**Numeracy**

**National Curriculum Links:**

Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.

Count, read and write numbers to 20 in numerals and words.

Given a number, identify one more or one less.

Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

Represent and use number bonds and related subtraction facts within 20. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. 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

**Children will:**

Count forwards and backwards and write numbers to 20 in numerals and words.

Partition numbers into tens and ones.

Count one more and one less to 20.

Compare and order groups of objects.

Compare and order numbers and amounts to 20.

|  |
| --- |
| Add to 20 by counting on. Find and make number bonds to 20. Add and subtract to 20 using known number facts. |
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**Geography:**

**National Curriculum Links:**

Name and locate the world’s 7 continents and 5 oceans

Understand geographical similarities and differences through studying the physical geography of the UK and the Antarctic

Identify seasonal and daily weather patterns in the UK and the Antarctic in relation to the Equator

Use geographical vocabulary to refer to key physical and human features.

Use maps and atlases and simple compass directions

**Children will:**

Use atlases and globe to find the Arctic in north and Antarctic in the south.

Use internet, books, fact sheets, video footage to find out about Arctic/Antarctic in relation to the weather, seasons, vegetation and oceans that surround and compare with their own environment.

Keep a temperature chart of these places and compare with our temperature.

Find out about Northern lights in the Arctic and allow children to create their own version of Northern Lights

Sort statements about Antarctic/Arctic into true and false.

Create own mind map of things learnt.

**Outdoor Learning Opportunity:**

* Introduce children to directions N S E W and allow opportunity to explore with compasses outside and follow directions.
* If weather is snowy – allow children to create their own Antarctic environment (otherwise indoors with false snow).

**English**

**National Curriculum Links:**

Reading – being introduced to non-fiction books that are structured in different ways.

Answering and asking questions.

Listen to and discuss a range of Winter themed stories, poems and non fiction texts (some beyond those that can be read ind)

Discuss word meanings

**Children will:**

Write about fictional and real events and begin to proof read to check for errors.

Learn the names of the letters of the alphabet in order and form them correctly in relation to lower case letters.

Spell the days of the week.

To use joining words to join words and clauses.

Use capital letters, full stops, exclamation marks and question marks accurately.

Taught through: **fantasy stories:** Jack Frost, The Journey Home, Snow, Over and Under the Snow, Snow Day, The Snow Queen. **Poems:** What I love about Winter by Douglas Florian. **Non Fiction:** Selection about Winter and the Arctic regions

**Art & Design**

**National Curriculum Links:**

To use ice to work creatively, design and make

To use drawing, painting and sculpture to develop ideas

To use colour, texture, line, shape, form and space in own artwork

**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

Look closely at a pic of an Emperor penguin and use colour, line, shape to make own portrait.

Look at images of close up snowflakes. Allow chn to explore shapes (symmetry) and lines. Chn to create their own snowflake to contribute to a class snowflake quilt by folding paper into quarters both straight and diagonally

**Outdoor Learning Opportunity**:

* Use ice and natural materials to make own frozen pictures

*External artist visit.*

**History**

**The race to the South Pole and the lives of Amundsen and Scott**

**National Curriculum Links**

**Pupils should be taught about:**

events beyond living memory that are significant nationally or globally.

the lives of significant individuals in the past who have contributed to national and international achievements.

Children will:

Ask questions as they find out about these people from the past.

Place events on a timeline in relation to previous learning (Grace Darling, Guy Fawkes).

Use internet/books/fact sheets to find out about the race to the South Pole.

Retell the events in pictures and writing.

**Outdoor Learning Opportunity:**

Children will act out the race to the South Pole on the school field.

**Music**

**National Curriculum links**

Musical elements: Pulse, rhythm

Use the voice expressively and creatively

Play tuned instruments

Experiment with and create sounds

Learn about the theory of music

**Children will follow our Charanga scheme of work to learn and perform ‘In the Groove’.**

FROZEN! Spr 1 2017

**FROZEN**

**SRING HALF TERM 1 - 2019**

**Computing**

**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 5th February 2019***

**Physical Education**

National Curriculum Links

Pupils should be taught to:

master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

perform dances using simple movement patterns.

**Dance** with Miss Georgia

**PSHE**

Risks and dealing with emergencies

**National Curriculum Links:**

That household products, including medicines, can be harmful if not

used properly.

Rules for and ways of keeping physically and emotionally safe

About people who look after them, their family networks, who to go to

if they are worried and how to attract their attention, ways that pupils can help these people to look after them.

To recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’

**Children will:**

Investigate dangerous materials in the home.

What are the hazards and risks in Arctic conditions?

What would you do at an accident in the snow? Who helps us in our family/at school? Thinking back to previous visits, which emergency services would help?

**RE**

**Northumberland Agreed Syllabus**

Theme: Jesus as a friend. Religion: Christianity

Key P4C Question: Was it always easy for Jesus to show friendship?

**Children will:**

talk about why friends and why they like them.

remember a story about Jesus showing friendship and talk about it.

show how Jesus tried to be a good friend.

**DT**

**National Curriculum Links**

**Pupils should be taught to:**

**Design**

**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.**

**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 construction materials, textiles and ingredients, according to their characteristics.**

**Evaluate**

**Explore and evaluate a range of existing products.**

**Evaluate their ideas and products against design criteria.**

**Children will:**

Design a purposeful, functional skidoo

Generate ideas through talk and drawing

Select from and use a range of tools to cut, shape, join and finish

Select from a range of materials according to their characteristics

Designing own skidoo for Antarctic travel

Make skidoo with junk modelling materials, joining with glue, masking tape, sellotape, split pins

Use scissors to cut and shape pieces for skidoo model.

**Science**

**National Curriculum Links:**

Name and identify common animals that have their home in the Antarctic and compare them to British animals they are familiar with.

Describe the conditions in this habitat and explain how these animals obtain their food

Asking simple questions and recognise they can be answered in different ways.

Using their observations and ideas to suggest answers to questions.

Identify, compare and classify everyday materials, including: wood, metal, plastic, glass, brick, rock, paper and cardboard.

Describe the suitability of a variety of for particular uses.

Perform simple tests to find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching.

**Children will:**

Use books and the internet to find out about Arctic and Antarctic animals.

What do they eat? What adaptations do they have? Write factfiles.

Name, describe by using technical vocabulary and investigate different materials in terms of their waterproof and warming nature to create clothes for teachers going to Antarctic (Teachers in the Freezer video clip). Materials to create warm clothes for cold weather.

