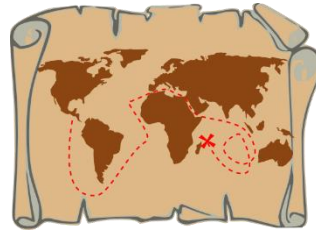


# Voyages of Discovery



## 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. In particular, we will learn that Captain James Cook (1728-1779) was an 18th century explorer and navigator whose achievements in mapping the Pacific, New Zealand and Australia radically changed western perceptions of world geography. In the second half of the term, we will research space exploration to complement our learning in science.

**As Geographers** we will learn about the counties and cities of the UK as well as understand the human and physical geography of the UK and a contrasting North American country. We will discuss how the UK has changed over time. We will use maps and digital technologies to support and develop our geographical understanding. During the second half of the term we will have a focus on the human and physical geographical aspects of Europe.

**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 learn about the water cycle and set up an investigation to demonstrate this. 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 caused 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.

**As Artists and Designers** we will use a variety of printing techniques being inspired by the work of William Morris. During textile sessions they will practise different stitching techniques. Key stage 2 will work collaboratively to create sculptures using a range of materials. They will also complete activities from the Sky Arts programme widening their understanding of art practices and artists.

**As Musicians**, we will choose an animal and create a piece of music, digitally, using the animal as inspiration. We will think about our animal moving and then create a rhythm pattern from that. Once we have defined a rhythm, we will create a musical pattern (melody) to go with it.

**As Users of Technology** we will learn to use 2Logo which is a text-based coding language used to control an on-screen marker to create mathematical patterns. We will learn common commands and constructs of the Logo programming language and develop our ability to compose algorithms for drawing mathematical structures and turn these into Logo code.

**As Speakers of other languages**, we will learn vocabulary to describe sports. We will use our newly acquired vocabulary to state our sports preferences in French.

Confident individuals

### Enterprise

As enterprising people we will:

Create a model ship of Captain Cook's Endeavour;

Responsible Citizens

### Enrichment

To enrich our learning we will:

Have a Coronation Day celebration in school;

Participate in a Summer Camp at school;

Plan, host and participate in a French Brunch;

### 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:

Take part in athletic, golf, cricket and tennis tournaments as well as Sports Day;

Compose and deliver a class assembly to showcase our learning;

Perform an end of term production for family, friends and the local community.

History Key Objectives	Milestone 1	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>	<p>1. Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>2. Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>3. Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>4. Identify some of the different ways the past has been represented.</p> <p>1. Place events and artefacts in order on a time line.</p> <p>2. Label time lines with words or phrases such as: past, present, older and newer.</p> <p>4. Use dates where appropriate.</p> <p>1. Describe historical events.</p> <p>2. Describe significant people from the past.</p> <p>3. Recognise that there are reasons why people in the past acted as they did.</p> <p>1. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>2. Show an understanding of the concept of nation and a nation's history.</p> <p>3. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>
Geography Key Objectives	Milestone 1	Milestone 2
<p>To investigate places</p> <p>To investigate patterns</p> <p>To communicate geographically</p>	<p>3. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>6. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>1. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p>3. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> <li>• 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.</li> <li>• Describe geographical similarities and differences between countries.</li> <li>• Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• Describe key aspects of: human geography, including: settlements and land use.</li> <li>• 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.</li> </ul>

Science Key Objectives	Milestone 1	Milestone 2
<p>To work scientifically</p> <p>To investigate materials</p> <p>To understand the earth's movement in space</p>	<p>1. Ask simple questions. 2. Observe closely, using simple equipment. 3. Perform simple tests. 4. Identify and classify. 5. Use observations and ideas to suggest answers to questions. 6. Gather and record data to help in answering questions.</p> <p>1. Describe the simple physical properties of a variety of everyday materials. 2. Compare and group together a variety of everyday materials on the basis of their simple physical properties. 3. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>• Observe the apparent movement of the Sun during the day.</p>	<ul style="list-style-type: none"> <li>• Ask relevant questions.</li> <li>• Set up simple practical enquiries and comparative and fair tests.</li> <li>• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</li> <li>• Identify differences, similarities or changes related to simple, scientific ideas and processes.</li> <li>• Use straightforward, scientific evidence to answer questions or to support their findings.</li> </ul> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>• 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.</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <ul style="list-style-type: none"> <li>• Describe the movement of the Earth relative to the Sun in the solar system.</li> <li>• Describe the movement of the Moon relative to the Earth.</li> </ul>
Art Key Objectives	Milestone 1	Milestone 2
<p>To develop ideas</p> <p>To master sculpture techniques:</p> <p>To master printing techniques</p>	<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> <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> <p>Use repeating or overlapping shapes.</p> <ul style="list-style-type: none"> <li>• Mimic print from the environment (e.g. wallpapers).</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul> <ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> </ul>

To take inspiration from 'The Greats' (classic and modern)	<ul style="list-style-type: none"> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> <li></li> </ul>
<b>D/T Key Objectives</b>	<b>Milestone 1</b>	<b>Milestone 2</b>
<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"> <li>Design products that have a clear purpose and an intended user.</li> <li>Make products, refining the design as work progresses.</li> <li>Use software to design.</li> </ul> <ul style="list-style-type: none"> <li>Create products using levers, wheels and winding mechanisms.</li> </ul> <ul style="list-style-type: none"> <li>Explore objects and designs to identify likes and dislikes of the designs.</li> <li>Suggest improvements to existing designs.</li> <li>Explore how products have been created.</li> </ul>	<ul style="list-style-type: none"> <li>Design with purpose by identifying opportunities to design.</li> <li>Make products by working efficiently (such as by carefully selecting materials).</li> <li>Refine work and techniques as work progresses, continually evaluating the product design.</li> <li>Use software to design and represent product designs.</li> </ul> <ul style="list-style-type: none"> <li>Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</li> </ul> <ul style="list-style-type: none"> <li>Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</li> <li>Improve upon existing designs, giving reasons for choices.</li> <li>Disassemble products to understand how they work.</li> </ul>
<b>Music</b>	<b>Milestone 1</b>	<b>Milestone 2</b>
Compose	<p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <ul style="list-style-type: none"> <li>Choose sounds to create an effect.</li> <li>Sequence sounds to create an overall effect.</li> <li>Create short, musical patterns.</li> <li>Create short, rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Use sound to create abstract effects.</li> <li>Choose, order, combine and control sounds to create an effect.</li> <li>Use digital technologies to compose pieces of music.</li> </ul>
<b>French</b>	<b>Milestone 1</b>	<b>Milestone 2</b>
<p>Read fluently</p> <p>Write imaginatively</p> <p>Speak confidently</p>	<ul style="list-style-type: none"> <li>Use phonic (or logographic in Mandarin) knowledge to read words.</li> <li>Read and understand short written phrases.</li> <li>Read out loud familiar words and phrases.</li> <li>Use books or glossaries to find out the meanings of new words.</li> <li>Read out loud everyday words and phrases.</li> </ul> <ul style="list-style-type: none"> <li>Write or copy everyday words correctly.</li> <li>Label items and choose appropriate words to complete short sentences.</li> <li>Write one or two short sentences.</li> <li>Write short phrases used in everyday conversations correctly.</li> </ul> <ul style="list-style-type: none"> <li>Understand a range of spoken phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Read and understand the main points in short written texts.</li> <li>Read short texts independently.</li> <li>Use a translation dictionary or glossary to look up new words.</li> </ul> <ul style="list-style-type: none"> <li>Write a few short sentences using familiar expressions.</li> <li>Express personal experiences and responses.</li> </ul> <ul style="list-style-type: none"> <li>Write short phrases from memory with spelling that is readily understandable.</li> <li>Understand the main points from spoken passages.</li> </ul>

<p>Understand the culture of the countries in which the language is spoken.</p>	<ul style="list-style-type: none"> <li>• Understand standard language (sometimes asking for words or phrases to be repeated).</li> <li>• Answer simple questions and give basic information.</li> <li>• Give responses to questions about everyday events.</li> <li>• Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns.</li> </ul> <ul style="list-style-type: none"> <li>• Identify countries and communities where the language is spoken.</li> <li>• Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.</li> <li>• Show awareness of the social conventions when speaking to someone.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask others to repeat words or phrases if necessary.</li> <li>• Ask and answer simple questions and talk about interests.</li> <li>• Take part in discussions and tasks.</li> <li>• Demonstrate a growing vocabulary.</li> </ul> <ul style="list-style-type: none"> <li>• Describe with some interesting details some aspects of countries or communities where the language is spoken.</li> <li>• Make comparisons between life in countries or communities where the language is spoken and this country.</li> </ul>
<p>PE - Games</p>	<p>Milestone 1</p>	<p>Milestone 2</p>
<p>To develop practical skills in order to participate, compete and lead a healthy lifestyle.</p>	<p><u>Games</u> Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate.</p>	<ul style="list-style-type: none"> <li>• <u>Games</u></li> <li>• Throw and catch with control and accuracy.</li> <li>• Strike a ball and field with control.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Pass to team mates at appropriate times.</li> <li>• Lead others and act as a respectful team member.</li> <li>• <u>Athletics</u></li> <li>• Sprint over a short distance up to 60 metres.</li> <li>• Run over a longer distance, conserving energy in order to sustain performance.</li> <li>• Use a range of throwing techniques (such as under arm, over arm).</li> <li>• Throw with accuracy to hit a target or cover a distance.</li> <li>• Jump in a number of ways, using a run up where appropriate.</li> <li>• Compete with others and aim to improve personal best performances.</li> <li>• Outdoor adventure activities</li> <li>• Arrive properly equipped for outdoor and adventurous activity.</li> <li>• Understand the need to show accomplishment in managing risks.</li> <li>• Show an ability to both lead and form part of a team.</li> <li>• Support others and seek support if required when the situation dictates.</li> <li>• Show resilience when plans do not work and initiative to try new ways of working.</li> <li>• Use maps, compasses and digital devices to orientate themselves.</li> <li>• Remain aware of changing conditions and change plans if necessary.</li> </ul>
<p>PSHE</p>	<p><u>Key Stage 1</u></p>	<p><u>Key Stage 2</u></p>
<p>Physical health and Mental wellbeing</p>	<p>H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p>	<p>H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p>

<p>Growing and changing</p>	<p>H5. simple hygiene routines that can stop germs from spreading  H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)  H26. about growing and changing from young to old and how people's needs change</p>	<p>H11. how to maintain good oral hygiene (including correct brushing &amp; flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies &amp; fruit teas); the effects of smoking</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction  H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)  H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene  H34. about where to get more information, help and advice about growing and changing, especially about puberty</p>
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