



Phased Learning Journey	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Trip: Thackary Medical Museum</p> <p>English Unit 3 Literacy and Language</p> <p>Maths</p>	Narrative	Narrative	Narrative	14.2.19 13.2.19 12.2.19 Explanation	Explanation	Explanation
<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>	Identify the different types of teeth in humans and their simple functions Incisors Molars Canines Decay Cavity Enamel Pulp Dentine Gum	Identify the different types of teeth in humans and their simple functions Carnivores Herbivore Omnivore	Finding out what damages teeth and how to look after them. Decay Cavity Enamel Pulp Dentine Gum	Describe the simple functions of the basic parts of the digestive system in humans I can carefully observe and describe things by comparing and grouping my observations using (KS2) scientific words Large intestine Small intestine Salivary gland Pancreas Colon Rectum	Identifying producers, predators and prey I can carefully observe and describe things by comparing and grouping my observations using (KS2) scientific words Producer Consumer Predators Carnivore Herbivore Habitat	Construct and interpret a variety of food chains I can use books, websites etc. independently to find information Producer Consumer Predators Carnivore Herbivore Habitat Prey




				Pancreas Oesophagus Anus	Prey Omnivore	Omnivore
<p>Topic Polar Adventure Alex Fellows Explorers – Shackleton</p> <p>Identify reasons for and results of people's actions.</p>	<h2>Enquiry Based Learning: Shall we move to the Poles?</h2>					
	<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 Talons Adapt Resilient</p>	<p>Art: sketching and drawing Animals that live in the poles</p> <ul style="list-style-type: none"> Can draw whole sketches with detail of surrounds (i.e. including the background). Can confidently work from imagination. Can solidify infill shapes with coloured pencils and can produce a range of tones with each. <p>Can express different feelings through drawing</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>Vertical</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</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</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</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</p>



	<p>Habitat Survival Diversity Species Classify Hind (legs) Rudder Scientific names, e.g. Vulpes lagopus</p>	<p>Horizontal Form Tone Techniques Detail</p>	<p>Settlement Suburb</p>	<p>Endurance iconic hostile intrepid relentless</p>	<p>Adapted Antarctica Arctic South Pole North Pole Region Adapt</p>	<p>South Pole North Pole Region Adapt</p>
<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>KPI- Reflect on what is special and significant in their own lives</p>	<p><i>How are sacred items treated? Related to own beliefs</i></p> <p>KPI- Reflect on what is special and significant in their own lives</p>	<p><i>Sacred items in Christianity</i></p> <p>KPI- Reflect on what is special and significant in their own lives</p>	<p><i>Sacred items in Judaism</i></p> <p>KPI- Reflect on what is special and significant in their own lives</p>	<p><i>Sacred items in Sikhism</i></p> <p>KPI- Reflect on what is special and significant in their own lives</p>	<p><i>Compare sacred items in different religions.</i></p> <p>KPI- Reflect on what is special and significant in their own lives</p>



<p>Music</p> 	<p>Chosen Genre: Ragtime (Scott Joplin)</p> <p>Music KPIs</p> <p>Identify and explore relationship between sounds. Identify how music reflects intentions. Evaluate music using appropriate vocabulary.</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 & mental 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>Computing Focus:</p>	<p>Create an e-safety social story scenario including pictures texts and speech/think bubbles.</p>			<p>Create a bird's eye plan of your ideal playground design – include areas for different sports and healthy activities. Link to PSHE</p>		
	<p>Capturing images Independently capture, review and delete images on an image capture device. Take pictures thinking about the purpose of the image taking into consideration lighting and framing</p> <p>Discuss and evaluate the quality of their own and others' captured images and make decisions (e.g. keep, delete, change).</p>	<p>Creating & manipulating images Begin to enhance a presentation by acquiring, storing and retrieving images from different sources</p> <p>Through peer assessment and self-evaluation, evaluate design and suggest suitable improvements</p> <p>Talk about their choices and changes they have made to achieve a specific outcome or purpose</p>	<p>Creating & manipulating images Begin to enhance a presentation by acquiring, storing and retrieving images from different sources</p> <p>Through peer assessment and self-evaluation, evaluate design and suggest suitable improvements</p> <p>Talk about their choices and changes they have made to achieve a specific outcome or purpose</p>	<p>Creating & manipulating images Use paint packages and photo-manipulation software to change and manipulate an image using features of the package including filters and effects.</p> <p>Use an object based graphics package to create, combine and manipulate objects.</p>	<p>Creating & manipulating images Use paint packages and photo-manipulation software to change and manipulate an image using features of the package including filters and effects.</p> <p>Use an object based graphics package to create, combine and manipulate objects.</p>	<p>Creating & manipulating images</p> <p>Through peer assessment and self-evaluation, evaluate design and suggest suitable improvements</p> <p>Talk about their choices and changes they have made to achieve a specific outcome or purpose</p>