
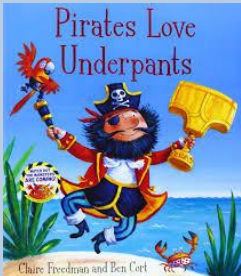
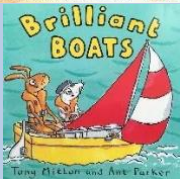

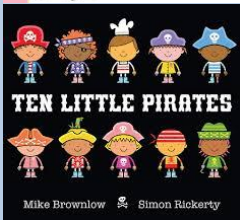

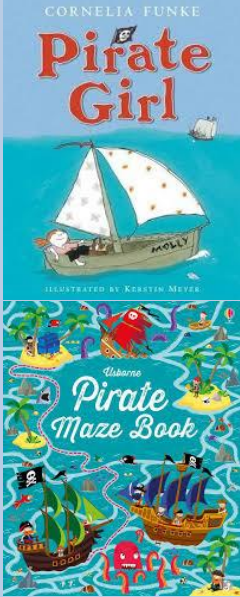
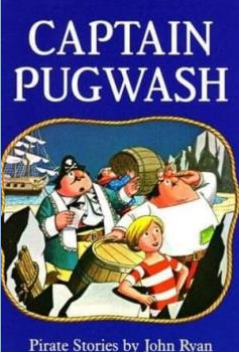
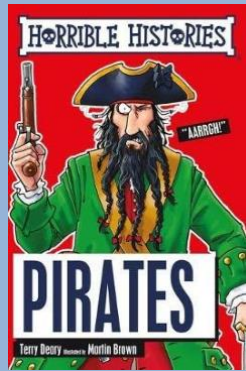


Our Topic	Our learning	Aspects of the 2014 national Curriculum we will cover	Questions we might answer	Books we may read	How we will enrich our learning further...
<p><b>Summer Term 2021</b></p>  <p><b>Marooned</b></p> <p><b>Reflects how we can cope with the basics - what we need rather than what we want!</b></p>	As historians we will study historical figures.	<b>KS1 / KS2</b> - Famous pirates and explorers including Blackbeard and Sir Francis Drake, Mary Reed and Anne Bonny, Grace O'Malley	<ul style="list-style-type: none"> <li>• Why would you be a pirate?</li> <li>• Can there be good pirates?</li> <li>• Do we still have pirates today?</li> <li>• What made these pirates famous?</li> <li>• What did pirates do that we still have evidence of today?</li> </ul>	   	<p><b>Visit to the seaside for a Pirate themed day.</b></p> <p><b>KS2 - outdoor activities day - testing boats</b></p> <p><b>Den building day - whole school?</b></p> <p><b>Forest school survival cooking - rotate?</b></p> <p><b>Time and Tide museum trip - KS1</b></p> <p><b>Alymerton - whole school pirate day.</b></p> <p><b>16 June - KS1 sports morning</b></p> <p><b>21 June - music concert - performing shanties</b></p>
	As geographers we will develop our geographical knowledge	<p><b>KS1</b> - Our locality. Map skills (treasure maps), aerial views. Compare our locality to Katie Morag's Scottish Island</p> <p><b>KS2</b> - Human settlements - Easter Island (land use). - The British coastline - looking at islands. - Coordinates, 6/4 figure references.</p>	<ul style="list-style-type: none"> <li>• How do maps work?</li> <li>• Do places look the same from above as they do at eye level?</li> <li>• What language do we need to use in order to give directions on a map?</li> <li>• Can humans live anywhere?</li> <li>• How would you choose a good place to settle?</li> <li>• What is a coordinate and how do they work?</li> <li>• What is an island? Find out as much as you can about Easter Island.</li> <li>• What 3 items would you consider essential for life on an island?</li> </ul>		
	As scientists we will investigate	<p><b>KS1</b> - materials and how they are adapted to their uses - making shelter, making a raft.</p> <p><b>KS2</b> - Properties and changes of materials. Separating materials - safe drinking water. Fair testing - design a boat to get you off the island, think about catching the wind and floating.</p>	<ul style="list-style-type: none"> <li>• Are all materials the same?</li> <li>• How can we decide which material to use for which job?</li> <li>• If you were making a shelter, what properties would you look for in the materials you used?</li> <li>• You need drinking water but it is dirty, how can you make it safe to drink?</li> <li>• Why does that work?</li> <li>• How else can you separate materials?</li> </ul>		

			<ul style="list-style-type: none"> <li>• What is a fair test? How can you prove that your boat will catch the most wind?</li> </ul>		<p><b>29 June - Science morning - focus on materials</b></p> <p><b>13 July - Geography morning - focus on mapping and treasure hunts</b></p> <p><b>12 - 14 July Herons residential</b></p>
	<p>As artists and designers we will</p>	<p><b>KS1</b> - explore the art of Paul Gauguin inspired by islands.          -Find out about the colour wheel.          -Design and make telescopes and treasure chests (working in 3D)</p> <p><b>KS2</b> - explore the art of Paul Gauguin inspired by islands          -Explore the coordinating and harmonious colours he uses.          -Survival skills - den-building, basic cooking. Building a fire.</p>	<ul style="list-style-type: none"> <li>• Who was Paul Gauguin?</li> <li>• What are the primary colours?</li> <li>• What other colours are included on the colour wheel?</li> <li>• Look at Gauguin's 'Tahitian Landscape'; describe the colours he chose</li> <li>• Compare this to some of his other work - what do you think about his colour choices? How do they make you feel about the places he is painting?</li> </ul>		



In RE we will develop our knowledge of Buddhism, Hinduism, Christianity and Islam

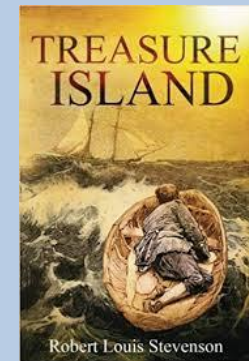
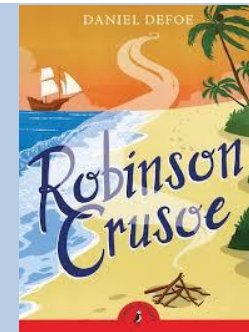
### Exploring

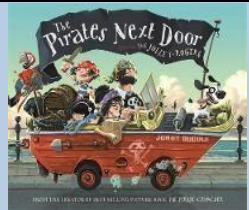
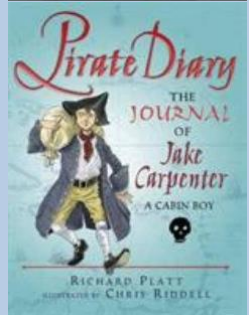
- the beliefs, teachings and practices of Christianity, other principal religions, other religious beliefs and worldviews
- the influence of beliefs, values and traditions on individuals, communities, society and the world
- the nature and demands of ultimate questions relating to religious and moral issues

KS1: What difference does Prayer make to the lives of Christians and Muslims?

LKS2: What difference does being a Buddhist make to daily life?

UKS2: How do Hindus express beliefs about God?



	As musicians we will	<p><b>KS1</b> - Sea shanties, what shall we do with the drunken sailor, when I was one . . .</p> <p><b>KS2</b> - Explore soundtracks from the movies Peter Pan, Robinson Crusoe and The Pirates of the Caribbean .</p>	<ul style="list-style-type: none"> <li>• What moods does the piece of music create?</li> <li>• How has the performer achieved this?</li> <li>• What instruments can you hear?</li> <li>• Where would these musicians be sitting in an orchestra?</li> <li>• Can you beat in time to these pieces of music?</li> <li>• Choose another movie with a similar theme - what characteristics should the theme tune have?</li> <li>• What is a shanty?</li> <li>• Can you write your own following the pattern?</li> </ul>	 	
	As readers	<p>EYFS/KS1 - Pirates love underpants , Katie Morag - Grannie Island, Island Life Peter Pan, Nim's Island, The Jungle Book Kensuke's Kingdom, The Wreck of the Zanzibar (Morpurgo author study). Swiss Family Robinson, Robinson Crusoe, Treasure Island</p>	<ul style="list-style-type: none"> <li>• Debating - you are marooned on an island, which objects will you keep? Why?</li> <li>• How do the characters in the book survive?</li> <li>• Would you act in the same way?</li> <li>• What techniques does the author use to describe the setting to the reader?</li> </ul>	