



Key Questions: What is life like in the polar regions?

Curriculum enrichment: Visit from James Field (Marine Biologist)

English Links: e.g. Class Novel / Cross-curricular Writing: Lost and Found, Information writing about the Inuit people, diary writing as an explorer, adventure stories, poetry inspired by the Northern Lights.

Science

Content: Animal adaptations, polar habitat, properties of ice.

Skills: Working scientifically – perform simple tests, gathering and recording data to help in answering questions, **Living things and their habitats** – 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. **Materials** - Describe the simple physical properties of a variety of everyday materials. **Seasonal change**- observe changes across the four seasons, observe and describe weather associated with the seasons

Assessment Notes:

Computing

Content: Purple Mash (Arctic labelling, drawing and typing about a polar animal) Times Table Rockstars/Hit the Button, e-safety (Chicken Clicking)

Digital Literacy

- Log into own user area on PurpleMash.
- Use age appropriate websites.
- Follow links to find the information that I require.
- Use a mouse to follow the appropriate buttons to navigate websites or saved information.
- Use my own login to access the school system
- Know what a password is, and why it needs to be kept private
- I understand that websites have a specific address
- Find relevant information to answer a specific questions by navigating different pages on a website.
- **E-Safety**
- Understand how to use a computer safely
- Know what to do if I find something inappropriate online (tell a trusted adult)
- Talk about keeping myself safe online.

Assessment Notes:

Art

Content: Chalk/pastel artwork linked to the Northern Lights and artwork from the Inuit culture

Skills:

Use a range of materials creatively to design and make products.

Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk

Develop a wide range of techniques in using:

Line:

Name, match and draw lines/marks from observations (bold, thin, wavy, straight, broken, zig-zag etc)

Shape:

Record from observation and draw shapes from observations (oval, long, curvy etc)

Colour/Pattern:

Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes, different grades of pencil (Names of colours and tones, e.g bright, pale, light, dark, deep etc)

Assessment Notes:

PSHE

Content: Independence (Individual Liberty, British Value), awareness of own feelings, how to respect other's feelings and opinions

Skills:

- Can communicate feeling and recognise how others show feelings.
- Identify and respect differences and similarities between people.
- Share their opinions and explain their views through discussion.
- Learn how responsibilities and opportunities change as you grow up.

Assessment Notes:

History

Content: How the Inuit way of life has changed and Roald Amundsen

Skills:

Geography

Content: Map work, human and physical features of the Arctic, comparing a city in the Arctic to a UK city

Skills:

- Name and locate the world's seven continents and five oceans.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the

PE

Content: Dance, gymnastics and swimming

Skills:

- Move in a variety of ways in and out of cones and obstacles.
- Jump with both feet leaving the ground.
- Hop

<ul style="list-style-type: none"> • Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • Pupils should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • Pupils should use a wide vocabulary of everyday historical terms. <p>Assessment Notes:</p>	<p>United Kingdom, and of a small area in a contrasting non-European country concentrating on islands and sea sides</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • key physical and human features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. <p>Assessment Notes:</p>	<ul style="list-style-type: none"> • Jump for height • Jump for distance • Dance to link with learning theme. • Copy a dance pattern. • Move to a beat. • Link a short series of dance sequences together. • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] <p>Assessment Notes:</p>
<p>Music</p> <p>Content: Listening, Vivaldi Winter 1-live drawing, composition, graphic scores. So Mi Do La songs, Dalcroze</p> <p>Skills:</p> <ul style="list-style-type: none"> • Maintaining a steady beat & copying & composing simple rhythms • Recognise Ta, Ta-a, sh & tete in standard notation • Pitching accurately when singing • Singing a variety of winter themed songs • Listening & moving to ‘Winter’ (4 Seasons) • Use a range of instruments to express musical ideas alone and in collaboration with others • Composing programme music & recording on a graphic score <p>Assessment Notes:</p>	<p>Forest School</p> <p>Content: - Changing Seasons, winter weather, temperature Stick Man – Julia Donaldson – games and making bird feeders in winter</p> <p>Skills: - Observation of the changing weather, forest environment - Knowledge of how to use a thermometer - Know how to keep warm outside, movement, clothing - Sharing – hot chocolate, biscuits - Use imagination – Create stick man / stick family puppets - Comparing size \ shape of trees, sticks, twigs - Create, tell stick man adventures in forest environment - how to make a bird feeder - bird survival, how we can help, good foods, seeds, fat - co-operation, sharing, listening to instructions, rules</p> <p>Assessment Notes</p>	