



Explore, Inspire, Enrich

## Long Term Plan Cover Page- Curriculum Classes

### What it means to be...

**A Communicator-** Communicate effectively, make choices, listen to and read stories for pleasure, recognise different styles of writing, understand and interpret the world around them, apply skills to real life (reading/ writing lists, recipes, application forms etc.)

**A Mathematician-** Problem solvers, understand cause and effect, compare, apply skills to real life (financial literacy, money management etc.)

**A Scientist-** Explore, investigate, anticipate, predict, question, theorise, experiment, be inspired, be curious, have realisation of the world around them

**A Geographer-** Recognise familiar places, know that there are places beyond their home, family and Hull, understand how to get to a desired location, gain independent travel skills

**A Historian-** Know their personal history and their family, know famous historical event and places, understand time passing, anticipate future events, be aware of key figures throughout history, begin to have a concept of old and new, explore local historic venues

**Creative-** Be immersed in colours and music, express themselves through different mediums, gain enjoyment from the creative efforts of others

**Physically active and engaged-** Have changes of position, maintain an active lifestyle, participate in a variety of activities and sports, keep healthy, become a team player, be tacticians and referees

**Empowered-** Celebrate achievements, set goals, respect each other, be healthy, know about different types of relationships, understand how to keep safe, seek help, emotional literacy, career awareness, engage in activities that promote emotional regulation (PSHE & RSE)

... at Frederick Holmes School

## Year 1 Spring Upper Key Stage 2

### Theme: Extreme Environments

#### Topic: Frozen Worlds



#### English Core Text:

##### Shackleton's Journey 1 (William Grill)

*Shackleton's Journey is a unique visual re-telling Ernest Shackleton's landmark expedition crossing the Antarctic from one pole to the other.*

#### Supplementary texts:

Fiction:

Poles apart (Jeanne Willis)

The Great Explorer (Chris Judge)

Slush Mountain (Bjorn Rue)

Learning to Ski with Mr. Magee (Chris Van Dusen)

Non-fiction:

You Wouldn't Want to be on Shackleton's Polar Expedition! (non-fiction)

#### Genres to cover:

\*Expository: Newspaper articles

\*Expository: Recount (including procedural)

\*Descriptive: Journals, Diaries or letters (including blogging or writing to persuade)

#### Science

**Suggested learning:** Sort animals by the habitats they live in. Create a range of miniature habitats for different creatures. Create an interactive food chain in groups and present to each other. Explore how temperature affects the Antarctic by looking at melting and freezing. Record the temperature as different items change state. How would chocolate, or water/ice behave in the Antarctic or at the equator?

**Foundation knowledge:** Know some similarities and differences between the natural world around them and contrasting environments

**Next steps:** 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 different sources of food. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius (\*C).

#### Design Technology

**Suggested learning:** Create an Igloo using sugar cubes. Build a camp/dog town for the ice. Build the Endurance looking at the build details in the book. Create warm explorers clothing. Create a Shackleton adventure board game.

**Foundation knowledge:** Make use of props and materials when role playing characters in narratives

**Next steps:** Generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes. Select form and use a wider range of tools and equipment to perform practical tasks accurately. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

#### Geography

**Suggested learning:** Create an interactive itinerary of Shackleton's journey. Map out and role play certain events during the way. Map out the journey on an atlas or world map. Create a fact file about the different places on Shackleton's journey. Record 'the news' of pupils reporting the journey.

**Foundation knowledge:** Explain some similarities and differences between life in this country and life in other countries

**Next steps:** Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use world map, atlases and globes to identify the United Kingdom and its countries, as well as other countries, continents and oceans.

#### Creative Arts

**Suggested learning:** Sculpture – use clay to create models of the dogs, sleds and crew.

Drawing – Use charcoal to draw the dark nights of the Antarctic, the ice, the boats, the crew and dogs.

**Foundation knowledge:** Creating with materials- To draw and paint using a range of materials, tools and techniques, experimenting with colour, texture and form. Being imaginative and expressive.

**Next steps:** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

#### Maths (NSPCC Number Day- February)

##### Number:

Use of mathematical symbols, add and subtract 1d and 2d numbers

**Fractions:** Simple fractions (recognition and ordering)

**Measures:** Shape and directional language (+ time and money)

**Foundation knowledge and Next steps:** Links Outlined on FHS Maths Progression Document

#### PSHE

**Suggested learning:** Resilience and courage.

#### Jigsaw

Dreams & Goals  
Healthy Me

#### RE

**Suggested learning:** Chinese New Year, Passover, Easter

**Foundation Knowledge:** Know some similarities and differences between different religious and cultural communities in this country

**Next steps:** Artefacts of different religions.