

## English

Key Texts- The Wolf Wilder and a range of non-fiction texts

Reading – books have been chosen to complement the topic and to help our children make connections and instill a feeling of awe and wonder.

Writing - children will be carrying out a range of research into the polar regions, polar animals and historical expeditions. They will learn about the shape of non-chronological writing to help them write cohesively about emperor penguins and the explorer, Captain Scott. Also, they will complete independent and free writing tasks, linked to our text 'The Wolf Wilder' and other experiences, such as school trips.

Lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences. Children will take part in Experience Days to stimulate ideas. Grammar, punctuation and spelling will also have a high profile, building on previous knowledge and learning new things.

## Maths

Main focus- Decimals, percentages, algebra, measurement and conversion, perimeter, area, volume and ratio. The children will be building on their previous knowledge to work within the elements of arithmetic, problem solving and reasoning.

### KIRFs-

To convert between decimals, fractions, and percentages.

To identify prime numbers up to 50

There are some good links between the KIRF and the core curriculum learning

## Brief outline of Learning Journey:

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.

# Frozen Kingdoms



## RE-

**1<sup>st</sup>** - Parinirvana is celebrated on the 15th of February and commemorates the death of Buddha and his passing into Nirvana.

**2<sup>nd</sup>** - The Kumbh Mela is the largest gathering of people on Earth. Four Kumbh Mela pilgrimages take place at four sacred sites, Haridwar, Allahabad, Nasik and Ujjain, over a period of 12 years.

## Main subject for topic- Geography

### Learning about the characteristics and features of the polar regions. Skills developed include –

- Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.
- Describe the climatic similarities and differences between two regions.
- Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).
- Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.
- explain how the presence of ice makes the polar oceans different to other oceans on Earth
- Compare and describe physical features of polar landscapes.
- Explain how climate change affects climate zones and biomes across the world.
- Explain how humans function in the place they live
- Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.

### Knowledge and key vocabulary-

Arctic and Antarctic regions; Lines of latitude and longitude; Polar climates; Polar day and night; Polar oceans; Polar landscapes; Climate change; Natural resources; Indigenous people; Tourism

## History

Learning about Polar exploration.

Significant people – Robert Falcon Scott; Ernest Shackleton;

Significant events – Titanic

## Computing

Data and information – Introduction to spreadsheets

This unit of work introduces the children to spreadsheets. They will organize data into columns and rows and create their own data set. Children will be introduced to formulas and will begin to understand how they can be used to produce calculated data. Children will also create charts and evaluate their results.

## Design technology

**Context: Engineers – Bridge Building**

### Skills:

- Investigate and analyse a range of existing products.
- Understand how key events and individuals in design and technology have helped shape the world.
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

**French: Chez Moi-** By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in French.

**En Classe-** By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French

## Science

Children learn about the principles of classification and create their own keys to classify each other.

Children research the history and foundations of classification. They learn how to sort and group using existing classification keys and observe how a key can be produced. Working in groups, children then use their observational skills to sort and group everyone in their group. They work carefully and systematically to produce a classification key that will help someone identify a class member by their appearance.

### Key vocabulary

- classification key
- classify
- group
- observe
- sort
- species

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.

Give reasons for classifying plants and animals based on specific characteristics.

Classify living things, including microorganisms, animals and plants, into groups according to common observable characteristics and based on similarities and differences.

## PE

Tuesdays – Real P.E. Core skills and games

Wednesdays – PE with coaches and Forest School for first half term only. Later in the term we will be playing hockey and then doing gymnastics.

## Art and Design

This project teaches children about the Inuit way of life, including some of their cultural and artistic traditions.

- Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.
- Create a 3-D form using malleable materials in the style of a significant artist, architect or designer – soap carving
- Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.
- Create innovative art that has personal, historic or conceptual meaning -printing

## Music

Sing up curriculum:

'Race' – focus is on composing music.

'You to me are everything' – listening focus.

## Local links and Exciting experiences

- Talk by Mr Duke about his exciting visit to Antarctica
- Trip to Sea City Museum, Southampton 'Titanic Exhibition' 21<sup>st</sup> March

## Jigsaw- Lifeskills Dreams and Goals.

This unit supports children to explain different ways to work with others and explore what motivates them to help make the world a better place.

