

Topic Map Class 1 Term 3/4 2022/23 - Ice Adventures (Please note that the objectives within the learning sequence are summary of learning within our mixed classes. for more detailed year group specific objectives please refer to our Skills and Knowledge Progression documents)				
<p><u>Geography Sequence of Learning</u></p> <p>1) Use maps, globes and atlases to identify the UK. 2) Locate and name the four countries of the UK. 3) Discuss characteristics of each country. 4) To name and locate the capital cities of each country. 5) To name the continent the UK is in. 6) To name the continent of Antarctica.</p> <p><u>Assessment Activity</u> To label the four countries and capital cities on a map of the UK.</p>	<p><u>Computing Sequence of Learning</u> <u>Digital Literacy - Technology Outside of School</u></p> <p>1)To find and understand examples of where technology is used in the local community. 2) To record examples of technology outside school.</p> <p><u>Computer Science - Grouping and Sorting</u></p> <p>1) To sort items using a range of criteria. 2) To sort items on the computer using the 'Grouping' activities in Purple Mash.</p> <p><u>Information Technology - Creating Pictures</u></p> <p>1)To explore 2Paint A Picture. 2)To look at the work of Impressionist artists and recreate them using the Impressionism template. 3)To look at the work of pointillist artists such as Seurat. 4)To recreate pointillist art using the Pointillism template 5) To look at the work of Piet Mondrian and recreate it using the Lines template. 6) To look at the work of William Morris and recreate it using the Patterns template 7) To look at some surrealist art and create your own using the eCollage function in 2Paint A Picture.</p> <p><u>Assessment</u> Pieces of work for each module saved in children's individual folders on Purple mash.</p>	<p><u>P.E. Sequence of Learning</u> <u>Static Balance - Stance</u></p> <p>1)Stand on a line with my feet shoulder width apart with the weight on the balls of my feet and hold my balance. 2) Stand on a low beam with my feet shoulder width apart with the weight on the balls of my feet and hold my balance for 10 seconds.</p> <p><u>Coordination - Ball skills</u></p> <p>1. Sit and roll a ball along the floor around body using 1/2 hands. 2. Sit and roll a ball along the floor around body using 1 hand (right and left). 3. Sit and roll a ball down legs and around upper body using 1/2 hands. 4. Stand and roll a ball up and down legs and round upper body using 1/2 hands.</p> <p><u>Agility - Reaction & Response</u></p> <p>From 1, 2 and 3 metres: 1. React and catch large ball dropped from shoulder height after 2 bounces. 2. React and catch large ball dropped from shoulder height after 1 bounce. From 1, 2 and 3 metres: 3) React and catch tennis ball dropped from shoulder height after 1 bounce.</p> <p>.</p> <p><u>Gymnastics - Balance & Flight</u></p> <p>1)To perform straight, tuck star, pike, straddle, dish and arch shapes on the floor, with hand apparatus, on low apparatus and on large apparatus. 2) Perform balances with a partner. 3) To perform 1 foot to 1 foot (same), 2 feet to 2 feet, straight and tuck jumps on the floor, with hand apparatus, on low apparatus and on large apparatus.</p> <p><u>Dance</u></p> <p>1)To copy, remember and repeat actions. 2)To change the speed and level of their actions. 3)To use different transitions within a dance motif. 4)To move in time to music. 5)To perform sequences of their own composition with coordination. 6)To watch and describe performances. Begin to say how they could improve</p> <p><u>Assessment Activity</u> To create & perform a dance.</p>	<p><u>PSHE Sequence of Learning</u> <u>Rights and Responsibilities</u></p> <p>1) Discuss who is in your family and how you look after each other. 2)Discuss how we can help our friends and how they can help us. 3) Discuss how we help at home and how we can help each other at school. 4) Look at the different parts of our school and discuss which parts we like and how we can help to look after them and how we could improve any areas we don't like. 5) Discuss how we can be our best in school and how we can help each other.</p> <p><u>Being My Best</u></p> <p>1)Discuss how we can bounce back when things go wrong. 2) Discuss how we need to try new things even if we're not sure of them. 3) Discuss which foods are good for us and how we should eat a blanched healthy diet. 4) Discuss how to persevere at activities we are unable to do at first.</p> <p><u>Assessment Activity</u> Make a poster to tell someone how to be the best person they can be.</p>	<p><u>Science Sequence of Learning</u></p> <p>1)To identify the different groups of common animals including fish, amphibians, reptiles, birds and mammals. 2) Name animals from the UK and sort them into the correct groups. 3) Name animals from cold habitats and sort them into the correct groups. 4)To identify and name a variety of common animals that are carnivores, herbivores and omnivores. 5)To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) 6)To 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.</p> <p><u>Assessment Activity</u> Produce a double page spread on animal groups and characteristics.</p>
<p><u>Art Sequence of Learning</u></p> <p>1) Look at the work of Andy Goldsworthy, particularly his ice sculptures. 2) Look at different examples of Ice sculpture. 3) Investigate different ways ice sculptures can be made. 3)Draw ideas and designs for an ice sculpture in sketch books. 4) Create blocks for ice sculptures. 5) Create ice sculptures. 6) Evaluate finished products.</p> <p><u>Assessment Activity</u> Produce a 3D ice sculpture.</p> <p><u>DT Sequence of Learning</u></p> <p>1)Look at and assess products which keep us warm. 2) Discuss the properties of the materials. 3) Set up an investigation to see which material keeps a drink warm. 4) Design something to keep Mumble the penguin's hot chocolate warm when he returns to Antarctica. 5) Make product. 6) Evaluate product.</p> <p><u>Assessment Activity</u> To design and make an insulating product.</p>	<p><u>Music Sequence of Learning</u></p> <p>Charanga Scheme B -Autumn 1 & Spring 1 To explore rhythm, pitch, tempo and dynamics through:</p> <ul style="list-style-type: none"> • Listening • Singing • Playing • Improvising and Composing • Performing <p><u>Assessment Activity</u> To use tuned instruments to accompany a song</p>	<p>1)To perform straight, tuck star, pike, straddle, dish and arch shapes on the floor, with hand apparatus, on low apparatus and on large apparatus. 2) Perform balances with a partner. 3) To perform 1 foot to 1 foot (same), 2 feet to 2 feet, straight and tuck jumps on the floor, with hand apparatus, on low apparatus and on large apparatus.</p> <p><u>Dance</u></p> <p>1)To copy, remember and repeat actions. 2)To change the speed and level of their actions. 3)To use different transitions within a dance motif. 4)To move in time to music. 5)To perform sequences of their own composition with coordination. 6)To watch and describe performances. Begin to say how they could improve</p> <p><u>Assessment Activity</u> To create & perform a dance.</p>	<p><u>R.E. Sequence of Learning</u> <u>Term 3</u></p> <p>1)To understand how it feels to be left out. 2) To understand how we can show friendship to each other. 3) To listen to bible stories where Jesus showed friendship. 4) To discuss how easy or hard it was for Jesus to show friendship. 5) To share how we value friendship.</p> <p><u>Assessment Activity</u> Create a comic strip of one of the stories where Jesus showed friendship and explain how he showed it.</p> <p><u>Term 2</u></p> <p>1)Discuss what we would do if someone special visited our home. 2)Listen to the story of Palm Sunday and discuss the things people did to welcome Jesus. 3) Discuss why the people welcomed Jesus like a king. 4) Read the story of events after Palm Sunday.</p> <p><u>Assessment Activity</u> Sequence the events of the Easter Story.</p>	<p><u>History</u></p> <p>1)Revise when the Victorian era started & ended. 2) Discuss the importance of travel and exploration at the time. 3) Find out about the race to reach the South Pole by Scott and Amundsen. 3) Find out about the quest of Ernest Shackleton to cross Antarctica.</p> <p><u>Assessment Activity</u> Make a timeline of the events to discover the South Pole.</p>
<p><u>English</u></p> <p>Stories based on 'Lost and Found' by Oliver Jeffers Information texts on polar animals/countries of the UK Poems based on ice & snow Letter writing</p>		<p><u>Maths</u></p> <p><u>Y1</u></p> <p>Money Addition & Subtraction</p> <p><u>Y2</u></p> <p>Money Addition & subtraction of one and 2 digit numbers. Multiplication & division</p>		

