

Geography

Explore World countries and plot journeys of famous explorers (including sea, land and space). Name and locate the world's seven continents and five oceans.

Use simple compass directions and locational and directional language to describe the location of features and routes on a map.

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Use simple fieldwork and observational skills to study the geography of their school and its grounds.

Links to statements: 3, 7, 8, 10 & 11

Maths: 24

History

Use a timeline to order famous sea, land and space explorations.

Learn about the lives of significant individuals in the past who have contributed to national and international achievements.

Compare aspects of life, identifying similarities and differences between different periods.

Links to statements: 1, 2, 4, 6 & 8

Maths: 2, 3 & 4

Art & Design and Technology

Focus: Take One Picture – National Art Gallery
Bathers at Asnieres 1884



Research and discuss the work of 'Seurat' taking into account their culture, intention and purpose.

Design and make a hat for a particular voyage or purpose.

Links to Statements: Art: 1 & 6 D&T: 1, 2 & 4

Maths: 18 & 19

PSHCE (etc.)

PSHCE – Good to be Me

Misuse/Managing my relationships

SMSC – Managing my relationships

Hesleden Primary School – Medium Term Plan - [C4 Spring 2; 2019]

English

Text: The Storm Keeper's Island by Catherine Doyle

Reciprocal Reading: An Astronaut's Guide to Life on Earth by Chris Hadfield

An Interview with Jacqueline Wilson (World Book Day)

Poetry: Northern Lights based on image by Mike Lewinski

Persuasive writing – Educational visits

Writing: Diary of an explorer (supported by Adam Bushnell)

An Explorer's Memoir

Educational Visit to Moor House (persuasive writing)

Links to Statements:

Writing: 1, 2, 3, 7, 8, 10, 14, 15, 17 & 18 Reading: 4, 5, 7, 8, 9, 11, 12, 14, 18, 19, 22 & 23

Explorers

Visit: Hamsterley Forest & Oriental Museum
(link to Art Project)

Outcome: Share our learning scroll with Class 2
(compare learning outcomes; Q & A session)

Maths

Ongoing - Recall multiplication and division facts for multiplication tables up to 12 x 12.

Fractions

Recognise equivalent fraction and know decimal equivalents.

Find % and fractions of number.

Geometry

Estimate, compare, measure and draw acute, obtuse and reflex angles.

Compare and classify shapes based on their properties.

Use nets to create 3D shapes

Identify lines of symmetry.

Translate left/right, up/down movements on a 2D grid as coordinates.

Link to statements: 7, 12, 15, 22, 23 & 24

Music

Explore classical music based on Space.

Study work by 'Holst' and 'Johannsson' and discuss preferences.

Link to statements: 1, 2 & 7

MFL

Understand numbers in multiples of 10 up to 100.

Understand and give simple directions.

Research Paris in 1880's (linked to Art work based on Seurat) Links to Statements: 2 & 18

Science

Focus: Space exploration

Describe the movement of the Earth, and to other planets, relative to the Sun in the solar system.

Describe the movement of the Moon relative to the Earth.

Use the idea of the Earth's rotation to explain day and night.

Report and present findings in oral and written forms.

Links to statements: 3, 5, 17, 18, 19 & 20

Maths: 16, 17, 18 & 19

Computing

Add special effects to change the appearance of an image.

Use the formula bar to explore scenarios.

Present information based on voyage facts using a database.

Links to statements: 9, 10, 12 & 14

Maths: 1, 2, 19 & 24

PE

On-going - Focus on invasion games including basketball and football. Learn to perform an advancing range of skills with accuracy and control. To know and use a range of skills that allow them to keep hold of the ball, before passing to a member or their team.

Link to statements: 6, 7, 8, 9, 10 & 11

Maths: 12

RE

Describe how and why Easter is important to Christians.

Read and link religious stories and teaching to the beliefs that underlie them (e.g. belief in good triumphing over evil in the Divali story; belief in Jesus as a Son of God shown through miracle stories)

Links to Statements: 1, 2 & 3