


Year Group - 1	Term - Summer 2	Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
Name of Unit Overview – <h1>Antarctica</h1>		Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
		Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
		Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

**Context, Big Questions and Wider World impact**

- How is the landscape different in England and Antarctica?
- How can we look after the wildlife in England and Antarctica?

**Subject specific learning areas**

**Science**

**Suggested journey of the unit**

**Prior learning and where the objectives are revisited later in the year.**

**Key year group learning**  
Can we.....? Do we know.....?

**Previous years (EYFS)**  
- Explore the natural world around them, making observations: Caterpillar/Butterflies in Summer 2 and Mini Beast topic/trip to Wellington with a minibeast workshop.  
- Make comments about what they have heard and ask questions to clarify their understanding;

**Can we...?**  
- Ask simple questions and recognise that they can be answered in different ways.  
- Observe closely.  
- Perform simple tests.  
- Identify and classify.  
- Gather and record data to help in answering questions.  
- Identify common invertebrates and common animals that are carnivores, herbivores and omnivores.  
- Describe and compare the structure of a variety of common invertebrates.

**Revisit within this year**  
-Using observations to help us answer simple questions and hypotheses.  
-How to carry out an observation and record date for this

**Do we know...?**  
- Names of a variety of common animals that are carnivores, herbivores and omnivores.  
- Names of a variety of common invertebrates.  
- The structure of a variety of common invertebrates.

**Week 1**  
Topic: Learning about the 7 continents.  
  
Science: Exploring the different animal families; birds, reptiles, amphibians, fish and mammals.  
  
Art: To practise drawing different lines using music as a stimulus

**Week 2**  
  
Topic: Exploring what the equator is and how this impacts the climate and weather across the world.

Science: Differences between mammals and birds.

**Humanities – History & Geography**

**Prior learning and where the objectives are revisited later in the year.**

**Key year group learning**  
Can we.....? Do we know.....?

Art: To connect lines to draw shapes.

<p><b>Previous years</b> <u>Geography</u> - Explore the natural world around them, making observations: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps: - Use and understand recently introduced vocabulary during discussions:</p> <p><b>Revisit within this year</b> <u>Geography</u></p> <ul style="list-style-type: none"> <li>- To describe different human and physical features and how different types of weather might change them.</li> <li>- To understand that maps can be used to give directions, locate places.</li> <li>- To understand why maps are important to us.</li> <li>- What is a continent and what are the 7 continents.</li> </ul>	<p><b>Geography</b> <b>Can we...?</b></p> <ul style="list-style-type: none"> <li>- Name the 7 continents.</li> <li>- Use basic geographical vocabulary to refer to human and physical features of landscapes</li> <li>- Identify human and physical features</li> <li>- Identify where Antarctica and the United Kingdom are on a simple world map</li> <li>- Identify seasonal and daily weather patterns in the United Kingdom and compare these to weather in Antarctica</li> <li>- Locate cold areas of the world in relation to the Equator and the North and South Poles</li> <li>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in Jennett's Park and Antarctica</li> </ul> <p><b>Do we know...?</b></p> <ul style="list-style-type: none"> <li>- What the seven continents are and where they are on a world map</li> <li>- Which continent the United Kingdom is in.</li> <li>- Where the equator is on the map and how this impacts climate.</li> <li>- The climate and weather that is experienced in Antarctica and the United Kingdom</li> <li>- The similarities and differences of human and physical geography of Jennett's Park and Antarctica</li> <li>- Why Jennett's Park and Antarctica have such contrasting climates</li> </ul>	<p><b>Week 3</b> Topic: Exploring climate and temperature around the world.</p> <p>Science: Differences between reptiles, amphibians and fish.</p> <p>Reptile and Birds of Prey workshop</p> <p>Art: To explore lines and shapes for portrait drawing.</p> <p><b>Week 4</b> Topic: Exploring Antarctica and thinking about the similarities and differences it has to the U.K</p> <p>Science: Exploring the types of foods that living things eat (carnivores, herbivores and omnivores).</p> <p>Art: To use control and pressure to add colour to a drawing.</p>
<p><b>Art and Design &amp; Design Technology</b></p>		
<p><b>Prior learning and where the objectives are revisited later in the year.</b></p>	<p><b>Key year group learning</b></p>	<p><b>Week 5</b></p>
<p><b>Previous years</b> -Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. -Share their creations, explaining the process they have used: In Reception children created a wide range of art in free flow and focused activities. For example, children created art work linked to their mini beast topic and -Use a range of small tools, including scissors, paint brushes and cutlery: - Safely use and explore a variety of materials: Throughout Reception children helped to prepare a variety of different food linked to</p>	<p><b>Can we....?</b></p> <ul style="list-style-type: none"> <li>- Use drawing and sketching to share our ideas.</li> <li>- Use shading and collage techniques to represent colder environments.</li> <li>- Use close observation for sketching features.</li> <li>- Develop our initial ideas by improving our own designs in the draft stages</li> <li>- Evaluate our art by sharing our final piece of art work and discussing what went well and what we do next time to make it even better.</li> <li>- Discuss what we like and dislike about different pieces of art.</li> </ul> <p><b>Do we know?</b></p> <ul style="list-style-type: none"> <li>- How to hold a pencil in the correct way</li> <li>- How to control our pencil to help us sketch and shade.</li> <li>- What colours are warm and cool shades.</li> </ul>	<p>Topic: Exploring the animals that live in Antarctica and the U.K and thinking about what adaptations animals have to be able to live in colder places.</p> <p>Science: Differences between wild animals and pets.</p> <p>Art: To think about how we can create cool and warm shades to create a background that reflects the weather in Antarctica.</p>

<p>different topics being explored such as International Week.</p> <p><b>Revisit within this year</b></p> <ul style="list-style-type: none"> <li>-Use a range of tools to create our Colour Monster collages.</li> <li>-Sharing creations with others</li> <li>-Explore a variety of materials, tools and techniques to create our Harvest artwork and Colour Monster Collages.</li> </ul>		<p><b>Week 6</b></p> <p>Topic: Using Kubo robots to explore programming.</p> <p>Science: Explaining the characteristics of animals.</p> <p>Art: To use sketching and our knowledge of lines and shape to draw penguins and polar bears.</p>	
<p><b>Computing and Technological Understanding</b></p>			
<p><b>Prior learning and where the objectives are revisited later in the year.</b></p>	<p><b>Key year group learning</b></p>		
<p><b>Previous years (EYFS)</b></p> <p>Within Freeflow activities in Reception children were able to access different technology and had the opportunity to explore and play with this.</p> <p><b>Revisit within this year</b></p> <p>In Once Upon a Time we explored how to use technology purposefully.</p>	<p><b>Can we...?</b></p> <ul style="list-style-type: none"> <li>- Create and debug simple programs for the Kubos to follow</li> <li>- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> </ul> <p><b>Do we know...?</b></p> <ul style="list-style-type: none"> <li>- What an algorithm is</li> <li>- What debug means</li> <li>- How to program Kubo to get him to move where we want him to go</li> <li>- How to debug program mistakes with Kubo to make him work</li> </ul>	<p><b>Week 7</b></p> <p>Topic: Using Kubo robots to explore programming.</p> <p>Art: Finishing our final artwork linked to Antarctica.</p>	
<p><b>Vocabulary</b></p> <p><b>Oracy activities</b></p>	<ul style="list-style-type: none"> <li>✓ Topic Vocabulary – continent, habitat, polar, adaptation, glacier, ice caps</li> <li>✓ Geography Vocabulary – Physical and human features of land, country, U.K, Antarctica, observations, seasonal and daily weather patterns, climate.</li> <li>✓ Art/ D.T Vocabulary – Materials, Colour mixing, shades, texture</li> <li>✓ Computing – technology, algorithm, debug, Kubo</li> <li>✓ Partner work and Talk Partner Time to share ideas.</li> <li>✓ Key and new vocabulary discussed at the beginning of lessons.</li> <li>✓ Use of visuals to support understanding of new vocabulary and concepts.</li> <li>✓ Time to experiment with new tools and resources such as the Ipad's and art tools to</li> </ul>	<p><b>Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic?</b></p>	<ul style="list-style-type: none"> <li>- Polar Adventure – Children to help an explorer to get ready to travel to polar locations. Children to carry out activities linked to these. Learning about what the climate and weather is like and where they can locate Polar regions. Children to think about how Antarctica may be different to United Kingdom.</li> </ul>
		<p><b>Trips/ Visits / Experiences</b></p>	<ul style="list-style-type: none"> <li>- Reptile and Birds of Prey Workshop</li> <li>- International Week</li> </ul>

	experiment and investigate how to use these with support from an adult in the classroom		
<b>Discrete subject learning focus areas</b>			
<b>Music</b>	Sing Up: Come dance with me -call-and-response, echo singing and playing, playing percussion, developing beat skills	<b>RE</b>	Judaism – Are Rosh Hashanah and Yom Kippur important to Jewish children.
<b>PE</b>	<p><b>Sports day practice</b></p> <p><b>Striking and fielding games</b></p> <ul style="list-style-type: none"> <li>• To develop underarm throwing and catching.</li> <li>• To develop overarm throwing.</li> <li>• To develop hitting a ball.</li> <li>• To develop collecting a ball.</li> <li>• To learn how to get a batter out.</li> <li>• To play games and understand how to score points.</li> </ul> <p><b>Target games</b></p> <ul style="list-style-type: none"> <li>• To develop underarm throwing towards a target.</li> <li>• To develop throwing for accuracy.</li> <li>• To develop underarm and overarm throwing at a target.</li> <li>• To develop throwing for accuracy and distance using underarm and overarm.</li> <li>• To select the correct throw for the target.</li> <li>• To develop throwing for accuracy and distance</li> </ul>	<b>PSHE</b>	Citizenship - Living in the wider world.
<b>International Studies:</b>			
<b>Prior learning:</b> ✓ International Week Revisit within this year ✓ Map work Exploring different cultures	<p style="text-align: center;"><u><b>International Targets</b></u></p> <ul style="list-style-type: none"> <li>• Understanding different cultures, values and customs</li> <li>• Building tolerance and respect for other cultures</li> <li>• Identify activities and habits which are different from but equal to their own</li> <li>• Significance of relevant celebrations / rituals</li> <li>- Recognising individuality and independence of separate cultures/countries</li> </ul>	<b>Learning to come from those activities</b>	<ul style="list-style-type: none"> <li>- Comparing similarities and differences between the UK and other countries</li> <li>- Learning about special celebrations linked to different cultures (Eid, Pentecost, Shabbat)</li> <li>- Cooking our own challah bread and comparing it to the foods that we eat for special celebrations.</li> </ul>
<b>Eco</b>			

**Local and Global Impact**

- Compare clean vs polluted environments
- Explore the rainforest (link to climate)
- Greenhouse blanket game
- Melting ice animal rescue

**Key concepts**

Pollution  
Global warming  
Deforestation  
Ozone layer

**Final quality products**

- Portraits of ourselves linked to line and shape drawing.
- Antarctica art work

**Home learning opportunities**

- Suggested activities to support Antarctica topic sent home via Seesaw
- Phonics videos and worksheets sent home

**Enriching our curriculum and personal development opportunities**

**Prior opportunities**

- Mindfulness workshop
- Friendship week
- Safer Internet Day
- Pirate Day.
- Arts week

**Experience**

- Reptile and Birds of Prey Workshop
- Sports day
- International Week

**Learning to come from those activities**

From these activities, children will further develop their oracy skills, independence, collaboration, perseverance and optimism. This will support them to further develop their self-esteem and confidence.