



Impact

By the end of this unit, children will...

'As it is, there are many parts, yet one body.' 1 Corinthians 12:20

During this unit, children will learn all about the Arctic Circle. They will explore its physical features, cities, animals, climate and much more. They will compare an Arctic town to a UK city, which will enable them to see key differences between where they live and another part of the world. As part of their learning, the children will see that everyone's experience of the world is different and how this can influence our view of the world.

Intent

It is our vision that the children of St. Mary's become advocates of solidarity and love, embracing and valuing difference. Throughout this unit, they will discover that whilst God creates all, people and places around the world are very different from each other. Children will understand that this provides different opportunities and experiences rather than one person or place being better than another.

Building the Kingdom

Are all people and places all the same?

Further questions to explore:

- What would the world be like if everywhere was the same?
- Are some places 'better' than others?

Catholic Life Pledge:

(Common Good & Participation)
Christmas Cards & Operation Christmas Child

Catholic Social Teaching

Everyone is Special (Human Dignity) & Thinking of Everyone (Solidarity)

We must recognise that each of us are beautifully made in the image and likeness of God, and therefore see others as our brothers and sisters and actively work for their good

"It is not our differences that divide us. It is our inability to recognize, accept and celebrate those differences." Audre Lorde.



Core Subjects

English

During this term, pupils will write:

Main Texts: Silly Billy, The Last Polar Bear, The Great Explorer

- Fiction – character description, setting description, letter, re-write
- Non-fiction – non-chronological report, fact file, holiday leaflet
- **Spelling:** the /s/ sound spelt c before e, l and y, The /n/ sound spelt kn and gn at the beginning of words, the /r/ sound spelt with wr at the beginning of words, the /l/ or /el/ sound spelt -le at the end of words, the /l/ or /el/ spelt -el at the end of words, words ending in -il, the /ai/ sound spelt -y- at the end of words.

Skills focus: Use co-ordinating and subordinating conjunctions – or, and, but, when, if, so, because, that)

Begin to use different sentence openers – ly, noun, adjective.

Use question sentences

Write under sub-headings and use technical vocabulary.

Maths

Numbers to 100

- recognise the place value of each digit in a two-digit number (tens, ones) □
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use <, > and = signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems

Addition and subtraction

- solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers
- adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Foundation Subjects

History / Geography

Arctic Explorers

Children will learn about Arctic explorers, the Inuit way of life, Aurora Borealis, ice and its properties, Arctic animals, and so much more.

- To 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.
- To identify seasonal and daily weather patterns.
- To use basic geographical vocabulary to refer to key physical features.
- To use basic geographical vocabulary to refer to key human features.
- To use world maps, atlases and globes to identify the United Kingdom and its countries.
- To use aerial photographs and plan perspectives.

Art / Design technology

Arctic (Art and DT)

- To use a range of materials creatively to design and make products.
- To use painting to develop and share their ideas, experiences and imagination.
- To use sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To design purposeful, functional, appealing products.
- To generate, develop, model and communicate their ideas.
- Select from and use a wide range of materials and components,
- Evaluate their ideas and products against design criteria
- Build structures, exploring how they can be made stronger, stiffer and more stable

Music

PITCH

Using melodies with repeated notes plus intervals of 2nd, 3rd and 4th. Reading and playing from graphic and dot notation. Hear and respond to pitch changes within a 3 note phrase.

Computing

Coding

To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. To create and debug simple programs.

Online Safety

To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.



Core Subjects

Science

Exploring Everyday Materials

Children will identify, classify and describe the everyday materials around them. Through fun activities and investigations, children will explore the properties of materials, such as wood, plastic, metal, glass and fabric, and start to explore the uses of everyday materials.

Growth and Survival

Children will learn about the life cycles of animals including humans—and what they need to survive. Children will also learn about how diet, exercise and rest are important for the health of humans.

Religious Education

Old Testament: Stories & Prayers:

This unit is designed to give children some insight into the stories and the characters of the Old Testament. It will also introduce them to important images of God found in the scriptures. Our Church:

Sharing in the Life of Jesus: Mary, The Disciples, Saints & Us:

This unit is designed to extend the children's knowledge and understanding of the life of Mary and Jesus and the call of the disciples. They will also learn about some saints who have responded to the call of Jesus. They will also be introduced to the prayer of silence as an opportunity to spend time with God.

Oracy

Gestures are increasingly natural to support speech.
Recognise when they have not understood something and ask a question to help with this.
Choose the most appropriate stem sentence independently.
Take turns showing patience.
Begin to build on others' ideas in discussions.
Use technical, subject-specific vocabulary when explaining opinions.
Listen for extended periods.

Foundation Subjects

Physical Education

Fitness

Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.

Dance

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.

French

Fruits

RHSE/PHSE

- Module 1, Unit 2 This is me Assessment
- Module 1, Unit 2, Session 1 (I am Unique)
- Module 1, Unit 2, Session 2 (Girls and Boys)
- Module 1, Unit 2, Session 3 Clean and Healthy)
- This is me Assessment
- Module 1, Unit 3 Feelings Assessment
- Module 1, Unit 3, Session 1 (Feelings, likes and dislikes)
- Module 1, Unit 3, Session 2 (Feelings inside out)
- Module 1, Unit 3, Session 3 (Super Susie gets angry)

Feelings Assessment