

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, offspring reproduction, diet, survival

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
- 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
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

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



Protecting the Polar Regions

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
- Know that primary colours are red, yellow and blue.
- Know that primary colours can be mixed to make secondary colours.
- Name the secondary colours (orange, purple, green) and how to mix them.
- Mix paint to the appropriate consistency.
- Investigate using a variety of brush sizes.
- Explore how artists use colour to reflect mood.

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 (e.g. they do not accept the first mark but seek to refine and improve)
- Express clear preferences and give some reasons for these (e.g. "I like that because...")
- Create different tones (adding grey).
- Create different tints (adding white).
- Create different shades (adding black).
- Mix and match colours and accurately apply them to observational work.
- Frame through the use of viewfinders

Vocabulary:

Colour: values, intensity (strong, bright, weak), shades, tints observational

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

Be Creative:

When we produce our Polar artwork

Be World-Wise:

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

