

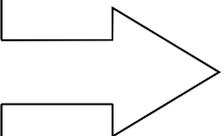
Key Stage 1—Great Explorers—Summer 1st



Session 1: Geography— Compass Skills

LO: I am learning to follow compass directions.

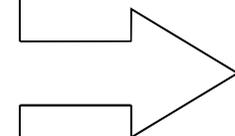
QR code treasure hunt where the children will follow compass directions in the search for some treasure.



Session 2: Science

LO: Assessment

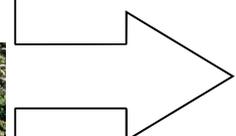
Children to visit the environmental garden to observe and discuss things of interest. Children to identify any mini-beasts or plants they spot.



Session 3: Science—Dead or Alive!

LO: I am learning to explore and compare the differences between things that are living, dead, and things that have never been alive.

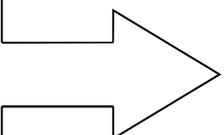
Children going on a hunt around the school to observe things which are alive, dead and things that have never lived. Children return to class and categorise.



Session 4: Science— Microhabitats

LO: I am learning to identify and name a variety of plants and animals in their habitats

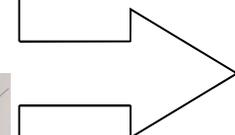
Children to visit the forest/environmental garden and identify different plants and animals within a microhabitat. Children to record their findings.



Session 5: Science— Adaptations

LO: I am learning to identify that most living things live in habitats to which they are suited

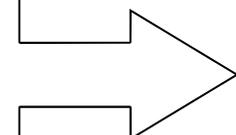
Children to look at animal adaptations. Children to design a new animal which would be suited to living in our forest area.



Session 6: History—Christopher Columbus

LO: I am learning about the life of Christopher Columbus.

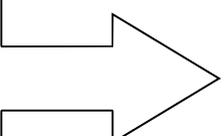
Children to find out about who Christopher Columbus was and compare his life to what life is like today.



Session 7: History—Neil Armstrong

LO: I am learning about the life of Neil Armstrong.

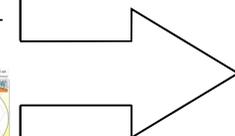
Children to find out about who Neil Armstrong was and watch the moon landing. Children to record facts about his life.



Session 8: History—Great Explorers

LO: I am learning about the life of significant individuals

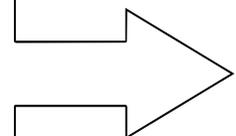
Children to compare the life and achievements of Neil Armstrong and Christopher Columbus. Children to create a Venn diagram of their similarities and differences.



Session 9: D&T—Textiles

LO: I am learning to relate textiles to their uses.

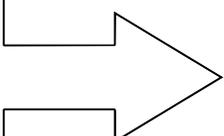
Children to explore different textiles and match them to their uses. Children to go on a textile hunt around the building.



Session 10: D&T—Textiles

LO: I am learning to design a textile tree.

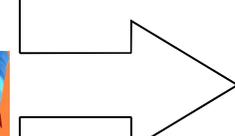
Children to design their textile tube to add to the textile tree—planning what colours/textures they will use.



Session 11: D&T—Textiles

LO: I am learning to make a textile tree.

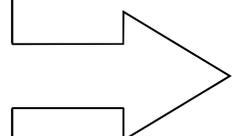
Children to make their textile tube, including it's label and add it to the class textile tree.



Session 12: D&T—Textiles

LO: I am learning to evaluate my design.

Children to evaluate the completed class textile tree against the design brief.



PE: Fundamentals



Invasion

RE: Judaism

Why is learning to do good deeds so important to Jewish people?

PSHE: Y1: Healthy Lifestyles



Y2: Personal Safety

Music: Charanga



Year 1: What songs can we sing to help us through the day?

Year 2: How does Music make us happy?

Computing: Purple Mash



Year 1: Unit 1.6 & 1.7

Year 2: Unit 2.6