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| 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 | Granpa was an Astronaut by Johnny Meres.  Whatever next Jill  Murphy  How to catch a star  Oliver Jeffers  Way back home by  Oliver Jeffers  Aliens love  underpants by Claire Freedman and  Ben Cort  Beegu by Alexis  Deacon | Paper bag princess by  Robert Munsch  The kiss that missed  David Melling  George and the  Dragon by Chris  Wormell  The boy who grey  dragons by Andy  Shepherd | Lanterns and fire crackers by Jonny  Zucker  Lini Yi’s Lantern by  Brenda Williams  Mulan by Michael  Morgan  Steve Dorado  Mama Panya’s Pancakes | The last tree by Emily Harworth-Booth  Can You Hear the Trees Talking? Peter Wohlleben | That rabbit belongs to  Emily Brown by  Cressida Cowell The  Velveteen rabbit by  Margery  Williams  Oliver Twist retold by  Gill Tavner Big Book – At the Seaside. | The lighthouse keepers lunch by David and Ronda Armitage How does a lighthouse work Gracie the  lighthouse cat by Ruth Brown  At the Beach by  Roland Harvey  Katie Morag Stories |
| English  **Talk 4 Writing genre**  **Writing in Topic** | Letter/postcards  An Alien Adventure (Beegu) Diary Entry (A Grand Day Out) Post Card  Losing and finding story  Non – chronological report | Report  Letter (Paper bag Princess). Book Review (The Kiss that Missed) Character Description (Excitable Edgar) Diary Entry (Battle of Hastings)  RE Nativity story | Instruction writing  Legend  Descriptive Poetry (Mulan) Information Leaflet (All about China) Setting Description (Lin Yi’s Lantern) Instruction Text – Cooking/Food  Geography: Comparing countries | Persuasion  Persuasive Letter  Book Review (The Last Tree  Story | Explanation  Diary Entry (Velveteen Rabbit) Character Description (Oliver Twist) Poetry Letter – (Victorian Children workers)  Diary of the butterflies  Book review | Story (Lighthouse Keepers Lunch) Instructions (Lighthouse Keepers Lunch) Postcards ‘Some fishy’ – portal story. Recount of the trip. Goals for new school year.  Write an explanation of our school for new starters. |
| Maths | 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. |

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| Science | **Animals (Humans**  **Focus):**  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?    *TAPS Assessment*:  Evaluate – Body  Parts | **Everyday Materials (Y2):**  Key Questions: How can we twist, bend, squash, stretch materials? Which materials are better for building a strong structure?    *TAPS Assessment*: Set up enquiry – Floating and sinking | **About animals (Y2):** Key Questions:  What animals live in China?  What habitats are there in china?  What do pandas need to survive?    *TAPS Assessment*:  Record – Woodlice  Habitats | **Introduction to Plants (Y1):**  Key Questions: What plants can be found in a forest habitat in the UK? What animals will live there?  animals in their habitats.  *TAPS Assessment*: Observe and measure – Plant growth. | **Animal growth (Y2):**    Key Questions: Butterfly collecting was a popular pastime for many Victorian gentlemen. What can we find out about the life cycle of a butterfly?    *TAPS Assessment*:  Interpret and report – Living and nonliving | **Living things and their habitats (Y2)**    Key Questions:  *TAPS Assessment*: Ask questions and plan enquiry – Separating colours. |

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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 | | History Focus  What happened in space?  Why will Neil Armstrong be remembered?  Is Time Peake the most famous British astronaut? | History Focus  Where are the castles near to me?  Did all people live in a castle?  Why is Nottingham Castle known as the ‘Castle of Rebels’? | Geography Focus  Where is China?  Can the Great Wall of China be seen space?  Compare London and Beijing | Geography Focus  Key Question: Where are our local farms?  How do seasons affect life on the farm?  What does our local (visit) farm do? | History Focus  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? | Geography Focus  Is everywhere like Westhouses?  Are all beaches the same?  What makes Cleethorpes special? |

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

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| PSHE JIGSAW | Being Me in My World | Celebrating Differences | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| PE | 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 |
| Music | Follow **Charanga** music scheme throughout the year  Play instruments – sounds of space **National Curriculum Objectives:**  play tuned and untuned instruments musically. | Singing (Christmas)  **National**  **Curriculum**  **Objectives:**  Use their voices expressively and creatively by singing songs and speaking chants and rhymes. | Dragon dance music **National Curriculum Objectives:**    Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the interrelated dimensions of music. | Singing (Easter)  **National Curriculum Objectives:**  Use their voices expressively and creatively by singing songs and speaking chants and rhymes. | - |  |
| Outdoor  Learning | Space Crash Landing Astronaut Training | Battle of Hastings  Sword Making | Bug and Habitat Hunt |  | Victorian outdoor games. | Photographing landscapes for Art. |
| Multicultural | Text  Space Race  Katherine Johnson | Text  Towers around the world | China Study |  |  | Beaches around the world |
| End product | Space role play | Dress up day - banquet | Chinese Festival Dance Chinese Food | Visit the farm! | Art Showcase | Cleethorpes family trip to the seaside |