



Hot and Cold places –Autumn 2– Lobster 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 – A balanced diet</p> <p style="text-align: center;">Intent</p> <p>Children to learn about the food groups (carbohydrates, proteins, fruits and vegetables, dairy, oils and spreads) to help to understand a balanced diet and then develop a healthy wrap.</p>	<p style="text-align: center;">Science - Animals inc humans (healthy lifestyle/ diet focus)</p> <p style="text-align: center;">PZAZ</p> <p style="text-align: center;">Intent</p> <p>Pupils will be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.</p>	<p style="text-align: center;">Computing</p> <p style="text-align: center;">Creating Media – 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>Design - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately @ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Cooking and nutrition - use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.</p>	<p style="text-align: center;">National curriculum links</p> <p>Programme of study –</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<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 (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>There are five key food groups:</p> <p>Carbohydrates Fruits and vegetables Protein Dairy Foods high in fats and sugar</p> <p>Hidden sugars: Many unexpected food products can have high amounts of sugar such as pasta sauces and fizzy pop.</p>	<p style="text-align: center;">Key knowledge components (taken from KO's)</p> <ul style="list-style-type: none"> All animals need water, air and food to survive. To keep healthy humans, need to eat a balanced diet and healthy food; some exercise to keep their muscles and bones healthy; to take medicine that are given by doctors and nurses when feeling poorly; to keep good hygiene by washing regularly, having clean clothes, brushing teeth and hair. 	<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 and Fieldwork</p> <p>-Use world maps, atlases and globes to identify world countries, continents and oceans.</p> <p>-Use simple compass directions (North, South, East, and West) to describe the location of features on a map.</p> <p>Location and Place KnowledgeName and locate the world's seven continents and five oceans.</p>	<p style="text-align: center;">Key progression skills</p> <p>Design: Design and make purposeful, functional and appealing products.</p> <p>Make: Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), Select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate: Evaluate their product and its appearance against a design criteria.</p> <p>Cooking and nutrition:</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) Suggest different ways of answering a question (2 weeks) Suggest different ways of answering a question (1week) Making observations using simple language (1 week) Making observations using keyword vocabulary (1 week) Answering questions using simple language (1week)</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 suggest meanings for religious actions and symbols.</p> <p>I can respond sensitively to questions about my own and other's experiences and feelings.</p> <p>I can talk about things that interest me.</p>

	Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.	Answering questions using keyword vocabulary (1 week) Noticing patterns and relationships (1 week)		
<p><u>Implementation</u></p> <p>TRIP TO THE RAINFOREST BIOME AND THE EDEN PROJECT</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. 	<p><u>Implementation</u></p> <ul style="list-style-type: none"> Knowledge Catch Quiz – Children to complete a short activity to gauge current levels of understanding prior to the start of the unit of work. Hidden sugars in drinks: Children to investigate a variety of drinks for sugar content then explore the Eatwell Plate and discover food groups. Taste testing combinations: Children to test taste combinations of foods, children to then design a wrap of balanced ingredients. Designing and making a wrap: Children to design three possible wrap options before selecting their favourite and drawing and labelling their final design. Making and evaluating: Children to prepare the wraps they designed, chopping ingredients safely using the 'bridge' or 'claw' grip and then evaluating the outcomes. 	<p><u>Implementation</u></p> <ul style="list-style-type: none"> Pre-Assessment Vocabulary check Children will describe the basic needs of humans for survival (Activities Survival mind map & Want and Needs 2.2. PZAZ) Children will explain the importance of eating the right amounts of different types of foods (Activity My Dinner & Classifying foods 2.3 PZAZ) Children will understand and explain what happens to your germs when you sneeze and do not cover your mouth/nose? (Activity How do sneezes spread germs? 2.5 PZAZ) Children will identify what the effects of exercise have on us and why is it important to exercise? (Activity Star Jump challenge 2.4 PZAZ) Post-Assessment Vocabulary check 	<p><u>Implementation</u></p> <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. 	<p><u>Implementation</u></p> <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><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><u>End composite</u></p> <p>Children to design and safely prepare a wrap with a healthy, balanced filling.</p>	<p><u>End composite</u></p> <p>Explain to Starfish class why it is important to cover our noses/mouths when we sneeze.</p>	<p><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><u>End composite</u></p> <p>Display of the children's meaningful gifts for Jesus.</p>
<p><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><u>Impact</u></p> <p>Children to understand the importance of having a healthy balanced diet and to be careful of the hidden sugars that appear in foods. Children to have an understanding of how to design and safely prepare a healthy lunch choice.</p>	<p><u>Impact</u></p> <p>Pupils will know some of the basic needs of animals (inc humans) for survival. They will know the importance of exercising and correct types of nutrition in their balanced diet.</p>	<p><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><u>Impact</u></p> <p>Children will be able retell the Christmas story and talk about what it means to receive a meaningful gift.</p>

<p align="center"><u>Music – Friendship song</u> 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 align="center"><u>PSHE – Celebrating Difference</u> Intent</p> <p>In this unit, the children learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK. They explore how children can be bullied because they are different, that this shouldn’t happen and how they can support a classmate who is being bullied. The children share feelings associated with bullying and how and where to get help. They explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship.</p>	<p align="center"><u>PE Gymnastics</u> Intent</p> <p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop key gymnastic skills to create short sequences and movement phrases.</p>
<p align="center"><u>National curriculum links</u> 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 align="center"><u>National curriculum links</u></p> <p>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 • (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive • (R19) the importance of permission seeking and giving in relationships with friends, peers and adults • (R20) that people sometimes behave differently online, including by pretending to be someone they are not • (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard • (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 • (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • (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 align="center"><u>National curriculum links</u></p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

	<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) • (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • (H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • (H17) where and how to report concerns and get support with issues 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 the difference between a one-off incident and bullying • Know that sometimes people get bullied because of difference • Know that friends can be different and still be friends <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Explain how being bullied can make someone feel • Know how to stand up for themselves when they need to • Understand that everyone's differences make them special and unique 	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <ul style="list-style-type: none"> • I am beginning to provide feedback using key words. • I am proud of my work and confident to perform in front of others. • I can perform the basic gymnastic actions with some control and balance. • I can plan and repeat simple sequences of actions. • I can use directions and levels to make my work look interesting. • I can use shapes when performing other skills. • I can work safely with others and apparatus.
<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 style="text-align: center;"><u>Key progression skills</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Know there are stereotypes about boys and girls • Know that it is OK not to conform to gender stereotypes • Know it is good to be yourself • Know that sometimes people get bullied because of difference • Know the difference between right and wrong and the role that choice has to play in this • Know that friends can be different and still be friends • Know where to get help if being bullied • Know the difference between a one-off incident and bullying <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Understand that boys and girls can be similar in lots of ways and that is OK • Understand that boys and girls can be different in lots of ways and that is OK • Explain how being bullied can make someone feel • Can choose to be kind to someone who is being bullied • Know how to stand up for themselves when they need to • Recognise that they shouldn't judge people because they are different • Understand that everyone's differences make them special and unique 	<p style="text-align: center;"><u>Key progression skills</u></p> <p>Travel by rolling forward, backwards and sideways</p> <p>Demonstrate shapes, e.g. straight, curved Jump in a variety of ways landing with increasing control and balance</p> <p>Perform range of actions with control and coordination Repeat sequences accurately moving smoothly from stillness to travelling</p> <p>Contrasts of height Devise, repeat and perform short sequence with clear beginning, middle and end. Adapt sequence to include apparatus or a partner. Use different combinations of equipment showing control, accuracy and fluency</p> <p>Describe own and partner's sequence accurately, comment on what it contains and if performed smoothly and controlled. Say how they can improve one aspect of it.</p> <p>Say whether heart is beating fast or slow, breathing normal or puffed and if they feel hot, warm or cool. Recognise and avoid risks when handling apparatus.</p>

<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>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 start to understand that sometimes people make assumptions about boys and girls (stereotypes) • Children will start to understand that sometimes people make assumptions about boys and girls (stereotypes) • Children will understand that bullying is sometimes about difference • Children will recognise what is right and wrong and know how to look after themselves • Children understand that it is OK to be different from other people and to be friends with them • Children will be able explain to some ways they are different from their friends 	<p style="text-align: center;"><u>Implementation</u></p> <ul style="list-style-type: none"> • Children will perform gymnastic shapes and link them together. • Children will be able to use shapes to create balances. • Children will be able to link travelling actions and balances using apparatus. • Children will demonstrate different shapes, take off and landings when performing jumps. • Children will develop rolling and sequence building. • Children will develop sequence work on apparatus.
<p style="text-align: center;"><u>End composite</u></p> <p>Perform and share: A class performance of Friendship Song.</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>To develop sequence work on an apparatus</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 that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes. Pupils will be able to explain how it feels to have a friend and be a friend and also explain why it is OK to be different from their friends.</p>	<p style="text-align: center;"><u>Impact</u></p> <p>In this unit pupils develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high-quality performance.</p>