

Journeys –Polar Explorers

Year 1



Topic Web

YEAR 1 Autumn 2

LITERACY

- ❖ Creating our own information texts about polar animals.
- ❖ Writing Christmas cards
- ❖ Poetry – We will be writing list poems for polar lands.

THE ARTS AND DT

- ❖ Sketching of polar animals.
- ❖ Developing clay skills - modelling polar animals.
- ❖ Music – exploring loud and quiet sounds. Singing, ready for our nativity.
- ❖ Christmas art – decorations and cards.
- ❖ Nativity production.

HUMANITIES

Geography

- ❖ Arctic and Antarctic regions - locating Polar Regions on a map.
- ❖ Features of the landscape.
- ❖ Polar animals.

RE

- ❖ Why do Christians celebrate Christmas?
- ❖ Learning about the birth of Jesus.

MATHS

- ❖ Money – *At home you could count out your coins to pay for some shopping.*
- ❖ Time - *At home you could practise telling the time at o'clock and half past times.*
- ❖ Fractions of shapes and numbers - *At home you could look at fractions of food i.e. pizza and cake slices.*
- ❖ Subtraction problem solving.
- ❖ 2D and 3D shape – *At home you could look for shapes around the house eg: cereal boxes etc*

SCIENCE

- ❖ Naming and labelling different animals.
- ❖ Talking about animal senses and the way they move
- ❖ Learn about different skeletons and why they are different.
- ❖ Sorting animals into carnivore, herbivore and omnivore.

COMPUTING

- ❖ Use of internet to research arctic animals.
- ❖ Saving our work into a named folder

PE

- ❖ Gymnastics – balancing, rolling and jumping

PSHE

- ❖ The underpants rule
- ❖ Celebrating difference
- ❖ Know who to talk to if you are sad.

ROLE PLAY AND SMALL WORLD

- ❖ ROLE PLAY – Polar Scene
- ❖ SMALL WORLD – Arctic landscape.

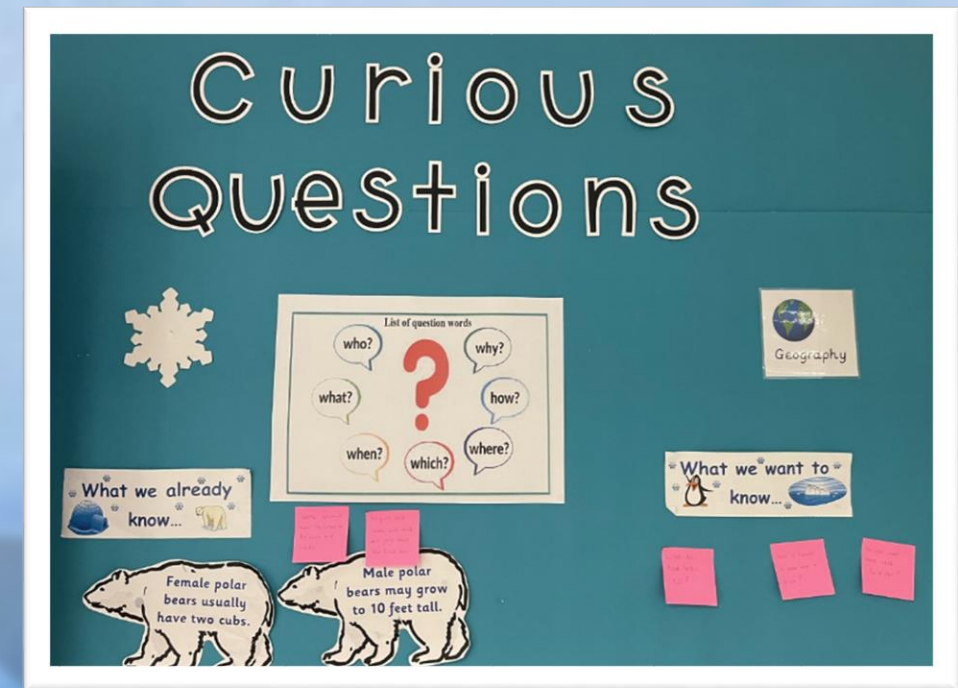
Polar Explorers!



Cupernham Infant School

Curious questions for our topic

- › Once again our children decided on the key questions for us to discover throughout our topic such as 'what do polar bears eat?'
- › We make sure to answer all of these questions as we go through our topic.



Knowledge Organiser

- › With each new topic comes a new knowledge organiser to send home. This displays the key information and vocabulary for children to learn with their parents.
- › The organisers open up the conversation between adults and children at home to engage the adults in their children's learning.


Journeys – Polar Explorers

We learn to locate where the North and South pole is.





- Where is the South Pole located?
- Where is the North Pole located?
- What is the weather like there?
- Which animals live there?
- How is it different to where we live?

Arctic Animal



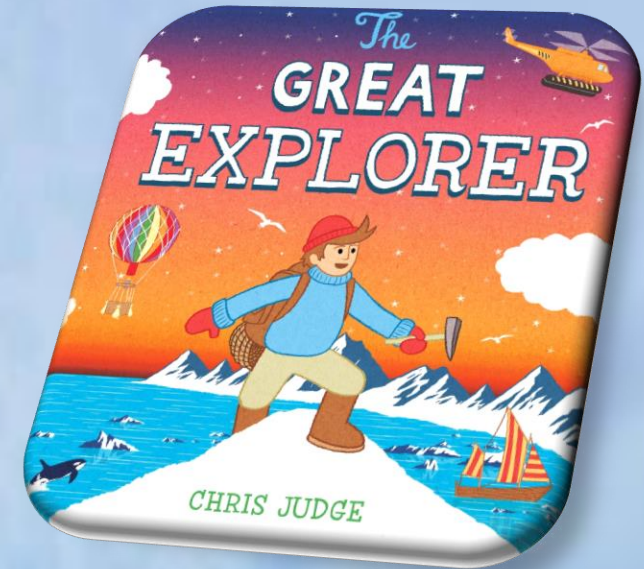
Key Vocabulary

- *Polar *South Pole *North Pole *Frozen
- *Explorers *David Attenborough




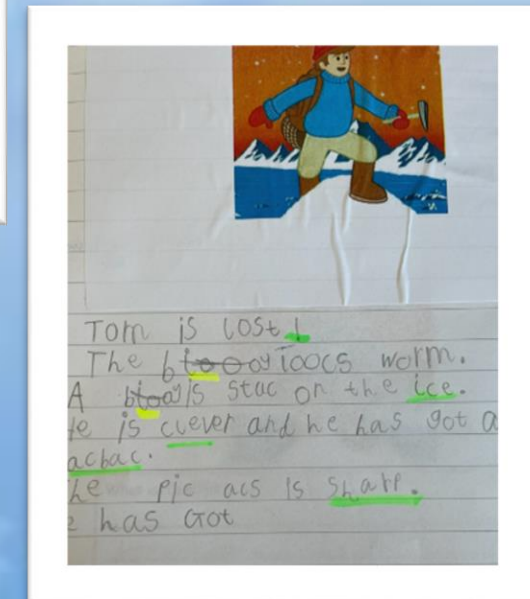
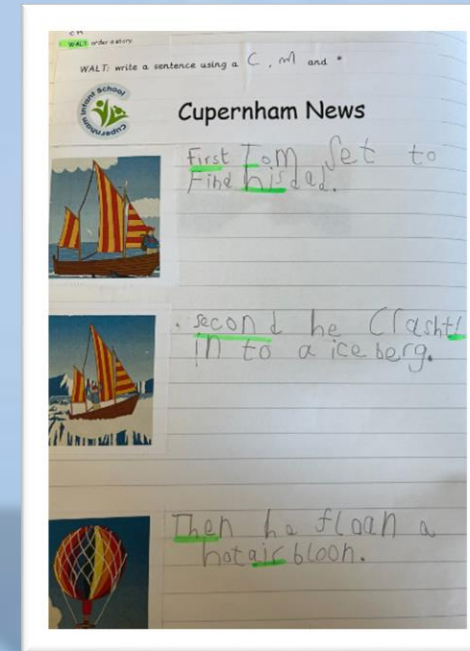
Our literacy journey

- › We have used an exciting book this half term for our writing called 'The Great Explorer'.
- › We started by acting out Tom's adventure through the north pole to find his dad and wrote a missing poster. We created a news article for 'The Cupernham News', by sequencing and re-writing the story and created a class book displaying all the captions to our favorite pictures.
- › We furthered our knowledge on adjectives this half term as well as understanding determiners and how to use time words in our writing.
- › We continually practiced using capital letters, finger spaces and full stops too.



Literacy planning example and outcome



Literacy Plan Year One		Week 5		
<p>Outcome → sequence and write a story.</p> <p>Audience → Read our stories to each other in different classes.</p> <p>Form → story sequencing in a newspaper article.</p>		<p>Text Driver →</p> <p><u>The Great Explorer</u></p> 		
<p>WALT</p> <p>Tuesday -</p> <p><u>Teacher</u> WALT- Sequence a story using time words.</p> <p><u>Child's</u> WALT: I can order a story.</p>	<p>WILF</p> <p>WILF: Sequencing Time words Adjectives</p>	<p>Main Teaching</p> <p>Read to the end of the story and what an adventure Tom has been on. TTYP about all the amazing things Tom did. Which part was your favourite, would you like to go on an adventure like Tom, how do you think Tom would have been feeling?</p> <p>Explain to the children how Tom wants us to tell people all about his amazing adventure so we are going to write about it for our school newspaper, The Cupernham News to make Tom's adventure famous!</p> <p>Talk to the children about how in order to write the newspaper article, we need to know everything that happened in order and so today we will be ordering pictures of what happened. Order pictures as a class of the story. Now we have done this, we can match a special word to each picture known as a 'time word'. Ask children 'what do you think a time word is, does anybody know of any?' Generate and write time words together and add to working wall with each picture. Displayed all week. Pink post it notes for time words and green for adjectives.</p>	<p>Activity</p> <p>CH / MP / NM → work with SEN table, sequence in books, what happened first, next, then? Talk about it as a group. Talk about each picture, what is happening here? 3 pictures. 1. Tom's boat got stuck. 2. Tom met a polar bear. 3. Tom and dad had a hug. This group to have books landscape and pictures one below the other to write alongside Thurs.</p> <p>TW / CK / WK → work with LA table ordering pictures. Discuss as a group what is happening in each picture. Develop their vocab about it all. Write on post it notes any key words they may say about each picture. Only to cut and stick 3 photos.</p> <p>HA → Write a time word next to each picture ready for Thursday.</p>	<p>Plenary</p> <p>Can we freeze frame each part of the story?</p>
<p>Wednesday</p> <p>TALK FOR WRITING LESSON / BUILDING VOCAB.</p> <p><u>Child's</u> WALT: (IN PHONICS BOOK)</p>	<p>WILF: Capital letters Time word Finger spaces Adjectives Full stop</p>	<p>Talk for writing lesson/freeze frame lesson on developing our sentences together. No writing in literacy book, but a phonics sentence written at end in phonics book.</p> <p>Remind children of yesterday's learning and how we ordered the pictures of the story together. Explain how some of you have a special job with Mrs Watkinson/Mrs Kibbey today and send them off now for their job. (Split owls SEN if no TA - H'Birds already have a huge group so number depending robins and owls mix).</p> <p>TW / WK → this group have to stick and order the sentence next to their middle picture → 'Tom met a polar bear'. Talk about the sentence, asking children what sounds they can hear in each word. Once they have done this → group blending session. Speak to CH about this.</p> <p>CH/MP/NM → recap yesterday's learning and explain how today we will be acting out freeze frames for each part of the story and talk for writing. We will be thinking about what we could say for each picture. What could our sentence? Create a class WAGOLL ready for tomorrow whilst doing this.</p>		



Accompanying subject driver... SCIENCE



- › Science has been a big focal point for this topic.
- › We have been learning all about animals including different groups of animals such as mammals and reptiles and animals dietary needs.

		Science - Animals and Variation - 2022 - 2023			
Autumn 2					
Key Ideas: Animals <ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets.) • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Animals have senses to help individuals survive. When animals sense things they are able to respond. • Identify and classify 					
Everyday - morning activity					
Week 1 - Introduce different animal groups. Week 2 - 7 - Guess the animals: show a pic of its habitat, food, family etc. and chn to guess the animal.					
Learning Objectives	Success Criteria	Introduction	Main Activity	Plenary	
Week 3 Session 1 WALT: identify different animals and the groups they belong to	WILF: animals names, fish, reptile, bird, mammal, amphibian	Show the characteristics posters for each animal group. Have a selection of small world animals to sort into the correct category.	All children to complete at same time. Cut and stick the animals into the right section on the sheet.	https://www.bbc.co.uk/bitesize/subjects/z6svr82 identify the animals!	
Week 3 Session 2 WALT: name and talk about different animals and their characteristics.	WILF: animals names, labelling, fish, reptile, bird, mammal.	Sit in a circle. Have a selection of arctic animals out. What are the similarities and differences? How many legs do they have? Tails? Etc. Talk about the expert words we use to classify animals- fish, amphibians, reptiles, birds and mammals.	CTs and TAs - In groups ask chn to choose an animal. Can they classify any of the animals? Make notes of any useful comments children make.	Hold up a polar animal and discuss it's characteristics as a class.	

Accompanying subject driver... SCIENCE

<p>Week 4 Session 1</p> <p>WALT: talk about the way different animals move</p>	<p>WILF: different animals move in different ways. Why animals need to move.</p>	<p>Do all animals move? Why do animals need to move? Do all animals move in the same way?</p> <p>On 5 whiteboards, write 5 different ways that animals move. As a class sort through some pictures by grouping them. Question chn to think about why they move that way.</p>	<p>Writing Table: Label an animal picture Computers: http://www.bbc.co.uk/bitesize/ks1/science/health_and_growt h/play/ Table Top: Data collection sheets on clipboards for how animals move - have animals out on the tables. MUST DO - PHOTO montage of some children with post it notes if possible Sorting hoops: - continued from teaching input, sort rest of the animals into groups based on how they move.</p>	<p>Why do animals need to move? Ensure chn understand they need to move for survival in the wild.</p>
<p>Week 4 Session 2</p> <p>WALT: Identify the structure of different animals.</p>	<p>WILF: skeleton, animals names, fish, reptile, bird, mammals,</p>	<p>Show children a picture of a human skeleton and ask them if they know what it is and what is made out of. Talk about what would happen if we didn't have skeletons. Sing the bone song- your knee bones connected to the thigh bone.</p> <p>Show children the pictures of the animal skeletons- can they identify any animals. Why do they think penguins have big bones (fins),</p>	<p>Table Top: Children match the skeleton to the picture of the animal. Post it note whether children can identify the skeleton and why they think the skeletons belong to that animal. CTs</p> <p>AFTER TEACHER JOB Must do: Matching the skeleton to the animal name. TAs</p> <p>Writing Table & Table Tops: Scissor skills- cut up the skeleton and rebuild the skeleton to make the animal. Computers: http://www.sheppardsoftware.com/content/animals/kidscorner/games/animaldietgame.htm C&M: 3 large pieces of paper labelled 'carnivore, omnivore and herbivore' chn draw animals on to the correct piece of paper.</p>	





<p>Week 5 Session 1</p> <p>WALT: Identify animals and their senses. Identify how animal's sense help them to survive.</p>	<p>WILF: animals names, fish, reptile, bird, mammals, sight, smell, taste, touch, hear</p>	<p>Remind children of the senses we have and how they help us. Model 5 different animals and talk about the heightened sense each animal has. Ask chn why they think they have this. How is it useful? What do they need this for (survival)? Class discussion and label one animal. E.g Owl, label the eyes, add a sentence 'The owl has good sight to see in the dark and to hunt for its prey.'</p>	<p>CTs Must Do: Have different pictures of a variety of animals to help children to then draw and label their own choice of animal- e.g. they may draw an owl and say how they have good eyesight and hearing to find prey in dim light.</p> <p>HA/HMA - write independently using 'glue word' - to. LA/LMA - adult to scribe ideas and reasoning.</p> <p>Table tasks: phonics/handwriting/maths</p>	<p>Recall facts. What animal am I? Chn to have a go based on what they learnt.</p>
<p>Week 5 Session 2</p> <p>WALT: identify whether an animal is g herbivore, omnivore or carnivore.</p>	<p>WILF: herbivores eat plants, carnivores eat meat and omnivores eat plants and meat.</p>	<p>Q Do animals eat? Do they have to eat? Why? https://www.youtube.com/watch?v=9BWC4sxt0vU</p> <p>Have a selection of animals in the middle of the circle and discuss what the children think these animals eat. Discuss and sort into the expert words (herbivore, carnivore and omnivore).</p> <p>Show the children the menus and ask them to say which animal they think would like each menu.</p>	<p>Must do: cut and stick animals into the three headings - herbivore, carnivore and omnivore sheet.</p> <p>Table tasks - phonics/handwriting/maths.</p>	<p>I eat... what am I?</p>

Accompanying subject driver... GEOGRAPHY



- › Geography has also been a big focal point for this topic.
- › We have been learning to identify where the north and south pole are on a map as well as naming natural features. We also been mapping and studied the five oceans.

 Geography Medium Term Planning - 2022-2023 			
Autumn 2- Polar Explorers			
Learning Objectives:- <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Name and locate the world's seven continents and five oceans... North and South Pole and surrounding oceans. • Use basic geographical vocabulary to refer to: • Identify key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 			
Learning Objectives	Introduction	Main Activity	Plenary
<u>Week 2</u> WALT: locate the UK, North and South Pole on a globe / atlas.	Set up classroom as a plane and CTs to be flight attendant welcoming them on board Cupernham airways! Use a globe to find the UK, and then find the North and South Pole. Why are the polar regions not green on the globe like all the other land? Travelling to North and South Pole on the aeroplane. What do you think you could see, hear, and feel? Why have we not seen any other people?	Topic Time - Geography activities & explore new role play and small world etc. Make home for the egg (junk modelling) Penguin research CTs - Call over groups to locate north and south pole in atlases.	Post it note information we already know about the Polar regions and questions for finding out more about the Polar regions. DISPLAY on topic board.
<u>Week 2</u> WALT: name key natural features such as, forest, hill, mountain, sea, ocean, season and weather.	Watch first part of frozen planet. Discuss features seen e.g. forest, sea, iceberg, rivers... etc. Explain that these are 'natural' features as they were not built by humans. (lanqaqa - manmade)	Table Top: Sort manmade and natural features CTs (MUST DO) Table Top: Big paper - draw a frozen landscape with natural features. Role Play: Polar explorer station in the Antarctic/Arctic. Science - Sort natural and manmade materials and objects into two hoops.	Are there roads in the polar regions? Could you drive on the land with your car? Explain that to travel across land you would need a special type of vehicle. What might it look like? Would it have wheels? https://www.youtube.com/watch?v=wLR9Cxy-2JE - 0:28- watch for a minute and a half.

Accompanying subject driver... GEOGRAPHY



		<p>Small world: Add some natural features to small world area.</p> <p>Computers: 2paint - draw a frozen landscape. Be able to tell adults what the natural features are.</p>	<p>Snowmobiles are good for snow- would they work on ice? What other transport could you use to travel across the polar regions?</p>
<p><u>Week 2</u></p> <p>WALT: begin to map a journey.</p>	<p>We need to send the penguin egg home! Where do penguins live? Can you find the Antarctic on the globe?</p> <p>Teach mapping skills - what is a key? Mention N, S, E, W etc.</p> <p>As a class map the journey ...needs to make to get the egg home. Find England, find Antarctic and map the journey. TAKE PHOTO FOR EVIDENCE.</p> <p>Chn to draw their own map for ... to get the egg to his mum once he has got to Antarctic. T to model activity.</p>	<p>Main activity: Chn to draw a map of Antarctica so the egg can get home. TAs</p> <p>Table Top: Polar map drawing.</p> <p>Role Play: Polar explorer station in the Antarctic/Arctic.</p> <p>Construction: Create a frozen setting - using the characters direct a friend through the setting (past the lake, through the trees etc.)</p> <p>Small world: Draw a map for someone to follow</p> <p>Computers: 2paint - draw a frozen landscape and a map to go with it.</p>	<p>Chn to show maps to their talk partner, what is good about the map?</p>
<p><u>Week 2</u></p> <p>WALT: name the oceans near the North and South Poles.</p>	<p>Sing '5 oceans song'.</p> <p>Q Which ocean surround the South Pole (Southern) and the North Pole (Arctic)?</p> <p>Look at the globe again and find the Arctic & Antarctic and the oceans surrounding.</p> <p>Show chn an atlas - teach how to use.</p>	<p>Main activity: Using an atlas to find out about the Arctic and Antarctic. How does it differ from UK? CTs</p> <p>Writing Table: Write a caption for a polar picture.</p> <p>Role Play: Polar explorer station - talk about differences of the two poles.</p> <p>Small world: talk about differences between the two poles.</p> <p>Computers: 2paint - draw a frozen landscape and a map to go with it.</p> <p>C&M: White crayon pictures of landscape with blue paint wash. Label the picture with North Pole (Arctic) or South pole (Antarctica)</p> <p>Outdoor: Build an igloo to shelter from the frozen wind!</p>	
<p><u>Week 2</u></p> <p>WALT: think about the similarities/differences of the Arctic and Antarctica.</p>	<p>Think about what we have learned so far about the polar regions- can you think of similarities and differences of North and South Pole? Write ideas on post-its and stick on IWB. (leave post-its on writing table in case anyone wants to add to the list)</p> <p>Differences- polar bears vs penguins, Antarctica much bigger and is a continent, some people live in Arctic not on Antarctica.</p>	<p>Polar regions quiz- see how much we have learned!!</p>	

Pupil voice on the topic



I loved learning all about animals and how some have a skeleton on the outside.



I enjoyed our book The Great Explorer and liked Tom's adventure.

Getting to learn about the northern lights was fun. They are beautiful.

I loved knowing how life is different in the Arctic.