



*Challenge, Equality & Opportunity*

**HALF TERM OVERVIEW FOR KEY STAGE 2 - TERM Summer 2 – 2021**

# Geography- Exploring Espana

*(Is it the same in Spain as it is in England?)*



Through the topic the children will...

- Place knowledge:**
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
  - identify the human and physical features of Spain.
- Geographical skills and fieldwork:**
- use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.
  - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Human and physical geography:**
- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

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

- What do you know about Spain and what can you find out to extend your learning?
- What does Spain look like Geographically – is it like England?
- How do you use a compass?
- How do grid references work?
- What is the weather like in Spain – is it hotter than England?
- What is the Capital city of Spain and what is it like?

## Science – Magnets and Springs

## PE – Rugby and Athletics

Through the topic the children will...

Through the topic the children will...

Rugby

Athletics

<ul style="list-style-type: none"> <li>• understand that magnets can attract and repel.</li> <li>• know what metal poles are.</li> <li>• understand that not all magnets are the same strength.</li> <li>• understand that not all materials are attracted to magnets.</li> <li>• understand that different springs do not stretch the same amount.</li> <li>• understand what happens when you compress or stretch springs.</li> </ul>	<ul style="list-style-type: none"> <li>• Have focussed sessions delivered by Newcastle Falcons Foundation</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate quick reactions and rapid acceleration.</li> <li>• pass a relay baton at speed using a push pass.</li> <li>• sustain running at a consistent pace</li> <li>• improve running techniques.</li> <li>• use jumping combinations to move around a space.</li> <li>• perform triple jump combination sequences with balance and control.</li> </ul>
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## COMPUTING- PRESENTATIONS THROUGH POWERPOINT

## ART/DT – SPANISH INFLUENCE

Through the topic the children will...	Through the topic the children will investigate the following key questions...	Through the topic the children will learn about...	Through the topic the children will investigate the following key questions...
<ul style="list-style-type: none"> <li>• <b>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</b></li> </ul>	<ul style="list-style-type: none"> <li>• How do I log on and off the network?</li> <li>• How can I add images and captions to my presentation?</li> <li>• How do I move between slides in a presentation and make the transition interesting?</li> <li>• How can I share my learning using PowerPoint?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>3D form – model/construction – show understanding of shape, space and form.</b></li> <li>• <b>suitable techniques to construct products or to repair items</b></li> <li>• <b>strengthening materials using suitable techniques</b></li> <li>• <b>to make informed choices including paper and media.</b></li> <li>• <b>altering and refining drawings and describing changes using art vocabulary</b></li> <li>• <b>researching to inspire drawings from memory and imagination.</b></li> </ul>	<ul style="list-style-type: none"> <li>• What can I see when I look really closely?</li> <li>• Who was Gaudi?</li> <li>• What is Trencadís?</li> <li>• What is the origin of the Trencadís?</li> </ul>

		<ul style="list-style-type: none"> <li>• exploring relationships between line and tone, pattern and shape, line and texture.</li> <li>• researching, designing and evaluating a product using a variety of techniques.</li> <li>• selecting broadly the kinds of materials they want to use in order to get the effect they want.</li> </ul>	
<h2 style="text-align: center;">RE – SIGNS AND SYMBOLS</h2>		<h2 style="text-align: center;">MUSIC – UKULELE AND MUSICAL THEORY</h2>	
<p>Through the topic the children will learn...</p>			
<ul style="list-style-type: none"> <li>• that signs and symbols are important to human beings because they convey meaning</li> <li>• that words are symbols which can have literal and non-literal meaning</li> <li>• that metaphors are often used to convey religious meaning and need to be interpreted carefully</li> <li>• that language used to describe God and the nature of God is used symbolically</li> <li>• that religious beliefs and ideas about God can be expressed in a variety of forms, including symbolism</li> <li>• about some common symbols used by Christians to express beliefs about God and/or Jesus</li> </ul>		<ul style="list-style-type: none"> <li>• play instruments, perform and share pieces using the Ukulele taught by Newcastle Music Service</li> <li>• listen, appraise and read musical notation</li> </ul>	
<h2 style="text-align: center;">MFL - SPANISH</h2>		<h2 style="text-align: center;">PHSE+C – TRANSITION AND MOVING ON</h2>	
<ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> </ul>		<ul style="list-style-type: none"> <li>• growing up (Growing and changing, managing change, transition)</li> </ul>	

- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material