

## English

### National Curriculum Links

#### Reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (Set 1 and 2 RWI) for all phonemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words
- read words containing –s, -es, -ing, -ed, -er and –est endings
- read words with contractions (e.g. I'm, I'll, we'll) and understand the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge.

#### Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart.

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- discussing the significance of the title and events
- making inferences/predictions on the basis of what is being said and done.

Participate in discussion about what is read to them, taking turns and listening to what others say.

Explain clearly their understanding of what is read to them.

#### Writing

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- spell words containing each of the 40+ phonemes already taught
- spell common exception words
- spell the days of the week
- name the letters of the alphabet in order

Pupils should be taught to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- re-reading what they have written to check that it makes sense
- leaving spaces between words
- beginning to punctuate sentences using a capital letter and a full stop, question/exclamation mark.

#### Possible Stories

Jack Frost, The Journey Home, The Snow Queen, The Runaway Iceberg, What I Love About Winter.

## Maths

### National Curriculum Links

#### Number: Place Value

Pupils should be taught to:

- count to and across 100, forwards, backwards, beginning with 0, 1 or any given number
- count, read and write numbers to at least 100 in numerals
- count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line
- use the language of: equal to, more than, less than, fewer, most, least
- read and write numbers from 1 to 20 in numerals and words.

#### Number: Addition and Subtraction

Pupils should be taught to:

- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \_ - 9$ .

#### Measurement: Money

- Recognise, count and know the value of different denominations of coins.
- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
- Find different combinations of coins that equal the same amounts of money.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

## Science

### Animals and Living Things

#### National Curriculum Links

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; define those that are carnivores, herbivores and omnivores.

#### Learning Outcomes

Children will:

- use books and the internet to find out about the animals of the Arctic and Antarctic; their food and adaptations to their hostile environment.



### Frozen

Ash Class  
Spring 1



## **Geography**

### **Around the World (The Oceans & Continents; The UK)**

#### **National Curriculum Links:**

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Identify geographical similarities and differences through studying the physical geography of the UK and Antarctica.

#### **Learning Outcomes**

Children will:

- Use maps with growing confidence.
- Use maps to locate the United Kingdom, its countries and their capital cities.
- Use maps to locate the continents of the world.
- Research a continent, using the information to create a fact file (countries, famous physical features, famous landmarks etc).
- Use maps to locate the oceans of the world (Pacific, Atlantic, Arctic, Southern and Indian) as well as some seas (North Sea, English Channel).
- Use positional language and the four points of the compass.

## **Music**

### **Charanga – In The Groove (Covid Version)**

#### **National Curriculum Links**

- Children will use these interrelated dimensions of music – pulse, rhythm, pitch, tempo, dynamics, timbre, texture and structure
- Listen to and appraise a range of six different types of music
- Sing, play instruments, improvise and compose

#### **Learning Outcomes**

Children will:

- Listen to and appraise music.
- Learn about pulse, rhythm and pitch.
- Learn to sing the songs. \*
- Play instruments with the songs.
- Improvise with the songs.
- Compose with the songs.
- Perform their compositions.

*\* (Singing outdoors or in well-ventilated room with distancing)*

## **P.S.H.E.**

### **Jigsaw Scheme - Dreams and Goals**

Pupils should be taught to:

- Set simple goals and work out how to achieve them.
- Tackle new challenges.
- Identify obstacles which make it difficult to achieve goals.
- Use technology safely.

#### **Learning Outcomes**

Children will:

- Discuss strengths they have.
- Engage in tricky activities and discuss how they felt during the process.
- Celebrate successes.
- Participate in Safer Internet Day See “Computing”.

## **History**

#### **National Curriculum Links**

- The lives of Robert Scott and Roald Amundsen as significant individuals from the past
- The events beyond living memory that led up to the race to the South Pole.
- Where this period in history fits in relation to the life of Grace Darling, Guy Fawkes and the present day.

#### **Learning Outcomes**

Children will:

- Use books, the internet and information from trusted adults to find out about the race to the South Pole.



## **Computing**

### **Algorithms**

#### **National Curriculum Links**

- CS – Understand what algorithms are; how they are implemented as programmes on digital devices.
- Follow precise and unambiguous instructions.

Children will:

- Program Roamer directions to follow a route from different places/objects in the modelled Antarctic. Allow children time to explore Bee-bot program
- IT – Organise, store, retrieve and manipulate digital outcome.

Children will:

- Explore simple websites with material relating to Arctic and Antarctic
- Use art programs to create polar animals/scenes and save to own file
- DL – Use technology safely and respectfully.
- Identify where to go for help and support when they have concerns about content or contact on the internet or other online.

Children will:

- Discuss how to stay safe and what procedures to follow if they need help (revisit Lee and Kim’s Animal Adventure and SID’s Top Tips).
- Safer Internet Day – Tuesday 9<sup>th</sup> February 2021

## **Physical Education**

### **Dance with Miss Georgia**

#### **National Curriculum Links**

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
- Perform dances using simple movement patterns.

**Dance** – basic balance and agility moves in learned dance sequences.

## DT

### National Curriculum Links

Pupils should be taught to:

Design

- Design a soft toy or hand puppet based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing).
- Select from and use a wide range of materials and components, including textiles, threads and accessories, according to their characteristics.

Evaluate

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

### Learning Outcomes:

Children will:

- Design a soft toy (Y1) or hand puppet (Y2).
- Generate ideas through talk and drawing after looking at examples.
- Select from and use a range of tools to cut, shape, sew and finish
- Evaluate finished product by comparing to their design.

## Art & Design

### Cold Colours

### National Curriculum Links

- To use drawing, painting and sculpture to develop ideas
- To use colour, texture, line, shape, form and space in own artwork

### Learning Outcomes

Children will:

- Investigate 'hot' and 'cold' colours
- Look at images of the northern lights and then select colours and materials to make their own representation.

## Mastering English

**Opportunities for children to develop deep learning:**

- Applying new topic vocabulary when writing across the curriculum
- Using appropriate features when writing in different styles across topic areas
- Using their speech and language skills to question, discuss and explain their thinking.
- Applying learnt grammar and punctuation conventions when writing across the curriculum

**For example:**

- *Questioning and reasoning about predictions as well as questions to ask zookeepers about leopards (science).*
- *Diary of Robert Scott (history).*
- *Writing factfiles about polar animals (science).*
- *Writing an instructional booklet for looking after the snow leopards in the zoo..*

## Mastering Maths

**Opportunities for children to develop deep learning:**

**Science:**

- Measure temperature of different places on the school field to compare habitats.
- Look at the temperature at the Poles and compare to the temperature in Alnwick.

**History**

- Placing historical events on a timeline (race to the South Pole)

**DT:**

- Naming and describing shapes when creating Rangoli Patterns.
- Selecting suitable shapes according to their properties and explain their reasoning.

## Investigation Possibilities

### CC (Sc1)

**Science**

- Which is the best place on the school field for a mouse to survive?
- What do animals need to survive?
- Why do animals like seals have thick layers of fat?
- Can you design an animal to live on a frozen planet?

## Philosophy for Children

**Science**

- Should animals be kept in zoos?
- Does anyone own something that is wild?

**History**

- Should horses (and people) have been involved in the race to the pole?

**Geog**

- Should people be allowed to travel to Antarctica?

## Opportunities for Outdoor Learning

**Science:**

- Look for and identify animals in the school grounds.
- Set up investigations on the school field to compare habitats.
- Look for signs of winter.

**History:**

- Re-enact the race to the South Pole on the school field.