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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 animalsY1 – 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 animalsY1 – 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 continentsY2- 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/ omnivoresY1 – sort animals based on what they eat. (meat / plants)Y2 – Sort animals into 3 types. | **What is a food chain?**Food chainsIntroduce 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?**DaylightIntroducing 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.EY2 – 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 groupEvaluate |
| Vocabulary | Fabric, needle, thread, knot, stitch, running stitch, over stitch, accurate, pouch, glue, design |