Arctic Adventure

Synopsis:

During this Mini Mission the children will discuss the emotions of the characters in the story and will consider how they can help the animal. They will also construct boats and scientifc experiments based on Ice. In Science, children will also further develop their understanding of animals including humans. This work will feed into the children's personal development, focusing on emotions and helping others.

In RE we will focus on unit 1.6B Caring. It looks at stories Jesus shared about caring and asks us to think about those who care about us and who we care about and why.

Key Vocabulary:

Geography: near left / right south west north east compass half quarter turn up /down opposite map ocean country continent globe atlas United Kingdom Europe climate temperature hot cold seasons climate

Science : carnivore omnivore herbivore mammal amphibian fish bird sight touch taste hearing smell sense

Working Scientifically: identify name label record observe group classify compare present test

Design & Technology: stable stiffen strong flexible join equipment shape research tool cut material product purpose diagram construct build make

Geography

Learning Sequence:

Throughout this unit, children will learn all about 'My World, My School'. During this unit of learning they will zoom out from understanding their class, to their school to looking at their country and its place in the world. In addition, children will contrast the UK and the artic climate and label the continents and oceans.

1. What is my class like?

2. Where is my school on my street?

3. Where is my town in the country?

4. What are the seasons like in the U.K?

5. Where is my country in the world?

6. How is the weather different around the world?

7. Arctic V's U.K comparison.

8. 7 continents and 5 Oceans

9. End of topic assessment

Skills & Fieldwork	Start to use world maps, atlases and globes
Human & Physical Geography	Find hot and cold areas in world using atlases Talk about daily weather and seasonal weather patterns in the UK
Place Knowledge	Talk about similarities and differences between area of UK and nonEuropean area
Locational Knowledge	Know names of 7 continents and 5 oceans

D&T

Learning Sequence:

During design technology, children will focus on creating their own boats. Taking inspiration from their mini mission story, they will research existing boat designs and then follow a design, make and evaluate process with their products.

1. Prior knowledge of materials. Look at **existing** products. Decide what we will need.

2. Design- Plan- Draw, label and explain why you will need these things.

3. Make boats. (photo's in books)

4. Evaluation- What would I improve?

Design	Design simple products that work and look appealing
Technical Knowledge	Start to build structures, exploring ways to stiffen, stable and strengthen
Make	Use a range of tools and equipment to perform practical tasks eg cut, shape, join and finish
	Use a range of materials and components eg construction, textiles and ingredients
Evaluate	Discuss own ideas and designs
	Explore existing products eg home, school

Science

Learning Sequence:

Within science, children will learn about animals including humans. They will identify different animals as well as human parts, finding clear similarities and differences between them.

In addition to this, children will complete a scientific experiment and record their results as well as writing scientifically.

1. What is this animal called?

2. How are animals different?

3. Do all animals eat the same food?

4. What are our body parts called?

5. What are our senses?

6. Are all humans the same?

7. Investigation- plan (question, predict, method)

8. Complete investigation and record

9. Scientific write up (conclusion- What I have found)

Make Observations	Start to observe closely
Perform Tests	Perform simple tests with support
Ask Questions	Use first-hand practical experiences to find answers
Gather Data	Begin to gather and record data simply using pictures and words
Analyse Data	Start to discuss what they have found out
Use Equipment	Begin to use simple equipment eg egg timers, hand lenses
Animals Including Humans	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)

Writing

Learning Sequence:

<u>Text- Lost and Found</u>

1. Read the story- talk and understand. (Author, illustrator, blurb.)

2. Identify the penguins feelings throughout the story

3. Identify the boys feelings throughout the story

4. Orally re-tell the opening of the story-rewrite

<u>Vocabulary</u>

5. Unfamiliar words. Write meanings using dictionaries.

6. Application- Share image of night time from book- orally rehearse and re-write sentences in own words.

7. Phrases- Write meaning of phrases

8. Write own examples of dialogue from horn and waves page.

<u>Grammar</u>

9. Fluency- identify the nouns, adjectives and verbs using highlighters.

10. Application Hold a sentence- Picture of boy with hammer

11. Application- adjectives- write words around image then write adjectives in sentences and underline the adjective.

12. Application- Verbs- write words around image then write verbs in sentences and underline them.

<u>Incidental writes</u>

13. Gather vocabulary about sailing on an adventure.

14. Sentences- Write different sentences to describe travelling on the sea.

15. Language- Focus on emotions- If he is sad what language tells us this? (Actions- he bows his head).

16. Sentences to describe the emotions

<u>Writing process</u>

17. Characters- Chose them and describe them. Use animals on pg52 of grammasaurus to support with this. Remind children they are going to the South Pole and animal must reflect this.

18. Opening- Knock on the door- focus on first 4 pg of story. Children write their own ideas for this using hold a sentence/oral re-telling using whiteboards to support.

19. Chose two different places to write about to help the animal get home.

20. The person couldn't sleep and then realised they needed to return the animal to its home. Where did the person go in search of a boat? Write three sentences to explain this.

21. Journey- test boat and push it to sea. Recap prior learning.

22. Interactions between human and animal. The human realises the animal is lonely not lost.

23. Edit work

24. Re-write in best.

Language & Vocabulary	Use vocabulary from stories (eg fairy tales) to increase vocabulary in their own writing
	Understand how language can be used in narrative and non-fiction (eg to build surprise/present facts)
Plan, Draft, Edit & Evaluate	Say out loud what they are going to write about
	Compose sentences orally before writing
	Re-read what they have written to check it makes sense
	Discuss what they have written with teacher/pupils
Grammar & Punctuation	Leave spaces between words

	Use punctuation for sentences using capital letters, full stops, question marks and exclamation marks
	Use capital letter for proper nouns such as names of people, places, days of the week and pronoun I
	Use "and" to join words and clauses
Text Structure & Features	Become familiar with and retell key stories, fairy stories and traditional tales
	Recognise and join in predictable phrases and use these in their writing
	Sequence sentences to form short narratives
Transcription	Spell words containing the 40+ phonemes, common exception words and days of the week
	Add suffix -s and -es to create plural nouns/3rd person singular for verbs
	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
	Sit correctly at table holding pencil correctly
	Begin to form correctly-oriented lower-case letters, capital letters and digits 0-9
	Using letter names to distinguish between alternative spellings of the same sound