UKS2 Half Termly Overview Term Spring 2 2022

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|  | Week 1  10/01/22 | Week 2  17/01/22 | Week 3  24/01 | Week 4  31/01 | Week 5  7/2 | Week 6  14/2 |
| Science  (Changing State) | Initial assessment 7/1  Know that materials have different properties and that they can be classified on the basis of these properties.  .hardness  .transparency  .solubility  .conductivity  .magnetism | Can plan and carry out an investigation to test thermal conductivity of a range of materials. Use spoons in mug of hot water expt. Demonstrate UNFAIR test to explain concept of controls and fair testing. | Know that a solution is formed when a solid appears to disappear in a liquid. Know that a solution is always clear. Be aware that liquids like milk are emulsions not solutions. Test solubility of flour, salt, sugar. Look at Brownian motion using squash - explain how particulate nature of matter determines properties. | Revise states of matter. Relate to particulate nature of matter. Conditions for evaporation - quick expt with drops of water in different positions. Use salt solution in petri dish to show how to recover a solid (solute) from solution through evaporation of the solvent. | List the uses of some materials including metals, wood and plastic. Be able to give evidence from comparative and fair tests for those particular uses. Design equipment for an expedition labelling each item and explain why that material was chosen. Work in groups to create a poster. | Know the properties of solids, liquids and gases. |
| COMPUTING  Y6 WEB PAGE CREATION | 5/1 - online safety, logins  What makes a good website? | How would you layout your webpage? | Copyright or copywrong? | How does it look? | Follow the bread crumbs | Think before you link |
| Geography   * RIVERS | Initial assessment and knowledge organisers  [To understand the key processes of the water cycle.](https://teachitforward.co.uk/p/understanding-the-water-cycle/)    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 identify the features of a river system.](https://teachitforward.co.uk/p/identifying-features-of-a-river-system/)    *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 identify the characteristics of the three stages of a river.](https://teachitforward.co.uk/p/identifying-characteristics-of-the-three-stages-of-a-river/)    *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 investigate features of the River Tamar on maps and satellite photos.](https://teachitforward.co.uk/p/investigating-features-of-the-river-thames-on-maps-and-satellite-photos/)  *Geographical skills and fieldwork:*  *- Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied* | [To think about the different ways we use water.](https://teachitforward.co.uk/p/thinking-about-the-different-ways-we-use-water/)    *Human & physical geography:*  *- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water* | To identify rivers using an atlas.  **Curriculum links:**  *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)* |
| Art - mixed media beach | Big question-if we had an underwater camera, what would we see? Brainstorm for real/imaginary and sketch some ideas, | Share the book Flotsam as a stimulus. Replicate underwater scenes in sketch books. | Half and half pictures-surface and underwater incorporating sketches.https://www.slideshare.net/chrismyers353/analysis-of-flotsam | Use collage materials and a plastic film to create an underwater/shore scene. | Camera style finished piece. | Evaluation. |
| 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 |
| Dance | Introduction to Modern Dance  Sharing of modern dance steps  Selection of music  Imoves/hip hop | Children to create own modern dances using selected steps | To practise/refine modern dances using selected steps | To perform modern dances using selected steps | To enhance/improve modern dances – including additional steps/sequences | To perform modern dances |
| RE  WHY DO SOME PEOPLE BELIEVE IN GOD? | How many people believe in god? | Is God real? What do people think? | Why do people believe or not believe in God? | What do people say about science and believing in God? | What impact does believing in God have on how they think and live? | assessment |
| PSHE | **Content to be determined by result of Pupil Voice Lesson end Autumn Term** | **Content to be determined by result of Pupil Voice Lesson end Autumn Term** | the importance of protecting the environment and how everyday actions can either support or damage it  \*to express their own opinions about their responsibility towards the environment  what prejudice means \*to differentiate between prejudice and discrimination | \*the importance of protecting the environment and how everyday actions can either support or damage it  \*to express their own opinions about their responsibility towards the environment  \*what prejudice means \* to differentiate between prejudice and discrimination | the importance of protecting the environment and how everyday actions can either support or damage it  \*to express their own opinions about their responsibility towards the environment | how to show compassion for the environment, animals and other living things  \*about the way that money is spent and how it affects the environment  \*about how resources are allocated and the effect this has on individuals, |
| Music  The Blues  Chords and lyric writing. | Notation and performing  Introduction to 12 bar Blues | Improvisation and performing  The Blues scale and improvisation | Composing  Writing lyrics for the Blues - phrasing and social context | Composing  To explore how lyrics and chords fit together | Responding to classical music  George Gershwin.  Rhapsody in Blue | Performing  To perform an original Blues piece |
| Spanish  (Shape, position, colour- Miro) | I can recognise and name 2D shapes. | I can recognise and name colours | I can use prepositions to say where something is. | I can use prepositions to say where something is. | I can use the vocabulary I’ve learned to describe a picture. | I can create my own Miro inspired picture and label it. |