



Phased Learning Journey	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Trip: The Deep			17/01/18 – 4H	23/01/18 – 4V 24/01/18 – 4O		
<p>Science Animals including humans</p> <p>KPIs Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Identify the different types of teeth in humans and their simple functions</p> <p>Incisors Molars Canines Decay Cavity Enamel Pulp Dentine Gum</p>	<p>Identify the different types of teeth in humans and their simple functions</p> <p>Carnivores Herbivore Omnivore</p>	<p>Finding out what damages teeth and how to look after them.</p> <p>Decay Cavity Enamel Pulp Dentine Gum</p>	<p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>I can carefully observe and describe things by comparing and grouping my observations using (KS2) scientific words</p> <p>Large intestine Small intestine Salivary gland Pancreas Colon Rectum Pancreas Oesophagus Anus</p>	<p>identifying producers, predators and prey</p> <p>I can carefully observe and describe things by comparing and grouping my observations using (KS2) scientific words</p> <p>Producer Consumer Predators Carnivore Herbivore Habitat Prey Omnivore</p>	<p>construct and interpret a variety of food chains,</p> <p>I can use books, websites etc. independently to find information</p> <p>Producer Consumer Predators Carnivore Herbivore Habitat Prey Omnivore</p>
Topic	Enquiry Based Learning: Shall we move to the Poles?					



Polar Adventure						
<p>Geography focus– location and climate</p> <p>On a map, locate areas of similar environmental regions desert, rainforest, temperate etc</p> <p>Longitude Latitude Continents Equator Prime meridian Climate zones Tundra region</p> <p>Polar animals – information</p> <p>Talons Adapt Resilient Habitat Survival Diversity Species Classify Hind (legs) Rudder Scientific names, e.g. Vulpes lagopus</p>	<p>Art: Inuit art– painting and printing</p> <p>People at the Arctic and Antarctic</p> <ul style="list-style-type: none"> Use fieldwork to observe human and physical features in the local area. On a map, locate areas of similar environmental regions desert, rainforest, temperate etc <p>Investigate topical issues and problems using a range of sources, including the media, to find answers to simple questions or information and advice</p> <p>Native Inuit Indigenous Contours Vertical Horizontal</p>	<p>Animals and Databases</p> <ul style="list-style-type: none"> Use fieldwork to observe human and physical features in the local area. <p>Human features Physical features Variation Field work Observation Rural Urban Settlement Suburb</p>	<p>Who's been to the South Pole?</p> <ul style="list-style-type: none"> Identify reasons for and results of people's actions. Offer a reasonable explanation for some events. <p>Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates)</p> <p>Voyage Expedition Trek Navigate Crevasse Endurance iconic hostile intrepid relentless</p>	<p>Who was the best explorer?</p> <ul style="list-style-type: none"> Construct informed responses by selecting and organising relevant historical information. <p>Show understanding of values, for example honesty, tolerance, respect and concern for others.</p> <p>Investigate topical issues and problems using a range of sources, including the media, to find answers to simple questions or information and advice</p> <p>Poles Explorers Adapted Antarctica Arctic South Pole North Pole Arctic South Pole</p>	<p>Shall we move to the poles?</p> <p>Construct informed responses by selecting and organising relevant historical information.</p> <p>They can express their views confidently and listen to and show respect for the views of others</p> <p>Poles Explorers Adapted Antarctica Arctic South Pole North Pole Region Adapt</p>	



		Form Tone Texture techniques			North Pole Region Adapt	
<p>RE How do faith communities demonstrate what is sacred?</p>	<p><i>What does it mean when we say something is sacred?</i></p>	<p><i>What sacred items are there in different religions?</i></p>	<p><i>How are sacred items treated? Related to own beliefs</i></p>	<p>Sacred items in Christianit</p>	<p>Sacred items in Judaism</p>	<p>Sacred items in Sikhism</p>
<p>Music</p>	<p><i>Chosen Genre: Ragtime (Scott Joplin)</i> Music KPIs <i>Identify and explore relationship between sounds.</i> <i>Identify how music reflects intentions.</i> <i>Evaluate music using appropriate vocabulary.</i></p>					
<p>PSHE Health</p>	<ul style="list-style-type: none"> To understand what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. To recognise what they like & dislike, how to make real, informed choices that improve their physical & emotional health, to recognise that choices can have good and not so good consequences. To recognise that household products, including medicines, can be harmful if not used properly. 					
<p>ICT Focus: News Broadcasts Polar Games</p>	<p>Y4P1 To create a series of commands that can be combined or condensed to create more complex or efficient routines called procedures.</p>	<p>Y4P2 To understand and explore different game genres.</p>	<p>Y4P3 To understand what makes a good game.</p>	<p>Y4P4 To understand that games are made of specific code.</p>	<p>Y4P5 Refine game to make it more appealing to a specific audience.</p>	<p>Y4P6 Transfer existing coding skills to a new program.</p>

