** WE ARE EXPLORERS **

**Class: Apples Teacher: KB/LJ Term and Year: Spring 2025**

**PRIMARY PROVOCATION**

**“Are gold and jewels the most precious treasures to find?”**

** Salty Sam**

* **We will learn that traditional pirates lived hundreds of years ago and compare their clothes and ships to modern clothes.**
* **We will go on a treasure hunt around the world and discover that some of the best treasures are pictures, buildings and wildlife.**
* **We will imagine being modern pirates by designing outfits and collecting images of our favourite treasures.**

**THE ROOTS OF TEACHING FOR LEARNING**

**These are the prerequisites of Teaching for Learning**

*constant feedback from all adults*

 *sustained shared thinking between adults and children, between children*

*continuous questioning and hypothesising*

*high expectations for all*

*valuing every person and every contribution*

*learning from mistakes*

*recognising and celebrating achievements*

*willingness to be brave*

Teaching for Learning is rooted in our values. In WE ARE EXPLORERS we are focusing on the following values.

|  |  |
| --- | --- |
| KOINONIA  Children will understand how the school works as a whole just like the crew of a pirate ship and relate it to communities in the wider world. They will undertake challenges which involve working together and contributing their skills to a team effort. They will begin to support each other in their learning. By exploring other cultures understand how this is important to building a safe and productive environment. | POSITIVITY  Children will be encouraged to show positivity towards themselves and others. They will value their own contributions and show pride in the quality of their work. They will also be able to value the work and contributions of others. As they explore the project they will demonstrate positivity about other cultures, art, buildings, achievements and the glory of the wide world. |

**THE TRUNK OF TEACHING FOR LEARNING**

|  |  |  |
| --- | --- | --- |
| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** | |
| **What are the adults doing?** | **What are the children doing?** |
| GEOGRAPHY OBJECTIVES   * Know about aspects of their familiar world such as the place where they live * Know about the natural world and how it can be different to our local environment. * Can talk about some of the things they have observed such as plants, animals, natural and found objects. * Looks closely at similarities, differences, patterns and change * Children know about similarities and differences in relation to places * They talk about the features of their own immediate environment and how environments might vary from one another. * Children know that the environment and living things are influenced by human activity. * Children know about similarities and differences between themselves and others, and among families, communities and traditions. * They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.   HISTORY OBJECTIVES  • Shows interest in different occupations and ways of life.  • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.  **GEOGRAPHY VOCABULARY**  Nouns and verbs linked to the project  Village, town, city, country  Roads, path, field, buildings, church, temple, house, castle  Map, globe, land, sea, climate, weather, seasons  Belief, religion, interests  Vocab relating to different ways of life eg. Crew, pirate, seafarer  **HISTORY VOCABULARY**  Past, long ago, now, soon, in the future, change, same, grow  Fact, fiction/stories | **transfer of knowledge revisiting learning**  **vocab identification identifying purpose of learning**  **classroom organisation subject knowledge**  The initial provocation will be a message from Salty Sam, the pirate captain who will talk about being a pirate and tell the children that what he loves most is gold. He will ask the children “is gold the most precious treasure?”  He will invite them to learn more about pirates, including women pirates, crew rules, the food they ate and the ships they lived on. Children will be encouraged to compare this to their own lives and homes.  Next, he will invite them to accompany him on a virtual journey around the world to discover treasure. He will provide maps and clues to follow. During their travels the children will discover more wonderful treasure than gold and jewels. Using their interest and focus they will be encouraged to go to different places on a world map, discovering for example the polar regions, the rain forests, the animals and colour of Africa and the building and art of Egyptians. This is not a definitive list as the children will be encouraged to decide where to travel to at the end of each week and planning will take them there. The project will unfold according to the interests and experiences of the children. | **following routines**  **active listening**  **being prepared and organised**  **ready for learning**  **engaged in the process**  **commitment to the learning**  The children will be excited to hear from a real pirate and keen to develop their own crew lists and investigations about their life using books and IT.  An anticipated comment is that “all pirates were boys” so some time will be given to learning about Anne Bonnie and others.  Children will discuss how the crews showed some of our values such as Koinonia and perseverance.  Children will compare how different ships and clothes were and how much harder their lives were.  From here the children will look at a world map and decide where to travel.  Children will ask questions such as  “what is this place called?”  “what is the weather/climate here?”  “How do people or animals adapt to live here?”  “are there wonderful treasures to find?” |

**GROWING**

|  |  |  |
| --- | --- | --- |
| The child is beginning to demonstrate understanding and is engaging with the learning. They recall some knowledge and use some vocabulary correctly and in context but maybe not sufficiently confident to do this without prompting. They are carefully led, by the adult, through small steps of guided learning to recognise, practise and repeat key skills. | | |
| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** | |
| **What are the adults doing?** | **What are the children doing?** |
| What is a pirate?   * Children know about similarities and differences between themselves and others, and among families, communities and traditions * Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.   • Shows interest in different occupations and ways of life.  **HISTORY VOCABULARY**  Past, long ago, now, soon, in the future, change, same, grow  Fact, fiction/stories | Using the provocation of Salty Sam children will be encouraged to describe their own images of pirates and what they know.  During the following weeks they will explore the world of pirates through stories, films and books.   * What were the ships like and how are they different to now eg wood vs steel * What were the clothes like – fashions and materials * What did pirates eat? * Explore the pirate code and compare to our values – were pirates all bad? * Could women be pirates?   Adults will set up role play areas with a ship, costumes and writing materials.  Adult led activities will include:   * Making wanted posters * Writing replies to Salty Sam * Making model ships * Exploring floating and sinking * Making pirate biscuits * Creating crew lists and pirate rules | The children will immerse themselves in the fantasy world of pirates and through their explorations will begin to sift through the fact and fiction of pirate life.  They will begin to compare which aspects of life were similar and which were different and why (eg no electricity).  Growing children will respond to the teacher led activities and begin to offer opinions through their learning such as   * What makes a good captain * Can girls be pirates * How do pirates work together * What would life aboard the ship be like. |
| What is real treasure?  GEOGRAPHY OBJECTIVES   * Know about aspects of their familiar world such as the place where they live * Know about the natural world and how it can be different to our local environment. * Can talk about some of the things they have observed such as plants, animals, natural and found objects. * Children know about similarities and differences in relation to places * They talk about the features of their own immediate environment and how environments might vary from one another.   **Vocabulary**  Map, globe, land, sea, climate, weather, seasons  Sea, desert, rainforest, buildings, cities, ships, storm, rain, sun | Provide resources to create their own ships in junk modelling based on historical sailing ships. Model asking questions about how they floated, moved etc.  Provide resources to investigate different environments such as art from photos, small world, role play. Model asking questions and appreciating the natural world and historical buildings as treasures to be cared for. | Children will learn to follow instructions to build and test.  They will share previous knowledge about the environments we visit and express interest about where else we could go.  They will begin to understand the impact humans have on the world for good (eg building pyramids and creating art) and bad (destroying habitats)  They will begin to learn vocabulary linked to the different environments |
|  |  |  |
|  |  |  |

**BLOSSOMING**

|  |  |  |
| --- | --- | --- |
| The child is engaged and enjoying the learning and able to apply the necessary skills and knowledge in order to demonstrate their understanding of the learning. They confidently meet the objectives and demonstrate a full ability to use the vocabulary correctly and in context. They are confident when making links and explaining their method to others. They are encouraged to explore and experiment whilst the adult sets challenges, hypothesises and explores misconceptions with them. | | |
| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** | |
| **What are the adults doing?** | **What are the children doing?** |
| What is a pirate?   * Children know about similarities and differences between themselves and others, and among families, communities and traditions * Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.   • Shows interest in different occupations and ways of life.  **Children find out about the difference between past and present events in their own lives and some reasons why people’s lives were different in the past.**  **HISTORY VOCABULARY**  Past, long ago, now, soon, in the future, change, same, grow  Fact, fiction/stories  What is real treasure?  GEOGRAPHY OBJECTIVES   * Know about aspects of their familiar world such as the place where they live * Know about the natural world and how it can be different to our local environment. * Can talk about some of the things they have observed such as plants, animals, natural and found objects. * Children know about similarities and differences in relation to places * They talk about the features of their own immediate environment and how environments might vary from one another.   **Vocabulary**  Map, globe, land, sea, climate, weather, seasons  Sea, desert, rainforest, buildings, cities, ships, storm, rain, sun  They can identify similarities and differences between themselves and others, and among families, communities and traditions.  They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.  Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They will develop the skills to notice details and compare them.  Children will identify ways in which they can preserve the environment locally, nationally and globally, for example, by litter picking, recycling, caring for animals | Provide resources to record their understanding of pirates:   * Writing frames and word mats * Role play – costumes, ship, treasure * Small world resources in sand, water, play mats * Junk modelling and art projects in workshop * Specific projects eg make pirate biscuits * Non-fiction books and stories * TV programmes to extend knowledge   As children blossom adults will engage in play with them, questioning and developing their understanding.  Learning will be recorded and taken further using Tapestry.  Model investigating using books, IT, small world and role play  Model recording their learning in art, role play, small world and written forms  Model finding awe and wonder at the natural world and human creations  Work with children in provision to develop and extend their vocabulary  Use vocab of comparison to encourage children to compare to their own lives and express opinions | During free play the children will show their understanding by developing role play and small world story telling. They will use vocabulary learnt such as appointing a captain and second mate and developing their own rules for the ship.  They will express opinions about the world of pirates   * Comparing lives * Reasoning why some things happened and why for example they couldn’t just ring home, cook healthy soup etc * Comparing values * Understanding what their own skills are and how they could apply them * Negotiating and working together |

**FLOURISHING**

|  |  |  |
| --- | --- | --- |
| The child is exhibiting a depth of learning and enthusiasm relating to the objectives. They can select knowledge and understanding for different contexts and justify their choice when using their repertoire of skills. They are able to revise, review and reflect on what they know and create their own solutions to situations, justifying the rationale for what they are demonstrating. They are able to, and indeed want to, ‘show off’ with what they know and what they can do; they want to share that they are flourishing and how they know they are flourishing. Adults are present for affirmation and organisation. | | |
| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** | |
| **What are the adults doing?** | **What are the children doing?** |
|  | affirmation  challenge  active listening  observing  checking understanding  By using the resources available adults will be able to engage in sustained shared thinking with the children to refine and develop their ideas of how to demonstrate their knowledge.  The children will be encouraged to record their ideas and express opinions about the past, to explore their own ideas. Information will allow the children to challenge stereotypes | formative mistakes  justifying reasoning demonstrating  choosing and explaining  reviewing and reflecting  The children will use their knowledge and skills to record their learning in increasingly creative ways.  They will ask questions and follow them up with their own investigations.  They will explain their own ideas and challenge their own stereotypes and beliefs.  They will be able to explain the good and harmful impact humans have on the world and think of ways they can improve their local environment |

** WE ARE EXPLORERS **

**Class: Apples Teacher: KB/LJ Term and Year: Spring 2025**

**FINAL FLOURISH**

**“Are gold and jewels the most precious treasures to find?””**

The children will design and create their own treasure chests. They will each make a video about which treasure they thought was the most important in the world and we will share this with parents.