

YEAR 5/6	CYCLE A	BLOCK 1
----------	---------	---------

Whole academy curriculum project: Lost and Found

	Aims, Attainment Targets and Guidance	Suggested teaching ideas
Phase 1	Lost and Found – SCA1: Living things and their habitats	Watch ‘Dynasties’ episode relating to penguins and ‘life in the freezer’ → Locate where the south pole is: latitude, longitude, equator, Northern hemisphere, southern hemisphere, arctic & Antarctic → investigate the life cycle of a penguin (bird) → compare to other animals: mammal/fish/reptile → create life cycle information sheets → compare the reproduction process in the different classifications of animals → consider which we see in the local environment compared to the south pole.
	<ul style="list-style-type: none"> Investigate the work of naturalist and animal behaviourist, David Attenborough. Describe the life cycle of a bird. Compare to the life cycle of an amphibian, insect and mammal. Ask pertinent questions and suggest reasons for similarities and differences. 	
phase 2	Lost and Found – SCA1: living things and their habitats	
	<ul style="list-style-type: none"> Describe the life process of reproduction in some animals Observe life cycle changes in a variety of living things, example penguin/bird. Compare to other animal life cycles. Find out about different types of reproduction, sexual reproduction in animals. Observe and compare life cycles of animals in their local environment with other animals around the world. 	

	Aims, Attainment Targets and Guidance	Suggested teaching sequence
Phase 1	MA1: You’ve got a friend in me / AA1: Portraying relationships	Discuss and debate the friendship between the penguins and the boy in lost and found → what makes a friendship: how would you look after each other → Complete Charanga -you’ve got a friend (link to Lost & found) → explore paintings and photographs portraying relationships → investigate the content, ideas and subjects in relationship portraits → sketch a relationship portrait → learn and use a variety of painting techniques
	<ul style="list-style-type: none"> Sing and play musically with increased confidence and control. Develop an understanding of musical composition Play and perform in ensemble contexts using their voices with control and expression. Evaluate and analyse creative work; Know great artists Improve their mastery of art, including drawing. Develop techniques, including control, with creativity 	
phase 2	HA1: Knowledge beyond 1066 – Shackleton Pole explorer	Learn about key facts about the life and person of Ernest Shackleton → create a timeline of explorations he undertook → create a fact leaflet that is generated throughout → imagine being on Shackleton’s team as they prepared for life in the ice → research the expedition in the Endeavour
	<ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British history. Establish a clear narrative within and across the period of study. Explore an aspect in social history. Know the lives if significant individuals in the past who have contributed to national and international achievements. 	
Phase 3	HA1: Knowledge beyond 1066 – Shackleton Pole explorer	Using pictorial historical sources, investigate Shackleton’s explorations and the difficulties faced → Test insulation for gloves using ice → Consider boat design for sailing through ice → compare the achievements of both Shackleton and Tenzing
	<ul style="list-style-type: none"> Address and devise historically valid questions about change, cause and significance Construct informed responses that involve thoughtful selection and organization of relevant historical information. SCI – Observe closely, using simple equipment and performing simple tests. Use observations and gather record data.	

Phase 4	GA1: Location and climate	
	<ul style="list-style-type: none"> Identify the position and significance of latitude and longitude, equator, northern hemisphere and southern hemisphere. Identify the position and significance of the arctic and Antarctic circle. Use maps. Atlases, globes and computer mapping to locate countries (Antarctica) 	<p>Identify where the south pole is and investigate where it is in comparison to the UK → Research locational knowledge linked to the topic → Locate and record countries continents and oceans in relation to the arctic and Antarctica → understand that Antarctica is a land mass and not an iceberg → understand how both poles change with the seasons</p>
Phase 5	GA1: Location and world countries	
	<ul style="list-style-type: none"> Locate the world countries using maps Know key topographical features of the journey. Use the eight points of a compass, four and six-figure grid references, symbols and keys to build their knowledge of the wider world. Identify the position and significance of latitude and longitude, equator, northern hemisphere and southern hemisphere. 	<p>Plot Shackleton's journey using key geographical knowledge</p>