

Topic Name: Frozen Planet
Class and Year Groups: Yellow Class Year 2/3

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to: -</p> <ul style="list-style-type: none"> • find out about polar creatures in the North and South poles and explore how they have adapted to their different habitats • Learn about Arctic explorers, focusing on Captain Scott and how they planned expeditions • Explore the North and South Pole 	<p>KEY FOCUS AREAS: Map work-keys and directional vocabulary</p> <p>Learning about Arctic explorers, focusing on Captain Scott and how they planned expeditions</p> <p>Learning about animals and their habitats and how animals adapt for survival</p> <p>Creating artwork/sculptures using a range of mediums</p>	<p>SYNOPSIS:</p> <table border="1"> <tr> <td>Week 1</td> <td>Arctic Circle-cold areas of the world</td> </tr> <tr> <td>Week 2</td> <td>Human features of the Arctic</td> </tr> <tr> <td>Week 3</td> <td>Physical features of the Arctic</td> </tr> <tr> <td>Week 4</td> <td>Map work</td> </tr> <tr> <td>Week 5</td> <td>Arctic Explorers</td> </tr> <tr> <td>Week 6</td> <td>Arctic Explorers</td> </tr> </table>	Week 1	Arctic Circle-cold areas of the world	Week 2	Human features of the Arctic	Week 3	Physical features of the Arctic	Week 4	Map work	Week 5	Arctic Explorers	Week 6	Arctic Explorers
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<p>TOPIC FOCUS and CONTENT: E.g. HISTORY, GEOGRAPHY and SCIENCE</p>		<p>KEY QUESTIONS (linking to topic factsheet):</p>												
<p>Topic</p> <ul style="list-style-type: none"> • 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 of the arctic and routes to get to the arctic on maps. • Knowledge: identify the location of cold areas of the world in relation to the Equator and the North and South Poles • Ask and answer simple questions about the past using evidence from their enquiry. • Use a range of historical sources to find out about the past, e.g. stories, eye-witness accounts, photographs, pictures, artefacts, visits to museums. • Knowledge: Learning about Captain Scott and Roald Amundsen <p>Science</p> <ul style="list-style-type: none"> • ask questions, making observations, identifying and classifying, use observations to suggest answers • Scientific Knowledge: 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 		<p>1. What animals live in the Arctic? 2. How do Arctic animals adapt to survive? 3. Who explored the polar regions? 4. When and where is the Aurora Borealis?</p> <p style="text-align: center;">Opportunities for Extension</p> <p>Can show understanding through their answers to questions and will deepen this knowledge by asking their own questions.</p>												

<p>ENGLISH: Lost and Found by Oliver Jeffers Non-Fiction-Penguins by Emily Bone Skills As readers, we will focus on making prediction about what might happen or find information on why arctic animals have adapted to how they are.</p>	<p>MATHS Year 2 Addition and subtraction</p> <ul style="list-style-type: none"> • solve problems with addition and subtraction: 	<p>SMSC/PSHE/BRITISH VALUES: Spiritual-Children will be introduced to the idea that different societies have different beliefs and that these can be affected by the environments they live in. Moral- Children will be taught to think of others, listen well to others points of view and try to imagine others'</p>
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<p>As writers, we will plan and adapt our own story Create postcards, newspaper articles and descriptions. write information texts about a variety of different polar animals. Also, we will write stories based on our text model of Lost and Found by Oliver Jeffers.</p> <p>READING KEY TEXT(S): Polar Express Lost and Found Key Comprehension</p>	<ul style="list-style-type: none"> recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers and recognise the inverse operation <p>Multiplication and division</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot solve problems involving multiplication and division 	<p>points of view, especially those who live in difficult circumstances.</p> <p>Social-Children will work together collaboratively when designing, making and performing. -Children will communicate findings to others and showcase their learning our celebration event.</p> <p>Cultural- Pupils will consider how communities adapt to cold environments.</p>
<p>ART/DT Skills</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 	<p>PHYSICAL EDUCATION</p> <p>Net and wall and fundamentals</p> <ul style="list-style-type: none"> To develop placing an object and racket familiarisation To use the ready position to defend space on court To develop returning a ball with hands and a racket To move an opponent to win a point To develop balance, stability and landing correctly To explore how the body moves differently when running at different speeds To develop changing direction and dodging To develop coordination and combining jumps <p>COMPUTING: Spreadsheets</p> <ul style="list-style-type: none"> To use copying, cutting and pasting tools To explore the capabilities of a spreadsheet in adding up coins to match the prices of objects To add and edit data in a table layout. To use the data to manually create a block graph. 	<p>MUSIC Ho Ho Ho by Joanna Mangona</p> <ul style="list-style-type: none"> To listen and appraise To learn and/or build on the children's knowledge and understanding about the interrelated dimensions of music through To perform to others To use accompanying instruments <p>ENRICHMENT and VERTICAL DRIVERS: <u>Enrichment</u> Polar Express themed week <u>Vertical Drivers</u> Celebration of diversity, Courageous advocacy, Our place in the world</p>
ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding		
Geography Targets – As a Geographer	Geography Targets – As a Historian	Art and Design Targets: As an Artist

<p>Skills: 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 of the arctic and routes to get to the arctic on maps.</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<p>Skills: Ask and answer simple questions about the past using evidence from their enquiry. Use a range of historical sources to find out about the past, e.g. stories, eye-witness accounts, photographs, pictures, artefacts, visits to museums.</p> <ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result 	<p>Year 2</p> <ul style="list-style-type: none"> • I can record and explore ideas from first hand observation, experience and imagination. • I can ask and answer questions about the starting points for my work and the processes I have used. • I can develop my ideas. • I can explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. • I can layer different media • I can experiment with the visual elements; line, shape, pattern and colour. • I can mix a range of secondary colours, shades and tones. • I can experiment with tools and techniques, inc. layering, mixing media, scraping through etc.
<p>Design Technology Targets: As a Designer Year 2</p> <ul style="list-style-type: none"> • I can Generate ideas by drawing on my own and other people's experiences • I can develop my design ideas through discussion, observation , drawing and modelling • I can identify a purpose for what I intend to design and make • I can identify simple design criteria • I can make simple drawings and label parts • I can begin to select tools and materials; use vocab' to name and describe them • I can use hand tools safely and appropriately • I can evaluate against the design criteria • I can evaluate my products as they are developed, identifying strengths and possible changes they might make • I can talk about my ideas, saying what I like and dislike about them 	<p>Design Technology Targets: As a Designer Year 3</p> <ul style="list-style-type: none"> • I can generate ideas for an item, considering its purpose and the user/s • I can identify a purpose and establish criteria for a successful product. • I can plan the order of my work before starting • I can explore, develop and communicate design proposals by modelling ideas • I can make drawings with labels when designing • I can select tools and techniques for making my product • I can use hand tools safely and appropriately • I can choose and use appropriate finishing techniques • I can evaluate against the design criteria • I can evaluate my products as they are developed, identifying strengths and possible changes I might make • I can talk about their ideas, saying what I like and dislike about them 	<p>Year 3</p> <ul style="list-style-type: none"> • I can select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • I can question and make thoughtful observations • I can explore relationships between line and tone, pattern and shape, line and texture. • I can make and match colours with increasing accuracy • I can use more specific colour language • I can choose paints and implements appropriately. • I can plan and create different effects and textures with paint according to what I need for the task. • I can show increasing independence and creativity with the painting process.