

Big Question: Why are explorers very brave people?

Year: 1	Term: Summer 1	
<p>During the pre-learning challenge, introduce the children to the topic title for this half term: 'Why are explorers very brave people?' and explain how it fits in with the whole school topic of 'Travelling and Explorers'. Ask them to name any explorers that they have already heard of and give some more information about them if the other children have not heard of them. Explain how there are lots of ways to travel and explore: in a car, on a boat, in an aeroplane or even on a rocket ship. Talk about what it means to explore – for example, the children have explored the park and also explored new ideas in their learning. Who is their favourite explorer, what did they do and where did they go and why? Model an idea on the board before the children complete their pre-learning challenge.</p>		
English	Maths	History and Geography
<p>Travellers and explorers.</p> <p>Writing texts linked to <i>Beegu by Alexis Deacon, Man on the Moon by Simon Bartram and Amelia Earhart (Little People, Big Dreams)</i></p>	<p>Numbers to 100 Division Fractions</p>	<p>Look at the exploration of Neil Armstrong, Valentina Tereshkova, Ernest Shackleton, Matthew Henson, Amelia Earhart, Amy Johnson, Christopher Columbus and Marco Polo. Compare their modes of transport and what life was like in their time.</p> <p>Show the children how to use maps to look at where the explorers started from and ended up.</p>
Art and Design	Design and Technology	PSHE and Citizenship
<p>Kapow Scheme of Work Sculpture and 3D Paper Play</p>	<p>Kapow Scheme of Work Food technology: Nutrition Making a smoothie</p>	<p>Jigsaw Scheme of Work Relationships</p>
Science	RE	Computing
<p>Animals including humans Body parts and senses</p>	<p>Use the 2022 Newham Agreed Syllabus Plans</p> <p>What does it mean to belong?</p> <p>What does it mean to belong to Hinduism/Hindu Dharmic religion?</p>	<p>Teach Computing Scheme of Work</p> <p>Creating Media</p> <p>Digital Writing</p>
PE	Music	Spanish
<p>Sports' Day</p>	<p>Animals Based around <i>A Rumble in the Jungle</i></p>	<p>Fruits Children will learn some fruits names and related questions and will revise colours.</p>
Links to the National Curriculum (what must be covered) and assessment descriptors:		
<p>English Pupils should be taught to: • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings (appendix 1) (phonics) Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases</p>		

- Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart
- Explain clearly their understanding of what is read to them
- Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Naming the letters of the alphabet in order
- Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest
- Sit correctly at a table, holding a pencil comfortably and correctly
- Write sentences by: saying out loud what they are going to write about
- Write sentences by: composing a sentence orally before writing it
- Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words
- Capital letters, full stops, question marks and exclamation marks to demarcate sentences

Working Towards I can talk about my ideas and begin to construct simple sentences about a journey	Expected I can write a sentences about a journey, including describing words.	Greater Depth I can write a narrative about a journey, using exciting vocabulary, capital letters, full stops and finger spaces
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Maths

Number:

Pupils should be taught:

To count in sequences of 10 followed by counting ones; to increase confidence with number lines and Base 10 materials in order to count numbers to 100.

To understand the value of the tens and ones digits in a number; to use multiple methods of representing and constructing a number.

To review and extend skills and strategies related to number comparison; to place numbers in order from smallest to greatest and vice versa.

To see patterns of numbers when increasing or decreasing by 1, 2 or 5; to use a number line, a 100-chart and Base 10 materials to represent numbers.

Division

To understand how to divide even numbers into equal groups using concrete materials; to determine how many groups will be created from sharing equally.

To understand how to divide even numbers equally into groups; to determine how many objects will be included in each group in order to share equally.

Fractions

To split an object (shape) into two equal parts; to identify shapes that have been split into two equal parts.

To split an object (shape) into four equal parts; to identify shapes that have been split into four equal parts.

To share and group objects into halves and quarters; to determine half of a number and a quarter of a number.

Geography and History

Pupils should be taught about:

- events beyond living memory that are significant nationally or globally.
- 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 [for example, Christopher Columbus and Neil Armstrong].

Include stories of women and people of colour as explorers and travellers, where appropriate.

Locational knowledge

- name and locate the world's seven continents and five oceans.

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

Working towards	Expected	Greater depth
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I can use pictures and role play to tell stories from the past and ask questions about what happened.	I can discuss some significant historical people using a variety of sources and discuss their impact on the world.	I can describe how an artefact or source gives us information about a person and explain why they have had such a big impact.
Art and Design This unit introduces pupils to paper-based 3D art forms, focusing on techniques like rolling paper tubes, shaping paper strips, and constructing imaginative sculptures. Children develop skills in creating 3D structures and applying painting skills in three-dimensional art, enhancing their understanding of form and construction.		
Working towards I can experiment with shaping pieces of paper in different ways (bending, rolling, folding and cutting).	Expected I can create a range of 3D shapes using paper.	Greater depth I can talk about what I think about the artist Louise Bourgeois and her giant spider sculptures.
Design and Technology Preparing foods by cutting and juicing and selecting fruits and vegetables to create a smoothie to meet a design brief.		
Working towards I can describe the basic characteristics of fruit and vegetables and give my opinion on which ones should be used in a smoothie.	Expected I can give reasons for which fruit and vegetables I would add to a smoothie and I can prepare fruit and vegetables for a smoothie, with support.	Greater depth I can explain in detail which fruits and vegetables are best for a smoothie (thinking about nutrition, taste and texture) and I can prepare them to add to a smoothie using a variety of preparation techniques.
PSHE and Citizenship and Emotional Literacy/Social Skills <ul style="list-style-type: none"> I can identify the members of my family and understand that there are lots of different types of families. I know how it feels to belong to a family and care about the people who are important to me. I can identify what being a good friend means to me. I know how to make a new friend. I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I can recognise which forms of physical contact are acceptable and unacceptable to me. I know who can help me in my school community. I know when I need help and know how to ask for it. I can recognise my qualities as person and a friend. I know ways to praise myself. I can tell you why I appreciate someone who is special to me. I can express how I feel about them. 		
Working Towards I can name someone who is special to me and I can tell you why I like them.	Expected I can tell you why I appreciate someone who is special to me and express how I feel about them.	Greater Depth I can talk about someone who is special to me and I can tell you why I appreciate them and why I think we get on well together. I can tell you how I feel about my relationship with this person.
Science <ul style="list-style-type: none"> I can name the parts of the human body. I can draw and label the parts of the human body. I can name my five senses. I can say which part of the body is needed for each sense. 		
Working towards I can say which parts of the body are linked to each sense and name basic parts of the body e.g. head, neck, arms, elbows, legs, knees, face, ears, eyes, hair and mouth.	Expected I can observe using the senses to compare different sounds, sights, tastes, textures and smells, and name a wider range of parts of the body such as backbone, ribs, skull and internal organs such as heart, lungs, stomach.	Greater depth I can explain what happens if one sense is not working and explain that we cannot see without light. I can name, position and label a wide range of parts of the human body, e.g. hips, spine, ribs, heel, and internal organs such as heart, lungs, stomach, liver and kidneys.
RE Pupils should be taught the concept of belonging and then relate it to how the key beliefs and practices in Hinduism help Hindus to feel like they belong to their religion.		
Working towards I can recognise and name some of the objects that Hindus use in their worship.	Expected I can recognise and name objects used in Hindu worship and describe how they help Hindu people to worship God.	Greater depth I can recognise and name objects used in Hindu worship and explain how they help Hindu people to worship God. I can find similarities and

		differences with worship in other religions.
Computing Pupils will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. They will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.		
Working towards Pupils will be able to suggest ways that changes can be made to a piece of writing on a computer.	Expected Pupils will be able to demonstrate ways that changes can be made to a piece of writing on a computer.	Greater depth Pupils will be able to suggest ways that changes can be made to a piece of writing on a computer and justify the choices they have made.
PE Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.		
Working towards I can participate in different events with some success and understanding.	Expected I can participate in different events well with an understanding of the rules and techniques.	Greater depth I can participate and lead in challenging, competitive situations with skill.
Music Pupils will use <i>Rumble in the Jungle</i> and <i>Commotion in the Ocean</i> as the inspiration to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They will use instruments to experiment with, create, select and combine sounds using the inter-related dimensions of music.		
Working towards I can make sounds that reflect a topic.	Expected I can use low/middle/high voice.	Greater depth I can sing in tune.
Spanish Fruits: pupils will learn some fruits names and related questions and will revise colours.		
Working towards I can listen and recognise some vocabulary I can repeat some vocabulary I can Join in with some actions in songs, stories and rhymes	Expected I can listen and recognise most of vocabulary encountered I can recognise a familiar question and respond I can join in with actions of songs, stories and rhymes and say some words	Greater depth I can produce a simple sentence I can identify rhyming words or sounds in a song or rhyme I can say a rhyme or sing a song from memory
Educational Visits and Visitors <ul style="list-style-type: none"> Travel around London using as many different types of transport as possible (DLR, tube, bus, Emirates Airline, ferry etc.; go to London City Airport to watch the planes taking off and landing). London Transport Museum Science Museum – space section 		
Sequence of Key skills/objectives/context (Key teaching points) <ul style="list-style-type: none"> What makes someone important or significant? What is the definition of an explorer? Who can be an explorer – what type of person do they need to be? How do we know about explorers today – what evidence can we look at? Use maps and atlases to name the continents and countries where the explorers visited. Compare Neil Armstrong and Valentina Tereshkova. Compare Ernest Shackleton and Matthew Henson. Compare Amelia Earhart and Amy Johnson. Compare Christopher Columbus and Marco Polo. Which explorer is the most significant? 		

- Could you be an explorer? Where would you go?

Key Vocabulary

Adventurer explorer important impact significant

Additional Information

<https://podcasts.apple.com/au/podcast/ernest-shackletons-antarctic-expeditions-pt-1/id283605519?i=1000556186242>

<https://podcasts.apple.com/au/podcast/ernest-shackletons-antarctic-expeditions-pt-2/id283605519?i=1000556420812>

Evidence in the books and on display:

- Display a map of the world and highlight the journeys made by the explorers.
- Display pictures and facts about the famous people we are learning about this half term (children could write these on the inspiration day).
- To be able to put the explorers into chronological order.
- Factfiles in books on the different people and why what they did is still remembered today.
- List of similarities and differences between the different experiences of the explorers.

Outcomes:

- The children will be able to talk about the differences and similarities in the experiences of the great explorers studied.
- The children will have an understanding of the chronology of the historical periods in which the explorers lived.
- The children will be able to recall some key facts about the experiences of the great explorers.
- The children will be able to name and locate the continents and oceans.

Strategies for EAL learners and SEN:

Useful links:

- <https://ealresources.bell-foundation.org.uk/teachers/great-ideas-pages>
- <https://bingobaker.com/>
- <https://quizlet.com/en-gb>
- <https://www.macmillandictionary.com/>

Helpful Websites

<https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/z4w3mfr> Neil Armstrong

SMSC

Spiritual	Moral	Social	Cultural
-Awe and wonder at the bravery of people who were the first to do something. -Awe and wonder at the inventions that help us to travel and the feeling you get when you are exploring something new. -Imagining how people such as Neil Armstrong must have felt.	-Thinking about the right and wrong way to act/ behave when exploring a new place. -When we explore new places, how can we show respect for that place or for the people who already live there?	-How can we support others to reach their goals and achieve their dreams? -Why do people like to explore together?	-How do you show respect and tolerance when exploring somewhere with a different culture? -What aspects of British culture have changed or adapted due to exploration?

FUNDAMENTAL BRITISH VALUES

Democracy	Individual Liberty	Tolerance and Mutual Respect	Rule of Law
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-Opportunities to hold class votes where possible.	-How do people decide that they want to be an explorer?	-Respecting people's choices for what they want to be when they are older.	-What rules do countries have in place about exploration?
Links to Rights Respecting Schools			
Article 12 – Every child has the right to express their views, feelings and wishes in all matters.			
Article 29 – Education must develop every child's talents, abilities and personality.			
Links to Safeguarding			
<ul style="list-style-type: none"> • How to be safe when travelling. • How to keep safe in the cold. 			
Celebrating Heritage			
<ul style="list-style-type: none"> • Representing a diverse group of people who are explorers (e.g. Matthew Henson, Amelia Earhart etc.). 			