

Subject	Summer 2B Where in the World	
	KS1	KS2
Geography	<p>Volcanoes and Earthquakes Name and locate continents and oceans - World maps Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>Volcanoes and Earthquakes Name and locate continents and oceans - World maps Y3/Y4 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night). Describe and understand key aspects of physical geography including: earthquakes and volcanoes, Establish an understanding of the interaction between physical and human processes. Y5/Y6. 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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Describe and understand key aspects of physical geography, including:, volcanoes and earthquakes,</p>
History	N/A	N/A
Science	<p>Forces and Magnetism</p>	<p>Forces and Magnetism Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract so 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 me materials and not others Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing</p>
Art	<p>3D Design / Sculpture from around the world</p>	<p>3D Design / Sculpture from around the world use inspiration from famous artists to replicate a piece of work;</p>

	<p>describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists use inspiration from famous, notable artists to create their own work and compare; use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card use a variety of techniques, e.g. rolling, cutting, pinching work safely with materials and tools experiment with constructing and joining recycled, natural and manmade materials use key vocab to demo knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, shapes, materials</p>	<p>reflect upon their work inspired by a famous notable artist and the development of their art skills express an opinion on the work of famous, notable artists and re-plan, design and make models from observation or imagination. cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques add materials to the sculpture to create detail eg use papier mâché to create simple 3D effects create textures and patterns in malleable materials including clay. use key vocab to demo knowledge and understanding: rectangular, concrete, architect, edging, trimmings, shape, former to techniques and effect</p>
DT	<p>Cooking from around the world with support, follow a simple recipe cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups explain where in the world different foods originate from understand that all food comes from plants or animals understand that food has to be farmed, grown elsewhere (e.g. home) or caught; name and sort foods into the five groups in the Eatwell Guide; understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why use what they know about the Eatwell Guide to design and prepare dishes.</p>	<p>Cooking from around the world know when, where + how food is grown (eg herbs, tomatoes, strawberries) in the UK, Europe and the wider world; understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically; with support, use a heat source to cook ingredients showing awareness of need to control temp of the hob and/or oven; use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking; explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes; understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body; prepare ingredients using appropriate cooking utensils; measure and weigh ingredients to the nearest gram and millilitre; start to independently follow a recipe; start to understand seasonality.</p>

PE	<p>Outdoor Ed / Forest Schools / Swimming Children learn basic water confidence skills in preparation for lessons Children will learn swimming is fun and enjoyable by using a games-led approach to learning to swim</p>	<p>Outdoor Ed / Forest Schools / Swimming Learn to pace themselves in floating and swimming challenges related to speed, distance and personal survival. Use recognised arm and leg actions, lying on their front and back. Learn to swim unaided for a sustained period of time over a distance of at least 25 metres. Perform safe self-rescue in different water-based situations. Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke</p>
Music	Music from around the world high quality live / recorded music different trads	Music from around the world high quality live / recorded music different trads
Computing	N/A	N/A