



What Makes My World Wonderful?

Where is the  
Arctic?



What is the  
climate like?



What  
animals live  
there?



Where is the  
Antarctic?



Do humans  
live there?

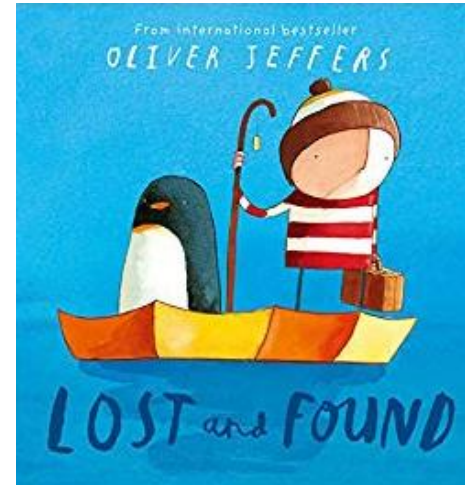
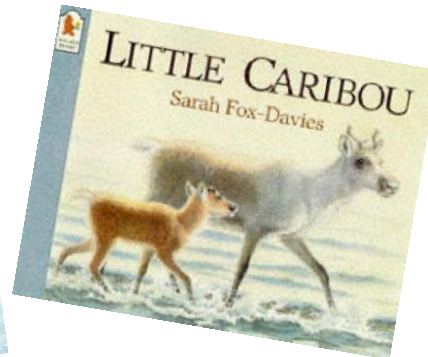
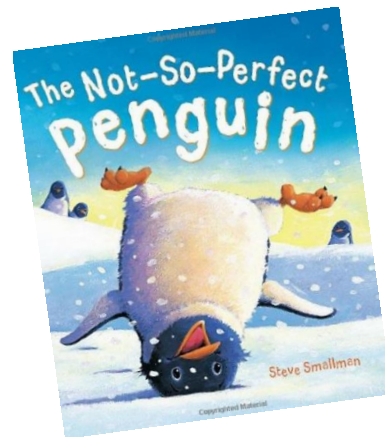
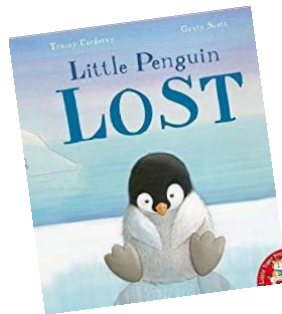
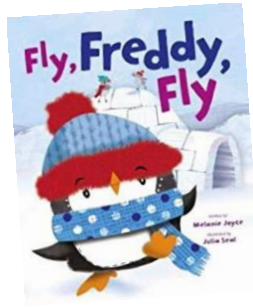


What are the  
similarities  
and  
differences  
between  
them?

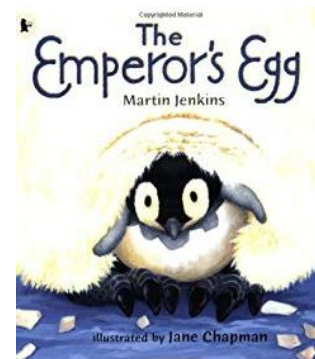
Would you rather live in the  
Arctic or the Antarctic?

# Would you rather live in the Arctic or the Antarctic? Reading Spine

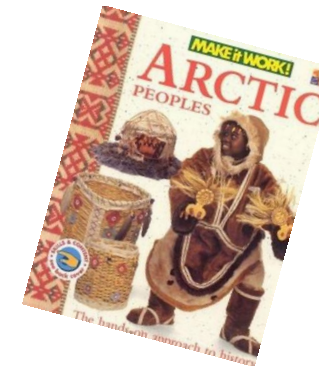
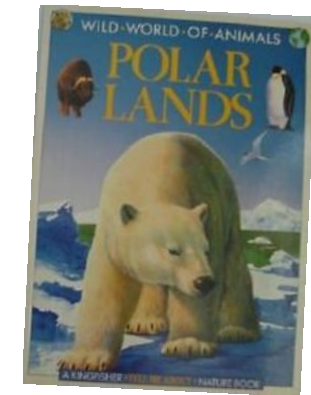
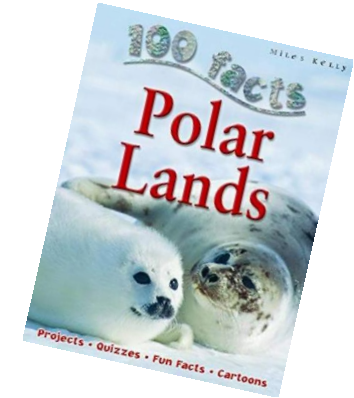
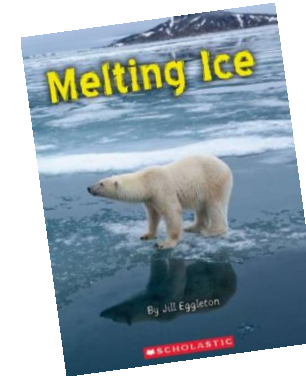
Fiction



Core Text



Non-Fiction





## 1. Polar Expedition.

- WOW starter – Small word Arctic/Antarctic scene on a tough spot.
- Pose the question for the topic. Complete KWL grid whole class (S&L) Snowballing, clap and tell, stepping stones. Drama – My Expedition –
- Vocab map- labelling image
- In my rucksack I will need ...  
(write list- use picture prompts, add adjectives)

## 2. Lost and Found

- Wrapped up book – Lost and Found. Shared reading first part of the story.
- Receive a letter from the boy asking them to create a lost poster for the penguin. Create a word bank to describe the penguin.
- Create a lost poster describing the penguin.
- Handwriting
- Science experiment

## 3. Lost and Found

- Shared reading part two of the story.
- Receive a letter from the boy asking for advice for how to get the penguin home.
- Write a letter of advice to the boy- using could, would, should
- Handwriting

**In English, we will be writing to inform.**

**We are going to become an author and write an adventure story to share with a friend. Showcase our work with other classes.**

## 4. Lost and Found

- Shared reading of part three of the story.
- How can they get to the South Pole? Mind map the different ways to travel to Antarctica.
- Create a travel ticket with details of how to get there.
- Meet a real life explorer (Make a video – pretend to be an explorer) who has been to the Antarctic. Write questions to ask him.
- Handwriting

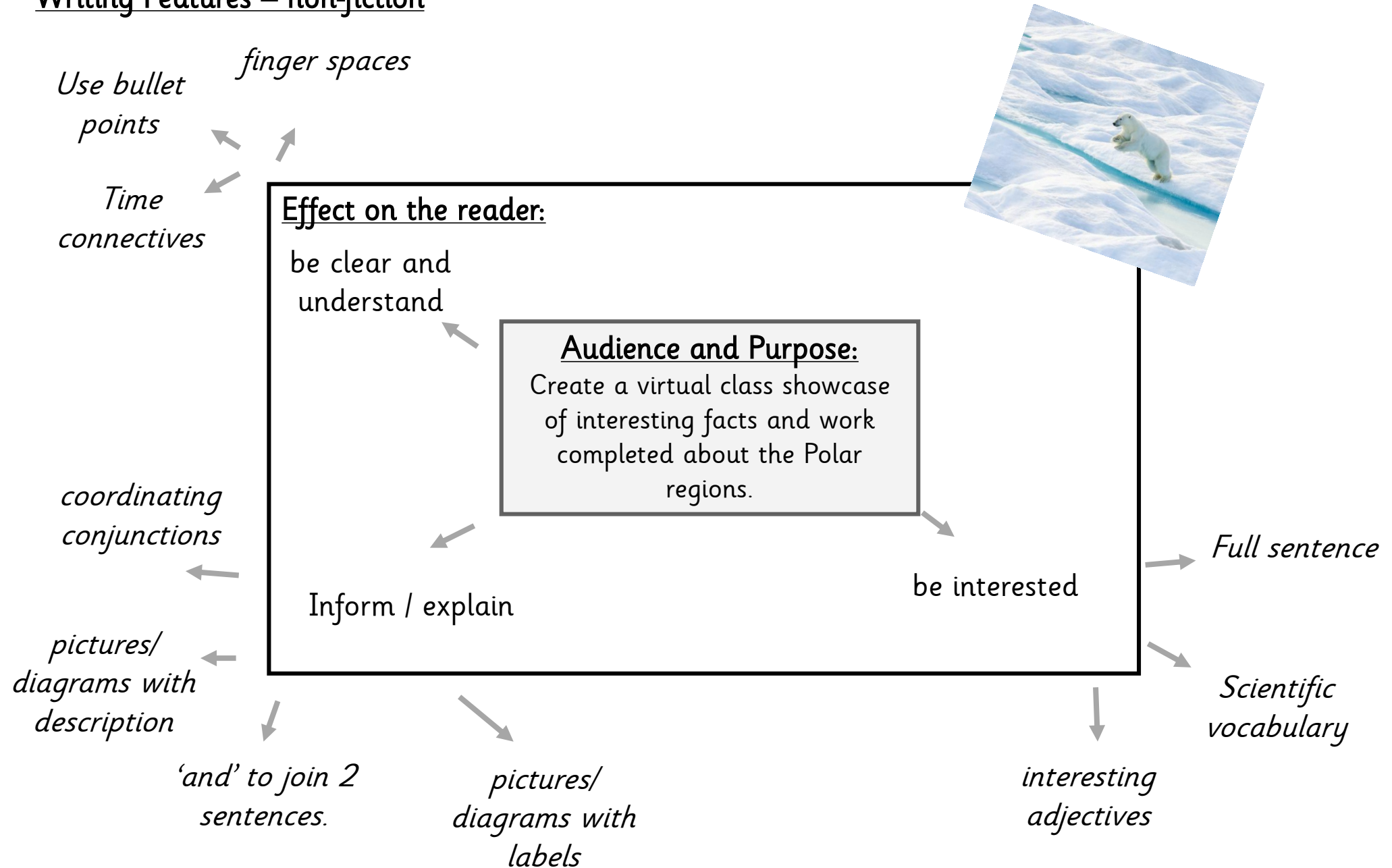
## 5. Lost and Found

- Shared reading final part of the story – focus on inference.
- Create a whole class text map about the boy and penguins journey. Stop at 7 continents and meet a different animal at each continent.
- Handwriting

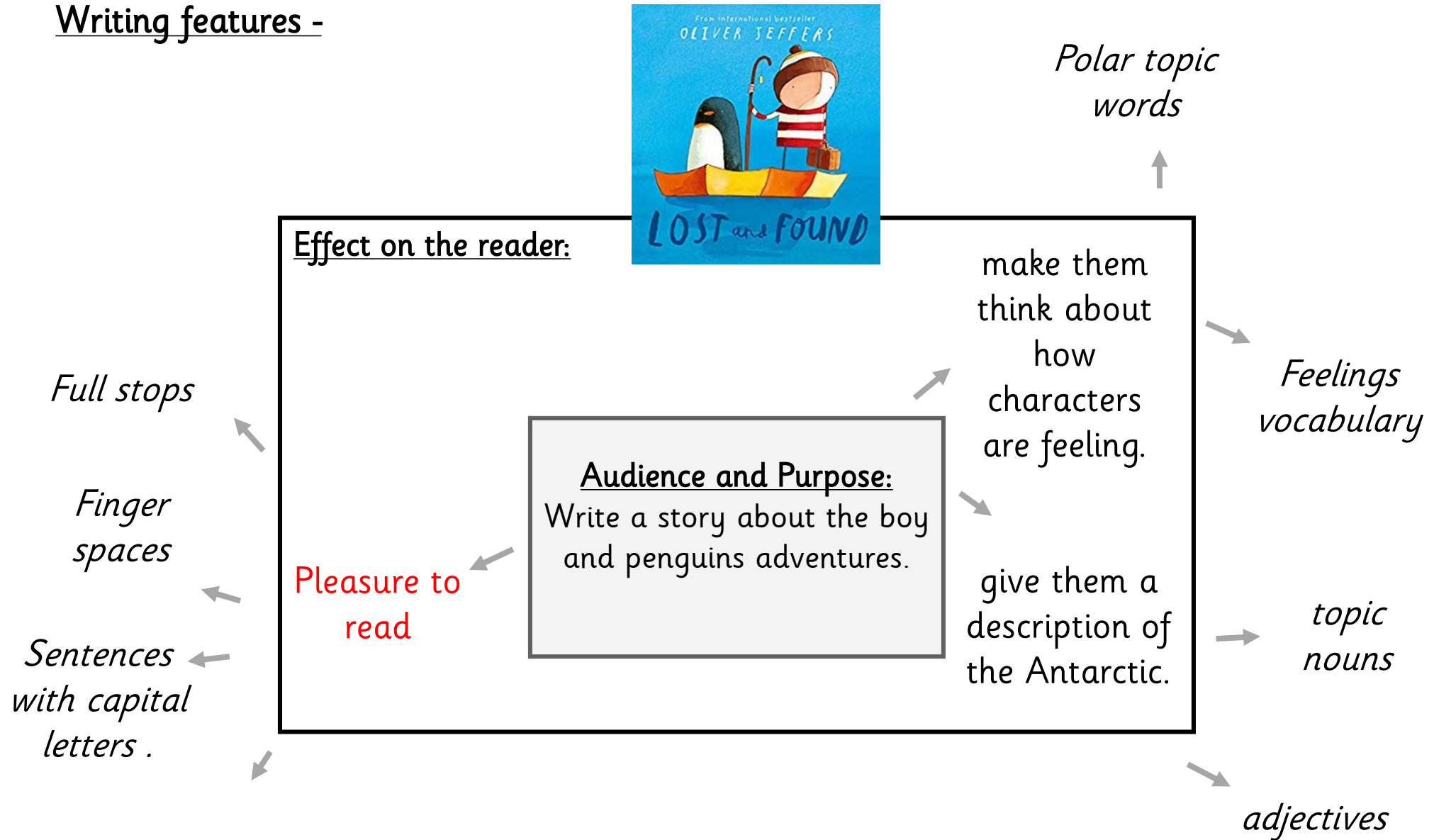
## 6. Lost and Found

- Use the text map to write a story about the boy and penguins adventures (over 3 days).
- Share your work virtually with other classes.

## Writing Features – non-fiction



## Writing features -



# Would you rather live in the Arctic or the Antarctic?

## Subject Specific Vocabulary

Antarctic	A Polar region around the Earth's South Pole.
Arctic	A polar region around the Earth's North Pole.
caribou	A large North American reindeer.
carnivore	Animal that only eats meat.
climate	Weather conditions in a particular region.
cold blooded	The blood is cold e.g. frog, lizard
expedition	A journey taken by people for a particular purpose.
explorer	A person who explores a new or unfamiliar place or area.
fish	Animals which swim, have scales, gills and fins. They lay their eggs in water.
fur	The hairs on animals body.
herbivore	Animals that only eat plants, fruits and vegetables.
iceberg	A large floating mass of ice detached from a glacier or ice sheet and carried out to sea.
Inuit	Someone lives and hunts in the Arctic.
landscape	All the visible features of an area of land ( hills, mountains, lakes).
mammal	Animal that is warm blooded, has fur or hair, drinks their mothers milk and gives birth to live young.
omnivore	Animals that eat meat and plants.

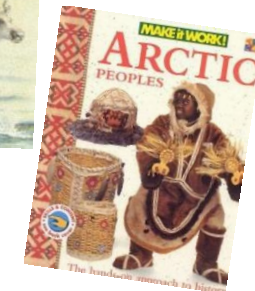
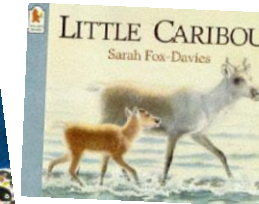
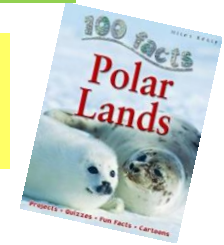
There is no bad weather, only inappropriate clothing.

You won't see penguins and polar bears together.

Famous People



Exciting books!



Robert Falcon Scott



Sir Ranulph Fiennes



Prince Harry



Helen Skelton

Dear Parents and Carers,  
Here is our topic for this half term. Please also see the creative homework sheet for ideas about supporting your child's learning journey. Have Fun!

#### Wow Event/Hook

WOW starter – Small word Arctic/Antarctic scene on a tough spot using the fake snow.

#### Topic Outcome

\*To create a class showcase about the polar regions.

#### As Readers we will:

- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read accurately words of two or more syllables that contain the graphemes taught so far.
- Discuss favourite words and phrases.
- Re-read books to build up fluency and confidence in word reading.
- Recognise and join in with (including role-play) recurring language.

#### As Writers we will:

- Write for a variety of purposes.
- Use adjectives to add detail.
- Re-read our writing to check it makes sense
- Use nouns and pronouns for variety.
- Join sentences using connectives
- Write, review and improve.
- Spell common exception words (the, said, one, two and the days of the week)
- Form lower case letters correctly.
- Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks

#### As Musicians we will:

- Use percussion instruments to perform.
- Listen to a range of recorded music.
- Choose sounds to represent different things.
- I will know about and experiment with the inter-related dimensions of pulse/beat, rhythm and pitch
- Use pictures to represent sounds.
- Says whether they like or dislike a piece of music

## LEARNING CHALLENGE QUESTION

Would you rather live in the Arctic or the Antarctic?



#### As Researchers we will:

- Use words and phrases like old, new and a long time ago
- Talk about the life of a significant individual from the past who has contributed to international achievements (Captain Scott).
- Identify old and new things in a picture.
- Identify seasonal and daily weather patterns in the UK.
- Use simple fieldwork and observational skills to study the geography of our school and the key human and physical features of its surrounding environment.
- Understand the geographical similarities and differences through studying the human and physical geography of the Polar Regions and our locality.

#### As Mathematicians we will:

- I know how to represent and use number bonds and related subtraction facts within 20
- I know how to Identify one more and one less up to 20
- recognise the place value of each digit in a two-digit number (tens, ones) to 20.
- I will compare and order numbers from 0 up to 20; use <, > and = sign
- Know the names and properties of 2D and 3D shapes.

#### As Citizens we will:

I know that friends should make me feel happy.  
I know about the NSPCC 'pants' rule.  
I know how to be a good friend.  
I know that everyone is different.  
I know what bullying is and isn't.  
I know that bullying is wrong.

# Key Stage 1 – Year 1

## Autumn 2 – 2022 - 2023

#### As Scientists we will:

- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Observe and describe weather associated with the seasons and how day length varies.
- Describe and compare the structure of a variety of common animals.
- Observe closely using simple equipment.
- Perform simple tests
- Identify and classify [name & sort]
- Use our observations and ideas to suggest answers to questions

#### As PE Superstars we will:

- Name some things we are good at.
- Understand and follow simple rules.
- Begin to order instructions, movements and skills.
- Explain why someone is working or performing well.
- With help, recognise similarities and differences in performance.

#### As Computing Superstars we will:

- I will know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.-drawing, labelling, editing, research, AR, camera, QR codes

#### As RE Superstars we will:

- Describe some of the teachings of Christianity.
- Describe the main festivals –Sukkat
- Relate emotions to some of the experiences of religious figures studied

#### As Artists/Designers we will:

- Use drawing, painting and sculpture to develop and share our ideas, experiences and imagination.
- Express our feelings in paintings and drawings.
- Use different thicknesses of lines.
- Make a model stronger.



# We are creative

Design a vehicle to get to and move round the polar regions using art and DT materials.

Sketch an animal you would find in the polar regions..

Build a polar habitat..

Digitally draw and label a penguin using ICT skills.

Construct an shelter for an Inuit...

Design a snowflake.

Plan a meal for an animal you would find in the polar regions.

Dear Parents and carers,

Please support your child in choosing *one* or more projects to complete.

Please bring your work in to school or email it to us at [year1@cavclosei.derby.sch.uk](mailto:year1@cavclosei.derby.sch.uk) by Thursday 15th December.

If you have any questions, please ask your child's class teacher.

Thank you.

**Project 1** – Draw and label a picture of your favourite polar animal. Can you write some facts about them?

**Project 2** – Look online or in books about the Arctic and Antarctic. Can you find some facts? Share what you find with your adult. Can you find the Arctic and Antarctic on a globe or in an atlas? Take a photograph and share with the class!

Would you  
rather live in  
the Arctic or  
the  
Antarctic?



**Project 3** – Design and build a traditional Arctic house or an igloo.

**Project 4** – Time how long an ice cube takes to melt. Can you take photos or draw a picture of your experiment?

**Project 5** – Make a model of a polar scene using everyday materials. Remember that penguins and polar bears live in different regions.

**Project 6** – Learn a song or rhyme about a penguin or polar bear. Sing it to your friends in class or video it and send to your teacher.