

# Lower Key Stage 2 — Extreme Earth (Summer 2nd 2024)

**Core Texts**




**Year 3**

**Year 4**

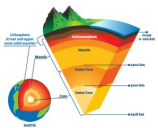
**Immersion Day — Outdoor Learning**

- Build a shelter to protect you from the weather.
- Work as a team to play games/complete a range of activities—you will need to work together!
- Volcano art.
- SOS signalling.




**Session 1: Geography: I am learning to describe and understand the key aspects of physical geography (under the Earth's surface).**

Describe what is found underground, discovering the different layers of the Earth.



**Session 2: Geography: I am learning to describe and understand the key aspect of physical geography (volcanoes).**

Children to explain how volcanoes are formed through creating a practical example.

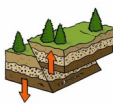


**Session 3: Geography: I am learning to explain the impact of volcanoes on the lives of people.**

To investigate where in the world volcanoes are found and the advantages and disadvantages of living near a volcano. Explore volcanoes in the UK.


**Session 4: Geography: I am learning to describe and understand the key aspects of physical geography (earthquakes).**

To investigate the causes of earthquakes, how earthquakes are measured and how to stay safe during an earthquake.




**Session 5: Geography: I am learning to describe and understand the key aspects of physical geography (tsunamis).**

To investigate the causes of tsunamis and the damage they can cause.




**Session 6: Geography: I am learning to describe and understand the key aspects of physical geography (tornadoes).**

To investigate how tornadoes are formed and how scientists collect data about them.




**Session 7: DT: I am learning about a common food product and how it is produced, sold and prepared in the home.**

To discuss a range of hot drink advertisements and the purpose of different types of hot drinks.




**Session 8: DT: I am learning about health and safety issues when using kettles and hot water.**

To safely prepare a range of hot drinks and once they have cooled, taste them.




**Session 9: DT: I am learning to find out and record the needs and preferences of a consumer and create a hot drink specification.**

To carry out consumer research and design a hot drink for a mountaineer.




**Session 10: DT: I am learning to make a hot drink to a specification.**

To create the hot drink they have planned in their specification.



**Session 11: I am learning to carry out an evaluation of a final product.**

To evaluate the hot drink they made and how well they have met their specification.



# Science

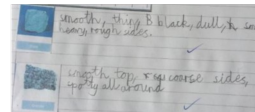
**Session 1: Science: To compare and group together different kinds of rocks based on appearance/simple physical properties.**

Children work in groups to sort the rocks in different ways using their own criteria.



**Session 2: Science: I am learning to compare and group together different kinds of rocks based on appearance/simple physical properties.**

Children to look in closer detail at different types of rocks, describing their features in more detail.



**Session 3: Science: I am learning to compare and group together different kinds of rocks based on appearance/simple physical properties.**

Children to test different types of rock for hardness, permeability and durability.

Rock	Hard	Soft
granite	✓	✓
chalk	✓	✓
limestone	✓	✓
slate	✓	✓
sandstone	✓	✓
marble	✓	✓

**Session 4: Science: I am learning to compare and group together different kinds of rocks based on appearance/simple physical properties.**

**Observing rocks in the environment**

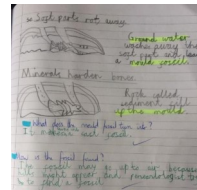
Children to observe changes in rocks over time.



**Session 5: Science: I am learning to describe in simple terms how fossils are formed.**

Researching fossil formation

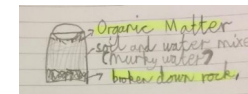
Children discuss fossil formation and record it in their own words. Create their own fossil by pressing a shell into clay.



**Session 6: Science: I am learning to to recognise that soil is made from rocks and organic matter.**

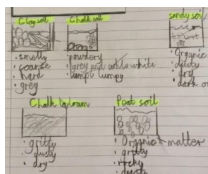
Separating the components of soil

Children to fill a bottle with soil and water, shake it to mix it and then observe over a period of time.



**Session 7: Science: I am learning to recognise that soil is made from rocks and organic matter.**

Children investigate characteristics of different types of soil.



**Amazing Artist Day**

Constable  
1776-1837



**Activities Week—July 2024**

- Inter-class Games
- Brandon Country Park
- Yoga
- Sports Day
- Forest School Cooking
- Orienteering



**PE (GetSet4PE)**

**Year 3:** Golf, OAA

**Year 4:** Athletics, Trampolining



**ICT: PurpleMash**

**Year 3:** Unit 3.8: Graphing

**Year 4:** Unit 4.6: Animation,  
4.8 Hardware Investigators

**Music (Charanga)**

**Year 3:** Opening Night

**Year 4:** The show must go on!



**RE: Emmanuel**

**Sikhism**—How does the teaching of the Gurus move Sikhs from dark to light?



**PHSE: (1Decision)**

**Year 3:** Is it safe to play with? (+SA); Enya and Deedee visit the fire station (+SA)



**Year 4:** (BA), Breaking down barriers; (BA) First Aid

**French (Language Angels)**

**Year 3:** The Seasons

**Year 4:** Do you have a pet?

