

## Key Texts



### English

- create our own non-fiction information leaflets
- compose our own questions
- retell familiar stories
- produce letters and postcards

### Geography

- say something about the people who live in hot and cold places
- explain what we might wear if we lived in a very hot or a very cold place and describe seasons
- point out where the equator, north pole and south pole are on a globe or atlas
- explain the main features of a hot and cold place
- describe a locality using words and pictures?
- explain how the weather changes with each season?

### Wow Event

Ice investigation  
Winter walk  
Polar blubber glove experiment

### Maths

- Add and subtract one digit and two digit numbers to 20 including 0, using different methods and representations
- Solve addition and subtraction problems
- Know doubles and near doubles for 1-10
- Count, read and write and compare numbers to 20
- Compare, order and identify one more, one less than any number up to 20?

### PSHE—Jigsaw—Dreams and Goals

- Set simple goals and targets
- Tackle a challenge
- Identify obstacles and work out how to overcome them.
- Share how it felt to reach a goal.

We show **honesty** by sharing what we know and asking questions.

We show **resilience** by writing with increasing determination.

Are the North Pole and the South Pole the same?

We show **care** by learning how animals survive in their environments.

We show **respect** through listening to different ideas and observations.

We show **forgiveness** by helping each other when mistakes happen.

## Curriculum Objectives and values

We show **co-operation** by working with others to explore habitats.

## Teaching

Would you rather live in the desert or the North Pole?

Key REACH Principle:  
Happy

R.E

Where is the North Pole on the map?

### Art

- draw lines of different shapes and thickness
- name the colours we use, including tints and tones
- use different techniques for printing
- develop our cutting skills and create shapes
- draw ideas and inspiration from different artists to influence our artwork
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### Science

- identify the features of different animals from warm and cold climates
- carry out investigations using ice and insulation and fat to represent blubber.
- make careful observations and record ideas with pictures and labels

### Vocabulary

- **Science:** habitat, Arctic, desert, blubber, adapt, hibernate, migrate
- **Geography:** globe, North Pole, South Pole, equator, map, climate
- **English:** description, resilience, non-fiction, adjective, setting
- **Art:** warm, cold, palette, blend, contrast, mood

## Achievement — Outcomes

- Using scientific and geographical vocabulary
- Writing descriptive and informative texts
- Creating art with colour symbolism
- Comparing maps and exploring global locations
- Exploring ice and sand sensory trays
- Acting out animal movements linked to climate
- Writing a class resilience poem
- Matching animal adaptations to environments
- Setting description of an Arctic or desert scene
- Fact file about an animal suited to a hot/cold place
- Warm/cold colour artwork
- Resilience poem
- Comparison map with key features labelled

Would you rather be a polarbear or a camel?

## Outdoor Learning

- Explore shadows and daylight changes linked to winter.
- Compare outdoor temperatures and wind in different areas.
- Use natural materials to create warm and cold colour collages.

How do we know it is winter?