

**Topic: Explorers
Autumn 2019**

**Personal, Social, Health and Emotional
Development (including Relationships and Sex
Education):**

Pupils will have the opportunity to explore:

Being Me in My World:

- Feeling special and safe
- Being part of a class
- Rights and responsibilities
- Rewards and feeling proud
- Consequences
- Owning the Learning Charter

Celebrating Difference:

- Similarities and differences
- Understanding bullying and knowing how to deal with it
- Making new friends
- Celebrating the differences in everyone

Religious Education:

1.10: What does it mean to belong to a faith community?

Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

1.1: What do Christians believe God is like?

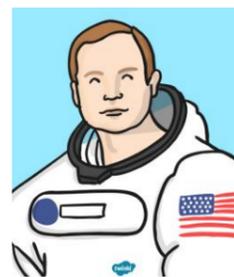
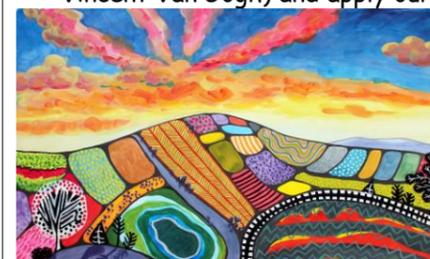
Identify what a parable is • Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father • Give clear, simple accounts of what the story means to Christians • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • Give a reason for the ideas they have and the connections they make.

PE:

- **Multi-skills:** throwing and catching games; kicking, bat and ball games
 - **Dance:** response to music; simple patterns; pair, group and unison work (BBC time to move - Journey through space and/or the journey of the Magi)
 - **Gymnastics:** balance, jumps, roll, travel and applying to sequences
- Please see PE skills sheets for further guidance.

As artists we will focus on:

- Investigating colour mixing to mix secondary colours and recognise and name the primary and secondary colours and explore colours for hot and cold countries.
- Exploring making shades of colours and add tone to their work
- Exploring colour using a range of media
- Controlling our lines to make accurate drawings
- Drawing a range of lines: vertical, horizontal, cross-hatched and wavy
- Drawing imaginative landscapes in smaller and larger scales
- Using computer simulations to create designs/pieces of art.
- Look at a range of landscape art and work by Hunter Wasser (and or Vincent Van Gogh) and apply our skills to our own versions.



As historians we will:

- Learn about events beyond living memory that are significant nationally or globally - Emelia Earhardt - First female to fly solo across the Atlantic Ocean.
- Changes within living memory - Landing on the moon.
- Explore the lives of significant individuals in the past who have contributed to national and international achievements e.g. Ibn Battuta, Christopher Columbus, Robert Falcon Scott and Neil Armstrong.
- Visit the Think Tank in Birmingham to explore what life is like for an entire space crew of scientists, engineers, trainers and astronauts.

As geographers we will:

- Use both maps and a globe to name and locate the world's seven continents and five oceans,
- Whistle-stop explorer tour around the world visiting each continent, visiting a key countries in each continent and finding out about their physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley), showing an understanding that a journey can be made around the world and how it could be made.
- When exploring these countries, use teacher led enquiries to ask and respond to simple questions, leading to developing geographical questioning e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? And how are lifestyles different?
- Make comparisons between features of two different places that we visited on our tour (e.g. France and China), explaining and drawing pictures to contrast and compare how the countries are different and the same.
- Begin to spatially match places and use vocabulary such as bigger/smaller.

As designers we will focus on:

Designing, making and evaluating a simple moon buggy.

- Use construction kits with wheels and axles to make a product that moves.
- Learn how wheels and axles may be assembled as either fixed axles or free axles.
- Try out different ways of making axle holders and understand the importance of making sure the axles run freely within the holders.
- Mark out, hold, cut and join materials and components correctly.
- Whilst visiting think tank we will attend a workshop to build gear driven spinning tops, mechanical robots and experiment with different sized gears to see what effects they have to the different moving parts.
- Design and make healthy expedition food.

As musicians we will:

- Learn, perform and accompany songs about travel from around the world
- Explore the beat through movement, body percussion and instruments. Learn to control a changing tempo.
- Combine a steady beat with word rhythms and explore changes in tempo.
- Listen to an orchestral piece and improvise their own descriptive theme park music.

(Music Express travel, toys and machine resources for Y1 and Y2. Please see music skills sheets for further guidance)

As experts in computing we will:

- Explore Online safety (Keeping information private 1.1)
- Explore Purple Mash (Saving in their own space 1.1)
- Be maze explorers (plan moves ahead 1.5 2Go)
- Be questioning their data with simple searches and using a binary tree to sort information and question (2.4 2Question, 2Investigate)

As scientists we will focus on:

- Observe seasonal changes, weather patterns and daylight hours - Summer to Autumn. Look at what happens to the trees, identifying and classifying them by collecting samples of bark, and seeds to help identify common British trees.
- Describe the physical properties of a range of materials we find when exploring our school.
- Find out which materials are most suitable for making toys when sorting Santa's recycling.
- Finding the best material to make a sleep mask for an explorer.
- Compare and group together the different materials we could use to make our moon buggies and investigate which are the most suitable based on their properties.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Engage in a STEM activity to investigate "What shape should we make a column with so it will hold the most weight?"

Develop our English skills through the stimuli of:

- A story of a spaceship journey based on the visual text "The Way Back Home."
- A recount of our class trip.
- A fortune seeking story based on the Cat, Bramble and Heron.
- Postcards from Sunny in "Meerkat Mail" whilst he is visiting a relative in his exploration journey.
- Instructions for making an expedition food.

Please see skills and knowledge in the year group assessment grids.

Develop our Maths skills through key foci of:

Mental fluency, reasoning and problem solving using:

Year 1	Year 2
Building confidence with place value of numbers. Mastering number daily class practise.	
An in depth look at the composition of numbers up to ten	Addition and subtraction bridging ten, using calculating not counting
Using real life objects to count in twos, fives and tens.	Exploring our 2, 5 and 10 x tables multiplication and division facts (aim to achieve 2x by Christmas)
Developing our understanding of addition and subtraction	Developing our understanding of addition and subtraction including "the difference".
To explore the fractions of half and quarter.	To explore the fractions of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{2}{3}$ and $\frac{3}{4}$.
Writing and solving maths stories	

- Using seeds and nuts (we have collected in science) to create arrays to help counting in twos.
- Using simple bar charts to record the most popular healthy foods.
- Find out about 3D shapes when exploring squashing, bending and stretching materials in science.
- Learning how many hours in a day and minutes in an hour when finding out about space journeys.
- Using our estimating and weighting skills when investigating the strength of our columns in science.
- Please see skills and knowledge in the year group assessment grids.

