



Explorers Cycle B	Autumn Term First half	Autumn Term Second half	Spring Term First half	Spring Term Second half	Summer Term First half	Summer Term Second half
	Moon Zoom	Banquets, Balls and Battles	Tremendous China!	At the Farm	Victorians	Beach combers
Class text	Billy and the Beast by Nadia Shireen  Wolves by Emily Gravett	The Seesaw by Tom Percival  Jim and the Beanstalk by Raymond Briggs	The Bear under the Stairs by Helen Cooper  The Bear and the Piano by David Litchfield	Dinosaurs and all that Rubbish by Michael Foreman  The Dragon Machine by Helen Ward	Yeti and the Bird by Nadia Shireen  Julian is a Mermaid Jessica Love	Stanley's Stick By John Hegley and Neal Layton House held up by Trees by Ted Kooser
Protected Characteristics book	The First Splodge – Jeanne Willis and Jenni Desmond <i>(Race and Ethnicity; Religion and Belief)</i>	King and King – Linda de Haan and Stern Nijland <i>(Sexual Orientation)</i>	Max the Champion – Sean Stockdale, Alexandra Strick and Ros Asquith <i>(Race and Ethnicity; Disability)</i>	Two Monsters – David McKee <i>(Age; Race and Ethnicity)</i>	A Handful of Buttons – Carmen PAREts Luque <i>(Marriage; Race and Ethnicity; Religion and Belief; Sexual Orientation)</i>	Coming to England – Floella Benjamin and Diane Ewen <i>(Race and Ethnicity)</i>
English	Billy and the Beast: <b>Own version 'defeat a monster' Narrative,</b> wanted posters, summaries, emails, character descriptions, recipes.  Wolves: <b>Non-Chronological leaflets,</b> captions, information writing, character descriptions and comparisons	The Seasaw: <b>Own version narratives,</b> writing in role, notes of advice, missing posters, diary entries, letters of thanks.  Jim and the Beanstalk: <b>Sequel stories,</b> writing in role, notes of advice, missing posters, letters of thanks.	The Bear Under the Stairs: <b>Information Texts,</b> letters, retellings, own version narratives.  The Bear and the Piano: <b>Own version Narratives about bravery,</b> letters of advice, short news reports, writing in role, retellings, information posters.	Dinosaurs and all that Rubbish: <b>Pamphlets,</b> letters, setting descriptions, instructions, narrative retellings, pamphlets, posters.  The dragon machine: <b>Own version dragon stories,</b> dragon guides and encyclopaedias, letter of advice, dragon machine explanations, shopping list, descriptions, letters.	Yeti and the Bird, Nadia Shireen: <b>Own version narratives about unlikely friendships,</b> list of rules, letters, postcards, character descriptions.  Julian is a Mermaid: <b>Three Verse Poem,</b> instructions, writing in role, advertisements.	Stanley's Stick: <b>Own version Narratives,</b> retellings, descriptions.  House Held up by Trees: <b>Factual Reports,</b> Factual descriptions, advertisements, explanations, poetry.

<b>Topic Writing Opportunity</b>	Fact File about Neil Armstrong Landing on the Moon diary entry	Persuasive writing Non-Chronological report	Information Booklets	Farmer seasons story	Diary entry Adventure to the past story.	Holiday Leaflet
<b>Maths</b>	Year 1: Place Value to 10 Addition and Subtraction to 10.  Year 2: Place Value to 100. Addition and Subtraction.	Year 1: Sorting 2D and 3D shapes. Place value to 20.  Year 2: Money Multiplication and Division.	Year 1: Addition and Subtraction to 20. Place value to 50.  Year 2: Multiplication and Division Statistics	Year 1: Measurement Length and Height. Measurement Weight and Volume.  Year 2: Properties of Shape Fractions	Year 1: Multiplication and Division. Fractions. Position and Direction. Year 2: Length and Height Position and Direction Problem solving.	Year 1: Place value to 100. Money Time  Year 2: Time Mass, Capacity and Temperature.

<b>Science</b>	<p><b><u>Animals (Humans Focus):</u></b> Key Questions: How do Astronauts prepare for space? How do we keep fit and healthy? Why is it important to be fit and healthy? How fit are we? What does an astronaut need to survive on the moon?</p> <p><i>TAPS Assessment:</i> Evaluate – Body Parts</p>	<p><b><u>Everyday Materials (Y2):</u></b> Key Questions: How can we twist, bend, squash, stretch materials? Which materials are better for building a strong structure?</p> <p><i>TAPS Assessment:</i> Set up enquiry – Floating and sinking</p>	<p><b><u>About animals (Y2):</u></b> Key Questions: What animals live in China? What habitats are there in china? What do pandas need to survive?</p> <p><i>TAPS Assessment:</i> Record – Woodlice Habitats</p>	<p><b><u>Introduction to Plants (Y1):</u></b> Key Questions: What plants can be found in a forest habitat in the UK? What animals will live there? animals in their habitats.</p> <p><i>TAPS Assessment:</i> Observe and measure – Plant growth.</p>	<p><b><u>Animal growth (Y2):</u></b> Key Questions: Butterfly collecting was a popular pastime for many Victorian gentlemen. What can we find out about the life cycle of a butterfly?</p> <p><i>TAPS Assessment:</i> Interpret and report – Living and nonliving</p>	<p><b><u>Living things and their habitats (Y2)</u></b> Key Questions:</p> <p><i>TAPS Assessment:</i> Ask questions and plan enquiry – Separating colours.</p>
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Computing	CS	Computer Systems and networks DEF		Programing A: Beebots/Floorbots ABC			Programming B: Scratch Jnr ABC
	IT		Creating Media: Making Music D		Data and Information: Block Charts DE Link to Y2 Statistics unit (maths)	Creating Media: Digital Photography DE	
	DL Y2	Privacy and Security F  School AUP	Online Bullying (PSHE) F  Self image and Identity F	Online Relationships F  Online Reputation F (PSHE)	Health, Wellbeing and Lifestyle EF (PSHE)	Managing Online Information F	Copyright and Ownership F
History & Geography		<u>History Focus</u> What happened in space? Why will Neil Armstrong be remembered? Is Tim Peake the most famous British astronaut?	<u>History Focus</u> Where are the castles near to me? Did all people live in a castle? Why is Nottingham Castle known as the 'Castle of Rebels'?	<u>Geography Focus</u> Where is China? Can the Great Wall of China be seen space? Compare London and Beijing	<u>Geography Focus</u> Key Question: Where are our local farms? How do seasons affect life on the farm? What does our local (visit) farm do?	<u>History Focus</u> Who was Queen Victoria and what do we know about her? What was life like for Victorian children? What games did children play in Victorian times?	<u>Geography Focus</u> Is everywhere like Westhouses? Are all beaches the same? What makes Cleethorpes special?

<p align="center"><b>Art Design &amp; Technology</b></p> <p>The teaching sequence for Design and Technology mirrors the National curriculum objectives as we investigate, <b>Design, Make and Evaluate</b> within EACH project.</p> <p>Printing, Painting,</p>	<p><b>Drawing (Art):</b> Who is <b>Peter Thorpe</b> and Andy Warhol? How does he create space art?</p>  <p><b>National Curriculum Objectives:</b> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn 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.</p>	<p><b>Construction (D&amp;T):</b> How did medieval knights use catapults in battle? Let's make one!</p> <p><b>National Curriculum Objectives:</b> Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p><b>Cooking and Nutrition (D&amp;T):</b> Food – Fruit and Vegetables. A balanced diet <b>National Curriculum Objectives:</b> Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p>	<p><b>Textiles (D&amp;T):</b> Making an animal puppet or pouch. <b>National Curriculum Objectives:</b> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p>	<p><b>Drawing(Art):</b> Who is the Artist Paul Klee and how does he create portraits using shapes and lines? <b>National Curriculum Objectives:</b> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><b>Painting focus (Art):</b> Who was <b>Vincent Van Gogh</b>? What is a seascape? How can we use texture in painting?</p>  <p><b>National Curriculum Objectives:</b> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 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.</p>
<p align="center">RE</p>	<p>1.3 Who is Jewish and what do they believe?</p>	<p>1.6 How and why do we celebrate special and sacred times? (Part 2)</p>	<p>1.2 Who is a Muslim and what do they believe? (part 1)</p>	<p>1.1 Who is a Christian and what do they believe? (part 2)</p>	<p>1.4 How can we learn from sacred books?</p>	<p>1.8 How should we care for others and the world, and why does it matter?</p>

<b>PSHE JIGSAW</b>	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>PE</b>	Gymnastics (balances and movement)  Fundamentals	Gymnastics (jumps and rolls)  Invasion Games	Outdoor Adventurous Activity/ Forest School  Dance	Net and Wall  Dance (festival)	Striking and fielding  Dodgeball	Athletics  Outdoor Adventurous Activity/ Forest School
<b>Music</b> (Charanga)	Hands, feet and heart!	Ho, Ho, Ho!	I wanna Play in a Band.	Zootime.	Friendship song.	Reflect, rewind and replay.
<b>Outdoor Learning</b>	Space Crash Landing Astronaut Training	Battle of Hastings Sword Making	Bug and Habitat Hunt		Victorian outdoor games.	Photographing landscapes for Art.
<b>Multicultural</b>	Text Space Race Katherine Johnson	Text Towers around the world	China Study			Beaches around the world
<b>End product</b>	Space role play	Dress up day - banquet	Chinese Festival Dance Chinese Food	Visit the farm!	Art Showcase	Cleethorpes family trip to the seaside