

Lower Key Stage 2 — From Land's End to John O'Groats (autumn 2nd 2025)

Core Texts:



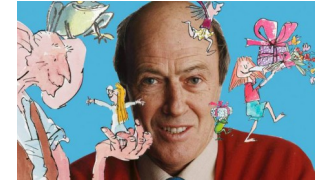
Year 3



Year 4

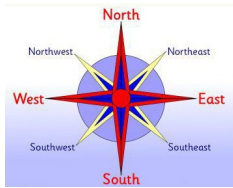
Immersion Day: Roald Dahl Day!

- Children to research information about the life of Roald Dahl and create a postcard fact file, with their favourite Roald Dahl quotes on the other side.
- Children to engage with the poem in George's Marvellous Medicine and discuss the alliteration and onomatopoeia e.g. fizz, bang.
- Now Press Paly: Electricity



Session 1: Geography: To name and locate the countries and cities of the UK

Children to use the eight compass points and given directions to find a location e.g. Which city is north-east of Edinburgh?



Session 2: Geography: To name and locate the main rivers and seas of the UK

Children to 'travel' down the course of a river—where does it end? Locate and name the various rivers and seas.



Session 3: Geography: To name and locate some of the counties of the UK

Children to locate the county their town is in and label the neighbouring counties. Research what the county is famous for, making links with local industries such as Warren Lodge in Thetford Forest and the flint mines (Grimes Graves).



Session 4: Geography: To name and locate areas of high ground

Children to identify areas of high ground on a UK map—what might people do in a hilly or mountainous areas of the UK. Write a postcard to a friend from a 'hilly holiday'.



Session 5: Geography: To identify ways that London has changed over time

Children to sort facts about London—past and present. Make comparisons about why London was so important in the past and why it is still important today.



Session 6: Geography: To describe how the UK has changed over time (focus on population and immigration)

Children to think about the many reasons a place might change, before focusing on population. How has this changed? Why? Meet with a person who has moved from another part of the UK or a different country—what do they notice is the same? different?

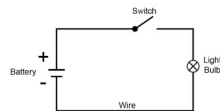
Session 7: Science: To identify common appliances that run on electricity.



Children to discuss what they already know about electricity and sort items into groups based on how they are powered.

Session 8: Science: To construct a simple circuit and identify its basic parts.

Children to investigate how electricity moves from a battery to a bulb and build a simple circuit.



Session 9: Science: To identify if a bulb will light up in a circuit.

Children to look at a variety of circuits and discuss if they will work or not. Can they identify the problem in a broken circuit?

Session 10: Science: To understand the purpose of an electrical switch.

Children to use a variety of materials to make a switch for their circuit.



Session 11: Science: To understand insulators and conductors.

Children to discuss conductors and insulators. Can they predict which materials will conduct electricity and which will act as insulators?



Year 3 - DT: Storybooks

Session 13: DT: To investigate and evaluate products with lever and linkage systems.

Children to examine a variety of books with moving mechanisms and discuss their design and construction using some technical vocabulary.



Session 14: DT: To experiment with a range of techniques to create moving mechanisms.

Children to learn how to make some moving mechanisms using card or paper. They will then work independently or in groups to construct their own mechanisms.

Session 15: DT: To explore and experiment with a range of different fonts and graphic techniques.



Children to consider the importance, and effects, of good graphic design and font selection for storybooks. They will then practise sketching, shading and writing techniques.

Session 16: DT: To be able to plan and design a storybook.

Children to will draw and annotate designs for a storybook with some moving mechanisms.

Session 17: DT: To be able to make a storybook with moving mechanisms using a design.

Referring to a previously completed design, children will make storybooks with some moving mechanisms.

Session 18: DT: To be able to evaluate a finished product.

Children to share, discuss and evaluate previously completed storybooks with moving mechanisms.

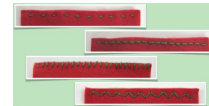
Year 4 - DT: Seasonal Stockings

Session 13: DT: To explore and analyse existing products



Children to find out where the tradition of the Christmas stocking is thought to have come from. Think about what we would expect a Christmas stocking to look like and considering the importance of functionality and visual appeal.

Session 14: DT: To explore different ways to join fabric using sewing skills



Children to learn how to join two pieces of fabric together. They will look at examples of different stitches, and learn how to secure their first and last stitch with a hidden knot.

Session 15: DT: To explore different ways to decorate fabric using sewing skills

Children to explore how embellishments and the skills of embroidery and appliqué can be used to decorate fabric.



Session 16: DT: To design a Christmas stocking

Children to choose a user for their product, and tailor the design criteria to suit this person's likes and dislikes. They will then discuss what joining stitches and decorative techniques they are going to use, before planning and designing their Christmas stocking.

Session 17: DT: To use sewing skills to make a Christmas stocking

Children will use their knowledge of joining techniques and decorative sewing skills to make their Christmas stockings according to their plans and design criteria.



Session 18: DT: To evaluate a finished product

Children to evaluate their own completed Christmas stocking.



Does it meet the design criteria?

Zone of Regulation:

Children to revisit The Zones of Regulation, - a framework to help individuals manage emotions and behaviours, building emotional regulation and behavioural skills.

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
sad 	happy 	frustrated 	angry
tired 	calm 	worried 	terrified
sick 	bored 	feeling ok 	ready to learn
I can try... stretch	I can try... drink water	I can try... deep breaths	I can try... take a break

PE

Year 3: Fitness fundamentals



Year 4: Hockey & Dance

ICT: PurpleMash

Year 3: Route planners

Year 4: Logo

Amazing Artist Day!

Matisse

(1869-1954)



Music: Charanga

Year 3: Playing in a band

Year 4: Exploring feelings when y play



RE: Emmanuel

BQ: What makes some people an inspiration to others?

Muslim: Why do Muslims call Mohammed the 'seal of the prophets'?



PHSE: 1Decision

Year 3: Medicine; Touch

Year 4: Healthy Living; Appropriate Touch



French: Language Angels

Year 3: I am learning French

Year 4: Presenting myself

