

Questions.

Week 1: What does a human need to survive?
 Week 2: Can you identify what makes a good shelter?
 Week 3: How would you apply what you have learned to develop your own shelter?
 Week 4: What changes could you make to improve your shelter?
 Week 5: How will you organise yourselves to build a shelter in the woods?
 Week 6: How would you rate your shelter?

Texts: The Explorer

Writing outcomes:

Fiction: Personal Response Writing In Role Character
 Study Description

Non Fiction: Newspaper report

Maths:

Number: decimals 2 weeks
 Number: percentages 2 weeks
 Number: algebra 2 weeks

Science: Science taught in Spring topic 2.

Computing:

E-Safety
 We computational thinkers—mastering algorithms [Article 29](#)

Enrichment

Shelter building

Designing, writing and debugging own program

Orienteering adventure

Assessment Foci

PSHE: I can give my views and respect the views of others that are not the same as mine.

DT: I can follow and refine my plans.

I can show that I can test and evaluate my products.

Computing: I can explore 'What if...?' questions by planning different scenarios for controlled devices

RE: I can identify significant events in the life of a religious founder (Buddhism)

Foundation Subjects Coverage

PE: Football—play to agreed rules; explain rules; make a team and communicate plan; use a number of techniques to pass, dribble and shoot. Outdoor and adventurous—plan a route and a series of clues for someone else; plan with others taking account of safety and danger.

[Article 29, 31](#)

French: speak in sentences, using familiar vocabulary, phrases and basic language structures; write phrases from memory and adapt these to create new sentences to express ideas clearly. [Article 29, 28](#)

PSHE/ British Values: Says Who [Article 3 14, 13, 2, 12, 30, 42](#)

examining ways in which conflict can be caused by words, gestures, symbols or actions; understanding the need for rules and that they are necessary for harmony at home and at school; exploring and examining the rules within their families, friendship groups, and at school; identifying the variety of groups, their roles and responsibilities that exist within the community; considering the rights and responsibilities of members of the community; understanding that rules are essential in an ordered community and that different rules are needed in different contexts; examining the effects of anti-social behaviour (for example bullying and racism); and appreciating how and why rules and laws are created and implemented.

Music: play and perform in solo and ensemble contexts using voices and instruments. [Article 29, 28](#)

Geography: use Ordnance Survey symbols and 6 figure grid references; answer questions by using a map [Article 29, 13](#)

RE: Buddhism [Article 12, 2, 13, 14, 30](#) describe and define the word Buddha; explain why Buddha is important to Buddhists; explain the significance of Siddhartha Gautama in the Buddhist religion; retell the Buddhist story of enlightenment and Siddhartha Gautama's journey; identify and retell Buddhist inspirational stories; understand how Buddhist stories explain Buddhist teachings.

DT: use research and develop design criteria to inform designs; test and evaluate products; justify plans in a convincing way; apply understanding of how to strengthen, stiffen and reinforce more complex structures. [Article 3, 13, 28, 29, 31](#)