**Topic:** Explorers
**Big Question:** Is there anything left to explore?
**Teaching**
**Author:** The penguin who wanted to find out

Creative
Multiple perspectives
Justify
Debate
Cause + Consequence
Share a Story
Make Conne
Wider World
Economise

**Maths**

Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.
Read and write numbers to at least 100 in numerals and in words.
Compare & order lengths, mass, & record the results using >, < and =.
Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.
Add and subtract numbers mentally, including:
- 2-digit numbers & ones
- 2-digit numbers & tens
- two 2-digit numbers
- adding three 1-digit numbers

Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.
Identify and describe the properties of 3D shapes, including the number of edges, vertices & faces

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**English**

Children will write a penguin information text including diagrams, lists, charts and glossary.

Children will write a character description comparing characters points of view.

Children will write a letter to a character using persuasive language.

Children will compare different stories by the same author Jill Tomlinson.

Children will read, write and perform their own poetry based on 'Over in the arctic'.

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**History**

Children will research the polar expeditions of Shackleton, Scott and Norgay.

Children will find out about the development of materials over time.

Children will develop historical understanding of the lives and significance of Christopher Columbus, Captain Cook and Neil Armstrong.

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**RE**

How do we show we care for others?

Why and how are Christmas and Chanukah celebrated?

Read 'The Magician's Nephew Creation'. If you could create a world what would it be like?

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**PSHE**

Children will learn how to help make my classroom a safe and happy place.

Children will think about how their behaviour can affect others.

Children will gain understanding of stranger danger including meeting strangers online.

Children will develop skills to work well in a group.

Children will think about cause and consequence of a dangerous situation.

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**Geography**

Children will follow explorers' journeys on world maps identifying continents and countries along the way.

Share and discuss the story of Captain Cook.

Children will explore what they need to take on an expedition in cold extreme conditions.

Children will use atlases to identify and compare hot and cold places.

Children will compare the Arctic to the Antarctic.

Children will research how climate change is affecting animals.

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**Science**

Children will explore and compare the differences between things that are living, dead, and things that have never been alive.

Children identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals, and how they depend on each other.

Children will identify and name a variety of animals in their habitats, including microhabitats.

Children will describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

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**PE**

Taught by Coach Mark

Autumn 1- Gymnastics

Autumn 2- Games

Creative

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**Music**

Children will use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Children will play tuned and untuned instruments musically.

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**Art**

Compare ocean artists, describing the differences and similarities, debate their favourite pieces and justify why.

To promote ocean conservation. Share a story 'Life in the Ocean' The Story of Oceanographer Sylvia Earle.

Create sea illustrations using a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

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**D+T**

Design a vehicle suitable for the Arctic. Compare how they move on different surfaces.

Where does Inuit food come from?

Creative

Multiple perspectives

Justify

Debate

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**Computing**

Children will use code to create a computer program.

Children will learn about online safety.

Children will learn how to use spreadsheets.