

Protecting the Polar Regions

SCIENCE

What we should already know

- Explore the natural world around them making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been read in class
- Identify and name a variety of common animals including fish amphibians reptiles birds and mammals
- Identify and name a variety of common animals that are carnivores herbivores and omnivores
- Describe and compare the structure of a variety of common animals fish amphibians reptiles birds and mammals including pets

As scientists we will

- Identify that most 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
- Describe how animals obtain their food from plants and other animals using the idea of a simple food chain and identify and name sources of food
- Notice that animals including humans have offspring which grow into adults
- Find out about and describe the basic needs of animals including humans for survival water food and air
- Identify and name a variety of plants and animals in their habitats including microhabitats

Vocabulary

Living sensitive grow nutrition habitat animal food sources food chain predator prey producer energy life cycle consumption offspring adult young human water food air exercise nutrients nutrition reproduction diet survival

COMPUTING

What we should already know

- Open the internet browser
- Use a given webpage to find some facts or an image to answer a specific question
- Switch on a computer and log on and off with adult support
- Open a program or previously saved work with adult support and close a program
- Save a document with an appropriate name with support
- Print a document with support
- Type and draw in a document
- Use the computer mouse or trackpad to move click and drag objects

As information technologists we will

- Use a safe search engine to find facts and images to answer a specific question
- Identify key words in a question to use in a search engine
- Log on and off safely
- Open and close a program
- Save a document with an appropriate name
- Print a document
- Use upper and lower case letters when typing
- Insert images text boxes and shapes and begin to edit them eg changing colour including using copy and paste

Vocabulary

Search engine filters uppercase lowercase document text box copy paste shape edit outline

Application of knowledge outcome
Create a fact sheet about a Polar animal
using Microsoft Word



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Geography

What we should already know

- Describe their immediate environment using knowledge from observation discussion stories non fiction texts and maps
- Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories non fiction texts and when appropriate maps

As geographers we will

- Name and locate the world's seven continents and five oceans
- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary
- Understand the key physical and human features
- Use an infant atlas to locate places
- Use simple compass points and directional language to describe the location of features and routes on a map
- Identify seasonal and daily weather patterns in the United Kingdom
- 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 a contrasting non European country

Vocabulary

compass point Earth North South East West far near left next to above below right direction landscape atlas beyond distance grid references position continent ocean equator sea country island North Pole South Pole

Be Creative:

When we produce our Polar artwork

Be Resilient:

When we sketch accurate drawings of polar bears

Be World-Wise:

When we build our understanding of global warming and its effect on Polar landscapes and animals.

Art

What we should already know

- Use sketch books to gather ideas for art work
- Experiment with different techniques
- Investigate a range of materials and media and recognise that they have different qualities
- Experiment with different techniques
- Describe what they think about the work of others

As artists we will

- Use sketch books to experiment with artistic ideas of their own in sketchbooks
- Experiment with different techniques and make sensible choices about what to do next to improve
- Deliberately choose to use particular materials media and techniques for a given purpose
- Develop and exercise some care and control over their art work eg they do not accept the first mark but seek to refine and improve
- Express clear preferences and give some reasons for these eg I like that because
- Develop scale and proportion in art work Use and understand the term shade lighten and tint darken when describing tone Use techniques to show the effects of light on form reflection shadow Name the primary colours and mix a range of secondary colours Mix paint to the appropriate consistency
- Express clear preferences and give some reasons for these eg I like that because
- Talk about the materials techniques and processes they have used using an appropriate vocabulary

Vocabulary

shape line texture colour scale Horizon Observational Landscape Portrait tint tone light dark intensity strong weak shade hue Mood temperature warm cold Primary colours Secondary colours

Application of knowledge outcome:

Create a polar painting by using watercolour paint, using materials on wet paint to add texture and then making and adding our own animal stencil

