

Would you rather live in the Arctic or in Antarctica?

Week	1 wc 04.11.24 School Photographs Parents Evening	2 wc 11.11.24 Remembrance day. Anti-bullying week – Odd socks day.	3 wc 18.11.24 PCSO Visit	4 wc 25.11.24 Pantomime – 29 <sup>th</sup> Bagpipes workshop	5 wc 02.12.24 Christmas door competition  Visit from support dog.	6 wc 09.12.24 Nativities	7 wc 16.12.24 Christmas parties
Wow		Children’s Poppies around the school grounds.  Arctic scene in tuff spot.	Wrapped up book – Lost and Found!  Polar expedition outside.	Pantomime	Explorer photos	Create a virtual class showcase of interesting facts and work completed about the Polar regions.	Christmas decorations.
Maths	Power Maths: Unit 4 Subtraction			Power Maths: Unit 6 Numbers to 20			Review Geometry 2D and 3D shapes.
English	Bonfire Night PPT and video clip.	Watch ‘The girl who went to the Artic’ Twinkl.  <u>Supporting books:</u> The Emperors Egg Fly freddy fly Arctic people	Lost and Found				Christmas and winter stories
			<u>Supporting books:</u> 100 facts polar lands	<u>Supporting books:</u> A Christmas Carol	<u>Supporting books:</u> The night iceberg Runaway iceberg (Twinkl)	<u>Supporting books:</u> Melting ices	
	Write a firework poem. Create a whole class work bank of adjectives. Write sentences using ‘and’.	<b>Polar Expedition.</b> Discussion: What will I need to take in my rucksack before I go on a polar expedition?  <b>Vocab map</b> – labelling image.	<b>Shared reading first part of the story -</b> 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.	<b>Shared reading of part two of the story -</b> 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.	<b>Shared reading final part of the story – focus on inference.</b> Create a whole class text map about the boy and penguins journey. Stop at 7 continents	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 inserts to Christmas cards.

		<b>Create sentences</b> – In my rucksack I will need ...to... Use vocab map prompts, add adjectives.		Meet a real life explorer (Make a video – pretend to be an explorer) who has been to the Antarctic. Write questions to ask him.	and meet a different animal at each continent.		
<b>SPaG</b>	I am proud of my blue painting.	I enjoy chasing balloons.	A child found a bird hidden in a tree.	The child is jumping for a prize.	It is fun to play on the swings.		
<b>Little Wandle</b>	LW - Week 2	LW – Week 3	LW – Week 4	LW – Week 5	Review lessons 1-5.	Assessment Week	
<b>Handwriting</b>	c, o	a, d	g, q	e, s	f	x, z	
<b>Time for us/ Health and Relationships</b>	'Welcome back'.	Anti- bullying week to explore; 'What makes a good friend? What is bullying? How to make others feel happy,' Posters linked to emotions <b>I know that I should never make others feel unhappy.</b>	Refer to 'kind feet, hands, words.' R-Time – 1.25  Links with REAL PE -Social <b>I know how to be a good friend.</b> <b>I know that everyone is different.</b>	Speak Out/Stay Safe Use the Mood Monsters to <b>identify</b> different feelings e.g. "I am blue, I am feeling sad because." NSPCC 'Pants song' – Pantasaurus. Follow KS1 lesson plan on NSPCC website. Watch the PANTS presentation as a class. <b>I know that friends should make me feel happy.</b> <b>I know about the NSPCC 'pants' rule.</b>	Re-visit - Helping hands – for the children to identify people who will help them, make them feel happy and safe (R-Time – 1.13 – adapt activity to fit Helping Hands) <b>I know who to ask for help if friends make</b>	Explore – What is the meaning of RESPECT? KINDNESS? Role play different scenarios and outcomes. <b>I know how to respect others.</b>	Puppet role play exploring manners. Identify different feelings using Year 1 mood monster vocabulary: proud, embarrassed, shocked, carefree, energetic, confused. <b>I know what good manners are.</b>

<b>Science</b>	Discuss and explore seasonal changes. What happens to the trees in Autumn? What is the weather like?	Introduce Artic animals. <b>Non-British animals focus:</b> polar bear, artic fox, seal.  <b>RSPB Wild Challenge:</b> Complete Autumn BioBlitz. 4 groups – each covering a different area of ground. Compare findings.	<b>Compare and sort:</b> Name the animal and classify into groups. (British and Non-British).		<b>TAPS:</b> Animals including humans		First day of Winter 21 <sup>st</sup> December. Discuss seasonal changes in comparison to Autumn. Discuss similarities/ differences.
	<b>Explorify:</b> Zoom in Zoom out Craggy Surface  Odd One Out - Just a ball  <b>Reach Out Reporter</b>	<b>Explorify:</b> Zoom in Zoom out – Curious Crown  Odd One Out - Good at the job  <b>Reach Out Reporter</b>	<b>Explorify:</b> Zoom in Zoom out – Frozen desert  Odd One Out - Flappy friends  <b>Reach Out Reporter</b>	<b>Explorify:</b> Zoom in Zoom out – White and spiky  Odd One Out - Wonderful water  <b>Reach Out Reporter</b>	<b>Explorify:</b> Zoom in Zoom out - Cosy Comfort  Odd One Out - Living, moving  <b>Reach Out Reporter</b>	<b>Explorify:</b> Zoom in Zoom out - Fuzzy Friend  Odd One Out - Unusual houses  <b>Reach Out Reporter - RECORD</b>	<b>Explorify:</b> Zoom in Zoom out - See through  Odd One Out - Is it plastic?  <b>Reach Out Reporter</b>
<b>Science Investigations</b>				<b>Icy Path</b>	<b>Snowman's Coat</b>	<b>Ice lollies</b>	
<b>Computing</b>	Discuss iPad rules and expectations.  <i>I know how to use technology safely and respectfully.</i>	Research penguins using a QR Code.	J2E Paint: Draw a picture of a penguin. Write a name label underneath  <i>I know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content..</i>	Project Evolve: Online Bullying  <i>I know how to use technology safely and respectfully.</i>	Project Evolve: Online Reputation.  <i>I know how to use technology safely and respectfully.</i>	Read core book: Webster's friend	Numbots
<b>Art</b>	Collage a red poppy for Remembrance Day.  Bonfire night- Wax crayon, black water	Draw/ paint a silhouette of a soldier <i>To use a wide range of art and design techniques using space.</i>	Sketch polar animals Paint a background for penguin pitch picture. Transient Art- Polar scene. Paper penguin craft Painting/exploring ice. Polar bear handprints with cotton wool.	Sculpture - mod-roc model penguins/ igloos. <a href="#">Elizabeth Frink</a> (animal sculptures)	Christmas cards and calendars.  Christmas crafts.  Design a snowflake		

	<p>paint on white paper. Paper tube firework art (printing)</p>	<p>Anti-bullying crafts- handprint kindness tree. Love heart messages.</p>	<p>To use a wide range of art and design techniques using shape. To use a wide range of art and design techniques using form. Collage</p>	<p>I know about the work of a range of artists describing the differences and similarities between different practises and disciplines and making links to their own work. Explore resist technique to create arctic scene.</p>		
D&T	<p>Remembrance Day poppies - Make an outside display wreath.</p>				<p>Sculpture - mod-roc model penguins. I can use sculpture to develop and share my ideas, experiences and imagination.</p>	
	<p><b>Structures: Freestanding structures</b> <i>Design, make and evaluate a shelter (product) for polar explorers/ Inuit people (user) for staying safe and warm (purpose).</i> Making a freestanding structure. (Outlined in project on a page document) <b>Designing</b></p> <ul style="list-style-type: none"> <li>• Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</li> <li>• Develop, model and communicate their ideas through talking, mock-ups and drawings.</li> </ul>	<p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Plan by suggesting what to do next.</li> <li>• Select and use tools, skills and techniques, explaining their choices.</li> <li>• Select new and reclaimed materials and construction kits to build their structures.</li> <li>• Use simple finishing techniques suitable for the structure they are creating.</li> </ul>	<p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.</li> <li>• Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</li> </ul> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Know how to make freestanding structures stronger, stiffer and more stable.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>			
<p>Record daily weather on whole class weather diary. Reference the season.</p>						

<p><b>Geography</b></p>		<p>Compare local area to Polar regions - photos of outside/Autumn Weather patterns.</p>	<p>Name and locate the 7 continents – revise and link to where animals live. Map jigsaws Explore globes. I will 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. I will name and locate the world's 7 continents and 5 oceans. I will use world maps, atlases and globes to identify the continents at this key stage.</p>	<p>Discuss explorer Matt's Antarctic photos. I will understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country to the United Kingdom.</p>	<p>Where is Bethlehem?</p>	
<p><b>History</b></p>	<p><b>Develop Chronology through daily calendar: focus on day, date, month and year.</b></p>			<p>Guy Fawkes - Gunpowder Plot story  To be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Old and new: Captain Scott's Expedition to the Antarctic. Compare photos of people and equipment from Antarctic expeditions. Children will find out facts about Preet Chandi and make comparisons between her and Captain Scott. Preet Chandi is from our city of Derby. To be taught about events beyond living memory that are significant nationally or globally To be taught about the lives of significant individuals in the past who have contributed to national and international achievements. To be taught about significant historical events, people and places in their own locality.</p>	<p>Christmas Traditions</p>
<p><b>RE</b></p>			<p><a href="https://www.bbc.co.uk/bitesize/subjects/zxnygk7/">https://www.bbc.co.uk/bitesize/subjects/zxnygk7/</a> year/zjpqqp3- Recap Judaism as a faith Telling stories Share images of a synagogue Who is Jewish and what do they believe? Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p>	<p>Christianity – Christmas- life of Jesus</p>	<p>Make comparisons to Hannukah</p>	

			<p>Talk about how Shabbat is a special day of the week for Jewish people.          What makes some places sacred?          Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</p>			
<b>Music</b>	<p>Learn November hymn of the month:          He's got the world in his hands.</p> <p><i>I know how to use my voice expressively and creatively by singing songs.</i></p>	<p>Follow instructions.          Choose sounds to represent different things in a polar picture.  <i>I can learn about and experiment with the inter-related dimensions of pulse/beat, rhythm and pitch.</i></p>	<p>Penguin pitch pictures  <i>I can create, select and combine sounds using the inter-related dimensions of pulse/beat, rhythm and pitch.</i></p>	<p>Learn December hymn of the month:          Thank you Lord for this new day.</p> <p><i>I know how to use my voice expressively and creatively by singing songs.</i></p>	<p>Listen to recorded music- give opinions.          Learn Christmas songs.  <i>I can listen with concentration and understanding to a range of high-quality live music.</i></p>	