



Hot and Cold Places –Autumn 2 – Dolphin Class



<p style="text-align: center;">Geography – Hot and cold places</p> <p style="text-align: center;">Intent.</p> <p>After a trip to a real life Rainforest, the Children will learn all about the features of hot and cold places. They will look at the different oceans and continents of the world focusing on compass and map skills. They will compare and contrast different locations around the world and learn about how a countries temperature will be hotter or colder depending on its location to the equator.</p>	<p style="text-align: center;">Design and Technology – Food: Fruit and Vegetables</p> <p style="text-align: center;">Intent</p> <p>Children to explore fruits and vegetables, their features, name places that they can grow and prepare fruit and vegetables to make a smoothie.</p>	<p style="text-align: center;">Science - Seasonal Changes</p> <p style="text-align: center;">PZAZ</p> <p style="text-align: center;">Intent</p> <p>Pupils will observe and talk about changes in the weather and the seasons by completing daily weather charts and temperature checks using correct equipment.</p>	<p style="text-align: center;">Computing - Creating Media</p> <p style="text-align: center;">Digital Painting</p> <p style="text-align: center;">Intent</p> <p>Pupils develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.</p>	<p style="text-align: center;">RE -</p> <p style="text-align: center;">What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p style="text-align: center;">Intent</p> <p>Children will reflect on the Christmas story and consider what it means to give a meaningful gift is.</p>
<p style="text-align: center;">National curriculum links</p> <p>- identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>- use world maps, atlases and globes to identify countries, continents and oceans studied</p>	<p style="text-align: center;">National curriculum links</p> <p>Make - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Cooking and Nutrition - Use the basic principles of a healthy and varied diet to prepare dishes.</p>	<p style="text-align: center;">National curriculum links</p> <p>Programme of study – Seasonal Changes</p> <ul style="list-style-type: none"> Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies 	<p style="text-align: center;">National curriculum links</p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p>	<p style="text-align: center;">National curriculum links</p> <p style="text-align: center;">(Areas of Enquiry) Discovery RE</p> <p>Beliefs, teachings and sources.</p> <p>Identity, diversity and belonging.</p>
<p style="text-align: center;">Key knowledge components (taken from KO's)</p> <p>The Equator is an invisible line that runs around the centre of the Earth.</p> <ul style="list-style-type: none"> The North and South Poles are the places furthest away from the Equator. A place is usually hot if it is near the Equator. A place is usually cold if it is near the North or South Pole 	<p style="text-align: center;">Key knowledge components (taken from KO's)</p> <p>To understand the difference between fruits and vegetables.</p> <p>To understand that some foods typically known as vegetables are actually fruits (e.g., cucumber).</p> <p>To know that a blender is a machine which mixes ingredients together into a smooth liquid.</p> <p>To know that a fruit has seeds and a vegetable does not.</p> <p>To know that fruits grow on trees or vines.</p> <p>To know that vegetables can grow either above or below ground.</p> <p>To know that vegetables can come from different parts of the plant.</p>	<p style="text-align: center;">Key knowledge components (taken from KO's)</p> <p>There are 4 seasons (Spr/Sum/Aut/Wint)</p> <p>The weather patterns are different in each season.</p> <p>A weather forecast tells us what the weather will be like today, tomorrow or the next few days.</p> <p>Weather forecasts are different symbols which are helpful.</p> <p>When the weather changes, you need to wear the correct clothes and do different activities.</p> <p>You can record the temperature using a thermometer to see how warm or cold it is.</p> <p>Day length in Summer is longer than Winter and different parts of the world have different daylight hours.</p> <p>The seasons are opposite in different hemisphere.</p>	<p style="text-align: center;">Key knowledge components (taken from KO's)</p> <p>Computers can be used to create art</p> <p>To know what the undo button is and how to use it</p> <p>To understand what paint is and how the different colours they can be used</p> <p>To say what the fill tool is and use it effectively</p> <p>To understand that different types of brushes can be used when painting on a computer</p>	<p style="text-align: center;">Key knowledge components (taken from KO's)</p> <ul style="list-style-type: none"> Mary was a young Jewish woman whom God chose to be the mother of his son, Jesus, and he sent his angel, Gabriel, to ask this of her. Mary agreed (this is called her "Fiat") and Jesus was born in Bethlehem. This is the Christian concept of incarnation: God becoming man or literally being "made flesh". The star in the sky symbolises Jesus' importance and how he could be a light for other nations. The gifts show that Jesus was a type of both king and God and would die.
<p style="text-align: center;">Key progression skills</p> <p>Geographical Skills & Fieldwork</p> <p>Use 'left', 'right', 'forwards' and 'back' to describe the location of features and routes on a map.</p> <p>Human and Physical</p> <p>Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather.</p>	<p style="text-align: center;">Key progression skills</p> <p>Evaluate – Say what they like and do not like about products they have made. Consider and explain how the product could be improved.</p> <p>Cooking and Nutrition - Use the basic principles of a healthy and varied diet to prepare dishes.</p>	<p style="text-align: center;">Key progression skills</p> <p>PZAZ focus areas for whole school KS1</p> <p>Ask simple questions (2 weeks)</p> <p>Suggest different ways of answering a question (2 weeks)</p> <p>Suggest different ways of answering a question (1week)</p> <p>Making observations using simple language (1 week)</p> <p>Making observations using keyword vocabulary (1 week)</p> <p>Answering questions using simple language (1week)</p> <p>Answering questions using keyword vocabulary (1 week)</p> <p>Noticing patterns and relationships (1 week)</p>	<p style="text-align: center;">Key progression skills</p> <p>Use an increasing variety of tools and effects in paint programs</p> <p>Talk about their choices when using paint</p> <p>Look at own work & consider how it can be improved for effectiveness.</p>	<p style="text-align: center;">Key progression skills</p> <p>I can identify simple religious symbols.</p> <p>I can talk about my own experiences and feelings.</p> <p>I can talk about things that are important to me and others.</p>
<p style="text-align: center;">Implementation</p> <p>TRIP TO THE RAINFOREST BIOME AND THE EDEN PROJECT</p>	<p style="text-align: center;">Implementation</p>	<p style="text-align: center;">Implementation</p>	<p style="text-align: center;">Implementation</p>	<p style="text-align: center;">Implementation</p>

<ul style="list-style-type: none"> Children to identify hot and cold places and locate them on a map. They will look at the weather experienced in our country, the position of the Equator and how the position of the Equator can help us determine the temperature of a country. Children to begin to recognise the features of a hot and a cold place. They will explore the features you may find in three different locations: Antarctica, a hot desert and a rainforest. Children to explore a hot or cold place – Rainforest or Antarctica. They will build on their knowledge of hot and cold places to explore what it might be like there. Children to identify the animals that live in hot and cold places and recognise how they adapt. They will look at the animals you will find in hot and cold places and how they adapt to their environments. Children to compare a pack list for a trip to a hot place with a list for a cold place. They will explore what you might pack to go on holiday, based on the typical weather there. Children to describe what they would see in a hot or cold place when they send a post card from one of the hot or cold places they have learned about. This will give pupils the opportunity to share what they have learnt about the climate in different places. 	<ul style="list-style-type: none"> Knowledge assessment – children to show their current knowledge of fruits and vegetables by naming and answering the question; How can you tell the difference between a fruit and a vegetable? Children to identify and name fruits and vegetables and show their understanding of what determines something as a fruit. Children to explore where fruit and vegetables grow and determine that the options are: on trees or vines, above ground or below ground. Children to taste and compare fruit and vegetables then taste test 3 types of smoothies and decide on one that they will make next lesson. Discuss and consider a healthy balanced diet and why it is important to include fruit and vegetables in their diets. Children to make a fruit and vegetable smoothie using knowledge and skills learned to prepare fruit and vegetables hygienically, using a knife to cut safely, using a blender and creating a finished smoothie to drink. 	<ul style="list-style-type: none"> Pre-Assessment on vocabulary check Children will name the 4 seasons and identify events that occur in each of our seasons, including weather patterns (Activity Season Card Game 1.1 PZAZ) Children will identify the main changes across the 4 seasons and how does the weather change? Talk about suitable clothing for each season (Activity Changes to trees 1.1 PZAZ) Children will identify in which season we have the most rain and gather data during the year (Activity Making a rain gauge & Measuring rainfall and temperature throughout the year 1.1 PZAZ) Children will perform simple tests to find out why daylight varies during the year (Activity Orange Planet 1.2 (use activity to focus on day/night and why summer has longer daylight hours and winter has less daylight hours in UK and around the world PZAZ) Post-Assessment on vocabulary check 	<ul style="list-style-type: none"> Introduce learners to the freehand tools available for digital painting Introduces learners to the line and shape tools and revisits the fill and undo tools used for digital painting. Create digital painting in the style of an artist. introduce learners to a range of shape tools, allowing them to create a painting in the style of an artist. increases pupils' understanding of the available paint tools and encourages them to select the best tools to create a digital painting in the style of Wassily Kandinsky. Pupils select appropriate colours, brush sizes, and brush tools to independently create their own image in the style of an artist. Pupils compare their preferences when creating paintings on computers and on paper. 	<ul style="list-style-type: none"> Children will consider what it means to give or receive a special/meaningful gift – Children will write a gift tag to attach to their own special gift explaining why it is special. Children will listen to the Christmas story and think about which gifts Jesus received – were the gifts meaningful to Jesus? What do each of the gifts symbolise? Children will retell the Christmas story by making story sticks. Children to consider what gifts Christians would like to give Jesus if he was born today? Children will draw a picture of the gift and explain why they think it is meaningful. Recap on previous lessons. Children to write about their special gifts for Jesus on gift tags to be hung on a Christmas tree or display.
<p style="text-align: center;"><u>End composite</u></p> <p>Children to create a post card imagining they have been to a hot or cold place describing all of the features and what it is like there.</p>	<p style="text-align: center;"><u>End composite</u></p> <p>Children to prepare fruits and vegetables to make a smoothie.</p>	<p style="text-align: center;"><u>End composite</u></p> <p>Talk about weather/ temperature charts with understanding for seasonal changes.</p>	<p style="text-align: center;"><u>End composite</u></p> <p>To independently create their own image in the style of Wassily Kandinsky and compare paintings on computers and paper</p>	<p style="text-align: center;"><u>End composite</u></p> <p>Display of the children's meaningful gifts for Jesus.</p>
<p style="text-align: center;"><u>Impact</u></p> <p>The children to be able to recognise and describe the features of a hot and cold places, describe what the equator is.</p>	<p style="text-align: center;"><u>Impact</u></p> <p>Children to be able to talk about the basics of which are fruit and which are vegetables, where they grow and which parts we eat and why it is important to eat fruit and vegetables in our diets.</p>	<p style="text-align: center;"><u>Impact</u></p> <p>To be able to talk about the 4 seasons and identify weathers associated with each one, whilst explaining how the length of day differs during each season.</p>	<p style="text-align: center;"><u>Impact</u></p> <p>Children will be able to use a range of tools used for digital painting. Children to use tools to create digital paintings after gaining inspiration from a range of artists. By the end of the unit children will be able to reflect on the similarities and differences when creating paintings on computers and on paper.</p>	<p style="text-align: center;"><u>Impact</u></p> <p>Children will be able to retell the Christmas story and talk about what it means to receive a meaningful gift.</p>

<p style="text-align: center;">Music Friendship Song Intent</p> <p>In this Unit the children will learn a friendship song in the style of ‘pop’. Children will listen and appraise, find the pulse and use their voices to sing notes at different pitches. They will then use instruments to improvise and compose.</p>	<p style="text-align: center;">PSHE - Celebrating Difference Intent</p> <p>In this unit, the children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.</p>	<p style="text-align: center;">PE Intent Dance Year 1</p> <p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives. Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression.</p>
<p style="text-align: center;">National curriculum links By the end of KS1 pupils should:</p> <ul style="list-style-type: none"> -Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - played tuned and untuned instruments musically. -Listen with concentration and understanding to a range of high-quality live and recorded music. -experiment with 	<p style="text-align: center;">National curriculum links By the end of Primary pupils should know:</p> <ul style="list-style-type: none"> • (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends • (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed • (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships • (R14) the conventions of courtesy and manners • (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • (R19) the importance of permission seeking and giving in relationships with friends, peers and adults • (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult • (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so • (R32) where to get advice e.g. family, school and/or other sources • (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings • (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support 	<p style="text-align: center;">National curriculum links</p> <ul style="list-style-type: none"> - perform dances using simple movement patterns

	<ul style="list-style-type: none"> • (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) 	
<p style="text-align: center;"><u>Key knowledge components (taken from KO')</u></p> <ul style="list-style-type: none"> • Find the pulse by dancing, moving and swaying. • Clapping rhythms. • Singing in 2 parts. • Playing instruments up to 3 notes. • Improvising using the notes C and D. • Composing a simple melody using simple rhythms. 	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know that people are unique and that it is OK to be different <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Identify what is bullying and what isn't • Understand how being bullied might feel • Recognise ways in which they are the same as their friends and ways they are different 	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <p>I am beginning to provide feedback using key words. I can copy, remember, repeat and create dance phrases. I can describe how my body feels during exercise. I can show a character and idea through the actions and dynamics I choose.</p>
<p style="text-align: center;"><u>Key progression skills</u></p> <p>Listen and appraise</p> <ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To learn how songs can tell a story or describe an idea. <p>Games</p> <ul style="list-style-type: none"> • embedding pulse, rhythm and pitch. <p>Singing</p> <ul style="list-style-type: none"> • Learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). • Learn to find a comfortable singing position. • Learn to start and stop singing when following a leader <p>Playing</p> <ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader. <p>Improvisation</p> <p>Improvise using 3 challenges</p> <ol style="list-style-type: none"> 1 Clap and improvise 2 Sing, play improvise 3 improvise <p>Composition</p> <ul style="list-style-type: none"> • Help create three simple melodies with the Units using one, three or five different notes. • Learn how the notes of the composition can be written down and changed if necessary. <p>Performance</p> <ul style="list-style-type: none"> • Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it 	<p style="text-align: center;"><u>Key progression skills</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Know that people have differences and similarities • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know skills to make friendships • Know that people are unique and that it is OK to be different <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Recognise ways in which they are the same as their friends and ways they are different • Identify what is bullying and what isn't • Understand how being bullied might feel • Know ways to help a person who is being bullied • Identify emotions associated with making a new friend • Verbalise some of the attributes that make them unique and special 	<p style="text-align: center;"><u>Key progression skills</u></p> <p>Use changes in speed, direction and level</p> <p>Repeat and copy body shapes</p> <p>Know that they need to warm up and cool down after dance</p> <p>Describe and explain movements to others</p> <p>Respond in movement to stimuli such as music, pictures, objects</p>

<p style="text-align: center;"><u>Implementation</u></p> <ul style="list-style-type: none"> • Children will Appraise songs. • Children will sing using different pitches of high and low. • Children will find the pulse by dancing, moving and swaying in time to the music. • Children will play instruments using 3 notes. • Children will improvise using 3 different challenges. • Children will compose using one, three or five different notes. • Children will perform the song they have learnt and add their ideas to their performance. 	<p style="text-align: center;"><u>Implementation</u></p> <ul style="list-style-type: none"> • Children will identify similarities between people in their class. • Children will identify differences between people in their class. • Children will explain what bullying is. • Children will know some people who they could talk to if they were unfeeling unhappy or being bullied. • Children will know how to make new friends. • Children will know some ways they are different from their friends and how these differences make us all special. 	<p style="text-align: center;"><u>Implementation</u></p> <ul style="list-style-type: none"> • THEME: Secret Garden Children will remember, repeat and link actions to tell the story of my dance. • THEME: Secret Garden Children will develop an understanding of dynamics and how they can show an idea. • THEME: Secret Garden Children will use counts of 8 to help you stay in time with the music. • THEME: The Circus Children will copy, remember and repeat actions using facial expressions to show different characters. • THEME: The Circus Children will explore pathways and levels. • THEME: The Circus Children will remember and rehearse our circus dance showing expression and character. • THEME: The Rainforest Children will copy, repeat and create actions in response to a stimulus. • THEME: The Rainforest Children will copy, create and perform actions considering dynamics. • THEME: The Rainforest Children will create a short dance phrase with a partner showing clear changes of speed. • THEME: Jack Frost Children will copy, repeat and create movement patterns in response to the theme. • THEME: Jack Frost Children will create and perform using unison, mirroring and matching with a partner. • THEME: Jack Frost Children will remember and repeat actions and dance as a group.
<p style="text-align: center;"><u>End composite</u></p> <p>Perform and share: A class performance of Friendship Song. I</p>	<p style="text-align: center;"><u>End composite</u></p> <p>To create the Hall of Fame display.</p>	<p style="text-align: center;"><u>End composite</u></p> <p>Dance as part of a group</p>
<p style="text-align: center;"><u>Impact</u></p> <p>Pupils will be able to find the pulse and move to pop music using their bodies. They will be able to sing, play, improvise and compose a simple melody and talk about it with their friends and say how it made them feel.</p>	<p style="text-align: center;"><u>Impact</u></p> <p>Pupils will be able to explain some ways that they are different and similar to other people in their class, and why this makes us all special. Pupils can explain what bullying is and how being bullied might make somebody feel.</p>	<p style="text-align: center;"><u>Impact</u></p> <p>Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p>