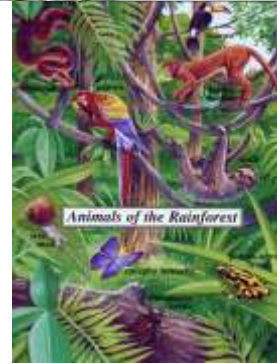


Hot & Cold Places



Successful learners

Areas of Learning

As Historians we will listen to stories, look at different sources of information and artefacts to find out about polar explorers such as Robert Falcon Scott and Ernest Shackleton. We will compare the expeditions that they made and will position these events on our class timeline.

As Geographers we will explore what it is like in hot and cold areas of the world and identify where they are located on globes and maps. We will use geographical vocabulary to describe key features and will use compass directions and locational language to position objects and describe features on a map.

As Scientist we will identify animals found in hot and cold places and by looking at their features classify them into different groups e.g. mammal, bird, fish, reptile etc. We will identify and name some animals found in cold places which are herbivores, carnivores or omnivores and we will find out what they eat. We will investigate what materials would be best to keep our hands warm and dry when visiting cold places.

As Musicians we will use our voices to compare and imitate the pitch of animal noises. We will investigate pitch and beat, creating our compositions for polar animals and explorers.

As users of technology we will use our word processing skills to present information on an animal to then create a class information book about polar animals.

As Artists we will mix hot and cold colours to make backgrounds for pictures of hot and cold places. We will use primary colours to create secondary colours to paint colourful hats, scarves and gloves. We will use different lines.

As Gymnasts we will develop skills to travel in different ways both on the floor and on apparatus, using a sequence of different actions.

Confident individuals

Enterprise

As enterprising people, we will:

Work together to plan our own class expedition, pack the things that we will need, follow directions on a map, record the adventure we had.

Responsible Citizens

Enrichment

To enrich our learning:

Role play: Expedition camp where we can plan our expeditions.

Base camp where we can explore polar places, light fires, cook food, record our findings, write our diary.

Small world: ice tray with different polar animals, sand tray with wild animals and trees.

In our home learning we will:
Create our own hot or cold habitat for animals.
Find out about an animal.



Spiritual & Moral

In our spiritual and moral development, we will:

Learn about Jesus' early life and how we can be a gift to others around us by following Jesus example of being kind and caring.

We will look at Bible stories that help us understand what Jesus taught us:

- Not to worry about things ...I will look after you
- Do to others ... This will make you happy

Communities

As members of a community we will:

Look at ways we can improve the walled area just outside our classroom by planting plants and bulbs to make it more attractive, create habitats to attract insects and feeders for birds.

We will provide different feeders and food for birds during the winter.

History Key Objectives	Milestone 1
To investigate and interpret the past	<ul style="list-style-type: none"> • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.
To understand chronology	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line.
To build an overview of world history	<ul style="list-style-type: none"> • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.
Geography Key Objectives	Milestone 1
To investigate places	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Use world maps, atlases and globes to identify countries, continents and oceans studied. • Name and locate the world's continents and oceans.
To investigate patterns	<ul style="list-style-type: none"> • Identify.... the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
To communicate geographically	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).
Science Key Objectives	Milestone 1
To work scientifically	<ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions.
To understand animals and humans	<ul style="list-style-type: none"> • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).
To investigate materials	<ul style="list-style-type: none"> • Describe the simple physical properties of a variety of everyday materials. (transparent, translucent, opaque, waterproof, flexible). • Compare and group together a variety of everyday materials on the basis of their simple physical properties.
Art Key Objectives	Milestone 1
To develop ideas	<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.
To master painting techniques:	<ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels.

To master drawing techniques:	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines
To take inspiration from the greats (classic and modern)	<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.
PE - Gymnastics	Milestone 1
To develop practical skills in order to participate, compete and lead a healthy lifestyle.	<ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance.
Music	Milestone 1
To perform	Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Imitate changes in pitch.
To compose	Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases.
To transcribe	Use symbols to represent a composition and use them to help with a performance.
To describe music	Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.

English	Mathematics
Report – What animals eat Fact files about polar animals Reading information books Writing diary entries like famous explorers Extending vocabulary – words to describe hot & cold places, animals, feelings while exploring Penguin small story https://www.youtube.com/watch?v=0cDby-q1BTg	Measures – comparing length, height, mass of animals Book - Snow bears – M Waddell Measuring height of penguins and polar bears Sequencing events – days of the week, months of year - Diary of explorers

Books	Resources
<p>Penguin Small – M Inkpen Snow Bear – Piers Harper Snow bears surprise – Piers Harper The Polar Bear Son – Lydia Dabovich Snow Bears – Martin Waddell The perfect day for it – Jan Fearnley Snow Friends – M Butler Edward goes exploring – David Pace The Teddy’s Bear’s great expedition – Prue Theobalds Bother with Boris – Diana White Lost and Found – Oliver Jeffers Where is home Little Pip – Karma Wilson</p> <p>Information books Scott of the Antarctic – E & J Dowdeswell (Raintree Young Explorer) Captain Scott: Journey to the South Pole - Adrian Bradbury (Collins Big Cat) Ice Trap Shackleton’s incredible adventure – Meredith Hooper</p> <p>Artic Life – Sean Callery (Collins Big Cat) Antarctica – Lucy Bowman (Usbourne) Penguins –Emily Bone (Usbourne)</p>	<p><u>Small world play</u> Polar plastic creatures, water tray, fake snow, ice, glass pebbles Plastic wild animals, trees, bushes, sand</p> <p><u>Explorer / Arctic Role play area</u> Phone, computer, maps, expedition ideas, Packing boxes, sledge, walking poles, Tent, sleeping bag, snowsuits, gloves, ski goggles, boots Back packs Explorer items: compass, fire steel, cooker, binoculars, ration packs Diary, pen, notebook, sketch pad, animal information books Charts, maps, compass</p> <p>DVD’s The little polar bear The little polar bear 2 Happy Feet</p> <p>Pictures of Robert Falcon Scott http://www.bbc.co.uk/newsround/16084213 Video of Captain Scott’s expedition https://www.youtube.com/watch?v=Aqzqzbi_BdQ</p>