

GEOGRAPHY

To name and describe climate zones, vegetation belts and biomes
To name the biome types and climate zone of the Polar Regions
To know where the polar regions are and describe their similarities and differences
To locate places in the polar regions using longitude and latitude
To describe climate and geographical features of the polar regions, such as day and night in the polar regions, highest mountains, longest rivers, landscape features
To know that indigenous people live in the Arctic and to describe their ways of life, traditions and cultures
To know that climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather.
To know that climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.

Design and Technology

Design and make a hat fit for a Polar Adventure.

To know how to develop a design criteria
To design and make a paper model of hat fit for a polar exploration
To know how to develop design into a paper pattern
To cut out material accurately
To know how to sew using back stitch
To use back stitch to join their hat together and add embellishments

MUSIC: A New Year Carol – music by Benjamin Britten

Describe the style indicators of Benjamin Britten's music and cover versions. Learn to clap some of the rhythms and sing the musical phrases in the song

Frozen Kingdom – Geography Focused Topic

This project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.



SCIENCE - LIVING THINGS AND THEIR HABITATS

To know how to group organisms according to observable differences
To know the main animal groupings, such as Invertebrates, Vertebrates, Mammals, Reptiles etc
To create own classification keys
To know who Carl Linnaeus was and understand the Linnaeus Classification system
To know what a micro-organism is and that some are helpful and some are not
To know that mould is a micro-organism
To investigate the conditions most suited to growing mould

ENGLISH

To write a persuasive speech
To write an information text on the bible
To write a report on Everest
To write a non- chronological report on the Arctic

We are Reading: The Wolf Wilder by Katherine Rundell

To continue to develop and secure:

- Retrieval: locating answers in text
- Inference: using clues in the text to explain our impressions of character, action and plot
- Vocabulary: explain meaning of words in context of sentences
- Authorial Intent: explain why the author has chosen particular words and phrases
- Summarising and Predicting



ICT: To use the internet to research and retrieve key facts about the polar regions

Computing: To plan and create a web page about a Polar Region Animal
To know how to add, preview and evaluate content considering the use of images

PE - Dance and Football

To use controlled movements, balance, rhythmic patterns, character emotion and expression to create a dance inspired by 'The Titanic'

To choose, develop and implement a range of football strategies and tactics to attack and defend

MATHS

x/÷ fractions, fractions of amounts,
Decimals,
Percentages,
Algebra

RE

Sources Topic – The Bible, the special book of the Church

To explore a wide variety of books and the purpose for which they were written

To know and understand that the Bible is the story of God's love, told by the People of God

To explain how books can be enriching

Unity Topic – Eucharist enables people to live in communion

To know and understand:

- what nourishes and what spoils friendship and unity
- the Eucharist challenges and enables the Christian family to live and grow in communion every day

RHE

(UNIT 1) RELIGIOUS UNDERSTANDING:

To know that God calls us to love others and explain ways in which we can participate in God's call to us

(UNIT 2) PERSONAL RELATIONSHIPS:

To explain:

- that pressure comes in different forms, and what those different forms are
- that there are strategies that they can adopt to resist pressure
- what consent and bodily autonomy means
- different scenarios in which it is right to say 'no'
- how thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships