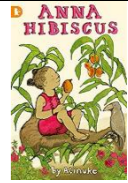
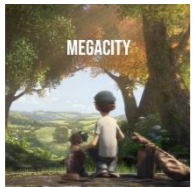
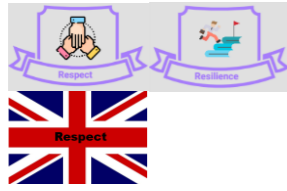

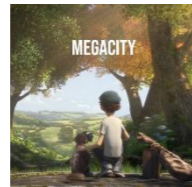
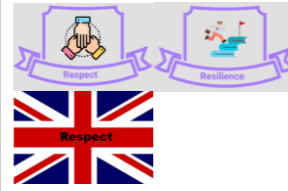

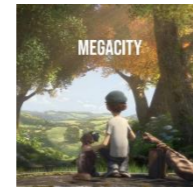

















Theme: Explorers
 Driver: Geography
 The Big Question: What is an explorer?











Reading for Pleasure Class Novel:
 Anna Hibiscus by Atinuke



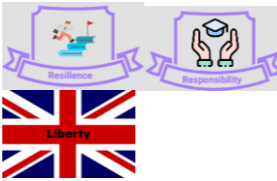


























| | | WC 19.2.23 | WC 26.2.23 | WC 4.3.23 | WC 11.3.23 | WC 18.3.23 | WC 25.3.23 | | |
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| English | <p>Unit: Setting description</p> <p>Supporting Film: Megacity on Literacy Shed</p>  <p>NC Link: learning how to use both familiar and new punctuation correctly writing about real events planning or saying out loud what they are going to write about evaluating their writing with the teacher and other pupils proof-reading to check for errors in spelling, grammar and punctuation expanded noun phrases to describe and specify the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) writing for different purposes</p>   | <p>Unit: Setting description</p> <p>Supporting Film: Megacity on Literacy Shed</p>  <p>NC Link: learning how to use both familiar and new punctuation correctly writing about real events planning or saying out loud what they are going to write about evaluating their writing with the teacher and other pupils proof-reading to check for errors in spelling, grammar and punctuation expanded noun phrases to describe and specify the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) writing for different purposes</p>   | <p>Unit: Setting description</p> <p>Supporting Film: Megacity on Literacy Shed</p>  <p>NC Link: learning how to use both familiar and new punctuation correctly writing about real events planning or saying out loud what they are going to write about evaluating their writing with the teacher and other pupils proof-reading to check for errors in spelling, grammar and punctuation expanded noun phrases to describe and specify the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) writing for different purposes</p>   | <p>Unit: Poetry</p> <p>Supporting Text: If I Had Wings by Pie Corbett</p>  <p>NC Link: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) writing about real events planning or saying out loud what they are going to write about evaluating their writing with the teacher and other pupils proof-reading to check for errors in spelling, grammar and punctuation expanded noun phrases to describe and specify the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) writing for different purposes</p> | <p>Unit: Poetry</p> <p>Supporting Text: If I Had Wings by Pie Corbett</p>  <p>NC Link: learning how to use both familiar and new punctuation correctly develop positive attitudes towards and stamina for writing by: writing for different purposes and writing narratives about personal experiences and those of others consider what they are going to write before beginning by planning what they are going to write about expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) writing for different purposes</p>   | <p>Unit: Poetry</p> <p>Supporting Text: If I Had Wings by Pie Corbett</p>  <p>NC Link: learning how to use both familiar and new punctuation correctly develop positive attitudes towards and stamina for writing by: writing for different purposes and writing narratives about personal experiences and those of others consider what they are going to write before beginning by planning what they are going to write about expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) writing for different purposes</p>   | | | |

















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| Enrichment | <p>Launch: Trip to Sherwood Forest for Orienteering</p> <p>Key Questions: What is an explorer?</p> <p>Media/Visual Literacy: Around the World in 80 Days (2021 film)</p> | | | | | | | |
| SPAG Focus | Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses, adverb (when, where, how) | Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses, adverb (when, where, how) | Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses, adverb (when, where, how), expanded noun phrases | Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses, adverb (when, where, how), speech- inverted commas | Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses, adverb (when, where, how), speech- inverted commas | Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses, adverb (when, where, how), speech- inverted commas | | |
| Guided Reading | <p>Text: The Flower by John Light</p> <p>Focus: Retrieval, prediction</p> <p>NC Link: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p>  | <p>Text: The Flower by John Light</p> <p>Focus: Retrieval, prediction</p> <p>NC Link: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p>  | <p>Text: The Flower by John Light</p> <p>Focus: Retrieval, prediction</p> <p>NC Link: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p>  | <p>Text: If I Had Wings by Pie Corbett</p> <p>Focus: Retrieval, prediction, inference</p> <p>NC Link: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p>  | <p>Text: If I Had Wings by Pie Corbett</p> <p>Focus: Retrieval, prediction, inference</p> <p>NC Link: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p>  | <p>Text: If I Had Wings by Pie Corbett</p> <p>Focus: Retrieval, prediction, inference</p> <p>NC Link: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p>  | | |

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| Maths | <p>Unit: White Rose Maths Multiplication and Division</p> <p>NC Link: recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> | <p>Unit: White Rose Maths Length and Height</p> <p>NC Link: choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$</p> | <p>Unit: White Rose Maths Length and Height</p> <p>NC Link: choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$</p> | <p>Unit: White Rose Maths Mass, Capacity, Temperature</p> <p>NC Link: choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$</p> | <p>Unit: White Rose Maths Mass, Capacity, Temperature</p> <p>NC Link: choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$</p> | <p>Unit: White Rose Maths Mass, Capacity, Temperature</p> <p>NC Link: choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$</p> | | |
| | Science | <p>Unit: The Environment</p> <p><u>Lesson:</u> Can I measure the time it takes for ice to melt in a comparative test?</p> <p>NC Link: explore and compare the differences between things that are living, dead, and things that have never been alive. identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Cross curricular: Maths</p> | <p>Unit: The Environment</p> <p><u>Lesson:</u> Can I sort litter into recycling groups based on their materials?</p> <p>NC Link: performing simple tests observing closely, using simple equipment gathering and recording data to help in answering questions. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Cross curricular: DT Materials</p> | <p>Unit: The Environment</p> <p><u>Lesson:</u> How can we persuade people to use less energy?</p> <p>NC Link: performing simple tests gathering and recording data to help in answering questions.</p> | <p>Unit: The Environment</p> <p><u>Lesson:</u> Can I organise rainforest animals into their classification groups?</p> <p>NC Link: explore and compare the differences between things that are living, dead, and things that have never been alive. identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> | <p>Unit: The Environment</p> <p><u>Lesson:</u> How much water can we save by turning off the tap whilst washing our hands?</p> <p>NC Link: observing closely, using simple equipment performing simple tests gathering and recording data to help in answering questions identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Cross curricular: Maths-Measurement</p> | <p>Unit: The Environment</p> <p><u>Lesson:</u> How can we help endangered animals?</p> <p>NC Link: performing simple tests gathering and recording data to help in answering questions.</p> | |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Computing</p> | <p>Teach Computing: Data and information – Pictograms</p> <p>Lesson: Counting and comparing</p> <p>NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Cross curricular: Maths-Statistics</p>  | <p>Teach Computing: Data and information – Pictograms</p> <p>Lesson: Enter the data</p> <p>NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Cross curricular: Maths-Statistics</p>  | <p>Teach Computing: Data and information – Pictograms</p> <p>Lesson: Creating pictograms</p> <p>NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Cross curricular: Maths-Statistics</p>   | <p>Teach Computing: Data and information – Pictograms</p> <p>Lesson: What is an attribute?</p> <p>NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>  | <p>Teach Computing: Data and information – Pictograms</p> <p>Lesson: Comparing people</p> <p>NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Cross curricular: Maths-Statistics</p>  | <p>Teach Computing: Data and information – Pictograms</p> <p>Lesson: Presenting information</p> <p>NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Cross curricular: Maths-Statistics</p>  | | |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art & Design</p> | | | | <p>Unit: FORM AND SPACE</p> <p>Lesson: Opinion What do I think about Paul Gauguin's art?</p> <p>Lesson: Artist Who was Paul Gauguin?</p> <p>NC Link: to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>  | <p>Unit: FORM AND SPACE</p> <p>Lesson: Landscapes Can I recreate a landscape picture?</p> <p>Lesson: Sculpture What is sculpture?</p> <p>NC Link: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>  | <p>Unit: FORM AND SPACE</p> <p>Lesson: Sculpture How can I make my own 3D landscape?</p> <p>Lesson: Collaborative Art Can we create a 3D landscape together?</p> <p>NC Link: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>  | | |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Design & Technology</p> | <p>Unit: Food</p> <p><u>Lesson: Research</u> Where does food come from?</p> <p><u>Lesson: Research</u> What makes a nutritious lunch?</p> <p>NC Link: understand where food comes from use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Cross curricular: Science-nutrition</p>  | <p>Unit: Food</p> <p><u>Lesson: Design</u> What food should I make for an explorer?</p> <p><u>Lesson: Design</u> Can I design a food skewer for an explorer?</p> <p>NC Link: design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Cross curricular: Science-nutrition</p>  | <p>Unit: Food</p> <p><u>Lesson: Make</u> Can I make my skewers for an explorer?</p> <p><u>Lesson: Evaluate</u> How successful were my skewers?</p> <p>NC Link: use the basic principles of a healthy and varied diet to prepare dishes select from and use a range of tools and equipment to perform practical tasks evaluate their ideas and products against design criteria</p> <p>Cross curricular: Science-nutrition</p>  | | | | | |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p> | <p>Unit: Around the World</p> <p><u>Lesson: Place knowledge</u> Where is Kenya and how does it compare to Mansfield?</p> <p>NC Link: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>  | | | | <p>Unit: Around the World</p> <p><u>Lesson: Geographical skills and fieldwork</u> Can I draw a map of Mansfield Primary Academy and the local area?</p> <p>NC Link: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>  | <p>Unit: Around the World</p> <p><u>Lesson: Human and physical geography</u> What is the weather like near the equator?</p> <p>NC Link: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>  | | |

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| History | | <p>Unit: Explorers</p> <p><u>Lesson: Cause and significant events</u></p> <p>When was the first moon landing?</p> <p>NC Link: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Cross curricular: Geography- locational knowledge</p>  | <p>Unit: Explorers</p> <p><u>Lesson: Childhood</u></p> <p>What was lifelike for Neil Armstrong as a child and children in the 1930s?</p> <p>NC Link: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>  | <p>Unit: Explorers</p> <p><u>Lesson: Life and death</u></p> <p>What affect did Neil Armstrong's death have?</p> <p>NC Link: the lives of significant individuals in the past who have contributed to national and international achievements.</p>  | | | | |
| Music | <p>Inspire Music hub- Drums</p>  | <p>Inspire Music hub- Drums</p>  | <p>Inspire Music hub- Drums</p>  | <p>Inspire Music hub- Drums</p>  | <p>Inspire Music hub- Drums</p>  | <p>Inspire Music hub- Drums</p>  | | |
| PE | <p>Unit: Multi Skills</p> <p>NC Link: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending</p>  | <p>Unit: Multi Skills</p> <p>NC Link: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending</p>  | <p>Unit: Multi Skills</p> <p>NC Link: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending</p>  | <p>Unit: Multi Skills</p> <p>NC Link: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending</p>  | <p>Unit: Multi Skills</p> <p>NC Link: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending</p>  | <p>Unit: Multi Skills</p> <p>NC Link: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending</p>  | | |
| RE | <p>Unit: Rules and Routine</p> <p><u>Lesson:</u> Why is it important to have rules?</p>  | <p>Unit: Rules and Routine</p> <p><u>Lesson:</u> Can I order the Ten Commandments?</p>  | <p>Unit: Rules and Routine</p> <p><u>Lesson:</u> Can I explain why Shabbat is important to Jewish people?</p>  | <p>Unit: Rules and Routine</p> <p><u>Lesson:</u> Can I describe the Five Pillars of Islam?</p>  | <p>Unit: Rules and Routine</p> <p><u>Lesson:</u> Can I explain what the Five Ks are?</p>  | <p>Unit: Rules and Routine</p> <p><u>Lesson:</u> Can I make decisions based on humanist values?</p>  | | |

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| <p style="text-align: center;">PSHE</p> | <p>Jigsaw Unit: Healthy Me</p> <p><u>Lesson: What is motivation?</u></p> <p>Know what I need to keep my body healthy Be motivated to make healthy lifestyle choices.</p>   | <p>Jigsaw Unit: Healthy Me</p> <p><u>Lesson: How can I make healthier choices?</u></p> <p>Show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. Tell you when a feeling is weak and when a feeling is strong.</p> <p>Cross curricular: Science-nutrition</p>   | <p>Jigsaw Unit: Healthy Me</p> <p><u>Lesson: How can I achieve relaxation?</u></p> <p>Understand how medicines work in my body and how important it is to use them safely. Feel positive about caring for my body and keeping it healthy.</p>     | <p>Jigsaw Unit: Healthy Me</p> <p><u>Lesson: Why is healthy eating and nutrition important?</u></p> <p>Sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. Have a healthy relationship with food and know which foods I enjoy the most.</p> <p>Cross curricular: Science-nutrition</p>     | <p>Jigsaw Unit: Healthy Me</p> <p><u>Lesson: What are some healthier snacks?</u></p> <p>Make some healthy snacks and explain why they are good for my body. Express how it feels to share healthy food with my friends.</p> <p>Cross curricular: Science-nutrition</p>   | <p>Jigsaw Unit: Healthy Me</p> <p><u>Lesson: What have I learnt this term?</u></p> <p>Decide which foods to eat to give my body energy. Have a healthy relationship with food and know which foods are most nutritious for my body.</p> <p>Cross curricular: Science-nutrition</p>   | | |
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