



**YEAR B - SUMMER 2**  
**Key Stage: Lower Juniors**  
**Topic: Biomes**

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English	Maths	
	Year 3	Year 4
<p><b><u>Sleeping Beauty</u></b></p> <p>Children write a fairy tale based on Sleeping Beauty.</p> <p><b><u>Key objectives:</u></b></p> <ul style="list-style-type: none"> <li>• Paragraphing</li> <li>• Careful vocabulary choices for cohesion</li> <li>• Use a range of subordinate conjunctions</li> </ul> <p><b><u>Courage in a Poem</u></b></p> <p>Children explore a selection of poetry celebrating courage and empowerment.</p> <p><b><u>Key objectives:</u></b></p> <ul style="list-style-type: none"> <li>• Powerful verbs</li> <li>• Similes and metaphors</li> <li>• Poetry to perform</li> </ul> <p><b><u>My name is not Refugee</u></b></p> <p>Children write a recount for a refugee based on the story 'My Name is not Refugee'.</p> <p><b><u>Key objectives:</u></b></p> <ul style="list-style-type: none"> <li>• Fronted Adverbials</li> <li>• Subordinate conjunctions</li> <li>• Develop character and emotion</li> </ul>	<p><b>Geometry - properties of shapes</b></p> <ul style="list-style-type: none"> <li>• Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them</li> <li>• Recognise angles as a property of shape or a description of a turn</li> <li>• Identify right angles, recognise that 2 right angles make a half turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle</li> <li>• Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Interpret and present data using bar charts, pictograms and tables</li> <li>• Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.</li> </ul>	<p><b>Geometry - properties of shapes</b></p> <ul style="list-style-type: none"> <li>• Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>• Identify acute and obtuse angles and compare and order angles up to 2 right angles by size</li> <li>• Identify lines of symmetry in 2D shapes presented in different orientations</li> <li>• Complete a simple symmetric figure with respect to a specific line of symmetry</li> </ul> <p><b>Geometry - position and direction</b></p> <ul style="list-style-type: none"> <li>• Describe positions on a 2D grid as coordinates in the first quadrant</li> <li>• Describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>• Plot specified points and draw sides to complete a given polygon.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> <li>• Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul>

	Computing	History	Geography
Description	To use micro:bit software to create a times table tester.		To explore some of the different biomes across the world, including in Egypt and the UK.
NC Objectives	<ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>• Use sequence, selection and repetition in programs; work with variables and various forms of input and output</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul>		<ul style="list-style-type: none"> <li>• Identify the position and significance of latitude, longitude, Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (including day and night)</li> <li>• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</li> </ul>
Substantive Knowledge	<ul style="list-style-type: none"> <li>• Use directional commands to create a simple algorithm</li> <li>• Write increasingly more precise algorithms for use when programming</li> <li>• Use simple selection in algorithms</li> <li>• Use logical reasoning to detect and correct errors in programs</li> <li>• Decompose tasks (such as animations) into separate steps to create an algorithm.</li> </ul>		<ul style="list-style-type: none"> <li>• To explore the two main biomes in Egypt: the desert and Nile River Valley. Compare their vegetation belts.</li> <li>• To explore temperate deciduous forest biome (links local area New Forest)</li> <li>• To briefly explore the tropical rainforest biome</li> <li>• To explore the polar ice caps biome (Arctic and Antarctic)</li> <li>• To explore the tundra biome (Arctic)</li> </ul>
Disciplinary Skills	<ul style="list-style-type: none"> <li>• To debug a complex algorithm that has been given to me by an adult</li> <li>• To adapt code that has been provided by an adult to change the outcome</li> </ul>		<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Use four-figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world</li> <li>• Use fieldwork to observe, measure, record and present human features in the local area including sketch maps, plans and graphs.</li> </ul>
Vocabulary	Code blocks, coordinates, decomposition, negative numbers, orientation, parameters, position, program, script, sprite, stage, tinker, variables/algorithm		Desert, Nile River Valley, biomes, vegetation, arid, sand dunes, rocky terrain, fertile, agriculture, flora/fauna, oasis, adaptation, dune, xerophyte, floodplain, irrigation, deciduous, canopy, understory, biodiversity, glacier, permafrost, moss, lichen
Assessment	To create my own times tables tester.		End of unit essay: Why is it important for us to understand and protect different biomes around the world?

	Art	DT	Science
Description	Children will find out about illustrators and illustrations. They will design and create their own illustration using dip pen to reflect a scene inspired by the book "My Name is not Refugee"		Physics - Forces and Magnets: the children explore surfaces and magnetic forces
NC Objectives	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>About great artists, architects and designers in history</li> </ul>		<ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between two objects but magnetic forces can act at a distance</li> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials</li> <li>Describe magnets as having two poles</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing</li> </ul>
Substantive Knowledge	<p><b>Theoretical Knowledge</b></p> <ul style="list-style-type: none"> <li>To learn about a range of illustrators and their famous illustrations.</li> <li>To compare their works.</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks to record drawings from observation and imagination</li> <li>Use a sketchbook to collect and develop ideas from a range of sources</li> <li>Experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc.</li> <li>Experiment with different grades of pencil and other implements to draw different forms, shapes and variation in tone.</li> <li>Apply tone in a drawing in a simple way.</li> <li>Apply a simple use of pattern and texture in a drawing.</li> <li>Begin to Investigate emotion/expression</li> </ul>		<ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between two objects but magnetic forces can act at a distance</li> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials</li> <li>Describe magnets as having two poles</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing</li> </ul>
Disciplinary Skills	<p><b>Disciplinary Knowledge</b>  <b>Let's Think Art</b>  Does all art tell a story?</p>		<ul style="list-style-type: none"> <li>Set up simple practical enquiries, comparative and fair tests - which everyday objects are magnetic?</li> <li>Sort items into magnetic and non-magnetic in a table</li> <li>Report on findings from magnetic or non-magnetic enquiry - what do you notice?</li> <li>Identify what is similar and different about the magnetic and non-magnetic items</li> <li>Using straight-forward scientific evidence to answer questions and support their findings - do you think...is magnetic? Why/why not?</li> </ul>
Vocabulary	line blending feathering observational form tone emotion shading hatching cross hatching stippling texture pattern variation in tone		Friction, surface, attract, repel, magnetic, force, contact, magnetic, push, pull, pole, North, South, gravity, water resistance, buoyancy
Assessment	Can the children: Discuss and compare illustrations giving preferences and why? Discuss whether they think all art tells a story. Design and create their own illustration using line, shape tone, texture and pattern? Does their illustration convey emotion/expression?		Headstart quiz on Forces and Magnets

	PE	Music	Religious Education	
Description	Outdoor - strike and field Outdoor - hand and stick invasion	Egyptians Children to perform Egyptian songs understand, use and maintain a steady beat and/or rhythmic ostinato	Description	<b>PEACE</b> - Children will consider the definition of peace and consider what it means to experience inner peace. They will find out about some of the ways that followers of different religions try to find inner peace. They will learn about the Hindu festival of Mahashivaratri.
NC Objectives	<ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the history of music</li> </ul>	Living Difference Concept Cycle	<p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>To understand what is meant by the term peace and that there are different definitions of this word.</li> <li>To write their own definition of what peace means to me.</li> </ul> <p><b>Contextualise</b></p> <ul style="list-style-type: none"> <li>To accurately describe some of the ways that followers of different religions try to achieve inner peace</li> <li>To accurately describe the Hindu celebration of Mahashivaratri and some of the ways that Hindus remember this.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To discern why experiencing peace is important to some people and consider if it is important to them and why</li> </ul> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>To identify when they feel most at peace</li> <li>To creatively communicate my thoughts about peace through poetry</li> </ul> <p><b>Apply</b></p> <ul style="list-style-type: none"> <li>To recognise that peace is not necessarily linked to a specific place or action</li> <li>To understand that not everyone experiences peace in the same way</li> </ul>
Substantive Knowledge	<p><b>Strike and field</b></p> <ul style="list-style-type: none"> <li>Use running, jumping, sending an object and receiving an object in combination</li> <li>Play competitive games, modify where appropriate and apply basic principles suitable for attacking and defending.</li> </ul> <p><b>Hand and stick invasion</b></p> <ul style="list-style-type: none"> <li>Sending an object and receiving an object in combination and spatial awareness</li> <li>Play competitive games, modify where appropriate and apply basic principles.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and understand how rhythm patterns fit to a steady beat using 2,3 and 4 metre</li> <li>Explore how to use dynamics for expressive effect</li> <li>Explore how to use tempo for expressive effect</li> </ul>		
Disciplinary Skills	<ul style="list-style-type: none"> <li>Use a range of skills, eg throwing, striking, intercepting and stopping a ball, with some accuracy</li> <li>Choose and vary skills and tactics to suit the situation in a game successfully.</li> <li>set up small games; know rules and use them fairly to keep games going</li> <li>Use different techniques for controlling, dribbling and shooting.</li> <li>Developing hand eye coordination.</li> <li>Sending an object to a specific target using control and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality</li> <li>Recognise which improvements need to be made</li> <li>Understand and use detailed graphic notation. Use basic stave notation</li> <li>Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically</li> <li>Describe, discuss and share opinions about what you hear, the context/purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary</li> </ul>	Religious Traditions	HINDUISM Buddhism Humanism
Vocabulary	Bowling, fielding, batting, accuracy. strike, dribble, control, accuracy.	Rhythmic, ostinato, dynamics (crescendo/diminuendo) tempo	Vocabulary	Peace, Inner Peace, turmoil, relaxation, calm, meditation, enlightenment
Assessment	Strike and field - competitive game play Hand and stick invasion - competitive game play	Understand, use and maintain a steady beat and/or rhythmic ostinato; use notation to record ideas	Assessment	.Explanation of how followers of Hinduism may celebrate Mahashivaratri

	PSHE	MFL (French)	
Description	Changing Me - Understand how bodies change both inside and outside and learn how babies grow.	To describe my family and pets.	
NC Objectives	<ul style="list-style-type: none"> <li>• To identify the external genitalia in males and females</li> <li>• Learn about the physical and emotional changes that happen when approaching and during puberty</li> <li>• Develop strategies to manage transitions between classes and key stages</li> </ul>	<ul style="list-style-type: none"> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Present ideas and information orally to a range of audiences</li> <li>• Describe people, places, things and actions orally and in writing</li> <li>• Understand basic grammar appropriate to the language being studied; feminine, masculine and the conjugation of high frequency verbs.</li> </ul>	
Substantive Knowledge	<ul style="list-style-type: none"> <li>• Correctly label the external parts of male and female bodies that are necessary for making a baby</li> <li>• Describe how a girl's body changes in order for her to be able to have babies when she is an adult and that menstruation is a natural part of this (Year 4 only)</li> <li>• Know how the circle of change works</li> <li>• Identify changes that are outside your control that you learn to accept</li> <li>• Identify what you are looking forward to when you move to a new class</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to say who you live with and extend to describing their name, age, favourite colour, clothes etc</li> <li>• Learn how to say simple negatives</li> <li>• Convert le/la/les to mon/ma/mes for possession</li> <li>• Understand the final silent 'e' sound</li> <li>• Children to describe animals they have at home</li> <li>• Children recap vocabulary to describe name, age and colour</li> <li>• Read book 'Cher Zoo'</li> <li>• Convert simple verbs 'avoir' and 'appeler'</li> </ul>	
Disciplinary Skills	<ul style="list-style-type: none"> <li>• Appreciate that you are a truly unique human being</li> <li>• Understand that having a baby is a personal choice and express how you feel about having children when you are an adult</li> <li>• Develop strategies to help you cope with the physical and emotional changes you will experience during puberty</li> <li>• Be confident enough to try to make changes when you think they will benefit you</li> <li>• Express your fears and concerns about changes that are outside your control and know how to manage these feelings positively</li> <li>• Reflect on the changes you would like to make next year and describe how to go about these</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and show understanding of short phrases through physical response</li> <li>• Use familiar vocabulary to say a short sentence using a language scaffold</li> <li>• Identify individual sounds in words and pronounce accurately when modelled</li> <li>• Present simple rehearsed statements about themselves, objects and people to a partner</li> <li>• Say one or two short sentences that may contain an adjective to describe people, places, things and actions.</li> <li>• Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly</li> <li>• Write one or two simple sentences that may contain an adjective to describe people, places, things and actions</li> <li>• Use a simple negative form (ne...pas)</li> </ul>	
Vocabulary	Change, relationships, menstruation, periods, sanitary products, develop, penis, testicles, scrotum, urethra, genitalia, hips, breasts, vulva, urethra,	Mon frère, ma soeur, ma mère, mon père, mon beau-père, ma belle-mère, mon beau-frère, ma belle-soeur, ma grand-mère, mon grand-père, le partenaire de ma mère, le partenaire de mon père, je suis fille unique, je suis fils unique, un chat, un chien, un poisson, un oiseau, un canard, un mouton, un ours, une grenouille	
Assessment	To summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.	Children to be able to describe the family and pets they live with and describe them using familiar vocabulary previously taught.	

