

# Treasure Island



Successful learners

## Areas of Learning

As Historians we will study significant people and learn about some famous pirates

As Scientists we will learn about the properties of materials and make shelters, sun shades and rafts. We will devise tests to establish which are the most effective.

As Geographers we will be reading and creating maps as well as learning about coordinates and compass points.

As Designers we will design, make and evaluate products. Making money containers to store our treasure!

As Dancers we will create our own dances moving like pirates.

As Musicians we learn how to follow a score and have a go at composing our own music based on what we would see and hear on an island.

As Users of technology we will planning and programming bee bops to travel.

As Artists we will be using materials to create sculptures.

Confident individuals

### Enterprise

As enterprising people we will: be learning to use our initiative by 'paying' for our snack. We will use our money skills to find correct amounts as well as adding and subtracting amounts.

### Enrichment

To enrich our learning: This term we will visit the library. We will learn about how the library is organised, listen to stories and borrow a book. All of us have a library card for Grantham library.

Our role play area is a pirate ship moored on a desert island. A great place to begin to make up stories for our writing.

Responsible Citizens

### Spiritual & Moral

In our spiritual and moral development we will: learning about different parables and discussing why Jesus told these stories. We will consider what we can learn from these stories too.

### Communities

As members of a community we will: learn how to be polite and respectful, representing our school with pride.

<b>History Key Objectives</b>		<b>Milestone 1</b>	
To build an overview of world history	<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>		
<b>Geography Key Objectives</b>		<b>Milestone 1</b>	
To investigate places	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> </ul>		
To communicate geographically	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation &amp; weather.</li> <li>• Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop.</li> <li>• Use compass directions (north, south, east and west) &amp; locational language (e.g. near &amp; far) to describe the location of features &amp; routes on a map.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>		
<b>Science Key Objectives</b>		<b>Milestone 1</b>	
To work scientifically	<ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Perform simple tests.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions.</li> </ul>		
To investigate materials	<ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made.</li> <li>• Identify &amp; name a variety of everyday materials, including wood, plastic, glass, metal, water &amp; rock.</li> <li>• Describe the simple physical properties of a variety of everyday materials.</li> <li>• Identify &amp; compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock and paper/cardboard.</li> </ul>		
<b>Art Key Objectives</b>		<b>Milestone 1</b>	
To develop ideas	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul>		
To master techniques - Sculpture	<ul style="list-style-type: none"> <li>• Use a combination of shapes.</li> <li>• Include lines and texture.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul>		
<b>D/T Key Objectives</b>		<b>Milestone 1</b>	
To master practical skills: Materials	<ul style="list-style-type: none"> <li>• Cut materials safely using tools provided.</li> <li>• Measure and mark out to the nearest centimetre.</li> <li>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</li> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</li> </ul>		

<b>PE - Dance</b>	<b>Milestone 1</b>
To develop practical skills in order to participate, compete and lead a healthy lifestyle.	<ul style="list-style-type: none"> <li>• Copy and remember moves and positions.</li> <li>• Move with careful control and coordination.</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> </ul>
<b>PE - Gymnastics</b>	<b>Milestone 1</b>
To develop practical skills in order to participate, compete and lead a healthy lifestyle.	<ul style="list-style-type: none"> <li>• Copy and remember actions.</li> <li>• Move with some control and awareness of space.</li> <li>• Link two or more actions to make a sequence.</li> <li>• Show contrasts (such as small/tall, straight/curved and wide/narrow).</li> <li>• Travel by rolling forwards, backwards and sideways.</li> <li>• Hold a position whilst balancing on different points of the body.</li> </ul>
<b>Music</b>	<b>Milestone 1</b>
To Perform	<ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing or play an instrument.</li> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Imitate changes in pitch.</li> </ul>
To compose	<ul style="list-style-type: none"> <li>• To create short, musical patterns</li> </ul>
To transcribe	<ul style="list-style-type: none"> <li>• To use symbols to represent a composition and use them to help with a performance.</li> </ul>