

## GEOGRAPHY

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.

## ART/DT

### Design and make a hat fit for a Polar Adventure.

The children will learn to create a simple paper pattern, cut material out accurately, sew using back stitch and add embellishments.

### Create Arctic Landscapes

Explore the artwork of Frederick Church and Ted Harrison and create landscapes inspired from these works.

To explore Inuit artwork and create animal pictures inspired by this style

### 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 non-chronological report about one of the Polar regions/ Polar animal

To write a persuasive tourist brochure for a holiday in the Arctic

To write an Inuit tale inspired from Inuit tales explored

To write a diary entry from a Polar explorer's point of view



### **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 use Scratch to design and create their own game applying their knowledge of variables

## **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, geometry (Position and Direction) Co-ordinates, 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