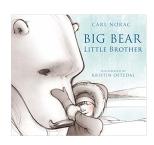
Arctic Adventures



Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Autumn 2	Arctic Adventures	Big Bear Little Brother	Geography	Managing risks and keeping safe

Geography objectives coverage

Key Question	Learning Opportunities	Geography Objectives	Learning Opportunities
What is life like in Burgess Hill compared to the Arctic?	What are the four countries that make up the United Kingdom? What are the capital cities?	To name, locate and identify characteristics of	1.To recognise the countries that make up
	2. Where is the United Kingdom?	the four countries and capital cities of the United Kingdom and its	the United Kingdom. 1To identify the capital cities of the four
	Where is the Arctic compared to the United Kingdom? (Equator, north and south pole)	surrounding seas.	countries of the United Kingdom and the
	What do you notice about the Arctic and the United	To use world maps, atlases and globes to identify the	surrounding seas.
	Kingdom? 4. How does the landscape look similar or different in the	United Kingdom and it's countries	2. To use world maps, atlases and globes to
	United Kingdom and the Arctic?	Understand geographical	identify the United Kingdom and it's
	How do you stay warm in the Arctic and in the United Kingdom?	similarities and differences through studying the	countries.
	5. What is the temperature like in the United Kingdom and the Arctic?	human and physical geography of a small area of the United Kingdom, and	3. As above. 3. To identify the location of hot and cold
	6. What are the differences and similarities between Arctic homes and British homes?	of a small area in a contrasting non-European	areas of the world in relation to the equator
	6. How much rain falls in the Arctic compared to Burgess Hill?	country	and the north and sole pole.
		To use basic geographical vocabulary to refer to:	4.To identify and recall
	7. What is my opinion of the Arctic and why?	key physical features, including: season and	basic geographical language correctly to
	Using aerial maps of Burgess hill and the Arctic.	weather.	refer to key physical features.
	Launch Trip to arctic land Burgess Hill /Arctic	Identify seasonal and daily weather patterns in the United Kingdom and the	4, 5 and 6 are the same.
	Food, transport, weather, clothes Climate maps	location of hot and cold areas of the world in	7. To express my opinions about the
	Landscape in atlases	relation to the Equator and the North and South Poles	location, giving valid reasons.
	Record weather over a variety of weeks. Temperature recording.	(ongoing)	
	Rain/wind gauge Record weather in the Arctic.		

English coverage

Text types	Key skills
Recounts (3)	To write an engaging recount text. To know that recounts have a beginning, a middle and an end. To use time connectives. To write in the past tense To be able to plan a recount. To have an idea of what I want to write. To be able to say my sentences out loud before I write. To write a simple sentence using my phonic knowledge. To use word spaces between words. To join two sentences with and.

	To use full stops and capital letters correctly. To understand the terms word and a verb, time connectives and to understand how sentences are formed.
Non chronological report (3)	To write an engaging information text. To know that recounts have an introduction that introduces the reader to the subject To be able to plan a non chronological report. To use descriptive language. To have an idea of what I want to write. To be able to say my sentences out loud before I write. To write a simple sentence using my phonic knowledge. To use word spaces between words. To use full stops and capital letters correctly. To understand the terms word, adjectives. To join two sentences with and.
Poetry - Acrostic spring Poems (1)	To be able to write a poem To use descriptive language. To have an idea of what I want to write. To be able to say my sentences out loud before I write. To write a simple sentence using my phonic knowledge. To use word spaces between words. To use full stops and capital letters correctly. To understand the terms word, adjectives.

Science coverage

Topic	<u>Objectives</u>
Working Scientifically	 asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions
Seasonal Changes (ongoing)	 observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies

PSHE coverage

Key Question	Ancillary Questions and content focus	PSHE Objectives	Learning Goals, taken from skills progression document
Keeping safe and managing risk - Feeling safe Who would you ask for help if you did not feel safe?	1.Who would you tell if you felt unsafe? What signs/feelings does our body give us that something might be unsafe? 2.What is the difference between real and imaginary dangers? 3.Which secrets can be nice surprises (safe secrets) or not-so-nice (or even be unsafe)? 4.What parts of our bodies are private? 5.Who helps you in your life? 6. How would you ask for help if you needed it?	-To recognise the difference between 'real' and 'imaginary' dangers -To understand that there are situations when secrets should not be kept -To know to tell a trusted adult if they feel unsafe -To recognise the difference between good and bad touches -To understand there are parts of the body which are private -To know who they can go to, what to say or do if they feel unsafe or worried	1.To recognise who they can tell if they feel unsafe. To identify feelings in their bodies that tell them when something is unsafe. 2.To recognise the difference between 'real' and 'imaginary' dangers 3.To identify which surprises are nice and those that are not-so-nice. 4. To identify the parts of their bodies which are private. 5. To identify people who help them in their lives. 6. To explain how they would ask for help if they needed it.

RE objectives coverage

Key Question	Ancillary Questions and content focus	RE Objectives	Learning Goals, taken from skills progression document
Theme: The Christmas Story Christianity What gifts might Christians in my town have given Jesus if he had been born here instead of in Bethlehem?	1.Why is this gift special to you? Who gave it to you? How did you feel when you received it? How does it feel to give a gift? Why do we give gifts? Do we give everyone the same gift? Why/Why not? 2. Why were these gifts given to baby Jesus? 3. What are the important parts of	- To retell the Christmas story and decide what gifts would be meaningful for Jesus.	1.To identify and describe a gift that is special to them. To recognise feelings they experience when giving a gift to someone. 2. To identify the gifts that were given to baby Jesus. 3. To retell the Christmas story. 4. To identify gifts that Christains might give to baby Jesus today.

the Christmas stor were given? 4.What presents n want to give Jesus today? 5.Why do Christia a special gift from 6. What gift would Jesus if He was be you?	ight Christians if He was born as believe Jesus is God to the world?	5.To recognise why Christians believe Jesus was a gift from God. 6. To identify a gift that they would give to baby Jesus today.
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Computing / Art objectives coverage

Key Question	Ancillary Questions and content focus	Computing Objectives	Learning Goals, taken from skills progression document
How can we use -digital art to create our own Christmas cards?	1. What is Information Technology? What greetings cards do people receive throughout the year? 2. What images are used on Christmas cards? How can we save these images to use later? 3. Can you describe how to paste the image into the Paint Program? 4. How can we change or edit this image? 5. Can you recall the tools we can use to edit the image? 6. Is there a future for the greeting card? Will e-cards replace them?	-To recognise common uses of informa\tion technology beyond schoolTo use technology purposefully to create, organise, store, manipulate and retrieve digital content.	1.To describe the meaning of Information technology. To identify different greeting cards that people send/receive during the year. 2.To identify common images used on Christmas cards. To select appropriate images using a search engine. 3. To recall and describe how to copy an image onto the computer clipboard. To recall and describe how to save and load files from the computer drive or network. 4. To recall and describe how to paste an image into the Paint Program. 5. To identify the editing tools in the Paint Program. To recall and describe how to print. 6. To compare greetings cards to e-cards.

Other subject coverage

Other subject coverage			
Subject	<u>Objectives</u>	Learning opportunities	
PE	Travelling - Functional Movement Jumping	Develop technique and body shape through different stages of jumping (vertical and horizontal) Take off - flight - landing	
Music	NC: Playing instruments; Exploring elements of music	Exploring musical contrasts: high and low; loud and quiet; fast and slow	
French	To recall the names of the colours of the rainbow To name different types of weather To sing a song from memory To recognise that French vocabulary starts with le/la or les To recognise some French Christmas traditions	Recall the colours of the rainbow and sing the rainbow song Play games in the target language Role play with partners Sing 'vive le vent d'hiver' from memory	

Enrichment

Stunning Start -Trip to the Arctic

Endpoint - Christmas Celebration.