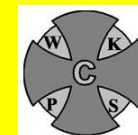


West Kirby Primary School Long Term Planner Lower Key Stage 2 Year 2019-2020



LONG THEME—Eco Links

| MAIN THEME Autumn 1 Terrible Tudors | MAIN THEME Spring 1 Water, Rivers & Oceans | MAIN THEME Spring 2 Travelling around the UK | MAIN THEME Summer1 & 2 Ancient Greece |
|--|--|--|--|
| ADDITIONAL THEMES/ACTIVITIES Global Awareness Day Christmas Swimming Fabulous France mini topic <u>States of Matter</u> (Science Y4) -compare and group materials together, according to whether they are solids, liquids or gases -observe that some materials change state when they are heated or cooled, and measure or research the -temperature at which this happens in degrees Celsius (°C) -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <u>Forces & Magnets</u> (Science Y3) -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 some materials and not others -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 -describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. Isaac Newton—scientist <u>Working scientifically</u> | ADDITIONAL THEMES/ACTIVITIES Fairtrade Fortnight Easter World Book Day Stretching my Comfort Zone (Robinswood Residential Y4) <u>Plants</u> (Science Y3) -identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant -investigate the way in which water is transported within plants -explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <u>Cooking & Nutrition</u> – Prepare and cook a savoury dish – Understand seasonality of ingredients – Healthy diet <u>Working scientifically</u> | ADDITIONAL THEMES/ACTIVITIES Health & Wellbeing Week Refugee Week <u>Light</u> (Science Y3) -recognise that they need light in order to see things and that dark is the absence of light -notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes -recognise that shadows are formed when the light from a light source is blocked by an opaque object -find patterns in the way that the size of shadows change. <u>Animals including Humans</u> (Science Y4) -describe the simple functions of the basic parts of the digestive system in humans -identify the different types of teeth in humans and their simple functions -construct and interpret a variety of food chains, identifying producers, predators and prey. <u>Working scientifically</u> | |