**LKS2 Half Termly Overview Term Summer 1 Cycle2**

|  | **Week 1 26/4**  Tues - Fri | **Week 2 02/5**  Tues - Fri | **Week 3 9/5** | **Week 4 16/5** | **Week 5 23/5** |
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| **Science**  Light | Can I recognise that I need light in order to see things and that dark is the absence of light? | Can I notice that light is reflected from surfaces? | Can I recognise that light from the sun can be dangerous and that there are ways to protect the eyes? | Can I recognise that shadows are formed when the light from a light source is blocked by a solid object? | Can I find patterns in the way that the size of shadows change? |
| **Computing**  Internet Research  <https://www.ilearn2.co.uk/year-4-research-html/> | Activity 1 – Minibeasts  Use the Creepy-crawlies website to find facts about different insects. | Activity 2 – Birthday Facts  Use the Internet Search engines and the document template to find 5 important events or facts about the date (any year) of your birthday. | Activity 3 – Where did you find it?  Use the document and the Internet to complete the table by finding the answer to the questions and adding the sources of your information. | Activity 4 – Compare websites  Use the document to fill in the table comparing information from 4 different websites. | Activity 5 – Fake News  Use the document that has true and fake news. Check the stories with other websites (sources) before you decide whether it is true or fake then add the sources of your news if you have found it is true. |
| **History**  Ancient Egypt |  |  | Can I find out why the Ancient Egyptians settled where they did?  (red land and black land)  What was the land like? Does it still flood now? | Can I find out more about the ‘gift of the Nile?’ bbc film clip | Can I find out about the creation of Ancient Egypt? (upper and lower) |
| **Geography** | Can I locate Egypt on a world map and compare where it is to the UK? Can I find out about the land use and settlements in Egypt today? | Can I find out about life in Egypt today? |  |  |  |
| **Art**  Sunset desert paintings? | Introduce artist Carol Sabo. Mixing paint practice - Children mix primary colours to find different secondary colours. Experiment with making a variety of washes to create backgrounds. | Sketching and cutting out silhouettes of pyramids, camels and palm trees. Children experiment with sizes and shapes of silhouettes. | Children mix paints to create the background of their final piece (Egyptian sunset). Children may do more than one and choose their favourite wash. Look at Carol Sabo paintings for inspiration. | Children draw and cut out their silhouettes of pyramids, camels and palm trees for their final piece and glue on the best ones. | Link back to artist Carol Sabo. Children evaluate what feelings and moods the colours they chose created. Discuss whether their mood was interpreted in their painting. Were they happy with the shapes they created? Why? |
| **Games**  Athletics | Discuss how we use our arms and legs to run effectively. Opposite arms and legs, pumping arms, long strides. Practise for speed and distance. | Discuss how we use our arms and legs to jump up and to jump forwards. Two different techniques are needed. Practise high jump and long jump. | Discuss techniques for long throw and accurate short distance throwing. Practise throwing long distance and short distance. (Vortex, beanbags, javelins, frisbees) | Discuss techniques for skipping whilst running and skipping on the spot. Mostly practise running whilst skipping. | Discuss techniques for dribbling and balancing. Practise dribbling footballs in and out of cones and balancing a potato on a spoon. |
| **Gymnastics**  Balancing, travelling & jumping | To know what symmetry and asymmetry means and identify and demonstrate symmetrical and asymmetrical balances on different body parts. | Travel, jump, roll and spin showing symmetrical and asymmetrical shapes, emphasising legs together and apart and working on different levels. | Understand and show how to link smoothly, travelling, jumping, turning and balancing movements and begin to analyse the work of others. | Perform a simple matching sequence side by side with a partner to show symmetrical and asymmetrical shapes. | Further develop work by adapting and transferring ideas and skills onto appropriate apparatus at every stage of learning. |
| **PSHE**  Physical health and mental wellbeing.  Growing and changing.  Keeping safe. | What makes a ‘balanced lifestyle’ Making choices in relation to health. | What makes up a balanced diet? Opportunities they have to make their own choices about food. What influences their choices about food. | To learn that images in the media do not necessarily reflect reality. | To recognise their achievements and set personal targets for the future. | Learn about a wider range of feelings, both good and not so good. Understand that people can experience conflicting feelings at the same time. Learn about describing their feelings to others. |
| **RE**  2.10 Festivals and family life show what matters to Jews. | I know that Jewish families celebrate Shabbat every week. | Why do Jewish people celebrate Rosh Hashanah?  Jewish New Year | Why do Jewish people celebrate Yom Kippur?  Jewish holy day | Do I know why Pesach is important for Jews? | Do I know how Exodus is remembered at Pesach. |
| **Music**  Y3  Charanga – Mama Mia – Music/styles of 70s & 80s.  Sweden as a country | **Singing and performing**  learn a song with accuracy of pitch and diction | **Playing and notation**  read simple melodic and rhythmic lines | **Playing and improvising**  strategies for improvisation | **Notation and composing**  writing simple melody lines as an accompaniment | **Playing and improvising**  Vocal and instrumental improvisations |
| **Music**  Y4  Music  Lean on Me  Gospel | **Singing and performing**  How to control the pitch of the voice  To begin to understand phrasing  To develop a rounded tone  To sing in parts | **Singing, playing and notation.**  to explore melodic phrases  to read standard notation  how to rehearse effectively | **Composing and****performing** How to use ICT to create melodies  How to maintain own part in an ensemble  Read standard notation  How to make musical decisions | **Composing,****improvising and****performing** How to use ICT to create melodies  How to maintain own part in an ensemble  Read standard notation  How to make musical decisions | **Performing**  How to present a class performance  How to rehearse effectively |
| **Spanish** | What are members of my family called?  Un Padre, una madre, un abuelo, una abuela, una hermana, un hermano,  los padres. | Members of my family.  Como se llama?  Tienes?  Cuantos hermanos tienes?  Cuantos hermanas tienes? | Alphabet practice- spelling names.  A - a, B - bé, C - thé, D - dé, E - é, F - effé, G - jé, H - aché, I - ee, J - jota, K - ka, L - ellé, M - emé, N - ené, O - o, P - pé, Q - koo, R - erré, S - esé, T - té, U - ubé, W - ubé doblé, X - ekeys, Y - yé, Z - theta  ¿Como se escribe? | Names of pets. Un perro, un gato,  un conejo, un cobayo, un hámster, un lagarto, una rata… | Questions about pets.  Tienes?  Tengo…  Como se llama?  Se llama  Como se escribe?  Se escribe…  Qué mascotas tienes? |