Experience Title Treasure Hunters

Rationale: During this experience, pupils will develop their skills in Computing. Year 1 will be using Beebots to investigate how to programme a toy and use algorithms. Year 2 will by using the software Scratch to develop their understanding of algorithms and avatars and develop their skills in basic programming. All children will be creating treasure maps, which will include physical and human geographical features. They will develop their learning about compass points and co-ordinates, which has cross-curricular links with mathematics. In this experience, pupils will take part in a Pirate Day where they will dress up as a pirate and take part in a variety of team building activities. The children will learn about the features of a recount and will write their own recount about the pirate day.

Prior Learning: Children will have some experience of using programmable toys. They will be familiar with using simple atlases, aerial maps and globes.

Hook: Scavenger hunt	Outcomes: Pirate Day, Non-chronological report, programming of a simple device, correct use of geographical information

CLA (Core Learning Area)

Geography

- To identify key physical geographical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, season and weather.
- To identify key human physical features, including: harbour, bridges, marina, and pier.
- To use locational and directional language to describe the location of features and routes on a map.
- To know the 4 points of the compass
- To use 2 stage co-ordinates

Literacy:

WRITNG

- To write a recount
- Use time connectives
- Sequence events in order
- To write a non-chronological report
- Use alliteration in the title
- Consider shades of meaning in adjectives
- Use powerful verbs
- Use subordinating conjunctions (although, because) and co-ordinating conjunctions (and, but, or)

READING

- Daily Little Wandle phonics
- Little Wandle Reading lessons on decoding, prosody (expression, correct pausing etc.) and comprehension

• Participate in discussion about what is read to them, taking turns and listening to what others say
Computing • To know what an algorithm is and use their knowledge of algorithms to programme a simple device • To predict what will happen for a short sequence of instructions • To begin to use software/apps to create movement and patterns on a screen • To create and de-bug simple programmes

How Long? 3 weeks	When? Term 5: Week 1-3

Continuous Learning: SPAG, Maths, PSHE, PE

Key questions:

What is an algorithm? What is an avatar or sprite? Suggest 3 ways we can stay safe online. Explain how to read co-ordinates. What is the difference between human and physical geography?

Homework

Week 1: Design and make a treasure map adding some physical features and add a key to show what they are.	Week 3: Make and taste a ship's biscuit using the link below: https://www.rmg.co.uk/stories/blog/how-make-ships-biscuit
Week 2: Practice using a compass to find your way from home to school or your local park.	