

Frozen Planet
Medium Term Topic Plan – Year 1

Term	Spring	Curriculum Strands	Water, Living Things and Responsibility.
Classroom Environment	Topic board to celebrate children’s learning from school and home (snow scene diorama). Age-appropriate geographical vocabulary relating to the polar regions. Range of topic books including different genres and text types.	Super Starter (Hook) & Education Visit/Visitor	Destination Antarctica! Flight simulation to Antarctica. Pupils act as roaming reporters/vloggers to explore facts about the region.
Key Texts	The Rainbow Bear by Michael Morpurgo (AR Level) The Penguin who wanted to Find Out by Jill Tomlinson (AR Level) Lost and Found by Oliver Jeffers (AR Level) The Emperors Egg by Martin Jenkins (AR Level) The Coldest Tundra: Baby Professor Publication	End Product	Class Assembly Art exhibition with writing to showcase to parents (Zoom if necessary)
English	Fact file about an animal that lives in Antarctica – write to inform – 2 weeks. Talk 4 Writing narrative – responsibility to our planet- write to entertain - 2 weeks Poetry verses inspired by The Rainbow Bear- write to entertain - 2 weeks		
Science	<p><u>Living Things and Their Habitats</u> N.C. Obj. Explore and compare the differences between things that are living, dead, and things that have never been alive N.C. Obj. Identify that living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other N.C. Obj. Identify and name a variety of plants and animals in their habitats, including microhabitats N.C. Obj. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p><u>Animals Including Humans</u> N.C. Obj. Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals N.C. Obj. Identify and name a variety of common animals that are carnivores, herbivores and omnivores N.C. Obj. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p><u>Animals Including Humans</u> N.C. Obj. Notice that animals, including humans, have offspring which grow into adults N.C. Obj. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p><u>Seasonal Changes</u> N.C. Obj. Observe changes across the 4 seasons N.C. Obj. Observe and describe weather associated with the seasons and how day length varies.</p>		
P.E.	<p><u>Net and Wall Games</u> N.C. Obj. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination N.C. Obj. Begin to apply these in a range of activities N.C. Obj. Participate in team games, developing simple tactics for attacking and defending N.C. Obj. Perform simple movement patterns (for gymnastics)</p>		
History	<p><u>Race to the Poles</u> In Guided Reading, read about and compare explorers (e.g. Ingrid Christensen) to inform fact files. N.C. Obj. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>		
Geography	<p><u>Journey of a Polar Bear</u> N.C. Obj. Name and locate the world’s 7 continents and 5 oceans N.C. Obj. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in the polar regions. N.C. Obj. 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. N.C. Obj. Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. N.C. Obj. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] to describe the location of features and routes on a map.</p>		
Art	Observational drawings related to fact files		
D&T	<p><u>Interactive Information Board</u> <u>Design</u> N.C. Obj. Design purposeful, functional, appealing products for themselves and other users based on design criteria N.C. Obj. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>		

	<p>N.C. Obj. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>N.C. Obj. Evaluate, explore and evaluate a range of existing products TBC</p> <p>N.C. Obj. Evaluate their ideas and products against design criteria</p> <p><u>Technical Knowledge</u></p> <p>N.C. Obj. Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>N.C. Obj. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
<p>Music</p>	<p>Musical soundscape of the Polar Region</p> <p><u>Year 1 - Round and Round (Charanga)</u></p> <p>Obj. Use pulse, rhythm and improvisation, singing, playing instruments to create a final piece.</p> <p><u>Year 2 – Zoom Time (Charanga)</u></p> <p>N.C. Obj. Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>N.C. Obj. Play tuned and untuned instruments musically.</p> <p>N.C. Obj. Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>N.C. Obj. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>