**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 |
| MUSIC  Class Band. R&B, Motown and Soul | Improvising and notation  Mu2/1.2  Motown  Improvising rhythmic patterns for an  Accompaniment | Developing aural memory  Mu2/1.3  Exploring riffs | Singing and  playing  Mu2/1.4  Soul  To create rhythmic patterns using notation | Singing, playing  and notation  Mu2/1.4  To explore simple melodies | Singing, playing and notation  Mu2/1.4  R&B  To learn an instrumental part from notation | Performing and recording  Mu2/1.1  Mu2/1.3  To 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. |