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| Useful Science resources.    <https://www.stem.org.uk/primary> <https://explorify.uk/en/activities> | | | | Useful DT site  <https://www.heppdt.co.uk/design-technology-project-ideas/>  Useful art site  <http://gomersalprimaryschoolart.blogspot.com/2017/06/sketchbook-use.html> | | |  | |
|  | Week 1 | Week 2 | Week 3 | | Week 4 | Week 5 | | Week 6 |
|  | Desert | | | | Ocean | | | |
| Science | **Which animals live in the desert?**  A1 – identify common desert animals  Y1 – match animal to their name.  Simple sentence to describe.  Y2 - Sort and classify into groups  (reptile/bird etc.) | **How are animals different?**  Describe and compare the structure of a variety of common animals  Y1 – sentences to describe reptile (snake) and mammal (camel)  Describe skin, legs, ears etc.  Y2 – 3 different animals to compare – snake, camel, vulture, | **How is a camel able to survive in the desert?**  Research how camels have adapted to hot conditions. | | **Which animals live in the sea?**  Identify common fish / mammals in the ocean.  Y1 – Show different ocean animals. Discuss features.  Create picture of chosen animal – write sentences to describe.  Y2 – Who am I riddles. | **Is everything in the ocean alive?**  Living / dead / never been alive.  Y1 – sorting pictures and real objects. Include plastic / wood / leaves – can be completed as an adult lead discussion.  Y2 – Explore sorting objects – write sentences to explain groups. | | Arctic vs Antarctic ocean?  What animals are found in each? |
| Vocabulary | Habitat, living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, arctic, ocean, desert, reptile, mammal, amphibian, bird, fish, | | | | | | | |
| Humanities | **What is an explorer?**  **Where can we find a desert?**  Y1- Name and label the seven continents  Y2- name and label seven continents- find the UK, which continent do we live in?  Label the Equator | **Who has been to the desert?**  Ibn Battuta- Need to add to timeline.  Y1- How did he travel? Why? Where did he travel to? Plot out the route.  Y2- How did he travel? Why? plot out route and calculate how far he travelled | **Where have we travelled?**  Y1- Draw a picture of somewhere we have travelled and write a sentence.  Y2- Make a travel brochure about somewhere they have been | | **Where in the world are the oceans?**  Y1- Name and label the five seas- add to world map.  Y2- Find and label five oceans, which one do are we near? | **Who is Jacques Cousteau?**  His life.  Aqualung invention.  Calypso boat. | | **Why is Jacques Cousteau important?**  Look at ocean pollution and how he helped clean up the ocean. |
| Vocabulary |  | | | | | | | |
| Art | **Who is Julie Perrot and what is her artwork like?**  Sketch book work | **What media is best used for my space picture?**  Shaving foam, pastels, chalk | **What media is best used for my space picture?**  Shaving foam, pastels, chalk | | **What will my Julie Perrot inspire artwork look like?**  Final piece | **How do I make a collage?**  Inuit background | | **How do I make my 3D structure?**  Inuksuk model |
|  | explore, add materials, effect, sand, glitter, PVA glue, shaving foam, texture, blend, cold colours, warm colours, pastels, crayons, brush, thick, thin, hard, soft, bristles, hairs. | | | | | Collage, overlap, overlay, construct, pattern, join, build, place, sculpture, natural, 3-D, | | |

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|  | Week 7 | Week 8 | | Week 9 | | Week 10 | | Week 11 | | Week 12 | |
|  | Arctic | | | | | Space | | | | | |
| Science | **How do polar bears survive in the Arctic?**  Research how polar bears have adapted to cold weather. | **How do people keep warm in the Arctic?**  Carry out a fair test.  Y1 – groups adult led?  Y2 – pairs – predict and complete.  What material would keep me warmest in the arctic?  Ice cube investigation.  Test 3-5 materials | | **What is the difference between a carnivore and a herbivore?**  carnivores/herbivores/ omnivores  Y1 – sort animals based on what they eat. (meat / plants)  Y2 – Sort animals into 3 types. | | **What is a food chain?**  Food chains  Introduce food chains.  Y1 – choose 1 habitat covered. Discuss and children to sequence pictures to create food chain. (include a plant and sun)  Y2 – choose an animal we have learnt. Research diet and create food chain. | | **How do different animals look after their babies?**  Animals and their offspring.  Y1 - Observe how animals change over time. Write simple sentences.  Y2 - Y1 - Observe how animals change over time. Write explanation sentences. | | **Can animals live in any habitat?**  Animals in their habit  Show pictures of various animals – sort them into their habitat based on what we have learnt. | |
| Vocabulary | Habitat, suited, suitable, basic needs, food, food chain, shelter, move, feed, arctic, ocean, desert, reptile, mammal, amphibian, bird, fish, carnivore, omnivore, herbivore, offspring, | | | | | | | | | | |
| Humanities | **Where is the Arctic Circle?**  Location on map.  Identify which countries in it. | | **What is it like in the Arctic Circle?**  Daylight  Introducing Inuit people. | | **How do people survive in the Arctic circle?**  Inuit people – compare houses, food, clothing to ours. | | **Have humans been to space?**  Y1- Introducing Neil Armstrong.  Y2- Space Race – First man on the moon. | | **How do you become an astronaut?**  Discuss astronaut training.  Complete circuits in P.E  Y2 – write instructions. | | **How do you get to Space?**  Make rockets. Have rocket races. |
| Vocabulary | Arctic, tundra, Inuit, indigenous, igloo, astronaut, mission, orbit, | | | | | | | | | | |
| DT | What are explorer belts and what will mine look like?  Design | | What sewing stitches do I need to learn?  Skills and technique | | What sewing stitches do I need to learn?  Skills and technique | | What sewing stitches do I need to learn?  Skills and technique | | Make a purse.  Group explorer belt.  Make | | Evaluate as a group  Evaluate |
| Vocabulary | Fabric, needle, thread, knot, stitch, running stitch, over stitch, accurate, pouch, glue, design | | | | | | | | | | |