have age restrictions and regulations for use  about sharing things online, including rules and laws relating to this \*how to recognise what is appropriate to share online | **Year 5**  \*how to assess which search results are more reliable than others  \* to recognise unsafe or suspicious content online  **Year 6**  \*how online content can be designed to manipulate people’s emotions and encourage them to read or share things  \*the reasons why some media and online content is not appropriate for children  \*how to recognise what is appropriate to share online | **Year 5**  \*how devices store and share information  **IF GIVE KIDS A CHANCE TO REVIEW LEARNING SO FAR- PUPIL VOICE**  **Year 6**  \* how to report inappropriate online content or contact  \*about sharing things online, including rules and laws relating to this \* how to recognise what is appropriate to share online  **IF GIVE KIDS A CHANCE TO REVIEW LEARNING SO FAR- PUPIL VOICE** |
| **Music**  **World Music**  **Folk** | **Playing and singing**  Introduction to folk music.  Irish folk music. | **Improvising**  Stories behind folk music – Eastern European folk | **Composing**  To use ICT to manipulate sound. | Responding to classical music  Traditional Russian Folk Musid | **Playing and notation**  Bluegrass music and time signatures. | **Performing and Evaluating**  To create a class performance |