

Summer Cycle A LKS2

LKS2	Olympics and environment topic		SUMMER	APRIL – JULY		CYCLE A
Science	Data collection (weeks 1-2)	Data collection (weeks 1-2)	Habitats (weeks 3-4)	Habitats (weeks 3-4)	Deforestation (week 5)	The Digestive system (weeks 6-10)
	The Digestive system (weeks 6-10)	The Digestive system (weeks 6-10)	The Digestive system (weeks 6-10)	The Digestive system (weeks 6-10)	Food chains (weeks 11-12)	Food chains (weeks 11-12)
History The Ancient Greeks	To explore where and when Ancient Greece civilization began.	To investigate the difference between Athenian and Spartan.	To find out the origin of the Olympics.	To find out about the beliefs of the ancient Greeks.	To find out about Greek Gods	To experience what it may have been to be a Greek To dress up as an Ancient Greek person and try authentic Greek food.
Geography Rubbish Monster 3Rs	Understand the importance of reducing waste Develop a personal sense of responsibility for reducing waste	Evaluate the impact of waste they create in their environment	Know and understand alternative ways of dealing with waste	Recognise the consequences of dropping litter. Develop a sense of responsibility and reduce anti-social behaviour.	Become aware of the advantages for the environment of reducing our use of trees	Explore their perception of waste Identify creative and fun ways to reuse rubbish
Design Technology Microbits (linked to Computing) Electrical Systems Simple programming and control	10. Investigative and Evaluative Activities (IEAs) • Discuss, investigate and, where practical and safe, disassemble different examples of relevant battery-powered products, including some programmable and programmed commercially available products • Ask children to investigate examples of switches, including those which are commercially available, which work in different ways e.g. push-to-make, push-to-break, toggle switch. Let the children use them in simple circuits e.g. How might different types of switches be useful in different types of products? • Remind children about the dangers of mains electricity.		12. Focused Tasks (FTs) • Recap with the children how to make manually controlled, simple series circuits with batteries and different types of switches, bulbs, motors and buzzers. Discuss which of the components in the circuit are input devices e.g. switches, and which are output devices e.g. bulbs, motors and buzzers. • Demonstrate how to find a fault in a simple circuit and correct it, giving pupils opportunities to practise. • Demonstrate and ask children to practise the use of a microcontroller to control output devices. • Ask the children to make a variety of switches by using simple classroom materials e.g. card, corrugated plastic, aluminium foil, paper fasteners and paper clips. Encourage children to make switches that operate in different ways e.g. when you press them, when you turn them, when you push them from side to side. Ask the children to test their switches in a simple series circuit. • Teach children how to avoid making short circuits.		14. Design, Make and Evaluate Assignment (DMEA) • Develop a design brief within a context which is authentic and meaningful. • Discuss the purpose of the battery-powered, programmable products that they will be designing and making and how they will work more effectively for the intended user than those that are manually controlled. Consider who they will be for and how they address a problem or need. • generate a range of ideas, encouraging realistic responses. Agree on design criteria, including safety features. • Use annotated sketches, cross-sectional and exploded diagrams, n to develop, model and communicate their ideas. • consider the main stages in making and testing before assembling high quality products, drawing on the knowledge, understanding and skills learnt through IEAs and FTs. • write, test and debug programs that will control the electrical product they have made for a clearly defined purpose • Evaluate throughout and the final products against the intended purpose and, where safe and practical, with the intended user, drawing on the design criteria previously agreed.	
Computing	DATABASES Unit 3-6 PURPLE MASH Unit 3.6 Branching Databases program 2Question					

DATABASE S						
Computing	MAKING MUSIC Unit 4-9 PURPLE MASH Unit 4.9 Making Music program – Busy Beats					
Religious Education Hinduism Language, symbols and celebration	I can name and explain the meanings of Hindu symbols.	I can explain that Hindus have multiple holy books.	To research Sanskrit.	I can understand the festival of Holi. Holi Festival Of Colour Planet Earth II Cities Behind The Scenes What is the festival of Holi? - BBC Bitesize make coconut peda (Recipe for 4 th lesson)	To know what offerings Hindu's give as part of Puja. Research using internet and complete worksheet.	To know that Hindus use yoga/meditation and mantra. Watch clips and try the exercises. Cracker The Dragon Of Wonder A Cosmic Kids Yoga Adventure!
Music-Compose Using Your Imagination	Step 1 Your Imagination (Part 1) Complete resources Brief lesson plan	Step 2 Your Imagination (Part 2) Complete resources Brief lesson plan	Step 3 You're A Shining Star (Part 1) Complete resources Brief lesson plan	Step 4 You're A Shining Star (Part 2) Complete resources Brief lesson plan	Step 5 Music Makes The World Go Round Complete resources Brief lesson plan	Step 6 Assessment Checklist Complete resources Brief lesson plan
PSHE & Zones of Regulation	Physical health and Mental wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally what good physical health means and how to recognise early signs of physical illness that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary how to maintain oral hygiene and dental health, including how to brush and floss correctly the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health		Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty how to identify external genitalia and reproductive organs about the physical and emotional changes during puberty key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams strategies to manage the changes during puberty including menstruation the importance of personal hygiene routines during puberty including washing regularly and using deodorant how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty		Keeping safe Medicines and household products; drugs common to everyday life the importance of taking medicines correctly and using household products safely to recognise what is meant by a 'drug' that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects to identify some of the risks associated with drugs common to everyday life that for some people using drugs can become a habit which is difficult to break how to ask for help or advice	