Topic: Exploration and our local area.
Spring 2023

Personal, Social, Health and Emotional Development (including Relationships and Sex Education). Pupils will have the opportunity to explore:

Dreams and Goals

- Achieving realistic goals
- Perseverance
- Learning strengths
- Learning with others
- Group co-operation
- Contributing to and sharing success

Healthy Me

- Motivation
- Healthier choices
- Relaxation
- Healthy eating and nutrition
- Healthier snacks and sharing food

Religious education:

Who is a Muslim? How do they live? (Continuation of Autumn term unit)

• Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g., care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action. Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

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) • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter • Think, talk and ask questions about whether the story of Easter has anything to say to pupils about sadness, hope or heaven. Explore feelings when we lose someone/something special. Use Badger's parting gift/Heaven/Waterbugs and Dragonflies to support as appropriate

PE:

- Multi-skills: co-operation games; use of space games
- Dance: linking movements (beginning/middle/end); control and co-ordination; variety of movement (BBC time to move springtime resources?)
- Gymnastics: balance, jumps, roll, travel and applying to sequences

Please see PE skills sheets for further guidance

As geographers we will consider the question –Where in the world do these people live?

In this unit the children take four different world journeys. Starting with their local area, they then look at coastal, rainforest, dry (desert) and world city locations.

We will:

- name and locate the world's seven continents
- learn about the human and physical geography of a small area in several non-European countries
- read images, maps, atlases and globes
- ask and answer questions
- use basic geographical vocabulary

As designers we will focus on:

Evaluating, designing and making a glove puppet.
Investigating fabrics, designs, finishing techniques to explore ideas and designs.
Practising joining techniques (using prepared samples) e.g., running stitch (including threading own needle), stapling, lacing and gluing.
Designing a glove puppet.
Making the glove puppet using practised joining techniques and finishing techniques to add the design.
Please see DT skills sheets for further guidance

As artists we will:

Practising drawing cubes and cuboids in school when beginning to consider how to draw 3d shapes in a 2d form.
Field sketching buildings.
Sketching a cityscape in the style of Lowry on a large scale.
Considering the work of Stephen Wiltshire.
Use ink line drawing to create simple drawings of city buildings from observations on a small scale.
Design and make a mock up Alexander Calder 3d sculpture for Stottesdon.
Please see Art skills sheets for further guidance.

As musicians we will:

- Use simple notations, play create and combine minibeast/building rhythms using body percussion and instruments
- Develop an understanding of metre (groups of a steady beat) through counting, body percussion and reading scores
- Sing and accompany London's burning (attempt a round)

(Music Express building (Y3), and pattern for Y1 and Y2. Please see music skills sheets for further guidance)

As historians we will consider the question – Who were the greatest explorers? We will:

- Investigate the lives and journeys of five explorers from various eras: Ibn Battuta, Captain Cook, Roald Amundsen, Captain Robert Falcon Scott and Sunita Williams.
- Study an explorer from different perspectives, discussing what makes an explorer 'great', and who might not think that.
- Know where the people they study fit within a chronological framework.
- Develop an awareness of the past, using common words and phrases relating to the passing of time.
- Understand some of the ways in which we find out about the past.
- Identify different ways in which the past is represented.
- Ask and answer questions, choosing and using sources to show that we know and understand the key features of events.
- Use parts of sources to show that they know and understand key features of events.

As experts in computing, we will:

- Be creating pictures which replicate an artistic style e.g., pointillism, watercolour etc (2.6 2paint a picture)
- Use spreadsheets and learn to save, open, enter data, manipulate and add images. (1.8 2calculate)
- Use computers across the curriculum

Please see Computing skills sheets for further guidance

As scientists we will focus on:

Working Scientifically:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions

Seasons:

- Observe changes across the 4 seasons.
- Observe and describe weather associated with the seasons and how day length varies.
- Winter to Spring focus.

Animals including humans:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Investigate how long it takes for our heartbeat to return to its resting rate after exercise through our racing hearts STEM activity).

English:

Develop our English skills through the stimuli of:

- A story of a journey based on the Pie Corbett text "The Greedy Fox".
- A recount of our class trip.
- A story of a bus journey around a city based on "Last Stop on Market Street" by Matt De La Peňa.
- A newspaper report about an explorer.
- Instructions for making a glove puppet.

We will be reading texts from our reading spine.

Dr Xargle's Book of Earthlets by Tony Ross
Man on the Moon – a day in the life of Bob by Simon Bartram
The Way Back Home by Oliver Jeffers
Last Stop on Market Street" by Matt De La Peňa.
Lost and Found Oliver Jeffers (Resistant Texts)
Meerkat Mail by Emily Gravett (Pie Corbett reading spine)
Black and White David Macaulay (Non-linear time sequences)
Look Up by Nathan Bryton
One Button Benny by Alan Windram.
The Lotus seed by Sherry Garland (Complexity of Plot Symbol)
Goodnight Moon by Margaret Wise Brown (archaic texts)
Poem: The Mystery Space Beasts by Wes McGee

Develop our Maths skills through key foci of:

Mental fluency, reasoning and problem solving using:

- Geometry (naming and describing the properties of 2d and 3d shapes.
- Regrouping to Add and Subtract (Bridging strategies).
- Choices for Addition and Subtraction (which strategy to use)
- Problem Solving with Addition and Subtraction
- Doubling and Halving (using multiplication knowledge).
- Multiplication –Counting, Multiples and Repeated Addition
- Multiplication –Number of Groups, Group Size and Product
- Division –Sharing and Grouping
- Problem Solving with Multiplication and Division (including bar modelling and scaling)

Using maths across the curriculum by:

- Comparing the weight of different food ingredients for animals in a zoo.
- Measuring in seconds to calculate our resting heartbeat.

	• Use common words and phrases relating to the passing of time.	