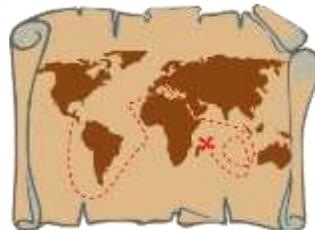


Voyages of Discovery



Weather Forecasting



Areas of Learning

As Historians we will focus on a selection of British explorers in chronological order, making a time line. We will use primary and secondary sources to find out about the journeys they took and discoveries they made. We will investigate more than one account and discuss why these may differ. We will learn that Captain James Cook was an 18th century explorer and navigator whose achievements in mapping the Pacific, New Zealand and Australia radically changed western perceptions of world geography. We will then study David Livingstone's exploration of Africa. In the second half of the term, we will research Neil Armstrong's moon landing to complement our learning in science.

As Geographers we will investigate countries in Africa and find out more about settlements and landscapes. We will use maps to trace explorer's journeys and identifying the lines of latitude and longitude also discussing time zones. Our Brain builder activity will focus of research of an African country of our choice. We will explore the local area using compasses, and mapping skills to record our own journey. We will discuss how the world has changed over time and how our local area has changed too.

As Scientists we will investigate states of matter. We will perform investigations using scientific vocabulary for example condensation and evaporation. We will compare and group materials together according to whether they are solids, liquids or gases. We will record temperature and understand the water cycle. In the second half term, we will study the moon, describing its appearance throughout the month. We will study its surface and plan an investigation to evaluate what may have causes craters. We will learn scientific vocabulary relating to force by designing and making rockets and discussing how they are propelled. Linked to our historical studies we will find out how humans have visited the moon and be able to name key people involved in space travel, creating a timeline. We will plan our own space mission by designing a moon lander and a space suit and discover how to make food last longer for travelling into space as well as considering how astronauts eat with zero gravity.

As Artists and Designers we will experiment with different materials to create minimalist sculptures linked to works by recognised artists linked to our work in maths. We will develop our cutting skills whilst creating paper and card boats to complement our exploration topic. We will use salt dough to make relief maps to support our studies in geography. We will use nets to make lunar buggies and winding mechanisms so that the buggies are able to take samples from a lunar landscape.

As Musicians we will sing songs in rounds and add musical accompaniment. We will continue to develop our recorder playing and reading of musical notation. We will focus on voice control and how pitch, volume and speed adds interest for the listener.

As Users of Technology we will record weather forecasting data in Excel and use graphs to analyse this. We will develop our skills and use PowerPoint to create a weather forecasting presentation.

As Speakers of other languages we will learn vocabulary to describe the weather. We will also revise our knowledge of counting in French. We will gain a broader understanding of French speaking countries and their customs.

Confident individuals

Enterprise

As enterprising people we will:
Create games relating to journeys.

Responsible Citizens

Enrichment

To enrich our learning:
Role play: ship.
Walk in local area – an explorer for the day – mapping skills
Art Day
Role play: space station.
French Day
British Values Week – Class assembly

Spiritual & Moral

In our spiritual and moral development we will:
Discuss differences and similarities in beliefs in French speaking countries, in particular African countries that Livingstone explored.
Develop our journey with God within everything we do and widen our understanding of 'His Kingdom.'

Communities

As members of a community, we will:
Use public footpaths on our exploration responsibly.
Understand the importance of a litter free local area.
Perform an end of term production for family, friends and the local community.

History Key Objectives	Milestone 2
<p>To investigate and interpret the past</p> <p>To understand chronology</p> <p>To build an overview of world history</p> <p>To communicate historically</p>	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. <ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
Geography Key Objectives	Milestone 2
<p>To investigate places</p> <p>To investigate patterns</p> <p>To communicate geographically</p>	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use a range of resources to identify the key physical and human features of a location. • Name and locate the countries of Europe and identify their main physical and human characteristics. <ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. <ul style="list-style-type: none"> • Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • Describe key aspects of: human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, and symbols and key to communicate knowledge of the United Kingdom and the wider world.
Science Key Objectives	Milestone 2
<p>To work scientifically</p> <p>To investigate materials</p>	<ul style="list-style-type: none"> • Ask relevant questions. • Set up simple practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. <ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases.

<p>To understand the earth's movement in space</p>	<ul style="list-style-type: none"> • Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. • Describe the movement of the Earth relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth.
Art Key Objectives Milestone 2	
<p>To develop ideas</p> <p>To master sculpture techniques:</p> <p>To take inspiration from 'The Greats' (classic and modern)</p>	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.
D/T Key Objectives Milestone 2	
<p>To design, make and evaluate</p> <p>To master practical skills (mechanics)</p> <p>To take inspiration from design throughout history</p>	<ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work.
PE - Games Milestone 2	
<p>To develop practical skills in order to participate, compete and lead a healthy lifestyle.</p>	<ul style="list-style-type: none"> • <u>Games</u> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. • <u>Athletics</u> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm).

- | | |
|--|--|
| | <ul style="list-style-type: none">• Throw with accuracy to hit a target or cover a distance.• Jump in a number of ways, using a run up where appropriate.• Compete with others and aim to improve personal best performances.• Outdoor adventure activities• Arrive properly equipped for outdoor and adventurous activity.• Understand the need to show accomplishment in managing risks.• Show an ability to both lead and form part of a team.• Support others and seek support if required when the situation dictates.• Show resilience when plans do not work and initiative to try new ways of working.• Use maps, compasses and digital devices to orientate themselves.• Remain aware of changing conditions and change plans if necessary. |
|--|--|