

ICE MU PLAN 2024

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to:</p> <ul style="list-style-type: none"> Recall and sequence events of polar expeditions. Name and know about Robert Scott & Roald Amundsen. Name and find on a world map the continents of the world and the equator. Name and find on a world map the five oceans Describe the weather and climate of the Polar Regions. Use basic chronology to place polar expeditions in history. Comment on the use of colour in art work based around the Polar Regions Study line, form and shape via the work of a modern Inuit artist Name arctic/Antarctic animals and comment on how they are adapted to their habitat. Design, test and test a vessel that floats. Measure temperature and read thermometers. 	<p>KEY FOCUS AREAS</p> <ul style="list-style-type: none"> Where are the Polar Regions? What is it like there? Weather and climate. Key people in history~ Robert Scott, Roald Amundsen Use and discuss reliability of pictures/ accounts/stories to find out about places and history Ask perceptive questions to form a line of enquiry. Can orally retell the main episodes of Scott's expedition to the South Pole. Investigating climate weather and temperature. Animals and their habitats in Polar Regions. Use of colour, form and line through studying modern Inuit artist, Kenojuak Ashevak. 	<p>SYNOPSIS: Week 1 - Week 7</p>	
		Week 1	Seven continents of the world Hot & Cold Regions
		Week 2	Five Oceans of the World Colours of the Polar Regions
		Week 3	Features of Antarctica Aurora Australis - colours in pastels
		Week 4	The Race to the South Pole Background and preparation
		Week 5	The Race to the South Pole Journey & Outcome
		Week 6	Inuit Art - Colour & Pattern Animals of the Polar Regions
		Week 7	Printing
		<p>Driver: Our place in the world.</p>	
<p>SCIENCE:</p> <p>Y2:</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Identify and name a variety of plants and animals in their habitats, including micro-habitats. 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 simple food chain, and identify and name different sources of food. <p>Y1:</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Describe the simple physical properties of a variety of everyday materials. Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. <p>Link to Topic of ICE</p> <ul style="list-style-type: none"> 'I wonder... where the ice will melt the fastest in MU. <p>Predict and carry out investigation (beginning fair test). Collect results in a table and draw conclusions.</p> <ul style="list-style-type: none"> Reading and recording temperatures ~ reading a scale. Design and test a boat for the journey to Antarctica 		<p>KEY QUESTIONS:</p> <p>What are the seven continents of the world? What are the five oceans of the world? What are the features of Antarctica? What was Captain Scott's mission? Who won the race to the South Pole and why? What are the differences and similarities between the Arctic and Antarctica?</p>	<p>KEY VOCABULARY:</p> <p>Polar region Habitat Expedition Equator Adaptation Human and physical features Degrees Celsius</p>
		<p>Opportunities for Extension</p>	
		<p>Who else has travelled/explored the Polar regions? What lives there? Google Maps. Tracking weather and climate. Exploring further into species. Virtual tours. Mapping of routes. Survival key points. How does this habitat/climate compare and contrast to a Desert/Rainforest.</p>	

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<p>GEOGRAPHY:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's 7 continents and 5 oceans <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> 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 basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, key human features, <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	<p>ENGLISH:</p> <p>Key texts: Lost and Found by Oliver Jeffers</p> <p>Visual Literacy-</p> <p>Other books by Oliver Jeffers</p> <p>Lost and Found short film</p> <p>DVD Spy in the Huddle</p> <p>Atlases</p> <p>Non Fiction texts</p> <p>Usborne: Antarctica Key author- Oliver Jeffers</p>	<p>MATHS:</p> <p>Number:</p> <p>Y1 & 2 ~ addition and Subtraction</p> <p>Y1: Place Value to 20</p> <p>Geometry:</p> <p>Year1 2D & 3D shapes</p> <p>Year 2 Properties of 2D & 3D shapes</p>
<p>ART</p> <ul style="list-style-type: none"> to use a sketchbook to plan, experiment and annotate to mix secondary colours, shades and tones to experiment with colour, line and shape to explore the work of a modern Inuit artist to plan and design own print tile based on Inuit art to use ICT in their own artwork 	<p>HISTORY:</p> <ul style="list-style-type: none"> know where the people and events they study fit within a chronological framework They should use a wide vocabulary of everyday historical terms. ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. events beyond living memory that are significant nationally or globally lives of significant individuals in the past who have contributed to national and international achievements. 	
<p>MUSIC:</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality recorded music <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		
<p>ICT/COMPUTING:</p> <p>Taught through Purple Mash platform~</p> <ul style="list-style-type: none"> Unit 2.5 Effective Searching Unit 2.3 Spreadsheets 	<p>SMSC/PSE and RHE: ~ Valuing Difference</p> <p>Y1- Recognising, valuing and celebrating differences. Developing tolerance and respect</p> <p>Y2- Being kind and helping others. Listening skills</p> <ul style="list-style-type: none"> That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <p>BRITISH VALUES:</p> <p>Democracy - voting for changes and decisions so all voices are heard.</p> <p>Individual Liability - freedom of speech</p> <p>Tolerance, including of others' religious beliefs- visit to place of worship - church</p>	<p>ENRICHMENT:</p> <p>Den day!</p> <p>Survival and living in woodland.</p> <p>Woodland work to follow challenges and team work activities.</p>

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ASSESSMENT DESCRIPTORS

Science Targets - A Year 1 Scientist	Science Targets - A Year 2 Scientist
<ul style="list-style-type: none"> ask simple questions and recognise that they can be answered in different ways observe closely, using simple equipment perform simple tests identify and classify use their observations and ideas to suggest answers to questions gather and record data to help in answering questions distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<ul style="list-style-type: none"> ask simple questions and recognise that they can be answered in different ways observe closely, using simple equipment perform simple tests identify and classify use their observations and ideas to suggest answers to questions gather and record data to help in answering questions The difference between living, dead and that which was never alive. What a habitat is, how these can be the same or different, and how some animals and plants suit one habitat better than another. The names of key plants and animals from a variety of habitats. The adaptations these plants and animals have to survive these habitats. Know how these animals and plant depend on each other for survival. What a food chain is and why they are important. Understand interdependency and food chains, explained thorough diagrams, written and spoken presentations Understand what a food source is.
History Targets - A Year 1 Historian	History Targets - A Year 2 Historian
<ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages Recognise the difference between past and present in their own and others lives They know and recount episodes from stories about the past Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past - how reliable are their memories? Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a) Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... 	<ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories Use a source - observe or handle sources to answer questions about the past on the basis of simple observations. Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...
Art Targets - A Year 1 Artist	Art Targets - A Year 2 Artist
<ul style="list-style-type: none"> Developing ideas (ONGOING) Record and explore ideas from first hand observation, experience and imagination. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour Mix secondary colours and shades using different types of paint. Make marks in print with a variety of objects, eg stamps, potato prints Make rubbings. Recognise and build a repeating pattern 	<ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. Mix a range of secondary colours, shades and tones. use a variety of techniques, eg, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.

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Geography Targets - A Year 1 Geographer	Geography Targets - A Year 2 Geographer
<ul style="list-style-type: none"> • Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources of information. • Picture maps and globes • picture maps of imaginary places and from stories. • relative vocabulary • Use basic geographical vocabulary to refer to: Key physical features and Key human features, 	<ul style="list-style-type: none"> • Children encouraged to ask simple geographical questions; Where is it? What's it like? • Use NF books, stories, maps, pictures/photos and internet as sources of information. • Make simple comparisons between features of different places. • A route on a map. • Use an infant atlas to locate places. • to spatially match places (e.g. recognise UK on a small scale and larger scale map) • A map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) • To understand the need for a key. • Find land/sea on globe. • Use teacher drawn base maps. • Use an infant atlas • Use basic geographical vocabulary to refer to: key physical features and key human features, • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
Music Targets - A Year 1/2 Musician	
<ul style="list-style-type: none"> • To find their singing voice and use their voices confidently. • Sing with a sense of awareness of pulse and control of rhythm. • Sing songs expressively. • Follow pitch movements with their hands and use high, low and middle voices. • Begin to sing with control of pitch (e.g. following the shape of the melody). • Sing with an awareness of other performers. • Recall and remember short songs and sequences and patterns of sounds. • Respond physically when performing, composing and appraising music. 	<ul style="list-style-type: none"> • Identify the pulse in different pieces of music. • Accompany a chant or song by clapping or playing the pulse or rhythm. • To explore different sound sources. • Play instruments in different ways and create sound effects. Handle and play instruments with control. • Contribute to the creation of a class composition. • Basic skills developments for composition in KS1 are to be found within 'Exploring sounds' • Recognise how music can reflect different intentions.
PE Targets - A Year 1 Gymnast/Yoga Practitioner	PE Targets - A Year 2 Gymnast/Yoga Practitioner
<ul style="list-style-type: none"> • Perform balances making their body tense, stretched and curled. • Take body weight on hands for short periods of time. • Demonstrate poses and movements that challenge their flexibility. • Remember, repeat and link simple actions together. 	<ul style="list-style-type: none"> • Perform balances on different body parts with some control and balance. • Take body weight on different body parts, with and without apparatus. • Show increased awareness of extension and flexibility in actions. • Copy, remember, repeat and plan linking simple actions with some control and technique.
Games Targets - A Year 1 Sports Person	Games Targets - A Year 2 Sports Person
<ul style="list-style-type: none"> • Drop and catch a ball after one bounce on the move. • Move a ball using different parts of the foot. • Throw and roll towards a target with some varying techniques. • Kick towards a stationary target. • Catch a beanbag and a medium-sized ball. • Attempt to track balls and other equipment sent to them. • Strike a stationary ball using a racket. • Run, stop and change direction with some balance and control. • Recognise space in relation to others. • Begin to use simple tactics with guidance. 	<ul style="list-style-type: none"> • Dribble a ball with two hands on the move. • Dribble a ball with some success, stopping it when required. • Throw and roll towards a target using varying techniques with some success. • Show balance when kicking towards a target. • Catch an object passed to them, with and without a bounce. • Move to track a ball and stop it using feet with limited success. • Strike a ball using a racket. • Run, stop and change direction with balance and control. • Move to space to help score goals or limit others scoring. • Use simple tactics.

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Computing Targets- In year 1	Computing Targets- In year 2
<ul style="list-style-type: none"> • I can use links to websites to find information. • I can begin to identify some of the benefits of using technology. • I can talk about the different ways in which information can be shown. • I can sort different kinds of information and present it to others. • I can use technology to create and present my ideas. • I can use the keyboard or a word bank on my device to enter text. • I can save information in a special place and retrieve it again. 	<ul style="list-style-type: none"> • I am starting to understand that other people have created the information I use. • I can identify benefits of using technology including finding information, creating and communicating. • I can talk about the differences between the Internet and things in the physical world. • I can make and save a chart or graph using the data I collect. • I can tell you what kind of information I could use to help me investigate a question. • I can use technology to organise and present my ideas in different ways. • I can save and open files on the device I use.
PSHE Targets- In year 1	PSHE Targets- In year 2
<ul style="list-style-type: none"> • I can say ways in which people are similar as well as different. • I can say why things sometimes seem unfair, even if they are not. 	<ul style="list-style-type: none"> • I can say how I could help myself if I was being left out. • I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.