

Our REAL Project

Project Name

Exploring the world.

Project Summary

Understanding of different climates across the world.

Essential Question

What can we learn from explorers and adventurers?

How are your children meeting the four components of effective projects?

Rigorous

How will students show in depth subject knowledge?

Children will learn about real habitats and climates that are different from those they have experienced before.

Engaging

How will students engage with the learning?

It will be fun and exciting. Hands on experiences. Outdoor learning. Creativity, real life experiences.. Realistic and authentic.

Authentic

What will our authentic audience be?

Parents, school community.

Learning

How will students show their learning of key skills in this project?

In various ways; science projects, art, informative writing, making things with a purpose. And visiting an aquarium.

What can we learn from explorers?

Project Overview

Children will be immersed into life on and beneath the ocean. They will be taken on a trip around the world to learn from great explorers and adventurers. They will use the experiences and lessons they have learned to aid them in their quest to find the true home of the lost polar bear.

Project Timeline

Week 1 – Project launch (4th and 5th) Finding Dory. What creatures can we recognise? Dory had to go on an adventure to find her parents. What adventure would you like to go on? Message in a bottle from a stranded polar bear (describes where he is Great Barrier Reef Island).

Week 2 – Where does the polar bear live? How will we get him home? Polar bear can't remember- take him with us on our adventure. Look at a globe—what shape is the Earth? Intro Christopher Columbus. Everyone thought world was flat. Find equator, North and South Pole on a globe. What is the climate like at each of the points of the globe. What would they wear at each of the places? Planning as an explorer what to take etc...

Week 3 – Year 2 – Travelling across the sea. What about weather? How would that effect a journey? Fact file about Christopher Columbus travelling by sea. Miranda the explorer story.

Week 4 – Travelling across the oceans—ocean life - under the sea creatures, habitats etc Submarines— Octonauts creature reports (little factual song). Exploring under the ocean.

Week 5 – Tropical island. Steel drumming. Sharing a shell story. Turtles. Build a habitat for a hermit crab. Survival skills (shelter). Deep sea creatures—Naomi's nature nightmares.

Week 6 – Look at animals in the Amazon Rainforest (Octonauts) setting and compare with our woodland animals—habitats, differences etc. Why are they different?

Week 7 – The little hotchpotch. Draw a habitat for him based on his needs/appearance. Survival skills (compass and following a trail). Does this story help us to find the polar bear's home?

Week 8 – How will we need to adapt our boat to explore the South Pole. Captain Scott and polar survival. What can we learn from their expedition and the animals that live there? Year 1 –Lost and found week including all about penguins and habitat etc. Floating and sinking, melting changing state

Week 9 – Oh no! It's the wrong pole. Looks right- white like his home. No food source here for him. Where else on the globe is like this? We need to travel to the North to find his home. Polar bear is homesick so we Amelia Earhart by plane.

Week 10 - (on our way home) Pirate attack! We become part of the crew. Learn about pirate traditions and their way of life. Pirate ship. Treasure maps etc—computing block . Pirate day- using survival skills and map work. Blackbeard and Anne Bonny.

Week 11 - Block of RE including Easter. Exhibition.

Week 12 - Easter story. Church Service.

Curriculum links and focus:

Maths – Year 1 and 2 Mastery maths.

English— Instructions- How do pirates really work? Julia Donaldson stories.

Poems- Commotion in the Ocean.

History/Geography— Studying famous explorers including Christopher Columbus, Amelia Earhart and Captain Scott.

Science— focus : animals and survival. Forces and materials (in terms of boats), floating and sinking, changing state.

DT/Art— Survival skills- Bear Grylls.

Music— Steel drums and ocean music.

RE – Places of worship- comparing Christianity to Judaism.

PE – Ball skills. Dance.

PSHE – Y1 - Emotional health

Y2 - Personal safety.

ICT- Computer Science.

Real world experiences

Visiting the aquarium. Survival skills. Learning how to use a compass and following a trail- orienteering. Discovering how things fly (hot air balloons, aeroplanes, parachutes). Becoming explorers by solving real life problems that an adventurer would face.

Immersive

See previous page.

Project Outcomes

POL- exhibition : findings from our mission.

- 1. Survival skills workshops.*
- 2. Perform creature reports.*
- 3. Animal fact files.*