

PSHE +**PSHE FOCUS: Protective Behaviours + RSE**

Staying safe: We will continue learning about how to keep ourselves safe by learning Protective Behaviours. We will learn that some of our body parts are private and that 'my body belongs to me'. We will also talk about worries and learn that talking to someone about our worries can help us to feel better.

Health and Relationships: We will be learning about differences between males and females and learning correct terminology for parts of the body. We will link this with our science, looking at male and female animals and adult and baby animals and link this further to understanding life cycles.

CURRICULUM DRIVER FOCUS: Environment / Global and Local Community**History Topic:** Explorers

Ask questions such as: What was it like for people?
What happened? How long ago?
Use artefacts, pictures, stories, online sources and databases to find out about explorers the past.
Describe significant explorers from the past.
Recognise that there are reasons why people in the past acted as they did.

Explorers

Ibn Battuta
Felicity Aston

**The Moon Landing:
Space exploration**

Neil Armstrong

Art: Sketching

Through this unit, we will create a range of different sketching outcomes focussing on the following key skills:

-Use sketchbooks to gather and collect work

- Extend the variety of drawing tools to include charcoal and felt tips.
- Explore different textures (adding lines and dots) and experiment with mark making.
- Use a variety of horizontal & vertical lines in patterns.
- Apply sketching skills to drawing landscapes and people
- To begin to discuss the use of shadows, use of light and dark.

Geography Topic: Mapping - Atlas and globe skills

Through this unit, we will:
-recap continents and oceans
-learn to read and devise simple maps
-use compass directions to navigate a map and our local area
-understand the term "aerial" and identify features from above

Design and Technology: Textiles**Outcome: Weaving - paper weaving (designing a paper flag)**

We will create a woven flag that represents places visited by an explorer.
The final piece will:
- show a range of techniques using brush dye and tie-dye
- use a range of bright colours that reflect an explorer's expedition.
- demonstrate the children's understanding of warp and weft as a technique for weaving.

Discrete Subjects (links to main theme in bold if applicable)**Maths**

Number: Doubling and halving (including money)
Multiplying and dividing
Fractions: halves and quarters of quantities and shapes
Division: sharing into equal and unequal groups – including remainders

RE

Showing care and concern: Pupils explore what rules an individual or organisation might need and why. How do we know how and when to be good?

Computing

Effective Searching: developing terminology and gaining an understanding of how to search effectively on the internet.
Questioning: We will use a range of tools for searching and creating a database

<p>Calculation and Problem Solving: Recap learning in all four operation and fractions through reasoning and problem solving</p>	<p>Whose community: Pupils explore the relationship between humans, their environment and other living things</p> <p>Who made the world and other big questions: Pupils explore how different religions believe the world was made.</p>	<p>Spreadsheets: we will use Calculate to collect and input data and create and interpret graphs.</p>
<p>English / Guided Reading</p> <p>Poetry: 10 Things found in an explorer's pocket by Ian McMillan</p> <p>Film Unit - Zahra We will use the film about a young girl trying to get her tree to grow (science link). We will explore a variety of written outcomes including: character description, dialogue and journalistic writing.</p> <p>DK Find Out! Sharks We will focus on different sentence types including questions and statements. We will look at both grammar and layout features of an information text and write our own non chronological report.</p> <p>Julian is a Mermaid by Jessica Love We will be using the book to continue to focus on the key grammar elements for Year 2. We will use these skills to write a narrative based on personal experiences of ourselves and others (real or fictional).</p> <p>Reading: Reading skills will be taught using a range of texts in whole class reading sessions as well as smaller group guided reading sessions.</p>		
<p>Science</p> <p>Growing Plants: we will observe and describe how seeds and bulbs grow into mature plants and describe what they need to grow and stay healthy</p> <p>Growth and Survival: we will notice that animals, including humans, have offspring which grow into adults and find out about and describe the basic needs of animals, including humans, for survival (water, food and air). We will also describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>PE</p> <p>Team Building: Activities focussed on collaboration and teamwork to achieve a goal.</p> <p>Athletics: Develop a range of running, jumping, hitting and throwing activities through games and some competitive tasks.</p>	<p>Music</p> <p>Friendship Song: Listen and appraise a range of songs about friendship. Compose simple rhythmic pattern and melodies</p> <p>Reflect, Rewind and Replay</p> <p>Singing: Sea Shanties</p>