



Exciting Explorers

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English The Great Explorer	Introduction to Explorers. Whose is this rucksack? 2A phrases Independent NF write	Exploring the text 'The Great Explorer'. Sequencing, write character descriptions	Noun phrases, adverbs, commas in a list, past tense verbs. Writing a postcard.	Ranulph Fiennes Describe the achievements of Ranulph Fiennes, the qualities he possesses and give reasons why he is recognised as the world's greatest living explorer;	Thank you letters - Cornish Explorer. Neil Armstrong Oral inference, sequencing of events in time order. Diary entry from day of moon landing.	Christopher Columbus Comparison of world maps. Message in a bottle. Letter to King Ferdinand.
Guided Reading						
Maths	Fractions - finding $\frac{1}{4}$ and $\frac{3}{4}$ and $1/3$	Shape - 2D shape, 3D shape Properties, symmetry & pattern	Length and height - measuring in non-standard and standard units.	Time O clock, half past, quarter to/past. Days & hours	Statistics Tally charts, Pictograms and block diagrams	Position and direction Describe position, movement and turns.

<p>Science</p> <p>To explore and compare the differences between things that are living, dead or have never been alive.</p> <p>To identify that most living things live in habitats to which they are suited and how they depend on each other.</p>	<p>Introduce topic</p> <p>Habitats</p> <p>What I know/What I want to know.</p> <p><u>Sorting Activity</u></p> <p>Exploring the differences between things that are living, dead or have never been alive.</p> <p>To identify differences between things that are living, dead, and things that have never been alive?</p> <p>To sort things into living and non-living, or living, dead and never alive?</p> <p>(TAPS Plan</p>	<p><u>Nature Walk</u></p> <p>To identify that most living things live in habitats to which they are suited</p> <p>To use spotter sheets to identify plants/animals?</p> <p>To talk about the habitat the plants and animals live in and why they live there</p>	<p><u>Using Flowcharts</u></p> <p>classify the types of plants/animals they have found?</p> <p>Using flowcharts to identify different plants and animals.</p> <p>(Twinkl)</p> <p>Visit to 'Science Dome' (space)</p>	<p>To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants</p> <p>Sorting animals and plants into their preferred habitat and talking about why they live there.</p>	<p><u>To investigate what type of habitat woodlice live in.</u></p> <p>Making and interpreting a tally chart.</p> <p>Can children gather and record data in a tally chart or on a map?</p> <p>• Can children discuss their findings in relation to preferred habitats?</p>	<p><u>Daisy Count</u></p> <p>Animals and plants have characteristics which are adapted to their habitat (PL1, PL2)</p> <p>Can children generate ideas and predictions?</p> <p>• Can children begin to test predictions and to look for evidence?</p> <p>Investigating the number of daisies growing in different areas of the school.</p> <p>Children to offer reasons why this might be.</p>	
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Computing Google Expeditions	What / who are explorers?	Explore frozen landscapes - poles.	Deserts.	Everest / mountains	Moon / Space travel	Ships / ocean travel & environments.	
	Skills ; Type and edit text. Use 2 finger scrolling on a touchpad. Use the shift key to create capital letters.						

History				Give an account of the accomplishments of Amy Johnson and give reasons why they can be considered remarkable given the role of women in society at the time.	Describe and suggest reasons to help explain why the achievement of Neil Armstrong was so significant in the history of mankind and what enabled him to accomplish what he did.	Identify and recognise the main motives of the explorer Christopher Columbus, describe what he achieved and give reasons to help understand why he was able to accomplish what he did.
Geography	The continents and oceans - can we remember them?	Fair Trade week What is Fair Trade? Bananas, cocoa.			Ed Buckingham, Cornish explorer to visit school.	
Art Seascapes Landscapes Spacescapes	(Topic wow day)	See above - collage Fairtrade logos		Using chalk- icy landscapes.	Spacescape - printing technique of moon. Collage of rocket.	Seascape - What might locals have painted to show Columbus's arrival?
DT Parachutes			Making and testing parachutes.			
RE 1.5 SALVATION: Why does Easter matter to Christians?	Recognise that Incarnation and Salvation are part of a 'big story' of the Bible•	Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)		Understand the impact: •Give at least three examples of how Christians show	Make connections: • Think, talk and ask questions about whether the story of Easter only has something to say to	

				their beliefs about Jesus' death and resurrection in church worship at Easter	Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.	
PE	<p>To consolidate our understanding of agility and when this is applied during sport.</p> <p>Pupils will develop different ways of moving at speed and will understand the consequences of not being agile.</p>	<p>to develop ways of balancing on apparatus.</p> <p>Pupils will explore different ways of balancing with a partner and understand which sports require more than one person to balance together to be successful.</p>	<p>To introduce coordination (feet eye coordination).</p> <p>Pupils will understand what feet eye coordination means and will start to develop their kicking and dribbling skills to develop their feet eye coordination skills.</p> <p>Pupils will understand why we need to have good feet eye coordination when playing sport.</p>	<p>To understand the importance of being, 'agile'.</p> <p>Pupils will perform a circuit to develop their application and understanding of agility.</p> <p>Pupils will perform the circuit with a partner and understand how motivation can help enhance their performance..</p>	<p>To understand the importance of being balanced. Pupils will perform a circuit to develop their application and understanding of balance.</p> <p>Pupils will perform the circuit with a partner and understand how motivation can help enhance their performance.</p>	<p>to understand the importance of being coordinated. Pupils will perform a circuit to develop their application and understanding of coordination.</p> <p>Pupils will perform the circuit with a partner and understand how motivation can help enhance their performance</p>
Ball skills Feet	<p>To recap prior learning from year 1, what do pupils remember?</p> <p>The focus of learning is to develop dribbling</p>	<p>To develop passing and receiving using our feet in order to keep possession of the ball.</p>	<p>To combine dribbling, passing and receiving using our feet in order to keep possession of the ball.</p>	<p>To develop dribbling using our feet in order to keep possession and score a point.</p>	<p>To combine dribbling, passing and receiving using our feet, in order to keep possession and score a point.</p>	<p>For pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession</p>

	using our feet in order to keep control and possession of the ball.					as a team and score a point.
PSHE/SCARF Dreams and Goals	<p>Getting on with Others</p> <p>Children will be able to:</p> <p>Describe and record strategies for getting on with others in the classroom</p>	<p>When I feel like erupting</p> <p>Children will be able to:</p> <p>Explain, and be able to use, strategies for dealing with impulsive behaviour.</p>	<p>Feeling Safe</p> <p>Children will be able to:</p> <p>Identify special people in the school and community who can help to keep them safe;</p> <p>Know how to ask for help.</p>	<p>How can we look after our environment?</p> <p>Children will be able to:</p> <p>Recognise that they all have a responsibility for helping to look after the school environment.</p>	<p>Harold saves for something special</p> <p>Children will be able to:</p> <p>Understand that people have choices about what they do with their money.</p>	<p>Harold goes camping</p> <p>Children will be able to:</p> <p>Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this</p>
Music Charanga 'Friendship song'	(Explorer Wow Day)	Listen and appraise Friendship song, learn to sing it.	Listen - 'Count on me' Sing song and add simple accompaniment on glocks	Listen - 'we go together' Rhythm and improvisation games. Song & accompaniment.	Listen - 'That's what friends are for'. Pulse, improvisation games. Compose alongside the song.	Listen - 'You've got a friend in me'. Perform song with added instruments, improvisation and compositions. Record.