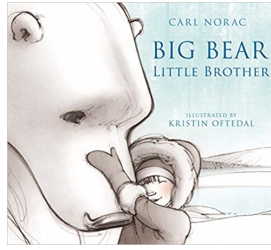


# Arctic Adventures



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?	<ol style="list-style-type: none"> <li>1. What are the four countries that make up the United Kingdom? What are the capital cities?</li> <li>2. Where is the United Kingdom?</li> <li>3. Where is the Arctic compared to the United Kingdom? (Equator, north and south pole)</li> <li>4. What do you notice about the Arctic and the United Kingdom?</li> <li>4. How does the landscape look similar or different in the United Kingdom and the Arctic?</li> <li>5. How do you stay warm in the Arctic and in the United Kingdom?</li> <li>5. What is the temperature like in the United Kingdom and the Arctic?</li> <li>6. What are the differences and similarities between Arctic homes and British homes?</li> <li>6. How much rain falls in the Arctic compared to Burgess Hill?</li> <li>7. What is my opinion of the Arctic and why?</li> </ol> <p>Using aerial maps of Burgess hill and the Arctic.</p> <p>Launch Trip to arctic land Burgess Hill /Arctic Food, transport, weather, clothes Climate maps Landscape in atlases</p> <p>Record weather over a variety of weeks. Temperature recording. Rain/wind gauge Record weather in the Arctic.</p>	<p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>To <b>use</b> world maps, atlases and globes to <b>identify</b> the United Kingdom and it's countries</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>To use basic geographical vocabulary to refer to: key physical features, including: season and weather.</p> <p>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>(ongoing)</b></p>	<ol style="list-style-type: none"> <li>1.To <b>recognise</b> the countries that make up the United Kingdom.</li> <li>1To <b>identify</b> the capital cities of the four countries of the United Kingdom and the surrounding seas.</li> <li>2. To <b>use</b> world maps, atlases and globes to <b>identify</b> the United Kingdom and it's countries.</li> <li>3. As above.</li> <li>3. To <b>identify</b> the location of hot and cold areas of the world in relation to the equator and the north and sole pole.</li> <li>4.To <b>identify</b> and <b>recall</b> basic geographical language correctly to refer to key physical features.</li> <li>4, 5 and 6 are the same.</li> <li>7. To <b>express</b> my opinions about the location, giving valid reasons.</li> </ol>

## English coverage

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

	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	Objectives
Working Scientifically	<ul style="list-style-type: none"> <li>- asking simple questions and recognising that they can be answered in different ways</li> <li>- observing closely, using simple equipment</li> <li>- performing simple tests</li> <li>- identifying and classifying</li> <li>- using their observations and ideas to suggest answers to questions</li> <li>- gathering and recording data to help in answering questions</li> </ul>
Seasonal Changes (ongoing)	<ul style="list-style-type: none"> <li>- observe changes across the 4 seasons</li> <li>- observe and describe weather associated with the seasons and how day length varies</li> </ul>

### PSHE coverage

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

### RE objectives coverage

Key Question	Ancillary Questions and content focus	RE Objectives	Learning Goals, taken from skills progression document
<p><b>Theme:</b> <b>The Christmas Story</b></p> <p><b>Christianity</b> What gifts might Christians in my town have given Jesus if he had been born here instead of in Bethlehem?</p>	<p>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?</p> <p>2. Why were these gifts given to baby Jesus?</p> <p>3. What are the important parts of</p>	<p>- To retell the Christmas story and decide what gifts would be meaningful for Jesus.</p>	<p>1. To <b>identify</b> and <b>describe</b> a gift that is special to them. To <b>recognise</b> feelings they experience when giving a gift to someone.</p> <p>2. To <b>identify</b> the gifts that were given to baby Jesus.</p> <p>3. To <b>retell</b> the Christmas story.</p> <p>4. To <b>identify</b> gifts that Christians might give to baby Jesus today.</p>

