

Autumn term—Cycle A Explorers—Part 1

As Geographers we will:

- Use world maps, atlases and globes to identify and name the United Kingdom and its countries, as well as the oceans and continents.
- Use aerial images and plan perspectives to recognise and name landmarks, oceans and continents and relate this to how they would be viewed from space.
- Use basic geographical vocabulary to refer to the physical features we see including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. We will look at the landscape in America where the exploration left from and talk about the features and why it was chosen and compare it to the landscape on the moon and the landscape around our school.
- We will carry out simple field trips **within the school grounds** to identify geographical features and make simple maps.
- Continue to identify seasonal and daily weather patterns in the United Kingdom by keeping class weather records of rain, weather and temperature. We will compare this to the weather in America using Weather Widgets on the computer. We will begin to look at similarities and differences and suggest answers as to why these occur. We will find out about the weather on the moon and explain our findings based on what we have found out about what makes the weather.
- We will use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features on a map and the journey taken by Neil Armstrong.

As Historians we will :

- Identify and look at sources of evidence (by using photographs, film, audio recordings the internet, newspapers, books and extracts) to find answers to questions about Neil Armstrong.
- Ask questions such as: What was it like for people in the time of Neil Armstrong? What did he do? How long ago did it happen? Use sources of evidence to answer questions.
- Follow the life of Neil Armstrong and find out the significant facts around the journey.
- Recognise that there are reasons why people in the past acted as they did—looking at why people wanted to go into space, what they were hoping to see, why they did what they did. (eg sending animals into space)
- Use the class timeline to place artefacts and events in the life of Neil Armstrong in order, using the words past, present, older and newer to develop an understanding of Chronology. What will the future look like?
- Use words and phrases such as: a long time ago, recently, years, decades and centuries to describe how long ago things happened in relation to Neil Armstrong's exploration.

As Writers we will :

- Write stories of adventure based on alien invasions.
- Write narrative diary extracts which demonstrate our geographic, scientific and historical understanding of the life of Neil Armstrong. (eg diary extract explaining what it was like to set foot on the moon).
- Write Non-chronological reports detailing what they have seen as scientists/historians. (eg fact files written as historians about the life of Neil Armstrong)
- Write poems, based around simple Talk4Writing poetry- linking to invertebrates.
- Produce labelled diagrams of plants/maps/habitats/animals
- Write short descriptive pieces based on planets or habitats.
- Write instructions, based on planting seeds and caring for plants.
- Write recounts as scientists of investigations that have been carried out.
- Write short descriptive pieces based on either settings or characters.
- Write stories linked to plants

As Scientists we will:

During Eco-Fortnight—plants and invertebrates

- Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.—particularly those found in the school grounds.
 - Plant seeds and bulbs and observe how they grow, observing closely using simple equipment.
 - Identify and describe the basic structure of plants that we have grown, using the terms roots, flowers, trunks, leaves etc.
 - Perform simple tests to find out how plants need water, light and suitable growing material to grow.
 - Identify and name a variety of common animals around our school that are invertebrates and classify them as carnivores, herbivores and omnivores.
 - Describe and compare the structure of a variety of common animals - invertebrates
- Develop into work on space
- Describe different habitats, school, Florida and Moon and investigate how different plants would be suited to these environments based on what plants need to grow. Answer questions such as : Why do there appear to be no plants growing on the moon?
 - Explore and compare the differences between things that are living and have never been living.

Spiritual and Moral

In our spiritual and moral development we will:

Ask big questions such as:
What will happen if we don't look after our planet?
Are we alone in the universe?

Culture and the Arts

In our artistic and cultural development we will:

Use the music of Gustav Holst, The Planets, to respond to what we hear in a variety of ways, through art (using a variety of media), descriptive language and movement.

Environment

As people concerned about our environment we:

Look at our own environment around school and identify how we think it could be improved—tidying, growing more flowers and plants etc.

Enterprise and Possibilities

As enterprising people we will:

We will use the plants we grow to improve our school environment.