

### Geography

- Name and locate the world's oceans and continents using maps and atlases
- Compare and contrast Sixpenny Handley with the Polar Regions (Nunavik, Canada)
- Explore seasonal and weather patterns in the UK and polar regions
- Identify human and physical aspects of geography

**Vocabulary:** human, physical, manmade, natural, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour, shop, equator, poles, Northern Lights, Aurora Borealis, temperature

### Art and Design

- Know how to use a range of colour and line techniques to paint the Northern Lights
- Know about the work of a local artist and use their work to inspire ours (Frances Hatch)

**Vocabulary:** primary colours, shades, mixed, bright, warm, tone, tint, contrast, vibrant, curved, straight, angles, faint, thick, sharp, sketch, famous, acrylic, texture

### RE

- Understand the significance of Christmas in the Christian faith
- Understand why Christians believe God gave Jesus to the world
- Understand the importance of 'Respect' within the Jewish faith and how this affects the way people behave
- Know the significance of Passover for Jewish people

**Vocabulary:** Israelites, Judaism, Jewish, Synagogue, Torah scroll, Rabi, Jesus, Moses, Pharaoh, Egypt, River Nile, Locusts, Passover, Sedar Plate, Star of David

### Science

- Know the difference between things that are living, dead or have never been alive
- Identify a range of polar animals and their habitats
- Explain how animals obtain their food and draw simple food chains
- Explain the basic needs of animals and how they have adapted to live in their environments

**Vocabulary:** habitat, den, burrow, energy, consumer, producer, mammal, insect, amphibian, bird, fish, reptile, carnivore, omnivore, herbivore, offspring, grow, infant, young, adult, predator, prey

### History

- Know about polar explorers who are remembered for their national achievements and the changes that have occurred since

**Vocabulary:** present, past, long ago, recent, decade, century, ancient, memory, artefact, chronological, explorer, evidence, event, change, date, Ernest Shackleton, Robert Falcon Scott, Roald Amundson, Titanic

### Music

- Know how to use their voices expressively when joining in with songs, chants and rhymes
- Listen with concentration to different recorded pieces of music
- Play a range of different tuned and untuned instruments, experimenting with sound and joining in with a shared piece

**Vocabulary:** key, tone, note, rhythm, melody, pitch, tempo, pulse, beat, tune

### English

- Explore the 'Polar Express' story, focusing on adverbs, persuasive language and oral story telling.
- Plan and write short narratives based on the stories 'Lost and Found' and 'Up and Down' by Oliver Jeffers
- Explore the features of non-fiction texts and use these to create our own based on polar animals
- Know the purpose of newspaper articles and use the features of these in our own articles about polar explorers
- Spell words containing common suffixes e.g. -ly/-ing/-ed and contractions (do not -> don't)

**Quality Texts we will read and explore:** Lost and Found by Oliver Jeffers; The Penguin who Wanted to Find Out by Jill Tomlinson; The Great Explorer by Chris Judge; and The Polar Bear's Son- An Inuit Tale by Lydia



## Voyagers Learning Unit: Autumn 2/Spring 1

# Polar Explorers

### JIGSAW

- Know what stereotypes are and that people sometimes make assumptions about boys and girls
- Understand what bullying is and how to protect myself
- Know the difference between me and my friends and that these differences make me special and unique
- Identify my strengths and weaknesses
- Set myself some achievable goals
- Persevere, even when things are difficult
- Work well in a group and recognise the successes of other people

**Vocabulary:** persevere, resilience, strengths, weaknesses, successes, dreams, goals, bullying, stereotypes