

## Year Group Curriculum Planning Overview

Year Group: Y1	Term: 2	Unit: Explorers who changed the world	Timescale: 12 weeks	Value: Self-belief/Respect		
<b>Big Question:</b> How did explorers changed the world?			<b>Core Text:</b> Little People, Big Dreams – Amelia Earhart Man on the Moon Lost and Found Nimesh the Adventurer The Wizard of Oz Aliens love underpants Lunch on a Pirate ship			
	Q1	Q2	Q3	Q4	Q5	Q6
<b>Steps to Understanding</b> Questions that help to focus in on answering the Big Question	What is an explorer and what does it mean to explore? Wk 2.	How was the world explored a long time ago? Wk 3,4,5	Was Amelia Earhart an explorer, what were her achievements and why are these important?  Wk 6,7,8	Why did we send a man to the Moon? Wk 9,10,11	Who can be an explorer and are all the explorers the same? Wk 12	Could I be an explorer and what would I be? Wk 13
<b>Core Knowledge</b> What do I want each child to know by the end of each step?	<ul style="list-style-type: none"> <li>To know what the word explorer means.</li> <li>To know what it means to explore</li> <li>To know how people can explore.</li> </ul>	<ul style="list-style-type: none"> <li>To know that Christopher Columbus was a significant individual.</li> <li>To know when the first voyage was made by CC. (add to timeline)</li> <li>To know why he made his voyages.</li> <li>To know where CC went and how he travelled.</li> <li>To know that CC paved the way for trade and goods between Americas and UK (potatoes and tomatoes)</li> <li>To begin to understand and use simple compass directions and directional language, to</li> </ul>	<ul style="list-style-type: none"> <li>To know that Ameila Earhart was a significant individual.</li> <li>To know when her first flight across the Atlantic was. (add to timeline)</li> <li>To know that she was the first women to fly the Atlantic.</li> <li>To know when the aeroplane was invented and when the first flight was.</li> <li>To know that air travel many years ago made way for holidays and goods moving around the world today.</li> <li>To sequence three aircraft of different ages on a time line.</li> </ul>	<ul style="list-style-type: none"> <li>To know that Neil Armstrong was a significant individual.</li> <li>To know when the first moon landing was. (add to timeline)</li> <li>To know that we sent a man to the moon so that we could further explore space (Mars) and test new technologies.</li> <li>To know what Neil did when on the moon.</li> <li>To know how NA got to the moon.</li> <li>To know we commemorate the moon landing with an anniversary each year on 20th July.</li> </ul>	<ul style="list-style-type: none"> <li>To know where the people we have studied fit within a chronical framework.</li> <li>To know similarities and differences between ways of life in different periods (transport)</li> <li>To know and draw comparisons between men and women being explorers.</li> <li>To know and draw comparisons about the different ways we can explore.</li> </ul>	<ul style="list-style-type: none"> <li>To know that we can make connections to people of the past.</li> <li>To know we can make our own accounts based on historical concepts.</li> </ul>

		<p>describe the features and routes on a map.</p> <ul style="list-style-type: none"> <li>To understand what life was like in the 15<sup>th</sup> century.</li> </ul>	<ul style="list-style-type: none"> <li>To know some differences between aeroplanes of the past and those of today.</li> </ul>			
<b>Key Vocabulary</b>	<p>Explorer Emelia Earhart Neil Armstrong Christopher Columbus Magnifier glass Binoculars Investigate</p>	<p>Explore Discover Sail Ocean Ship Significant Individual Voyage Christopher Columbus La Santa Maria Atlantic Cruise Modern Compare India China Voyage America Silk Spices Voyage Potatoes Past Long ago Medieval Middle Ages Compare North South East West Compass Direction Forward Straight on Turn Right Left Quarter Whole Half</p>	<p>Amelia Earhart Atlantic Ocean Solo Aviation Aeroplane Cockpit Flight Pilot Flight Solo Achieve International Date Wright Brothers Transport Goods Invention Significant Global Compare Same Different Change Air travel Global Significance World Impact Compare Oldest Newest Order Sequence Sketch Line Shape Follow Look Check Refer</p>	<p>Neil Armstrong World map Furthest Moon Significant events Timeline Queen Victoria Born Dates Rocket Travel Invention</p>	<p>Compare Comparison Significant Common Difference Male Female Timeline Dates Individuals Similarities Difference Styles Boats Aeroplanes Rockets Space</p>	<p>Exploring Explorer</p>
<b>What are the difficulties and misconceptions?</b>	<p>Difficulties in comprehension for some of time, the passing of time and the notion of a very long time ago being hundreds of years, not just last year.</p>					
<b>Prior Learning:</b>	<p>Stories from Reception based on journeys, exploring. Some knowledge of transport.</p>					

	Some knowledge from Reception on space.
<b>Ignition:</b> How will you begin your unit?	Become explorers, explore the field and new trim trail, and make a discovery. Focus day for each explorer.
<b>Rationale:</b>	To develop historical concepts and historical understanding of our world over time. How the actions and lives of others a long time ago have a direct impact on the lives we live today. To develop knowledge and understanding of significant individuals. To develop skills of placing people and events in time order.
<b>Trips:</b>	Tues 5 <sup>th</sup> April – Sycamore

### Medium Term Planning

WK beg 3.1.22 – re-establish routines

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
2 10.1.22	To know that we can explore. Have experience of exploring the outdoors in Reception.	How did explorers changed the world?	What is an explorer and what does it mean to explore?		<ul style="list-style-type: none"> <li>To know what the word explorer means and what it means to explore.</li> <li>Have explored outside.</li> </ul> To know how people can explore.	
<b>WALTs</b> (Linked to national Curriculum Objectives and skills)		<b>Differentiated Activity</b> GD/ EAL/ SEN/Behaviour	<b>Resources</b>	<b>Vocab</b>	<b>Cross curricular writing</b>	<b>AFL</b> End of week quiz Exit Ticket
WALT: maintain attention and participate in collaborative		<b>Lesson 1 - WALT: maintain attention and participate in collaborative conversation. (Speaking and Listening – English)</b>		Explorer Emelia Earhart Neil Armstrong		

<p>conversation. (Speaking and Listening – English)</p>	<p><b>Introduce the topic – discuss the people we will be studying and explain why.</b>          To gain knowledge of the children’s previous knowledge – Complete KWL grids - what do the children want to find out?</p>		<p>Christopher Columbus          Magnifier glass          Binoculars          Investigate</p>		
<p>WALT: To know what the word explorer means. (History)</p>	<p><b>Lesson 2 – WALT: To know what the word explorer means.</b></p> <p>Discuss what children see as an explorer?          Without a visual image- Model drawing a picture with ideas around.</p> <p>Activity- draw a picture of your perspective of an explorer – include what they are exploring, what resources they need, what clothing they might wear.</p> <p>HA – Write sentence to describe their explorer.          HMA – Write 2 simple sentences to describe their explorer.          LMA – Write words around their explorer.          LA – Adult to scribe details about their explorer.          Child to write initial sounds.</p> <p>Now show images of Emelia Earhart, Neil Armstrong and Christopher Columbus – do they look like who we thought would be an explorer?          Why? What do all of these people have in common, what do they have different?          Give a definition.</p>				
<p>WALT: Understand what it means to be an explorer.(History)</p>	<p><b>Lesson 3 – WALT - Understand what it means to explore.</b></p> <p>We have been sent on a mission by Mrs Harvey.          We need to explore something new on the school field.</p>				

	<p>Before going outside think about what resources we need to explore. How could we explore.</p> <p>Go out onto the field using magnifier glasses, maps, binoculars etc. What can we find? Is there anything new?</p> <p>When we come back inside – TTYP – what did we explore? TTYP – Could we explore?</p> <p>Write sentence with picture about what we found exploring.</p> <p>Game to play -</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zn3vvk7/articles/zsydr2p">https://www.bbc.co.uk/bitesize/topics/zn3vvk7/articles/zsydr2p</a></p>				
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Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
3 17.1.22	Different modes of transport that we have today – ships/boats, cars, vans, lorries, trucks, planes. What an explorer is and what it means to explore.	How did explorers change the world?	How was the world explored a long time ago?		<ul style="list-style-type: none"> <li>• To know that Christopher Columbus was a significant individual.</li> <li>• To know when the first voyage was made by CC. (add to timeline)</li> </ul>	
<b>WALTs</b> (Linked to national Curriculum Objectives and skills)		<b>Differentiated Activity</b> GD/ EAL/ SEN/Behaviour	<b>Resources</b>	<b>Vocab</b>	<b>Cross curricular writing</b>	<b>AFL</b> End of week quiz Exit Ticket
WALT: to develop art and design techniques in using colour,		<b>Wow day</b> – whole day dedicated to exploring Christopher Columbus.	Video BBC <a href="https://www.bbc.co.uk/bitesize/">https://www.bbc.co.uk/bitesize/</a>	Explore Discover	History – HA/HMA write	

<p>line, shape, form and space to create Christopher Columbus' ship. (Art)</p> <p>WALT: experiment with, create, select and combine sounds using the inter-related dimensions of music. (Music) and</p> <p>WALT: use role play to identify and explore Christopher Columbus. (English)</p> <p>WALT: select from and use a range of ingredients, according to their characteristics to create a sandwich for CC. (DT)</p> <p>WALT: identify, talk about and sequence significant events in the life of CC. (History)</p>	<p>Start day by watching video - <a href="https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znchkmn">https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znchkmn</a></p> <p><b>Art</b> - use a selection of materials to make a ship scene, draw around hand and cut out to make three ships, add water, gun holes and add the English flag at the top of the masts for sails.</p>  <p><b>Music/Drama</b> – use a selection of objects and pictures, chn to role play being CC and sailing in a ship to find new lands. Chn to use a range of instruments to create the sounds of the ocean while they are sailing.</p> <p><b>DT</b> – use a range of bread, butter and spreads to create a sandwich for CC to take on his ship.</p> <p><b>History</b> – share a selection of photos of CC and his ship, maps that shows where he was born. Discuss when CC was born and when he took his famous voyage, and when he died. Add these to large class timeline and the sequence these events on books.</p> <p><b>HA/HMA</b> – order 3 pictures correctly in book, write dates and what the event was.</p> <p><b>LMA</b> – order 3 pictures, add the dates and the events separately by sticking.</p> <p><b>LA/LMA</b> – order 3 pictures that include the dates and events.</p>	<p><a href="#">topics/zhpchbk/articles/znchkmn</a></p> <p>Art sketch books, sugar paper, glue, felts, tissue paper.</p> <p>Clothes to dress up in, spy glass, maps, intrusments to sail, large boxes for ships, any other items for role play.</p> <p>Musical instruments.</p> <p>Aprons, chopping boards, anti back cleaner, cloths, bread, dairy free spread, jam, other sandwich spreads or fillings.</p> <p>Sequencing pictures for CC. dates and events differentiated for groups.</p> <p>WALTs for books</p>	<p>Sail Ocean Ship Significant Individual Voyage Christopher Columbus</p>	<p>dates and events onto timeline.</p>	
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Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
4 24.1.22	CC was an explorer CC sailed by ship	How did explorers change the world?	How was the world explored a long time ago?		<ul style="list-style-type: none"> <li>To know where CC went and how he travelled.</li> <li>To know why CC made his voyages.</li> </ul>	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
WALT: identify and say how CC explored the ocean and why this makes him a significant individual. (History)		<p>Use a selection of pictures showing the three ships CC used for his voyage.</p> <p>Discuss that when CC was alive – 15<sup>th</sup> Century, we did not have other modes of transport such as planes, trains, cars and so only way people could travel to other parts of the world was by boat/ship/water.</p> <p>In the 15<sup>th</sup> Century sailing by ship would have been very expensive and so CC had to ask people for the money so that he could explore.</p> <p>Explore cruise ships and boats of today, compare the insides of them – look at food storage and cooking, sleeping arrangements and activities to do on board?</p> <p>Q) would it have been a comfortable trip for Cc and his crew?</p> <p>Q) where would they have slept?</p> <p>Q) what would they have eaten?</p> <p>Chn to add a picture of CC ship into their books – add captions/sentences.</p> <p>Ensure knowledge is shared that not many people travelled this way in his time and it is because CC discovered the Americas that people today now travel there.</p>	<p>Various pictures of CC ships and ships of today.</p> <p>Pictures showing where crew would have slept, eaten, how food was stored and activities on his ship and on modern day cruise ships.</p> <p>WALTs for sentences writing</p> <p>Pictures for sentence writing.</p>	<p>La Santa Maria</p> <p>Sail</p> <p>Atlantic</p> <p>Ocean</p> <p>Cruise</p> <p>Modern</p> <p>Compare</p>	Sentences about how CC sailed.	<p>Complete exit ticket – Why is CC significant?</p> <p><b>HA/HMA</b> – write – He was the first person to sail across the Atlantic and find America.</p> <p><b>LMA</b> – Circle the statement that is true.</p> <p><b>LMA</b> – say why – he sailed across the sea.</p>

	<p><b>HA/HMA</b> – Cc said across the Atlantic ocean in a ship called the La Santa Maria.</p> <p><b>LMA</b> – He went across the sea in LA Santa Maria.</p> <p><b>LA/SEN</b> – add caption – In his ship.</p>				
<p>WALT: use globes and atlas to name and locate the oceans and continents explored by CC (Geog)</p>	<p>Use a range of Atlas's and a larger globe. Chn to reap learning from previous topic by finding the UK.</p> <p>Using a map of the world, retrace together the journey CC took in 1492 from Spain to the Americas.</p> <p>Together name the continent of Europe and America and then find these on an Atlas. Name the Atlantic ocean.</p> <p>Sing the song for the 7 continents  <a href="https://www.youtube.com/watch?v=K6DSMZ8b3LE">https://www.youtube.com/watch?v=K6DSMZ8b3LE</a></p> <p>Using simple maps of the world showing outlines of continents and oceans, chn to colour the 7 continents, chn to put a star on Europe where CC started his voyage and then a star when he ended up. Put a star where the Atlantic Ocean is.</p> <p><b>HA</b> – write names for the 7 continents onto maps.</p> <p><b>HMA/LMA</b> – write names for Europe, North and South America to show where CC travelled.</p> <p><b>LA/LA</b> – colour continents.</p>				
<p>WALT: understand events beyond living memory by exploring voyages made by CC. (History)</p>	<p>Draw together the knowledge learnt over the past two weeks, about CC and the voyage he made by ship.</p> <p>Show a range of images to explain where CC was trying to actually get to and what he was hoping to find there and bring back – lets feel silks and smell spices.</p> <p>He wanted to find a new route to India, China and Japan to bring back spices and materials like silk.</p>	<p>Images of maps to show India and China.</p> <p>Model writing</p> <p>WALTs for HA/HMA/LMA groups.</p> <p>Sheets for LA/SEN group</p>	<p>Sail</p> <p>West</p> <p>India</p> <p>China</p> <p>Voyage</p> <p>America</p> <p>Silk</p> <p>spices</p>	<p>Report sentences about where he wanted to go.</p>	<p>Tick the year that CC sailed the ocean blue.</p>

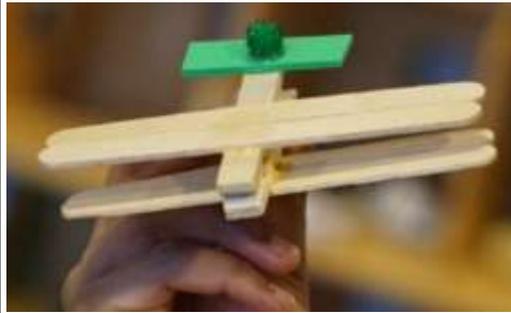
	<p>He sailed to the west instead, thinking it would be quicker, and instead he discovered America. Draw this together in a report style sentence. In 1492 CC sailed the ocean blue. He wanted to get to India and China to find silk and spices. He sailed to the west to find a quick way but found America instead.</p> <p>Chn to draw picture of CC and his ship in their books.</p> <p><b>HA/HMA</b> – complete sentence as above/or simple version of it.</p> <p><b>LMA</b> – simple sentences – He sailed in 1492. He went to the west. He found America.</p> <p><b>LA/SEN</b> – match the sentences to the answer.</p>				
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Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
5 31.1.22	CC sailed across the Atlantic Names on continents What CC was hoping to find.	How did explorers change the world?	How was the world explored a long time ago?		<ul style="list-style-type: none"> <li>• To understand what life was like in the 15th century.</li> <li>• To know that CC paved the way for trade and goods between Americas and UK (potatoes and tomatoes)</li> <li>• To begin to understand and use simple compass directions and directional language, to describe the features and routes on a map.</li> </ul>	
<b>WALTs</b> (Linked to national Curriculum Objectives and skills)		<b>Differentiated Activity</b> GD/ EAL/ SEN/Behaviour	<b>Resources</b>	<b>Vocab</b>	<b>Cross curricular writing</b>	<b>AFL</b> End of week quiz Exit Ticket
WALT: understand events beyond living memory by exploring voyages made by CC. (History)		Share the video <a href="https://www.youtube.com/watch?v=ThZj9TEMwgE">https://www.youtube.com/watch?v=ThZj9TEMwgE</a>	Videos Pictures of foods brought over on voyages	Voyage Potatoes Past	Sentences/words to match items	

	<p>Stop and discuss what CC says he brings back from America – corn, cacao, potatoes, tomatoes. These were new foods that people in Europe had not seen before.</p> <p>Top the video again and discuss the animals that CC brings back horses, sheep, pigs.</p> <p>Q) what would our world be like if we didn't have potatoes?</p> <p>Q) would our country be the same if we didn't have horses, pigs and sheep?</p> <p>Chn to select from a range of pictures, cut out and stick into books the foods and animals the CC bought to Europe.</p> <p>Add simple sentences</p> <p><b>HA/HMA</b> – CC colobus brought back potatoes, this means we have chips, crisps and lovely potatoes to eat.</p> <p><b>LMA</b> – He got potatoes. This means we have chips.</p> <p><b>LA/SEN</b> – stick pictures of potatoes = chips. Add the word chips.</p>	WALT stickers for books	Long ago	brought back on voyage.	
WALT: compare aspects of life in different periods by finding out what England was like when CC was alive and comparing to the present day. (History)	<p>Recap the class timeline and say/identify when CC was born and find the time that he lived in.</p> <p>Chn to explore pictures about what life was like in 1450s's through to his death in 1506.</p> <p>Name this period as the middle ages or medieval.</p> <p>Watch the video to explore medieval life in Birmingham (although based in 1300's, we are looking at the medieval aspect)</p> <p><a href="https://www.youtube.com/watch?v=JZq9cBzrIVl">https://www.youtube.com/watch?v=JZq9cBzrIVl</a></p> <p>Once video has been watch once, rewatch and stop at various points to talk about the housing they can see, if there are any cars on the road, recall the types of jobs people had.</p> <p>Q) Are any of these things the same as what we see today in Dudley and Birmingham?</p> <p>Q) Are any of these things different?</p>	<p>Class timeline</p> <p>Videos</p> <p>Pictures of medieval times and present day – food, houses, clothes.</p> <p>Comparison sheet</p>	<p>Past</p> <p>Long ago</p> <p>Medieval</p> <p>Middle Ages</p> <p>compare</p>	HA/HMA to add simple sentence to comparisons about medieval to today.	

	<p>Share the video about a medieval home  <a href="https://www.youtube.com/watch?v=JSCQ3Qn1Q-M">https://www.youtube.com/watch?v=JSCQ3Qn1Q-M</a>          Using pictures chn to compare medieval times to life today – use pictures of food, houses and chn to add/say one more thing that is different between life today and then.</p>				
<p>WALT: begin to understand and use simple compass directions and directional language, to describe the features and routes on a map.</p>	<p>Share the video to introduce simple directional language.  <a href="https://www.bbc.co.uk/programmes/p017kzhd">https://www.bbc.co.uk/programmes/p017kzhd</a>          Go outside and explore following and giving simple directional language to each other to get from the classroom door to the climbing frame and the Muga. Take photos and record language on LLN.          Return to class.          Share the special objects (compass) don't name them, ask chn:          Q) what can we see?          Q) what is it made of?          Q) have you seen one before?          Q) what do you think it is? Does?          Return to outside and use the compasses and follow north, where does it lead us?          Take photos to go with ones above for books, make any LLN notes that show either language or ability to use.          On return to class relook at the maps explored in previous lessons, chn to say which direction Cc sailed in (ensure maps have a compass at the top of the page).</p>	<p>Videos          Compasses          Ipads/cameras          LLN obs          Map of CC voyage</p>	<p>North          South          East          West          Compass          Direction          Forward          Straight on          Turn          Right          Left          Quarter          Whole          Half</p>		<p>Exit ticket:          Chn to say or circle the direction CC sailed.</p>

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
6 7.2.22	That we can fly around the world and take holidays on an aeroplane What an aeroplane looks like. Where the Atlantic Ocean is and who previous crossed the Atlantic ocean, CC.	How did explorers change the world?	Was Amelia Earhart an explorer, what were her achievements and why are these important?		<ul style="list-style-type: none"> <li>To know that Ameila Earhart was a significant individual.</li> <li>To know when her first flight across the Atlantic was. (add to timeline)</li> </ul>	
<b>WALTs</b> (Linked to national Curriculum Objectives and skills)		<b>Differentiated Activity</b> GD/ EAL/ SEN/Behaviour	<b>Resources</b>	<b>Vocab</b>	<b>Cross curricular writing</b>	<b>AFL</b> End of week quiz Exit Ticket
<p>WALT: identify and say how AE explored and why this makes her a significant individual. (History)</p> <p>WALT: to use a range of materials creatively to design and make products (Art)</p> <p>WALT: select from and use a range of ingredients to make biscuits and evaluate our product. (DT)</p> <p>WALT: use our voices expressively by speaking chants and rhymes (Music)</p> <p>WALT: discuss the life of AE as a significant individual. (History)</p>		<p>Whole Day – through day, ensure LLN is done for each child that captures language about why Ameila is an explorer, what she explored, how she explored.</p> <p>Launch the day by watching the video: <a href="https://www.youtube.com/watch?v=uoPbVsZ4SOo">https://www.youtube.com/watch?v=uoPbVsZ4SOo</a></p> <p>Pull out the key learning Her name – Amelia Earhart When she was born - 1897 What she did – flew across the Atlantic ocean on her own How she did it – in an aeroplane When she did it - 1932</p> <p><b>Art</b> – use a selection of lolly pop sticks and wooden pegs, chn to create their own Amelia Earhart plane.</p>	<p>Lolly sticks Glue Flour Sugar Dairy free butter Baking paper Baking trays Cutters Rollers Sieve Oven Scales</p>	<p>Amelia Earhart Atlantic Ocean Solo Aviation Aeroplane Cockpit Flight Pilot</p>		<p>Exit ticket – to pbe put after photos and evidence form the day – When was AE first solo flight across the Atlantic?</p>



Add the date she took her solo flight across the Atlantic onto the wings. 1932.

**DT** – chn to measure and mix ingredients to make biscuits for Ameila to take on her flight. Chn to evaluate their biscuit – key questions – did I mix the ingredients correctly? Did I measure the ingredients correctly? Did it bake well? Does it look good enough to eat?

**Music** – use the text Im Unstoppable, share the book together, rehearse and repeat the rhyme, add body rhythms and actions.

I am Ameila Earhart  
Would you like to come fly?  
We can fly in my backyard  
We can leap across the sky.  
We can soar across the ocean  
We can take this plane so high  
We can hover through the clouds  
We can rise up to the sun  
We can do what they say cant be done  
That's always so much fun  
One day you will leap, one day you will fly  
One day you will soar, you will take your dreams so high  
So rise, rise my little pilot, so soon you will be running, whatever your dream is, chase it.  
I'm Amelia Earhart and I know no bounds.

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Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
7 14.2.22	Amelia Earhart set some records and some of AE achievements. When AE was born and when she went missing. How AE explored/travelled.	How did explorers change the world?	Was Amelia Earhart an explorer, what were her achievements and why are these important?		<ul style="list-style-type: none"> <li>To know that she was the first women to fly the Atlantic.</li> <li>To know when the aeroplane was invented and when the first flight was.</li> <li>To know some differences between aeroplanes of the past and those of today.</li> </ul>	
<b>WALTs</b> (Linked to national Curriculum Objectives and skills)		<b>Differentiated Activity</b> GD/ EAL/ SEN/Behaviour	<b>Resources</b>	<b>Vocab</b>	<b>Cross curricular writing</b>	<b>AFL</b> End of week quiz Exit Ticket
WALT: discuss the achievements of AE and how these contributed to international life (History)		Recap the key learning and information from last week.  As a class add AE solo flight in 1932 to the large class timeline.  Using key pictures, chn to sequence key achievements on an individual timeline for Amelia – birth, first solo flight and her disappearances. <b>HA/HMA</b> – write the dates and what happened. <b>LMA</b> – write the dates next to dates. <b>LA/SEN</b> – stick dates in correct place.	Large picture for class timeline of date of her first solo flight 1932.  Individual/differentiated pictures to sequence. Poss sheets for LMA/LA/SEN groups	Flight Solo Achieve International	Dates of timeline HA – key achievements	

	To end, discuss and share why these contributed to international life (showed women they can have passions and dreams and they can do anything they wanted to) She records for altitude and flights.				
WALT: explore when the first aeroplane invention and flight was and discuss why these were significant globally. (History)	<p>Explore the PowerPoint around the first successful aeroplane invention by the Wright brothers.</p> <p>Watch video:  <a href="https://www.youtube.com/watch?v=w1zDmlIGDWk">https://www.youtube.com/watch?v=w1zDmlIGDWk</a></p> <p>As a class add this date to the large class timeline.</p> <p>Share ideas as class about why this aeroplane was important to use, what can we do know because the aeroplane was invented.</p> <p>What does the aeroplane do now to help people of the world – transport food, transport clothing and goods.</p> <p>Write simple factual sentences – include date of invention and first flight and who it was invented by. Include why the invention and flight was significant.</p> <p><b>HA/HMA</b> – simple sentences, work with adults to create models, chn to hold sentences in head to write, word mat with key words and facts.</p> <p><b>LMA</b> – fill in the gaps working with and adult, use fact word mat to support.</p> <p><b>LA/SEN</b> – use pictures to match to the correct statement – chn to fill in the gap for the date, circle others.</p> <p><b>Exit ticket</b> – tick the date the aeroplane was invented.</p>	<p>Twinkl PowerPoint.</p> <p>Video</p> <p>Pictures for large timeline</p> <p>WALT stickers for books</p> <p>Sheet for LMA to fill in the gaps</p> <p>Pictures and sheet for LA/SEN</p> <p>Word banks</p> <p>Fact banks</p>	<p>Flight Date</p> <p>Wright Brothers Transport Goods Invention Significant Global</p>	<p>Fact sentences about the first aeroplane invention and flight.</p>	<p>Exit ticket – tick the date the aeroplane was invented.</p>

<p>WALT: compare aeroplanes and say how these have changed within living memory. (History)</p>	<p>Refer back to all the pictures and photos we have seen and explored this week.</p> <p>In groups – discuss around photos of aeroplanes that we know today, lead learners and adults to scribe ideas – holidays, see family, travel for work, transport food, clothing and goods.</p> <p>Use three pictures of aeroplanes from distinct periods of time – Wright brothers, AE plane and planes of today. Chn to draw comparisons of the differences that we can see – shape of wings, engines, the amount of people they can hold.</p> <p>In books write comparative sentences below:  <b>HA/HMA</b> – write 3 simple sentences of how planes have changes based on our observations of photos.  <b>LMA</b> – write 1 simple sentence of how planes have changed – add LLN of anything different children say about how they have changed.  <b>LA/SEN</b> – verbally say how planes have changed, adults to scribe on LLN obs sheets</p>	<p>Photos of planes from different time periods – Wright brothers, AE and planes of today.</p> <p>Large pictures of planes of today to discuss.</p> <p>WALT stickers for books. LLN obs.</p>	<p>Compare Same Different change</p>	<p>Simple comparative sentences.</p>	
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Half Term

Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge
<p>8 28.2.22</p>	<p>The AE was the first women to fly on her across the Atlantic Ocean. When the first aeroplane was invented. Different types of aeroplane from the past and today.</p>	<p>How did explorers change the world?</p>	<p>Was Amelia Earhart an explorer, what were her achievements and why are these important?</p>	<ul style="list-style-type: none"> <li>To know that air travel many years ago made way for holidays and goods moving around the world today.</li> <li>To sequence three aircraft of different ages on a timeline.</li> </ul>

WALTS (Linked to national Curriculum Objectives and skills)	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
<p>WALT: explore the global significance of air travel and how it helped the world. (History)</p>	<p>Refer back to previous learning. As a class/2 groups make lists of the reasons why air travel was important. Bring in why the types of jobs air travel also brings in – pilots, air steward/ess, engineers, mechanics, baggages handlers, lorry drivers to take goods to the aeroplanes etc. How has air travel helped the world – explore how air travel means that people and goods can travel much more quickly, meaning that money can be made, places visited and tourism supported, and jobs always being there. In books – select a picture demonstrating air travel or an aspect of air travel, then write fact based sentences about how air travel has helped the world. E.g. air travel means people can visit other parts of the world. <b>HA/HMA</b> – 3/4 sentences. <b>LMA</b> – 2 sentences. <b>LA/SEN</b> – select a picture, LLL to capture children's voice, adult scribe a word to capture children's understanding in children's books for then to copy.</p>	<p>Photos/pictures that support air travel. WALTS for books Photos for children to pick from.</p>	<p>Air travel Global Significance World impact</p>	<p>Sentences around how air travel helped the world.</p>	
<p>WALT: sequence aeroplanes from distinct periods of time. (History)</p>	<p>Refer back to the pictures we have shared over the past few weeks of planes, recall the planes, who invented them or flew in them, can we recall the time we would have found them in. Model sequencing three planes from distinct periods of time. Model adding the dates to the,  Then to order 3 pictures of aeroplanes from oldest to newest.</p>	<p>3 pictures to sequence for all.</p>	<p>Compare Oldest Newest Order Sequence</p>	<p>Writing dates for each picture.</p>	<p>Circle the oldest aeroplane.  Planes order in time sequence.</p>

	<p><b>HA/HMA/LMA</b> – to sequence and then write the dates correctly underneath.</p> <p><b>LA/SEN</b> – add/stick the date correctly underneath with adult support.</p>				
<p>WALT: use drawing to develop techniques in line and shape to draw Amelia Earhart’s aeroplane. (Art)</p>	<p>Explore the range of images of AE aeroplane. Look at a sample of line drawings and sketches showing aeroplanes.</p> <p>Model using pencils to use sketching, lines and shapes to draw parts of AE plan or the whole plane.</p> <p>Stick in photos that children choose into Art sketch books so that we can see the techniques children use to capture the shape and form of her plane.</p>	<p>Sketching pencils</p> <p>Photos of AE aeroplane</p> <p>Art sketch books.</p>	<p>Sketch</p> <p>Line</p> <p>Shape</p> <p>Follow</p> <p>Look</p> <p>Check</p> <p>Refer</p>		

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
9 7.3.22	Know what an explorer is. Knows different ways people can explore.	How did explorers change the world?	Why did we send a man to the Moon?		<ul style="list-style-type: none"> <li>To know that Neil Armstrong was a significant individual.</li> <li>To know when the first moon landing was. (add to timeline)</li> </ul>	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
WALT: Identify and talk about significant events in the life of Neil Armstrong. (History) 2 lessons		<p><b>WALT: Identify and talk about significant events in the life of Neil Armstrong. (History) (2 Lessons)</b></p> <p>Map of the world on IWB, “where is the furthest away you have been from home?” circle round UK to show where we are, circle places children have been to show how far away these things are. “Where do you think is the furthest anyone has been from home?” Introduce Neil Armstrong, the first man on the moon!  <a href="https://www.youtube.com/watch?v=cwZb2mqld0A">https://www.youtube.com/watch?v=cwZb2mqld0A</a></p>	<p>Atlas</p> <p>Pictures to order</p> <p>Midmap examples</p> <p>Picture clues to support.</p>	<p>Neil Armstrong</p> <p>World map</p> <p>Furthest Moon</p>	Creating a mind map.	Exit ticket – 1 fact about Neil Armstrong.

	<p>Emphasise Neil Armstrong being an explorer.</p> <p>Share information from BBC bitesize - <a href="https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/z4w3mfr">https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/z4w3mfr</a></p> <p>Create a mind map on Neil Armstrong – Children to come up with facts T to write.</p> <p>HA/HMA – to create own mind map following this.</p>				
WALT: Sequence significant events in the life of Neil Armstrong. (History)	<p><b>WALT: Sequence significant events in the life of Neil Armstrong. (History)</b></p> <p>Show children a timeline. Talk about what a timeline is and how we can use a timeline.</p> <p>Refer back to previous topic of queen Victoria – what as she born/when did she die? Children to plot when they were born. Now thinking about Neil Armstrong- when was he born? What did he do that was significant? Think about dates ect.</p> <p>HA – order 6 events HMA – order 5 events LMA – order 4 events LA- order 3 events (including self)</p>		Significant events Timeline Queen Victoria Born Dates		

Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge
10 14.3.22	Some knowledge of Neil Armstrong from previous week.	How did explorers changed the world?	Why did we send a man to the Moon?	<ul style="list-style-type: none"> <li>• To know that Neil Armstrong was a significant individual.</li> <li>• To know when the first moon landing was. (add to timeline)</li> <li>• To know that we sent a man to the moon so that we could further explore space (Mars) and test new technologies.</li> <li>• To know what Neil did when on the moon.</li> <li>• To know how NA got to the moon.</li> </ul>

				To know we commemorate the moon landing with an anniversary each year on 20th July.	
WALTs (Linked to national Curriculum Objectives and skills)	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
<p>WALT: understand the 'who, why, where, and when' elements events through drama and role play. (Drama)</p> <p>WALT: to develop a wide range of art and design techniques in using colour. (Art)</p> <p>WALT: play untuned instruments musically (Music)</p> <p>WALT: select from and use a range of ingredients, according to their characteristics to create rock cakes. (DT)</p> <p>WALT: (History)</p>	<p><b>Explorer's day – Children to dress up as astronaut's like Neil Armstrong.</b></p> <p><b>WALT: understand the 'who, why, where, and when' elements events through drama and role play. (Drama)</b></p> <p>Begin day reading powerpoint about NA (Twinkl) What did Neil Armstrong do that was so significant – draw on this.</p> <p>Drama – Children to act in character for going to the moon. Go outside into the space and act out what it would be like to be in the rocket then what would it be like to be on the moon.</p> <p>Art –</p> <p>Peter Thorpe Rocket art work. Using chalk, pastels and tissue paper focus on the different colours used in the Art. Why do think he uses these different arts.</p>  <p>Music – WALT: play untuned instruments musically (Music)</p>	<p>Chalk</p> <p>Tissue paper</p> <p>Pastels</p> <p>Sketch books.</p> <p>Musical instruments.</p> <p>Ingredients to make rock cakes.</p>	<p>Neil Armstrong</p> <p>World map</p> <p>Furthest</p> <p>Moon</p> <p>Significant events</p> <p>Timeline</p> <p>Queen Victoria</p> <p>Born</p> <p>Dates</p> <p>Rocket</p> <p>Travel</p> <p>Invention</p>	<p>Sentence following making of rock cakes.</p>	<p>Exit ticket- How was neil Armstrong an explorer?</p>

	<p>Think about the sounds of taking off in a rocket. How do you think it would sound/feel before take-off, how would it change? What do you think sound is like when NA got to the moon? Use different un tuned instruments to experiment.</p> <p>DT – WALT: select from and use a range of ingredients, according to their characteristics to create rock cakes. (DT) Small groups to make rock cakes throughout the day.</p> <p>History -</p>				
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Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
11 21.3.22	Prior knowledge of Neil Armstrong.	How did explorers changed the world?	Why did we send a man to the Moon?		<ul style="list-style-type: none"> <li>To know that we sent a man to the moon so that we could further explore space (Mars) and test new technologies.</li> <li>To know what Neil did when on the moon.</li> <li>To know how NA got to the moon.</li> </ul> To know we commemorate the moon landing with an anniversary each year on 20th July.	
<b>WALTs (Linked to national Curriculum Objectives and skills)</b>		<b>Differentiated Activity GD/ EAL/ SEN/Behaviour</b>	<b>Resources</b>	<b>Vocab</b>	<b>Cross curricular writing</b>	<b>AFL End of week quiz Exit Ticket</b>
WALT: identify and talk about how and why Neil Armstrong went to the moon. (History)		<b>WALT: identify and talk about how and why Neil Armstrong went to the moon. (History)</b> Pose Question to the class ‘Why did we send a man to the moon?’ Draw on ideas from the children.	Atlas Pictures Timeline Reflect back through books	Neil Armstrong World map Furthest Moon Significant events Timeline	How can we commemorate Neil Armstrong’s achievement.	Exit ticket- What date do we commemorate Neil Armstrong’s achievement?

	<p>Explore that the reason they went to the moon was to test new technologies and to explore space further. List what technologies they think they would have been testing. Children to list these.</p>		<p>Queen Victoria Born Dates Rocket Travel Invention</p>		
<p>WALT: Know what Neil Armstrong did when he reached the moon. (History)</p>	<p><b>WALT: Know what Neil Armstrong did when he reached the moon. (History)</b></p> <p>Watch video of Neil Armstrong landing on the moon – what do you notice? (No gravity) what does this mean? What did he say when he landed on the moon? What does this mean?</p> <p>Children write short sentences about how Neil Armstrong reached the moon and what he said when he arrived. Add a picture.</p>				
<p>WALT: understand how we commemorate the moon landing. (History)</p>	<p><b>WALT: understand how we commemorate the moon landing. (History)</b></p> <p>Can you recall the date from the timeline when Neil Armstrong reached the moon? Refer back to timeline. How do you think we remember this date? Is there a way we could commemorate this? Draw up on children’s ideas and try to act on them. For example, make cards, small party, remembering his special words.</p>				

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
12 28.3. 21	Knowledge of all 3 explorers. Good knowledge of what they explored, how and when.	How did explorers changed the world?	Who can be an explorer and are all the explorers the same?		<ul style="list-style-type: none"> <li>• To know where the people we have studied fit within a chronical framework.</li> <li>• To know similarities and differences between ways of life in different periods (transport)</li> <li>• To know and draw comparisons between men and women being explorers.</li> <li>• To know and draw comparisons about the different ways we can explore.</li> </ul>	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
WALT: Draw comparisons on significant individuals. (History)		<p><b>WALT: Draw comparisons on significant individuals. (History)</b> Review all 3 significant individuals- what do we remember about each person.</p> <p>Compare all 3 significant inviduals, what did they all have in common? What was different between them? Complete comparison table.</p> <p>Plenary – Can explorers only be male?</p>	<p>Pictures of all 3 significant individuals. Comparison tables. Timeline on display</p> <p>Timeline in books</p>	<p>Compare Comparison Significant Common Difference Male Female Timeline Dates Individuals Similarities Difference</p>		
WALT: Know where significant inviduals fit within a chronological framework. (History)		<p><b>WALT: Know where significant inviduals fit within a chronological framework. (History)</b></p> <p>Draw on all 3 significant inviduals. Can you remember any dates in particular? Create class timeline of all 3 individual's. Specifically looking at birthdays, date of significant event, death. Compare between each other. Children to make own timeline with all 3 individuals on but also include self.</p>		<p>Styles Boats Aeroplanes Rockets Space</p>	Comparisons	

	Look listen and note any pupil voice.				
WALT: Know similarities and differences between the ways of life in different periods of time. (History)	<p><b>WALT: Know similarities and differences between the ways of life in different periods of time. (History)</b></p> <p>Draw on 3 significant individuals covered. Review back on the dates and timeline we have already created. Show the different styles of life between each time period – why did they use boats? Were aeroplanes invented? Challenge discussion.</p>				

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
13 4.4.22	Know 3 different types of explorers and what they explored. Knowledge of what an explorer is. Reminder of big question and intentions for the topic.	How did explorers change the world?	Could I be an explorer and what would I be?		<ul style="list-style-type: none"> <li>To know that we can make connections to people of the past.</li> <li>To know we can make our own accounts based on historical concepts.</li> </ul>	
<b>WALTs (Linked to national Curriculum Objectives and skills)</b>		<b>Differentiated Activity GD/ EAL/ SEN/Behaviour</b>	<b>Resources</b>	<b>Vocab</b>	<b>Cross curricular writing</b>	<b>AFL End of week quiz Exit Ticket</b>
WALT: maintain attention and participate in collaborative conversation. (Speaking and Listening – English)		TUESDAY 5th April – Trip to Sycamore centre.	Trip information. Pictures from the trip	Exploring Explorer		Review questions from whole topic.
WALT: Draw upon all knowledge learnt about the word explorer means. (History)		Draw upon all knowledge of the trip, and previous learning.	Pictures of all explorers covered.		Recount of being on the trip that has informed their	

WALT: Draw upon knowledge learnt to be an explorer. (History)	<p>Children to make an informed decision on if they were an explorer what would they be? Why?</p> <p>Children to draw a picture of them as an explorer and write sentences to match underneath which explain their decision.</p>	Children to reflect back through their book.		decision of what explorer they could be.	
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### **Calendar for the Spring Term**

Date	Event/ Activity	Date	Event/ Activity
Wk1		Wk8	
Wk2		Wk9	
Wk3		Wk10	
Wk4		Wk11	
Wk5		Wk12	
Wk6		Wk13	
Wk7			
	Half Term		Easter