



Medium Term Topic Plan  
IAC

Year Group: 1 & 2 Term: Spring 1 Strand B Theme: Polar Adventures  
(includes weather & continents) - Trip to Sealife Centre (2024)

Framework of Skills, knowledge & Understanding

Art	D&T	Science	Computing
<p><b>Design &amp; Make</b></p> <ul style="list-style-type: none"> <li>• Draw &amp; draw polar animals and develop their ideas and experience of them.</li> <li>• Combine materials to create representation of polar region.</li> <li>• Follow own intentions &amp; imagination in provision sharing ideas and experiences.</li> </ul> <p><b>Skills &amp; Techniques</b></p> <ul style="list-style-type: none"> <li>• Explore colour mixing with ice paints.</li> <li>• Explore pastel &amp; chalks to create 'cold' pictures</li> <li>• Explore texture - using salt and cling film with water colours for polar picture.</li> <li>• Develop joining techniques using box models (see DT link)</li> </ul>	<p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Design a boat that will cut through ice (link to Endurance), communicate ideas through drawing and talk.</li> <li>• Use ICT to design suitable packaging for expedition snack.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Use textiles to make Moses basket (RE link)</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Evaluate existing nutritional snacks against criteria - packaging/taste/value for money.</li> <li>• Evaluate each other's snacks against criteria packaging/taste/value for money.</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Explore and research possible ice breaking mechanisms.</li> </ul> <p><b>Cooking &amp; Nutrition</b></p> <ul style="list-style-type: none"> <li>• Design a nutritional snack from a range of ingredients that will keep well for an expedition.</li> </ul>	<p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions.</p> <ul style="list-style-type: none"> <li>• <b>Set up weather station, record and analyse data</b></li> <li>• Ice melting Experiment</li> <li>• Blubber glove experiment</li> </ul> <p><b>Biology</b></p> <p><b>Animals</b></p> <ul style="list-style-type: none"> <li>• Arctic Animals - basic facts &amp; habitats.</li> <li>• Antarctic animals - penguin food chain</li> <li>• What penguins need to survive.</li> <li>• How penguins raise their offspring</li> </ul>	<p><b>Unit 1.6 (yr1) Animated Story Books</b></p> <p><b>Algorithms (revisit)</b></p> <ul style="list-style-type: none"> <li>• Cube-bot then Beebot - visits 7 continents</li> <li>• Scratch.mit.edu - world map game</li> </ul> <p><b>Using Technology</b></p> <ul style="list-style-type: none"> <li>• Create Arctic Animal Factsheets,</li> <li>• Find countries from 7 continents on Google Earth</li> <li>• Design packaging for an expedition snack.</li> </ul> <p><b>IT Use Beyond School</b></p> <ul style="list-style-type: none"> <li>• Find out about weather forecasting</li> <li>• Investigate technology used on modern day expeditions</li> </ul>

	<ul style="list-style-type: none"> <li>• Make a nutritional snack from a range of ingredients that will keep well for an expedition</li> <li>• Mixing/cooking techniques when making snack</li> </ul>		<ul style="list-style-type: none"> <li>• experiment with GPS tracking, and compare with those used in 1900's</li> </ul> <p><b><u>Safe Use</u></b></p> <ul style="list-style-type: none"> <li>• Explicit teaching withing Computing sessions.</li> <li>• E-Safety Production</li> </ul>
<b>RE</b>	<b>History</b>	<b>Geography</b>	<b>Music</b>
<p><b><u>Understanding Judaism</u></b></p> <ul style="list-style-type: none"> <li>• Birth story of Moses - make Moses baskets</li> <li>• Story of the Burning Bush. How did Moses feel? How does it show us what God is like?</li> <li>• Discuss feelings &amp; emotions experienced by Moses when he was called by God to be a leader.</li> <li>• Think about when you have been afraid to do something you thought you couldn't do. How can others help?</li> <li>• Become familiar with aspects &amp; events in Moses life - 10 commandments - discuss meanings. Link to school/class rules what are they for?</li> </ul>	<p><b><u>Beyond Living Memory</u></b></p> <ul style="list-style-type: none"> <li>• Find out about Frank Wild's Expedition to Antarctica 1913-1914 using photographs, video, diary accounts and the internet.</li> <li>• Begin to ask their own questions related to the expedition.</li> <li>• Compare and contrast 1900's expedition technology to modern expedition technologies. Label photographs of modern versus 1900s expedition boats with similarities &amp; differences.</li> </ul> <p><b><u>Lives of significant People</u></b></p> <ul style="list-style-type: none"> <li>• Frank Wild - Antarctica expeditions 1900's, what were his achievements?</li> </ul> <p><b><u>Local History</u></b></p> <ul style="list-style-type: none"> <li>• Find out about Frank Wild (born in Skelton - Trip to see memorial plaque) Think about what aspects of his life was like when he grew up in Skelton.</li> </ul>	<p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Know the names of and locate the seven continents of the world</li> <li>• Know the names of and locate the five oceans of the world</li> </ul> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Features of hot &amp; cold places in the world.</li> <li>• Features of the Polar regions of compared to the UK.</li> <li>• Compare and contrast Antarctica to North Yorkshire</li> </ul> <p><b><u>Human &amp; Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>• identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Geographical vocab - when comparing &amp; contrasting Antarctica to North York moors. e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ·city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<p><b><u>Charanga (year1)</u></b></p> <p><b><u>Playing an instrument</u></b></p> <ul style="list-style-type: none"> <li>• Use instruments to perform and choose sounds to represent different things.</li> <li>• Play simple rhythmic patterns on an instrument</li> </ul> <p><b><u>Listening &amp; Appreciate</u></b></p> <ul style="list-style-type: none"> <li>• Say whether they like or dislike a piece of music</li> <li>• Make connections between notations and musical sounds</li> </ul> <p><b><u>Create Own Music</u></b></p> <ul style="list-style-type: none"> <li>• Clap and repeat short rhythmic and melodic patterns.</li> <li>• Make a sequence of sounds and respond to different moods in music</li> <li>• Order sounds to create a beginning, middle and an end</li> <li>• Create music in response to different starting point.</li> </ul>

<ul style="list-style-type: none"> <li>• Recognise Torah as Holy book for Jews</li> <li>• Understand the Torah teaches Jews how God wants them to live - look at Torah - how is it treated &amp; used?</li> </ul>		<p><b><u>Skills &amp; Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• Locate the 7 continents on world maps and globes.</li> <li>• Identify features from aerial photographs of Antarctica</li> </ul>	
<p><b><u>PSHE/RSE</u></b></p> <p>Ongoing - respectful relationships/empathy</p> <p><b><u>Jigsaw - Dreams &amp; Goals (Ages 4-5)</u></b></p>	<p><b><u>British Values</u></b></p> <ul style="list-style-type: none"> <li>• Democracy</li> </ul> <p>Voting for stories/activities</p>	<p><b><u>RRS</u></b></p> <ul style="list-style-type: none"> <li>• Right to medicine and healthy environment.</li> </ul>	