



TOPIC TITLE: Explorers

ENTRY POINT

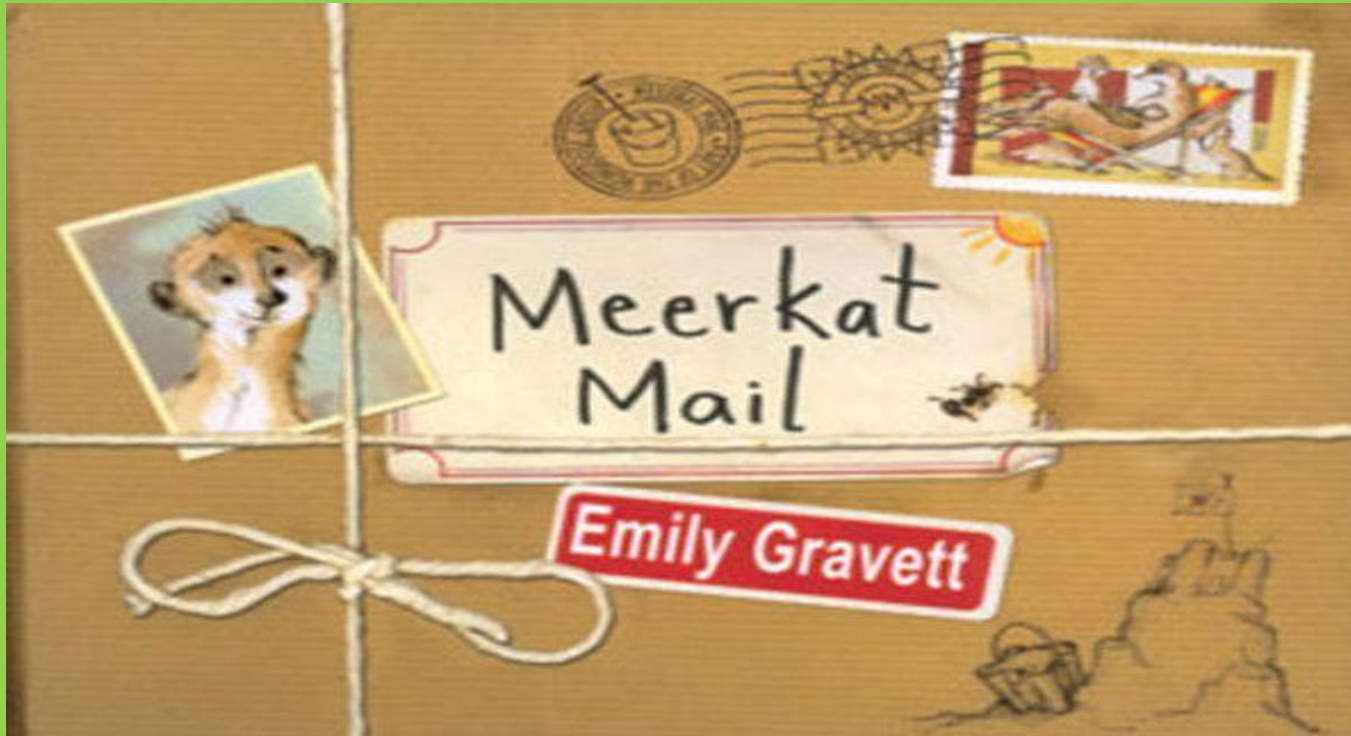
The entry point is an activity that starts the unit of work and aims to excite the children and promote questioning about their new topic. The entry point for this topic is an exciting challenge. The children's challenge will be to make a paper aeroplane that can travel the furthest!

HOME LEARNING

You can encourage the children to discuss the work they have done as the topic progresses. It would also be useful to discuss how transport has changed over time. It would also be useful to discuss why we use different transport for different journeys. Discuss with your child the different places we can get to using different transport and why might we want to visit these places?

PARENT ENGAGEMENT

If you get the chance to discuss this topic with your child and extend their learning please do. It could be as simple as discussing how you are getting somewhere and why you are perhaps walking instead of driving. If you have a particular passion or interest in transport or travel and would like to share this with the class you are welcome to arrange a time to come into school. If you have any comments or queries about your child's work, please get in touch.





HISTORY	GEOGRAPHY	SCIENCE	PSHE	PE
<p>Be able to ask and answer questions about the past.</p> <p>Be able to make comparisons between their own lives and those that lived in the past.</p> <p>Be able to understand how inventions develop and things change over time.</p> <p>Be able to demonstrate their historical understanding in a variety of ways.</p>	<p>Be able to compare two places (London and another non-European)</p> <p>Be able to discuss seasonal weather patterns</p> <p>Be use geographical terms</p> <p>Be able to follow directions and use a compass</p> <p>Be able to make maps and plans of real places, using pictures and symbols</p> <p>Be able to conduct research about their topic.</p> <p>Be able to write simple directions for a journey.</p> <p>Be able to discuss why we use certain forms of transport using geographical language.</p>	<p>Be able to make predictions and explain why they think that.</p> <p>Be able to conduct simple observations and discuss if the test is fair.</p> <p>Be able to record their observations, compare it to their prediction and explain why they think it happened.</p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Be able to find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Be able to describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p> <p>Be able to explore and compare the differences between things that are living, dead, and things that have never been alive.</p>	<p>My changing body</p> <p>Listening Activities</p> <p>British Values</p>	<p>We are having the company Sporting World coming into school to teach PE.</p> <p>MUSIC</p> <p>Know a number of songs</p> <p>Be able to recognise and explore ways in which sounds can be made, changed and organised</p> <p>Compose musical patterns</p> <p>Be able to perform individually and with others</p> <p>Be able to use symbols to represent sounds</p> <p>Understand that musical elements can be used to create effects</p>
DESIGN AND TECHNOLOGY	ART AND DESIGN	LANGUAGES	BRITISH VALUES	TRIPS
<p>Know that everything we see and use has been designed.</p> <p>Be able to plan what they are going to make.</p> <p>Be able to describe their plans using images and words.</p> <p>Be able to use simple techniques and materials to make their product.</p> <p>Be able to comment on their plans and products suggesting areas for improvement.</p>	<p>Be able to use a variety of materials and processes.</p> <p>Be able to discuss their work and work of others looking at strengths and areas of improvement.</p>	<p>See long term planning grid</p> <p>French</p>	<p>Democracy</p> <p>Freedom of speech</p> <p>Respect for Other Cultures</p>	<p>We plan to continue to address our Science topic of Living Things and their Habitats by going to Exmoor Zoo to hear about different animals habitats from experienced staff at the zoo. We will travel to the zoo by coach which will enhance our topic of Explorers.</p>



LEARNING ACROSS THE CURRICULUM (BASIC SKILLS THAT NEED RIGOROUS AND SYSTEMATIC REAPPLICATION)			
ENGLISH	MATHS	E-SAFETY	COMPUTING
<p>See English medium term plan See writing in contexts below</p> <p>Be able to read fluently Be able to write accurate words and sentences using correct punctuation Be able to listen and respond critically to texts of all kinds in order to access ideas and information Be able to talk clearly and confidently about thoughts, opinions and ideas Be able to listen carefully to others Be able to write and present a range of ideas Be able to communicate ideas Be able to analyse, evaluate and criticise a range of uses of language in order to draw out meaning, purpose and effect</p>	<p>See Maths medium term plan</p> <p>Science Tasks Mathematical, Logical, Naturalist Intelligence</p> <p>Art/Technology Tasks Visual, Spatial, Bodily-Kinaesthetic, Logical, Mathematical Intelligence</p> <p>History/Geography Tasks Data analysis, Visual-spatial intelligence</p> <p>Be able to use numbers Be able to use logical reasoning Be able to problem solve Be able to use £ and pence. Be able to use dates Be able to record and analyse data Be able to measure accurately</p>	<p>See long term planning grid</p> <p>Keeping personal information private Refer to E safety policy.</p> <ul style="list-style-type: none">• Demonstrating risks of sharing personal information.• Have respect for others private information also	<p>See long term planning grid</p> <p>Be able to write their own algorithm for a bee bot. Be able to debug their programme. What doesn't work? Why? How can I fix it? Be able to use ICT to present information. Be able to use technology to enter, save and retrieve data. Be able to use technology purposefully. Be able to complete searches to help find information.</p>



WRITING IN CONTEXT

Your Local Area Transport by Ruth Thomson

Meerkat Mail by Emily Gravett

Outcome: To create a map showing a journey and what you discover on the way

Finding out and writing about ways to explore

Creating timelines and maps

QUESTIONS TO ANSWER

Making lists and mind maps

Writing explanations, explaining why we use different methods of transport

Writing instructions for a journey and what we explore

Similarities/differences writing

Creating word banks

Recording information researched

LINKING TEXT TO A PICTURE

Labels and captions for pictures