

Geography

Topic: Where have explorers travelled?

Identify hot and cold areas in relation to the Equator and the North and South Poles (Antarctica & Somalia)

Name and locate the world's seven continents and five oceans

Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage

Use simple compass directions and locational and simple directional language to describe the location of features and routes on a map

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area of a contrasting non-European country

Art

NC Strands

To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Areas of Study:

Sculptures and Collages: Sculpting 3D forms using clay, newspaper and natural materials

Music

Charanga SOW- Reflect, Rewind and Replay

Areas of Study:

listen with concentration and understanding to a range of high-quality live and recorded Music

use their voices expressively and creatively by singing songs and speaking chants and rhymes

Computing

NC Strands

understand what algorithms are; how they are implemented as programs on digital

devices; and that programs execute by following precise and unambiguous instructions

create and debug simple programs

Areas of Study:

Coding: Understand event, object and action and have a go at designing computer programmes using block code.

Design and Technology

Areas of Study:

Structures: Constructing a windmill
Puppets

Evaluating

Explore and evaluate a range of existing products
Evaluate their ideas and products against design criteria

Designing

Design purposeful, functional, appealing products for themselves and other users based on design criteria
Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Making

Build structures, exploring how they can be made stronger, stiffer and more stable
Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics



History

Topic : Explorers - Ibn Battuta study

Key Substantive Concepts: Significant Individuals, Chronology, Civilisation, Society and Government

Sticky Knowledge:

1. I can explain what explorers do and name some historic explorers
2. I can place some explorers on a timeline and say where they travelled to
3. I can describe where Ibn Battuta travelled to
4. I can describe similarities and differences between life in different civilisations in 900AD
5. I can describe significant events in Ibn Battuta's life talking about different sources of information and explaining reasons for my choices.

Disciplinary Understanding

Cause: Learn about why explorers travelled

Consequence: Learn why different explorers adapted their ways of life during their travels

Change and continuity: Explain some of the ways in which explorers changed as they travelled

Similarity and difference: Identify and begin to explain why there were differences in people's lifestyles; describe some of the foods Ibn Battuta ate and compare them with present foods; compare Ibn Battuta's achievements with the lives of other explorers.

Historical significance: sequence the achievements of different explorers on a time line; sequence the story of Ibn Battuta's life; describe significant events in Ibn Battuta's life

PE

Areas of Study: Striking and Fielding Game Skills & Forest School

Skills: I can..

- Catch a ball after one bounce
- Strike a ball off a tee
- Bowl overarm with a straight arm
- Stop the ball consistently as wicket keeper
- Pick up a ball one handed and return it underarm
- I can return the ball quickly from my bootlaces
- Strike a ball to leg from a short delivery
- I can back my friends up in the field
- Make along barrier
- Chase a ball and throw it back accurately
- Strike a ball off a tee whilst on the move

Knowledge: I know..

- To run between the wickets after striking a ball into space
- To touch or slide my bat over the crease line
- To bowl from the crease line
- The stance to adopt when keeping wicket
- Why it is important to be adept at picking the ball up with both hands
- At which point from the crease I need to slide my bat
- The importance of a high backlift when playing short bowling
- How to form a long barrier
- What the correct technique for throwing overarm is
- Why it is important to back throws up in the field
- Why we might chase down the pitch as a batsman