



*Challenge, Equality & Opportunity*

## HALF TERM OVERVIEW FOR KEY STAGE 2 – SPRING TERM 2 – 2022

### Science – States of Matter

Through the topic the children will...

- compare and group materials together, according to whether they are solids, liquids or gases.
- observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
- ask relevant questions.
- set up simple practical enquiries and comparative and fair tests.
- make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.
- gather, record, classify and present data in a variety of ways to help in answering questions.
- record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.
- identify differences, similarities or changes related to simple, scientific ideas and processes.
- use straightforward, scientific evidence to answer questions or to support their findings.

Through the topic the children will investigate the following key questions...

- **What are the three states of water?**
- **How does the water cycle work?**
- **How can we speed up evaporation?**
- **What happens when a solid and a liquid mixes?**
- **How can we retrieve a solid from solutions and suspensions?**

### Geography – European study – Greece/Athens

Through the topic the children will...

- **LOCATIONAL KNOWLEDGE:** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- **PLACE KNOWLEDGE:** understand geographical similarities and differences through the study of human and physical geography of ... a region in a European country...
- **HUMAN AND PHYSICAL GEOGRAPHY:** about physical geography, including: climate zones; human geography, including: types of settlement and land use, economic activity including trade links...

Through the topic the children will investigate the following key questions...

- **Where is Europe and what are its countries like?**
- **Why would you visit the Mediterranean?**
- **Why are migrants coming to Greece?**
- **What is the landscape of Greece like today?**
- **Where would you visit in Athens?**
- **How does everyday life in Athens compare with that in other places?**

<ul style="list-style-type: none"> <li>FIELDWORK: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>			
<b>RE – Easter</b>		<b>PE – Handball/Dodgeball and Hockey</b>	
Through the topic the children will...	Through the topic the children will investigate the following key questions...	Through the topic the children will...	
		Handball/Dodgeball	Hockey
<ul style="list-style-type: none"> <li>develop knowledge and understanding of the Christian festival of Easter.</li> <li>talk about the events of Palm Sunday.</li> <li>explore that emotions and feelings are involved with decisions and faith.</li> <li>develop knowledge and understanding of the Christian festival of Easter.</li> <li>explain the events of the Last Supper and know how the symbolism is continued today.</li> <li>understand and give examples of betrayal.</li> <li>explain what happened in The Garden of Gethsemane.</li> <li>explain the events of the resurrection.</li> <li>understand the feelings of the people involved in the crucifixion.</li> <li>identify and order the events in Holy Week.</li> </ul>	<ul style="list-style-type: none"> <li><b>What is Palm Sunday?</b></li> <li><b>What happened at The Last Supper?</b></li> <li><b>What is betrayal?</b></li> <li><b>What happened in The Easter Story?</b></li> <li><b>What happens in Holy Week and when?</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Sessions delivered by NUF</b></li> </ul>	<ul style="list-style-type: none"> <li>understand how to hold a hockey stick</li> <li>understand how to control the ball.</li> <li>confidently be able to hold their hockey stick and turn their hockey stick in their hands to direct the ball.</li> <li>Confidently be able to control the ball using the stick.</li> <li>understand how to control the ball when passing and receiving.</li> <li>confidently be able to pass the hockey ball directly to their partner.</li> <li>confidently be able to keep the ball in their possession during an activity.</li> <li>confidently be able to control the ball using good technique.</li> <li>confidently be able to work as a team using communication skills.</li> <li>confidently be able to move and pass the ball between their team.</li> <li>understand how to keep the ball safe as part of a team.</li> <li>be able to work as a team using communication skills to develop tactic</li> <li>be able to attack and defend as part of a team.</li> <li>understand how to intercept the ball.</li> <li>understand the rules of the game.</li> <li>be able to support their team mates in a game.</li> </ul>

COMPUTING- Scratch Barefoot Coding		DT – Food Technology	
Through the topic the children will...	Through the topic the children will investigate the following key questions...	Through the topic the children will...	Through the topic the children will investigate the following key questions...
<ul style="list-style-type: none"> <li>• explore Scratch</li> <li>• explain what selection is</li> <li>• write a program using selection</li> <li>• describe what a variable is</li> <li>• describe how a score variable is used</li> <li>• write a program that uses a repeat command</li> <li>• explain what the repeats in my program do</li> </ul>	<ul style="list-style-type: none"> <li>• <b>What is Scratch and what does tinkering mean?</b></li> <li>• <b>How can I use commands to write a program?</b></li> <li>• <b>What is a variable?</b></li> <li>• <b>Why do we need repetition when writing programs?</b></li> </ul>	<ul style="list-style-type: none"> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Where is does food come from? Where is food grown and why are the seasons important?</b></li> <li>• <b>What is a healthy meal?</b></li> <li>• <b>What tools do I need to use to prepare a meal?</b></li> <li>• <b>Can I design a Greek salad?</b></li> <li>• <b>Can I make a Greek salad?</b></li> <li>• <b>Can I evaluate my Greek salad?</b></li> </ul>
PHSE+C – Healthy Me		MUSIC – Ukulele and Musical Theory	
Through the topic the children will...	Through the topic the children will investigate the following key questions...	Through the topic the children will learn...	

<p><b><u>YEAR 3</u></b></p> <ul style="list-style-type: none"> <li>• understand how exercise affects their body and know why their heart and lungs are such important organs.</li> <li>• know that the amount of calories, fat and sugar they can put into their body will affect their health.</li> <li>• express their knowledge and attitude towards drugs.</li> <li>• identify things, people and places that they need to keep safe from</li> <li>• know some strategies for keeping themselves safe, who to go to for help and how to call emergency services</li> <li>• understand how complex their body is and how important it is to take care of it</li> </ul>	<p><b><u>YEAR 3</u></b></p> <ul style="list-style-type: none"> <li>• Do I have to move?</li> <li>• Can I eat sweets?</li> <li>• What are drugs?</li> <li>• What do I do in an emergency?</li> <li>• What is a healthy relationship?</li> </ul>	
<p><b><u>YEAR 4</u></b></p> <ul style="list-style-type: none"> <li>• recognise how different friendship groups are formed, how they fit into them and the friends they value the most.</li> <li>• understand there are people who take on the roles of leaders or followers in a group, and they know the role they take on in different situations.</li> <li>• understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.</li> <li>• understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.</li> <li>• recognise when people are putting them under pressure and can explain ways to resist this when they want.</li> </ul>	<p><b><u>YEAR 4</u></b></p> <ul style="list-style-type: none"> <li>• Who are my friends?</li> <li>• What is my role?</li> <li>• Why do some people choose to smoke?</li> <li>• How do I make the right decision?</li> <li>• What is a healthy relationship?</li> </ul>	<ul style="list-style-type: none"> <li>• to play instruments, perform and share pieces using the ukulele taught by Newcastle Music Service</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>
<h2>Modern Foreign Languages – Spanish</h2>		
<p>Through the topic the children will...</p>	<p>Through the topic the children will investigate the following key questions...</p>	

- read, write and understand types of weather in Spanish
- read, write and understand the main compass directions
- locate major cities on a map of Spain
- compare and contrast the climate in Spain to England and describe what the weather is like in certain areas.

- How is a Spanish / English dictionary set out?
- How can I describe my family in Spanish?
- How are plurals formed in Spanish?
- What clues can I use to help me read and understand a text in Spanish?
- How is Easter celebrated in Spain?