

<p><b><u>Links to Prior Learning</u></b></p> <p>EYFS  Describe position  Use everyday language related to time  Orders and sequences familiar events  Knows info can be retrieved from books and computers  Uses simple tools  Experiment to create textures  Build a repertoire of songs and dances  Look closely at similarities and differences, patterns and change  Use simple tools to effect change to materials  Show understanding of the need for safety and manage risk  Explore vocab especially grouping and naming</p>	<p><b><u>Substantive Knowledge</u></b></p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (sea explorers) – History  Identify and compare the suitability of a variety of everyday materials for particular uses - Science  How the shape of solid objects made from some materials can be changed by squashing, bending, twisting and stretching – Science  Name, locate &amp; identify characteristics of 4 countries &amp; capital cities of UK &amp; surrounding seas  Name and locate 7 continents and 5 oceans  Learn traditional songs and sea shanties</p>	<p><b><u>Cultural Capital</u></b></p> <p>Book: The Pirates of Scurvy Sands/The Night Pirates  Art: Picasso (print making) Edward Moran (maritime paintings)  Music: Sea Shanties, Night Ferry (Anna Clyne)  Map skills  Understanding of the world  Understanding of life in the past</p>
<p><b><u>Key Questions</u></b></p> <p>What was it like to live on a pirate ship/as a pirate?  What was life like in the past?  What floats/sinks?  Are pirates real?  What are the features of a pirate?  Are/were pirates all bad (or was it a career)?</p>	<p><b><u>Land Ahoy!</u></b></p> <p><b><u>Yr 1/2</u></b></p>	<p><b><u>Key Vocabulary</u></b></p> <p>North, South, East, West  Direction  Sea  Weather  Historical  Waterproof  Properties  Wood  Plastic  Metal  Glass  Rock  Map</p>
<p><b><u>Throughout</u></b></p>	<p><b><u>Discrete</u></b></p> <p>PSHE - Explain that actions have consequences for themselves and others. Recognise some dangerous situations out of school grounds.  Computing- Esafety, coding  RE – Y1 Creation Who made the world?  RE – Y2 Is it important to celebrate the New Year? Multi faith unit</p>	

<p><b><u>Maths Links</u></b> find different combinations of coins that equal the same amounts of money</p>	<p><b><u>English Links</u></b> Blackbeard fact files Diary entries</p>
<p><b><u>DT tools and techniques</u></b> Levers, sliders and pulleys – cutting and joining</p>	<p><b><u>Art tools and techniques</u></b></p>
<p><b><u>History knowledge to be remembered</u></b> Captain Blackbeard, Mary Read and Anne Bonny were famous pirates in West Indies in 1700s. Blackbeard tied lit fuses into his beard to appear fearsome, and held an entire town – Charles Town – to ransom for medical supplies. Read and Bonny originally dressed as men before becoming famous (and feared) as female pirates. In modern times, Ellen MacArthur became the fastest person to sail around the world.</p>	<p><b><u>Evaluation 2020/21</u></b> This topic was taught remotely in Spring 1 2021 due to Lockdown. The topic was very successful, even with it being taught remotely. DT was adapted – we only covered levers and sliders due to limited resources at home. However, the plan, make and evaluate was very successful. History – Blackbeard was the only pirate to have been covered. If taught in school, an additional lesson would have been used to cover Mary Read and Anne Bonny. Geography was a repeat of ‘Moon Zoom’ objectives and going forward we have said this could be re-covered in one lesson linked to Ellen MacArthur and her travels around the world (identify continents and oceans on her journey) Discrete lessons were taught successfully, although PSHE was tricky to teach as it generally involves conversations within groups/class and as we hadn’t yet established ‘live’ sessions, those conversations were not able to take place. Coding was covered, but only 1 lesson due to not wanting children to ‘jump ahead’ on the espresso coding units if they had access to them at home.</p>