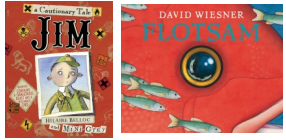
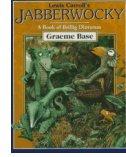
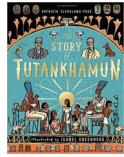


# Lower Key Stage 2— Splish splash splosh (summer 2nd)

## Core Texts:



Year 3



Year 4

## Immersion Day:

Children to create a double page spread about Blackbeard, the infamous pirate. Focus on locating the World oceans and how pirates used to navigate the sea and predict the weather e.g early barometers, anemometers, old fashioned-sayings.



**Session 1: Science: To compare and group materials together, according to whether they are solids, liquids or gases.**

What do children already know? Discuss

Children to observe what happens when currants are added to lemonade, using the words solid, liquid and gas.

Sort words cards with some of the properties of the three states.



**Session 2: Science: To compare and group materials together, according to whether they are solids, liquids or gases.**

Children to explore solids made of smaller particles., pouring grains of rice.

Sort examples of materials where the state is harder to define , justifying reasoning e.g. an air freshener is a liquid but it fills the room like a gas.



**Session 3: Science: To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happened in degrees Celsius.**

Thinking activity—positive, minus, interesting. Children to share their ideas about chocolate chairs.



Children to be given two chocolate buttons, differing in size. Predict and then observe which one melts the quickest.

**Session 4: Science: To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happened in degrees Celsius.**

Children to explore freezing with small amounts of 7 different liquids, including salt water, honey, oil.

What do you notice?



**Session 5: Science: To identify the part played by evaporation in the water cycle and associate the rate of evaporation with temperature.**

Children to observe what happens when they make a handprint on a paper towel using water.

Plan and carry out a comparative test to explore the best way to dry a pair of socks.



**Session 6: Science: To identify the part played by evaporation in the water cycle and associate the rate of evaporation with temperature.**

Children to cover a hot cup of water with cling film and observe what happens. Describe their observations with appropriate scientific vocabulary.



**Session 7: Geography: To explain the key aspects of the water cycle.**

Children to act a water droplet, telling their story of the journey around the water cycle. Where have they been? Who have they met?

Label a diagram of the water cycle using the scientific vocabulary they have learnt.

**Session 8: Geography: To explain how clouds and rain are formed.**

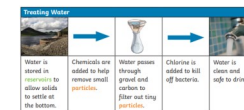
Children to make a water cycle model:

<https://www.science-sparks.com/make-a-mini-water-cycle/>



**Session 9: Geography: To explain how and why drinking water is cleaned.**

Children to set up their own filtration systems from given materials and describe the water they collect.



**Session 10: Geography: To explain the causes and effects of flooding.**

Children to explore what causes flooding and the effects it can have. Next, survey the classroom for readiness against flooding using a key.

How can we prevent flooding?



**Session 11: Geography: To explain the causes and effects of water pollution.**

Children to explore what causes water pollution and how to prevent it.

Investigate the oil spillage in the Gulf of Mexico in 2010—write a report about the incident.



**Enrichment opportunity:**

Virtual session with the experts at Anglian Water.



**Session 14: Art: To understand and explore how Monet used light and colour to create impression of the River Thames.**

Children to look closely at the River Thames series of paintings by Monet, thinking about use of light and colour. Mix and match colours from Monet's work and paint own version.



**Session 15: Art: To investigate the painting style of Monet and in particular the way in which he captured light reflecting the water.**

Children to use sketch books and acrylic paint to investigate the effect sunlight has on water in the style of Monet. Paint a study of sunlight on water using a section of 'water' by Monet as inspiration.



**Session 16: Art: To understand and explore how Monet used light and colour to create impressions of outdoor scenes, painting 'en plein air'.**

Children to learn why Monet loved to paint 'en plein air' and paint a scene in the impressionist style using the techniques they have learnt.

**Session 17: Art: To gain a deeper understanding of the work of Monet and paint a picture of the River Thames in his Impressionist style.**

Children to create a painting of The River Thames at sunset in the Impressionist style.



**Amazing Artist Day**

Yayoi Kusama

(1929—)



**GetSet4PE:**

**Year 3:** Golf, OAA

**Year 4:** Athletics, trampolining

**Computing: PurpleMash**

**Year 3:** Unit 3.8 (Graphing)

**Year 4:** Unit 4.6 (Animation)

Unit 4.8 (Hardware Investigators)

**Music Charanga**

**Year 3:** How does music connect us with our planet?



**Year 4:** How does music connect us with the environment?

**RE: Emmanuel**

**Sikhism:** How do Sikhs put their beliefs about equality into practise?



**PHSE: 1Decision**

**Year 3:** Enya and Deedee visit the fire station/Summative Assessment



**Year 4:** Baseline Assessment/First Aid

**French (Language Angels):**

**Year 3:** The Seasons

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

