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| Explorers Cycle B     | Autumn Term First half   | Autumn Term Second half    | Spring TermFirst 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 greydragons 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 storyNon – 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/FoodGeography: Comparing countries  | PersuasionPersuasive Letter Book Review (The Last TreeStory  | 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 FocusWhat happened in space?Why will Neil Armstrong be remembered?Is Time Peake the most famous British astronaut? | History FocusWhere are the castles near to me?Did all people live in a castle?Why is Nottingham Castle known as the ‘Castle of Rebels’? | Geography FocusWhere is China?Can the Great Wall of China be seen space?Compare London and Beijing  | Geography FocusKey Question: Where are our local farms? How do seasons affect life on the farm?What does our local (visit) farm do? | History FocusWho 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 FocusIs 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 yearPlay 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  |