

## Frozen Planet

### Medium Term Topic Plan – Year 1

Term	Spring	Length of Study	Spring Term 2 - 6 weeks
<b>Classroom Environment</b>	Topic related project loan books Snow scene dioramas (homework) Display with topic vocabulary, what we already know (Moodscape), what we would like to learn, high quality outcomes	<b>Super Starter (Hook) &amp; Education Visit/Visitor</b>	Destination Antarctica! Flight simulation to Antarctica. Pupils act as roaming reporters/vloggers to explore facts about the region.
<b>Key Texts</b>	<p><u>Narrative:</u>  The Rainbow Bear by Michael Morpurgo  The Penguin who wanted to Find Out by Jill Tomlinson (Guided Reading)  Optional - <u>Lost and Found</u> by Oliver Jeffers</p> <p><u>Non-Fiction:</u>  The Emperors Egg by Martin Jenkins  The Coldest Tundra a Baby Professor publication</p>	<b>End Product</b> <i>(Assembly/Exhibition/ Showcase)</i>	Class Assembly - Art exhibition with writing to showcase to parents (Zoom if necessary)
<b>English</b> <i>(units lasting 2-3wks max some ks2 maybe 4wks if include additional outcomes)</i>	Non-Fiction - 2 weeks (Write a fact file about an animal that lives in Antarctica) Narrative - 2 weeks (writing informed through various drama conventions and Talk 4 Writing to create own version of the story) Strands: Responsibility to our planet Poetry- 2 weeks (re-create own verses inspired by The Rainbow Bear)		
<b>Science</b>	<p><b>Sc1/2.2 Animals including humans</b>  Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals  Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores  Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)  Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b>Sc1/4.1 Seasonal Changes</b>  Sc1/4.1a observe changes across the 4 seasons  Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.</p>		
<b>P.E.</b>	Net and Wall Games Gymnastics continued from Spring 1 <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination</li> <li>• begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform simple movement patterns (for gymnastics)</li> </ul>		
<b>History</b>	Race to the Poles (to be incorporated through Guided Reading) <b>Compare explorers to create facts file</b> Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods - Ingrid Christensen - 1st women in South Pole		
<b>Geography</b>	<b>Journey of a Polar Bear</b> <b>Ge1/1.1 Location Knowledge</b> Ge1/1.1a name and locate the world's 7 continents and 5 oceans <b>Ge1/1.2 Place Knowledge</b> Ge1/1.2a understand geographical similarities and differences through studying the human and physical geography of: - and of a small area in a contrasting non-European country - North America - Canada / Alaska State? Siberia Ruski <b>Ge1/1.3 Human and Physical Geography</b> Ge1/1.3a 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 <b>Ge1/1.4 Geographical Skills and Fieldwork</b> Ge1/1.4b 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		

Art	Observational drawings related to fact files
D&T	<p>Interactive Information Board</p> <p>Design:</p> <ul style="list-style-type: none"><li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria</li><li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li><li>• Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li><li>• Evaluate, explore and evaluate a range of existing products TBC</li><li>• Evaluate their ideas and products against design criteria</li></ul> <p>Technical knowledge:</p> <ul style="list-style-type: none"><li>• Build structures, exploring how they can be made stronger, stiffer and more stable</li><li>• Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li></ul>
Music	<p>Create a piece musical Soundscape of the Polar Region</p> <p>Use the learning objectives (musical elements) taken from Charanga:</p> <p>Year 1: Round and Round</p> <p>Focus: pulse, rhythm and improvisation, singing, playing instruments to create a final piece</p> <p>Year 2: Zootime</p> <ul style="list-style-type: none"><li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>• play tuned and untuned instruments musically</li><li>• listen with concentration and understanding to a range of high-quality live and recorded music</li><li>• experiment with, create, select and combine sounds using the inter-related dimensions of music</li></ul>