

### Literacy

We will begin by looking at the recounts of two different explorers Leif Erikson and Christopher Columbus. We will debate who we believe was the first to discover the Americas!

Firstly, in role and Erikson and then as Columbus, we will write a letter home to share our experience as we voyaged to the Americas.

Together, we will read the opening of Michael Morpurgo's Kensuke's Kingdom. We will unpick the language features that make this descriptive writing so effective. Imagining that we are Christopher Columbus, we will then write our own description imagining that we have set foot on land in the Americas for the first time.

Following this, we will write a Newspaper report of Columbus' discovery of the Americas! We will include witness statements to consider the thought and feelings of Columbus' crew as well as those already living in the Bahamas!

### Art and Design

To improve their mastery of art and design techniques, the children will create visual art through our compression of 'The Green Ship'. Using watercolours we will thoughtfully show what the children could discover from behind the screen of branches.

In order to develop their understanding of different artists and their types we will think about any other books we think have similar illustrations. By unpicking the style of Quentin Blake the children will use sketching and painting to re-create the storm illustration.

### Personal, Social and Emotional Development

The children will develop their understanding of Team building skills and the purpose of these. They will focus on strategies to help work together in order to use people strength and share within tasks.

### Music

In music the children will be learning songs that explorers sing on their long laborious journeys. They will use their recorder time to learn some well known songs that may have been played and think about what sailors use to make music.

When thinking about the different feelings, weather and incidents that could happen on the ship the classes will unpick how they could represent these with music. Thinking about tempo, pace and tones they will use Gustav Holst to discuss the effect these features have on the listener.

### Science

Throughout the term our focus will be on forces and magnets. To begin, we will look at the different challenges faced by explorers as they travel the globe and carry out tests to compare how different objects move on different surfaces. We will unpick what forces are at work and compare the different amount of force needed to make the toy move across each surface.

We will then explore which materials are attracted to magnets to help us identify some magnetic objects. We will discover that magnets have 2 poles and that some poles repel whilst opposite poles attract. We will learn that the world itself is a giant magnet.

After understanding how real-life explorers need a compass to navigate, we will link the learning of magnets and their properties to making our very own compasses.



### Enrichment

At the beginning of our topic we will consider the question 'What is an Explorer?' As a group, the children will ask questions and respond to lines of enquiry to try to come up with a definitive answer!

We will make our own large-scale ships, just like Mrs Tredegar's! In their PE lessons the children will recreate the big green ship using PE equipment to explore.

The children will make their own compass and use them to navigate - just like an explorer!

### Mathematics

In maths, we will be learning how to recognise angles as a description of turn. This will link to us map making and giving directions in quarter turns, half turns,  $\frac{3}{4}$  turns, whole turns.

We will learn that Christopher Columbus was actually determined to travel Asia when he stumbled across the Americas. On a map we will plot the route (using turns) that he should have taken and compare this to the route that he actually travelled.

Using our ship designs we will describe the properties of shapes by labelling their angles.

### Design and Technology

When it is dark or foggy, ships need to know they are sailing in the right direction. A ship's navigator uses a compass to check that they are still on course. Explorers also use a compass to help them find their way and avoid getting lost.

We will make our own compass using recycled materials. This will enable us to locate North and South.

### History

We will look at historical evidence to find out who the first European was to discover America!

We will consider how Christopher Columbus impacted the Americas. We will find out what he introduced to America as well as what he brought back with him to Europe.

### Geography

We will discover that Leif Erikson landed in North America whereas Christopher Columbus discovered South America. We will locate the two countries on maps and explore their key physical and human characteristics. We will locate their key cities and add these to our map.

We will consider how exciting it is for an explorer to discover a place for the first time. Imagining that we are Leif Erikson, we will compare the geographical similarities and differences between America and his homeland (Iceland). This will lead us into describing and understanding volcanoes which are a key physical feature of Iceland.

We will discover how these places compare to our own location in the United Kingdom. We will observe, measure, record and present the human and physical features in our local area using sketch maps and digital technologies. We will use our homemade compasses to add the points of a compass to our maps.

### Computing

The children will use search engines effectively to carry out their own research about explorers with a focus on Leif Erikson and Christopher Columbus.

We will use digital mapping to present information about our local area.

We will use the Purple Mash programme 'To Go' to write programmes that control the movement of Turtle using the points of a compass.