English

National Curriculum Links

Reading Comprehension CC Phonics and listening skills)

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

- Being introduced to non-fiction books that are structured in different ways.
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary.

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

- Check that the text makes sense to them as they read and correcting inaccurate reading.
- Predict what might happen based on what has been read so far.

Writing

- Encapsulate what they want to say, sentence by sentence coherently.
- Sequence sentences to form increasingly longer narratives.
- Re-read to check their compositions make sense, especially ensuring verbs are used correctly and consistently.
- Learn how to use commas for lists and using learnt punctuation correctly (full stops, capital letters (at the start of sentences and for the personal pronoun), exclamation marks, question marks.
- Learn about nouns and verbs.
- Learn to use the past and present tense and how the suffixes ***_ing*** and ***_ed*** can be used to change tense.

Possible Stories

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

RE

Jesus as a Friend

Pupils should:

- Learn about the roles of friendship.
- Use the Bible as a source to find out about friends Jesus had.
- Investigate whether it was easy for Jesus to show friendship.

Learning Outcomes

Children will:

- Investigate the role of friends; activities we might share and feelings we might have.
- Listen to stories from The Bible about friends Jesus had.
- Discuss how easy it would be for Jesus to show friendship.

Maths

National Curriculum Links

Number: Addition and Subtraction

- CC (Ongoing – telling the time: o'clock/half past)
- Add three 1 digit numbers.

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.

Number: Multiplication and Division

- Count in twos, fives and tens and learn times table facts for the 2, 5 and 10 times tables.
- Make, add and share equal groups of objects and numbers then use these groups to make arrays.
- Double and halve numbers and recognise odd and even numbers.
- Calculate mathematical sentences using multiplication and division and write these calculations using the correct symbols.
- Solve problems using multiplication and division using objects, representations and real life contexts.

Science

Plants CC (Sc1)

National Curriculum Links

Pupils should be taught to:

- CC Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- CC Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

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. They will compare these animals to wild animals from the locality.
- Draw life cycles for different polar animals and for humans.
- Find out about how local animals and polar animals adapt to their environment so that they can still get their basic needs. Compare this to humans; how do we get our basic needs and stay healthy?

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Frozen

Year 1&2 Spring 1

Geography

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

CC (Let's Explore – Map Skills, compass points)

- 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.

Children will:

- Use atlases and globe to find 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.

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 an 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.

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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 9th 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.**