



Poles Apart
Year 1
By the end of this unit children will know...
• Where the North and South poles are and recognise the general climates at both • Specific knowledge about animals at both the Arctic and Antarctic • The geographic and climatic differences between the poles • How humans interact with and study the polar environments • Knowledge of global warming and its effects on polar ice and wildlife

Intent	Implementation	Impact	Celebrate
To develop the significant understanding of where both the North and South poles are and their names – Arctic and Antarctic Allow children to investigate the different animals that live in both regions including similarities and differences Through scientific enquiry, the children will be able to identify the similarities and differences of animals in both regions and the significance of these features to their survival	Children will look specifically at the location of both poles and the climate The children will investigate a region's animal and compare with one from the opposite region noticing similarities and differences Building on knowledge of the polar animals discuss the survival features of opposite regions wildlife	Children will begin to understand the world as a globe and the positions of both the North and South poles and the climate of both due to the location The children will have a key understanding of animal survival and adaptations to live in extreme habitats Children will have produced a fact file on an animal of their choice from one of the polar regions.	The children will be able to talk about where the North and South poles are and relevant information about both regions including similarities and differences. Children will get to make a fact file for the book corner highlighting a polar animal

Core Subjects: Links to theme
English
Instructions Can the children write a simple set of instructions to make a sandwich?
Mathematics
Addition and Subtraction Geometry – properties of shape
Science
Identifying Animals and their habitats, along with the reasons behind why they live where they do.
Computing
Develop an understanding of a range of tools used for digital painting. Use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. Learners considering their preferences when painting with and without the use of digital devices.

Title of Topic: Poles Apart Year: 1 Knowledge Content	
Personal Development	Foundation Subjects
Spiritual	History & Geography
Jesus as a gift from God - Why do Christians believe God gave Jesus to the World?	Geography - Identify location, climate and daylight patterns in polar regions - Identify similarities and differences between the Arctic and the Antarctic - Identify plants and animals found in Polar habitats - Understand historic and current human activities in Polar regions and how humans sustain living
Moral	Art & Design and Design Technology
How to help our friends when someone is being bullied	- To make a parachute out of a variety of materials - To design and reflect on their parachute design and material choice
Social	Music and Languages
Celebrating differences between genders	Music - Continue to learn to play the ukulele without music teacher - Perform in the Christmas play German - My School day, In the classroom and Opinions about school units
Cultural	Physical Education
What does the Christmas story mean to us as individuals?	Learn a dance and explore the enjoyment of free movement Children will explore creating patterns to add to their dance

Core Subjects:
English
To be able to follow a set of simple instructions to complete an action or activity.
Mathematics
Addition and subtraction – using different methods to work out problems and know which method to use each time Geometry – properties of shape
Science
Children demonstrate an understanding of animal habitats. Children to be able to describe the reasons why animals live where they live.
Computing
Use various applications for painting and compare those to traditional ways to paint.

Title of Topic: Poles Apart Year: 1 Links to National Curriculum Framework Skills
Foundation Subjects
History & Geography
<u>Geography</u> - Understand the language and meaning of words related to the topic - Have an awareness of how human exploration and science has allowed us to know more about the Polar regions - Identify and understand the different animal species that live at the Polar regions - Identify both similarities and differences of the Polar regions
Art & Design and Design Technology
<u>Art & Design</u> - Experiment with colour mixing, paint application, and different art materials to create artworks - Experiment with different materials and techniques - Reflect on their own work and the work of others
Music and Languages
<u>Music:</u> - Create a sequence of long and short sounds - Create a mixture of different sounds (long and short, loud and quiet, high and low) - Choose sounds to create an effect - Sequence sounds to create an overall effect <u>German:</u> - Know words for the school day, in the classroom and opinions about school
Physical Education
<u>P.E:</u> To perform dances using simple movement patterns

Core Subjects:
English
Can the children write a set of instructions to make a sandwich?
Mathematics
See following Mathematics page for assessment opportunities including addition and subtraction facts and methods to use to solve problems Geometry of shape – properties of shape
Science
Animals and their habitats – who lives where and why?
Computing
Use a range of applications and devices in order to present the work throughout the topic.

Title of Topic: Poles Apart Year: 1 Core Skills/Assessment Opportunities
Foundation Subjects
History & Geography
<u>Geography</u> - Identify the two Polar regions on a globe and map - Use a compass to identify North and South - Identify plants and animals from both Polar regions
Art & Design and Design Technology
<u>Art & Design</u> - To create their own piece of artwork based on the Northern Lights - aurora borealis - To reflect on their own artwork and critique their own and classmates work
Music and Languages
<u>Music:</u> - Children can play a piece of music on the drums - Learn and perform the Christmas songs. <u>German</u> - Languagenut units: 7.4 My School day, 7.5 In the classroom and 7.6 Opinions about school
Physical Education
Create a dance inspired by the Northern Lights. How we would move and act if we were lights floating in the sky? To perform the dance ensuring that they meet all the criteria.

English

Text Type	Text Structure	Sentence	Useful Vocabulary	Word Classes	
Instructions	Ideas grouped in sentences in time sequence. Written in the imperative e.g. sift the flour. Use of numbers or bullet points to signal order.	Simple connectives are used to construct simple sentences e.g. and, but, then, so. Imperative verbs start sentences e.g. spread, slice, cut. Sentences do not include pronouns and are written impersonally	1, 2, 3, 4, 5 First Next After Cut Move Fold Stir Colour Paint	Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/ then. Tense Simple past tense 'ed'.	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.

Mathematics

Mathematics																	
Number		Calculation		Fractions	Shape & Measure	Data											
					<table><tr><td rowspan="5">Geometry: Properties of Shapes Unit 6</td><td>Recognise and name cubes</td></tr><tr><td>Recognise and name pyramids</td></tr><tr><td>Recognise and name spheres</td></tr><tr><td>Compare 3-D shapes and explain how they are similar or different</td></tr><tr><td>End of Term Assessment: Rememberit 2</td></tr></table>	Geometry: Properties of Shapes Unit 6	Recognise and name cubes	Recognise and name pyramids	Recognise and name spheres	Compare 3-D shapes and explain how they are similar or different	End of Term Assessment: Rememberit 2						
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