



Flames Class (KS2)

Ice Adventurers



What is this learning quest about?

Ice adventurers learning quest zooms in from outer space last half term to focus in on Planet Earth and its coldest places. As Geographers pupils will learn to identify these places and gain knowledge of their features challenging themselves to learn the names of continents, Oceans and countries. Pupils will explore and wonder about how animals (including humans) have survived in the coldest parts of our world now and for millions of years.

The study of the ice age periods will support learning around the stone age which is to follow. Pupils will learn how the ice ages have shaped and changed the planet Earth and as Historians they will learn of how the ice age preserved historical treasures which enable us to learn about the past today. This will include treasures found in our local area in places such as Thors Cave. Whilst learning of the events of the ice age pupils will learn and rehearse the use of Historical vocabulary as they explain the events to others. As archaeologists have unearthed bones to give us clues about extinct animals such as the woolly mammoth, pupils will be inspired to learn about human bones.

The human skeleton with its 206 bones. They will explore why the skeleton is so important for humans and some animals and why bones can be super strong, lasting if buried under ground but also flexible. Linking to their knowledge of science materials.

As Designers pupils will reflect on their understanding of changing states of materials in Science by learning of the nature of ice as a preserver and as an ingredient for food. They will utilise this to design an icy dish.

Just as the Northern lights in Alaska are a source of awe and wonder, pupils will explore in beliefs and values festivals of light and their importance to different faiths.

In computing pupils will develop their audio editing skills in order to present an aspect of their learning for this quest.

After a brief introduction to painting in Art and Design last half term pupils will deepen their understanding of and skill with painting. They will explore frozen paintings and paint their own versions, exploring the detail contained within them.

Our Global Goals focus this half term will be on Climate action. The study of the ice caps will promote pupils thinking around the impact of Global warming and how they can be courageous advocates around this.

Pupils will be introduced to great stories of resilience of people who have faced challenge and succeeded against all the odds to explore the Arctic and Antarctic. This will support them in understanding how their own resilience and perseverance can support their learning in school and their ability to handle social situations as pupils learn about how to prevent bullying in whatever form.

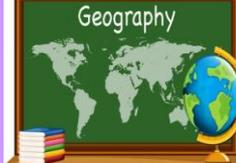
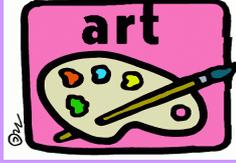
Big Question 	Quest Characters 	Core Value
Which is colder? The North or the South Pole? Can ice be helpful? What can we learn from bones?	Ernest Shackleton Scott of the Antarctic	Respect 
Global Education 	Learning Behaviour 	British Values
13 CLIMATE ACTION	Proud Peacock	Mutual Respect

KEY AREAS OF LEARNING

Engage, Innovate and Express

Assessment

	Humans Year 3 <ul style="list-style-type: none">  Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Identify and group animals with and without skeletons. Observe and compare their movement.  I add science labels and information to diagrams. 	Key knowledge What would happen if humans did not have skeletons? How many bones are there in a human skeleton? How many of them can you name? Why are our bones strong? How are broken bones fixed?
---	---	--

	<p>Year 4</p> <ul style="list-style-type: none"> I annotate diagrams to help describe and explain. 	<p>What makes your back flexible?</p> <p>Skills</p> <p>I can name bones in the human skeleton.</p> <p>I can describe my results.</p> <p>I can link cause and effect.</p>
	<p>CHRONOLOGY – ICE AGE (PRE-STONE AGE)</p> <p>Year 3</p> <ul style="list-style-type: none"> I am beginning to use historical terms appropriately. I can place the ice age on a timeline. <p>Year 4</p> <ul style="list-style-type: none"> I can use historical terms appropriately. I can place events from the ice age on a time-line. I can ask questions about change and cause. 	<p>Key Knowledge</p> <p>What is an ice age?</p> <p>How do we know about the ice-age?</p> <p>Describe life in the ice age.</p> <p>Skills</p> <p>I can describe the ice age using Historical vocabulary.</p> <p>I can ask questions about change and cause.</p>
	<p>CONTINENTS AND COUNTRIES</p> <p>Geographical Similarities and Differences</p> <p>Year 3</p> <ul style="list-style-type: none"> I know where the Arctic and Antarctic circle are on a world map. I know the names of can locate four countries in Southern and four in the Northern hemisphere. <p>Year 4</p> <ul style="list-style-type: none"> I know where the Equator, TC, Greenwich Meridian are on a world map. 	<p>Key Knowledge</p> <p>Describe what it is like to live in the Arctic / Antarctic?</p> <p>What is a glacier/ iceberg?</p> <p>Why are the North and South Poles the coldest places on Earth?</p> <p>Skills</p> <p>I can name and locate key features on a world map from KS1 (continents and oceans) and also 8 countries and each section of the globe.</p>
	<p>PAINTING - Frozen Landscapes – Pieter the Bruegel, Andrew Goldsworthy (ice/ snow sculptures).</p> <p>Year 3</p> <ul style="list-style-type: none"> I can mix a variety of colours and know which primary colours make secondary colours. I can use a developed colour vocabulary. I can experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. I can work confidently on a range of scales e.g. thin brush on small picture etc. <p>Year 4</p> <ul style="list-style-type: none"> I can make and match colours with increasing accuracy. I can use more specific colour language e.g. tint, tone, shade, hue. I can choose paints and implements appropriately. I can plan and create different effects and textures with paint according to what I need for the task. I am showing increasing independence and creativity with the painting process. 	<p>Key Knowledge</p> <p>Which primary colours make each of the secondary colours?</p> <p>Name the different types of paint that artists use.</p> <p>Describe different effects that you can create with paint.</p> <p>Skills</p> <p>I can use colour vocabulary and specific colour language.</p> <p>I can make and match colours with paint.</p> <p>I can plan and create my own painting choosing paints, implements and using effects and textures.</p>
	<p>COOKERY – FROZEN FOOD</p> <p>Year 3</p> <ul style="list-style-type: none"> Understand how to prepare and cook a range of dishes including experience of using a heat source. Begin to understand a range of techniques such as peeling, grating, mixing. Begin to distinguish healthy, high energy foods. Be able to identify foods which come from the UK and other countries in the world. <p>Year 4</p>	<p>Key Knowledge</p> <p>What types of food are healthy but also high energy?</p> <p>What types of food are unhealthy but high energy?</p> <p>Name 3 foods that come from the UK.</p> <p>Name 3 foods that come from other countries in the world.</p>

	<ul style="list-style-type: none"> ✚ Measure and weigh ingredients appropriately. ✚ Understand what to do to be hygienic and safe. ✚ Become familiar with some of the processes that foods go through to preserve them/ make them more appealing. 	<p>Describe how ice can be used in cooking.</p> <p>Skills</p> <p>I can peel fruit and vegetables. I can grate cheese/ vegetables. I can measure and weigh ingredients and mix them together efficiently.</p>
	<p>Festivals of Light</p> <ul style="list-style-type: none"> ✚ To deepen understanding of festivals as celebrations of religious stories. ✚ To explore how light and dark are symbols of good and evil in many faiths. ✚ To link Jesus as the light of the world, and his command that his followers also shine as lights. ✚ To understand All Saints celebrates goodness, hope and light, and its eve is associated with the forces of darkness. ✚ To explore the symbolism of the Christingle. ✚ To deepen understanding of Advent and Diwali. ✚ To explore the story and celebration of the Jewish festival of Hannukah. 	<p>Key Knowledge</p> <p>Name some religious festivals. Explain the symbolism of light as representing goodness and darkness evil across several religions. Give an example of a festival that celebrates this, linking it to the religious story.</p> <p>Skills</p> <p>I can name parts of the Christingle and explain their meaning.</p>
 <p>Applications to support this area of the curriculum.</p> <p>Chatterpix Animate Anything Chrome Music Lab Apple clips Loopimal Doink Green Screen Jelly Band Garage band Imovie Audacity</p> <p>Lesson Ideas</p> <p>Performing writing/poetry/scripts Retelling stories Acting out stories Book trailers Create sound effects to use when telling a story News reports Create a piece of music to match the mood of a text. History Chatterpix/animate anything – speak in role of historical person.</p>	<p>IT Audio Editing Capturing and editing audio to produce a podcast, ensuring that copyright is considered.</p> <p>Year 3</p> <ul style="list-style-type: none"> ✚ Use given software to record a video. ✚ Use software to record/create a sound clip. ✚ Combine the separate sound and video clips together using appropriate software to create a short video/Trailer etc. <p>Year 4</p> <ul style="list-style-type: none"> ✚ Combine recorded sound and video to make a video clip using the following tools. ✚ Edit video clips by splitting them, shortening them. Change the volume of sounds. ✚ Add titles. ✚ Create a plan for a video and execute this. ✚ Choose the best software to use for the desired outcome as a result of its features. 	<p>Digital Literacy - Privacy and Security Copyright and Ownership Year 3</p> <ul style="list-style-type: none"> ✚ I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. ✚ I understand and can give reasons why passwords are important. ✚ I can describe simple strategies for creating and keeping passwords private. ✚ I can describe how connected devices can collect and share my information with others. ✚ I can explain why copying someone else’s work from the internet without permission can cause problems. ✚ I can give examples of what those problems might be. ✚ I can give some simple examples. <p>Year 4</p> <ul style="list-style-type: none"> ✚ I can explain what a strong password is. ✚ I can describe strategies for keeping my personal information private, depending on context. ✚ I can explain that others online can pretend to be me or other people, including my friends. ✚ I can suggest reasons why they might do this. ✚ I can explain how internet use can be monitored. ✚ When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. ✚ I can give some simple examples.

PHYSICAL
EDUCATION

PSHCE

Anti-bullying

- I can show understanding about the different types of bullying that people can encounter.
- I can describe how to be safe on the internet and how to avoid cyberbullies and cyberbullying.
- I can explain what stereotyping is and how bullying can be damaging for someone.
- I can explain how people can keep themselves safe and ask for help when bullied.
- I can describe how not to be a bystander when someone else is bullied.
- I can explain how to report bullying and support someone who has suffered unkindness.

Anti bullying week Mon 14th Nov – Fri 18th Nov 2022
Reach out theme
Odd socks day
Friendship Friday



THE GLOBAL GOALS
For Sustainable Development

13 CLIMATE ACTION



Find a Goal 13 charity you want to support. Any donation, big or small, can make a difference!



Recycle paper, glass, plastic, metal and old electronics.



Compost. Composting food scraps can reduce climate impact while also recycling nutrients.



Choose reusable products. Use an eco-bag for shopping and a reusable water bottle or a cup to reduce your plastic waste.



Buy eco-friendly products. Read the packaging to see if products are produced in an eco-friendly way.



Bike, walk or take public transport. Save the car trips for when you've got a big group.



Consume less meat and become vegetarian for one day a week. The meat production industry has a huge impact on the environment.



Reduce your use of paper. Avoid printing and substitute it with electronic devices or carriers. Don't shop for pets! Visit your local animal shelter and adopt an animal there.



Offset your carbon emissions. You can calculate your carbon footprint and purchase climate credits from [Climate Neutral Now](#).



Stay informed. Follow your local news and stay in touch with the Global Goals online or on social media at [@TheGlobalGoals](#).

Art and Design

Pieter the Bruegel – Hunters in the snow



The paintings in frozen are all based on real life Art.

Pieter Bruegel the elder – The Peasant dance (1567)



Auguste Serrure – The Picnic (1800)



Gerrard Terbouch – The Dancing Couple (1660)



John Singer Sargent/ El Jaleo (1882)



Jean-Honore Fragonard – The swing(1767)



Lucas van Leyden – Potifar's wife shows Joseph's gown to her husband (1512)

