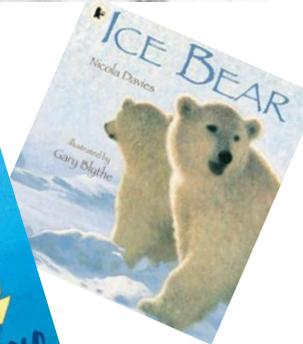


Freezing Cold



Successful learners

Areas of Learning

As Scientists, we will identify animals found in cold places and by looking at their features classify them into different groups e.g. mammals, birds, fish, 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 Geographers, we will explore what it is like in 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 Historians, we will listen to stories, look at different sources of information and artefacts to find out about polar explorers including Robert Falcon Scott. We will compare the expeditions that they made and will position these events on our class timeline.

As Artists, we will be drawing and painting pictures of polar animals and the Northern Lights. We will mix colours with white to create a colour wash. We will use different lines to create pictures too.

As Design and Technologists, we will be developing using a pattern and developing our sewing skills to make polar animals.

As Musicians, we will use our voices and instruments to compare and imitate the sound of different weather and seasons. We will investigate pitch and beat, creating a short composition.

As users of technology (ICT), we will be developing basic computer skills including using a mouse, turning a computer on and off as well as opening and closing applications.

As Mathematicians we will be further developing our understanding of numbers to twenty, comparing and ordering numbers, exploring addition, subtraction and equals. We will be learning about odd and even numbers, doubling and halving, and estimating numbers. We will also be exploring geometry and the properties of 2-D and 3-D shapes.

As Reader and Writers, we will be exploring a wide range of non-fiction books about the Polar regions, Polar animals and Polar explorers. Which will support us across the curriculum but also with writing a non-chronological report about Polar animals. We will also be looking at Contemporary fiction books including Lost and Found by Oliver Jeffers which we will use to support our fictions writing. We will also be exploring Rhyming Couplets and poetry.

PSHE – we will be exploring how to stay safe online and the importance of rules and age restrictions. We will also start to explore ways of staying healthy and looking after ourselves.

Confident individuals

Challenge

To become enterprising, confident and independent individuals 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 we will:

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.
Build an igloo using milk bottles.

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

Explore: Explore changes in materials through melting and freezing, explore how polar animals keep warm.

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:

We will use our new mud kitchen to make bird feeders to hang in our outside area.

Science Threshold Concepts	Milestone 1
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). • Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).
Investigate living things	<ul style="list-style-type: none"> • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro habitats • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.
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.
Seasons	<ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.
Geography Threshold Concepts	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 the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Name and locate the world's continents and oceans.
To investigate patterns	<ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • 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.

History Threshold Concepts	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.
Understand chronology	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer.
To build an overview of world history	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.
Communicate historically	<ul style="list-style-type: none"> • Show an understanding of the concept of nation and a nation's history.
Computing Threshold Concepts	Milestone 1
Computer Skills	<ul style="list-style-type: none"> • To hold a mouse comfortably and correctly. • To be able to double click and drag. • To name the main components of a computer. • To explain the differences between switching and logging on and off • Use a range of applications and devices in order to communicate ideas, work and messages.
Communicate	<ul style="list-style-type: none"> • Use a range of applications and devices in order to communicate ideas, work and messages.
Art Threshold Concepts	Milestone 1
Develop ideas	<ul style="list-style-type: none"> • Respond to ideas as a starting point.
Master techniques: (Drawing)	<ul style="list-style-type: none"> • Draw lines of different shapes and thickness. • Colour neatly following the lines.
Master techniques: (Painting)	<ul style="list-style-type: none"> • Mix primary colours to make secondary colours. • Colour mixing. •
Design Technology Threshold Concepts	Milestone 1
Textiles	<ul style="list-style-type: none"> • To shape textiles using a template. • Join textiles using a running stitch. • Decorate textiles using a range of techniques.

Music Threshold Concepts	Milestone 1
Perform	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch.
Compose	<ul style="list-style-type: none"> • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect.
Describe music	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.
PE Threshold Concepts	Milestone 1
Develop practical skills in order to participate, compete and lead a healthy lifestyle: Games	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate.
Develop practical skills in order to participate, compete and lead a healthy lifestyle: Gymnastics	<ul style="list-style-type: none"> • Cope and remember actions. • Link two or more action to make a sequence. • Hold a position whilst balance on different point of the body. • Move with some control and awareness of space. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards, and sideways. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance.
PSHE Threshold Concepts	Milestone 1
Keeping Safe	<ul style="list-style-type: none"> • How rules can help keep us safe. • To understand why some things, have age restrictions, e.g. TV and film, games, toys or play areas. • Rules for keeping safe online.
Physical Health and Mental Wellbeing	<ul style="list-style-type: none"> • Understand whom to tell if they see something online that makes them feel unhappy, worried, or scared. • Understanding what it means to be healthy and why it is important. • Daily routines and hygiene.

English	Mathematics
Non-Chronological Reports – About Polar Bears and Peng Contemporary Fiction Poetry Rhyming Couplets	1LS13- Numbers to Twenty – Odd and Even Numbers. 1LS14 - Geometry – Names and Properties of 2-D and 3-D Shape. 1LS15 - Measures – The Language of Comparing Length, Height, Mass and Speed. 1LS16 - sequencing Events – Days of the Week and Months of the Year 1LS17 -Numbers to Twenty – Adding using ‘Think 10’ 1LS18 - Numbers to Twenty – Subtraction using ‘Think 10’ 1LS19 - Numbers to Twenty – Equality and Balance.
Websites, books, resources 😊	
All About Polar Bears - https://www.youtube.com/watch?v=-xEE7K67Xo The Girl Who Went to the Arctic https://www.youtube.com/watch?v=LYK8ERKPnNM A Walk in the Arctic https://www.youtube.com/watch?v=b-9xDztBhzE Antarctica for Kids https://www.youtube.com/watch?v=t3StWheKtq8 Penguin small story https://www.youtube.com/watch?v=0cDby-q1BTg Lost and Found by Oliver Jeffers Ice Trap! Shackleton’s Incredible Expedition by Meredith Hooper & M.P Robertson Artic Life by Sean Callery Edward goes exploring by David Pace The Teddy Bears Great Expedition Prue Theobalds The Penguin by Barbara Benson Ice Bear by Nicola Davies The Littlest Bear by Gillian Sheilds & Polona Lousin The Polar Bear Son An Inuit Tale by Lydia Dabovich Scott of the Antarctic Captain Scott: Journey to the South Pole by Adrian Bradbury, Kate Evans and Bod Moulder.	