

Yellow Room – Spring Term – Learning Challenges



Big Question

Why do people go on adventures and explore?

Learning Challenges

	1) How do we know about explorers in the past? 3 weeks	2) What animals would the explorers have met? 3 weeks	3) How did explorers in the past travel? 2 weeks	4) Is there anywhere left to explore? 2 weeks	5) PUPIL LED – Learning Challenge 2 weeks
English	Diary writing Letter writing <i>(Non – fiction = Captain Scott Fiction – Deep Sea Diary)</i>	Explanation text – Labelled diagrams Fact cards Life cycle	Recount - factual event <i>(first balloon flight)</i>	Non-chronological report Posters and guides – what to take on an adventure.	
Maths	Statistics – Weather chart	Statistics – bar charts based on weather and temperature from different regions. Sorting animals – Venn diagrams.	Position and direction – compass directions		
Geography & History	Identify polar regions on a globe and map. Look at photographs from the Scott expedition – identify differences and similarities in clothes and equipment.	Use photographs to identify features of different regions/habitats (polar, jungle, forest, desert, ocean) Identify regions on a map.	Montgolfier brothers and the first balloon flight. Compare illustrations and photographs of transport from the past and current transport. Order pictures of transport.	Apollo missions to the moon Neil Armstrong	
Art (Motor Skills)	Silhouette paintings	Medieval sea monsters 2D – copy then design own monster, black and white line drawings. 3D – make monster using modelling clay		Space themed patterns – overlapping and repeating circles	
Communication Skills	Vocabulary – clothes, equipment	Vocabulary – animals (classification by habitat)	Vocabulary – transport Positional language		

Year – Spring Term – Compulsory Objective Guidance

History

Hi1/1.2 events beyond living memory that are significant nationally or globally

e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries

Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell

Geography

Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Ge 1.3b Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Ge1/1.4b use simple compass directions (North, South, East and West) and **locational and directional language** to describe the location of features and routes on a map

Ge1/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Art

Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Ar1/1.4 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Music

Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes

Mu1/1.2 play tuned and untuned instruments musically