**LKS2 ½ Termly Overview Term Spring 2 2022**

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|  | **Week 1****28/2/22** | **Week 2****7/3/22** | **Week 3****14/3/22** | **Week 4****21/3/22** | **Week 5** **28/3/22** | **Week 6****4/4/22** |
| **Science**electricity (2) | Looking at circuits again- how does electricity flow? | Making a switch. | How is electricity produced- fossil fuels/nuclear? | How is electricity produced-renewables? | How can we reduce the amount of electricity we use? | Assessment |
| **Computing**3D Design | Understanding 3D space | Learn TinkerCAD controls | Use 3D shapes to create buildings | Use 3D shapes to create buildings | Add gardens, roads and paths | Add windows, doors and refine designs |
| **Geography / History** | The location of Tamerton Foliot within Plymouth | Land use in Tamerton Foliot | Walk around the village to observe changes | Record information about how the village has changed | What the data tells us about how Tamerton Foliot has changed over time | How Mary Dean’s School has changed |
| **DT**Electric loop game | Investigate joining techniques for electrical wires and thicker wire bending | Design. Consider the circuit, materials and final presentation | Make the structure including wooden base and thick wire structure | Join the circuit and ensure that it works | Embellish the structure | Evaluate |
| **Games** Basketball | Perform dribbling skills accurately with control. Be able to change direction whilst dribbling. Gain a greater understanding of the rules and what illegal dribbling is. | Dribble and turning skills performed with confidence. Be able to add an end product such as passing after dribbling skill has been performed. Understand the different types of passing; chest pass, shoulder pass and bounce pass.  | Greater understanding of different types of passes. Greater ability to receive the ball by making a target for the person passing to aim at. Be able to perform each type of passing with greater accuracy and confidence. Be able to perform these passes when working in a team. | Be able to combine passing skills with shooting skills. Develop shooting skills from different ranges and angles. Be able to effectively work together as a team to score a basket | Be able to combine dribbling, passing and shooting skills. Develop the accuracy of dribbling, passing and shooting skills. Be able to effectively apply dribbling, passing and shooting skills against a defender- | Combine dribbling, passing and shooting skills & incorporate them into a game situation. Develop the accuracy of dribbling, passing and shooting skills in a game situation. Effectively apply dribbling, passing and shooting skills against a defender. Work together as a team to work towards scoring a basket and defending your own basket. |
| **PE**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) |
| **PSHE** | **Media literacy and Digital resilience** **How data is shared and used** **PoS Refs: L13, L14**• that everything shared online has a digital footprint.• that organisations can use personal information to encourage people to buy things.  | Do I know how to report any worries, concerns or inappropriate content online?• to compare content shared for factual purposes and for advertising.  | • why people might choose to buy or not buy something online e.g. from seeing an advert.• that search results are ordered based on the popularity of the website and that this can affect what information people access. | **Money and Work** **Making decisions about money; using and keeping money safe** **PoS Refs: L17, L19 L20, L21** • how people make different spending decisions based on their budget, values and needs. • how to keep track of money and why it is important to know how much is being spent.  | • about different ways to pay for things such as cash, cards, e-payment and the reasons for using them. |  • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics.  |
| **RE**Why do Christians call the day Jesus died Good Friday | Compare different crosses and link to the different parts of the Gospels | How do some Christians mark Good Friday and Easter Sunday? | Write a diary understanding the emotions of Good Friday and Easter Sunday, linking the emotions with the different crosses. | Write a diary understanding the emotions of Palm Sunday, Good Friday and Easter Sunday, linking the emotions with the different crosses. | Design a display for the church to explain the significance of the crosses | Use poetry to express the meanings of the Easter story |
| MUSICClass Band. R&B, Motown and Soul | Improvising and notationMu2/1.2MotownImprovising rhythmic patterns for anAccompaniment | Developing aural memoryMu2/1.3Exploring riffs  | Singing and playingMu2/1.4SoulTo create rhythmic patterns using notation | Singing, playingand notationMu2/1.4To explore simple melodies | Singing, playing and notationMu2/1.4R&BTo learn an instrumental part from notation | Performing and recordingMu2/1.1Mu2/1.3To record and evaluate a performance |
| **Spanish****Describing the body.** | Learning nouns for parts of the face. | Combining nouns and adjectives to describe a face. | Culture-Picasso’s faces.Describing them. | Parts of the body. | Creating your own Picasso Esque picture. | Describing your Picasso picture. |