



Flickers Class (KS1)

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 locate these cold places and explore what they are like. They will challenge themselves to learn the names of Continents and Oceans. Pupils will explore and wonder about how animals (including humans) survive in these harsh conditions.

As Historians pupils will recap their learning about Ernest Shackleton and his journey across last year whilst adding the story of Scott of the Antarctic to their knowledge base using Historical sources to learn more. Pupils will learn that the ice preserved historical sources which enable us to learn about the past today. This will include treasures found in our local area in places such as Thor's Cave. In computing pupils will develop their digital photography skills to photograph historical sources of evidence and the natural environment.

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 body with its skeleton and other body parts. Pupils will improve their skill with labelling diagrams of the body.







As Designers pupils will explore the nature of ice as a preserver and as an ingredient for food, they will learn about where different foods come from in the world. They will utilise their knowledge to design an icy dish.


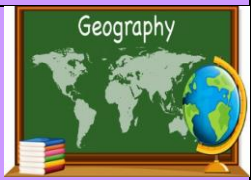

Just as the Northern lights in Alaska are a source of awe and wonder, pupils will explore in beliefs and values festivals of light and their importance to different faiths.





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 cold places in the world will promote pupils thinking around the impact of Global warming and how they can be courageous advocates around this.

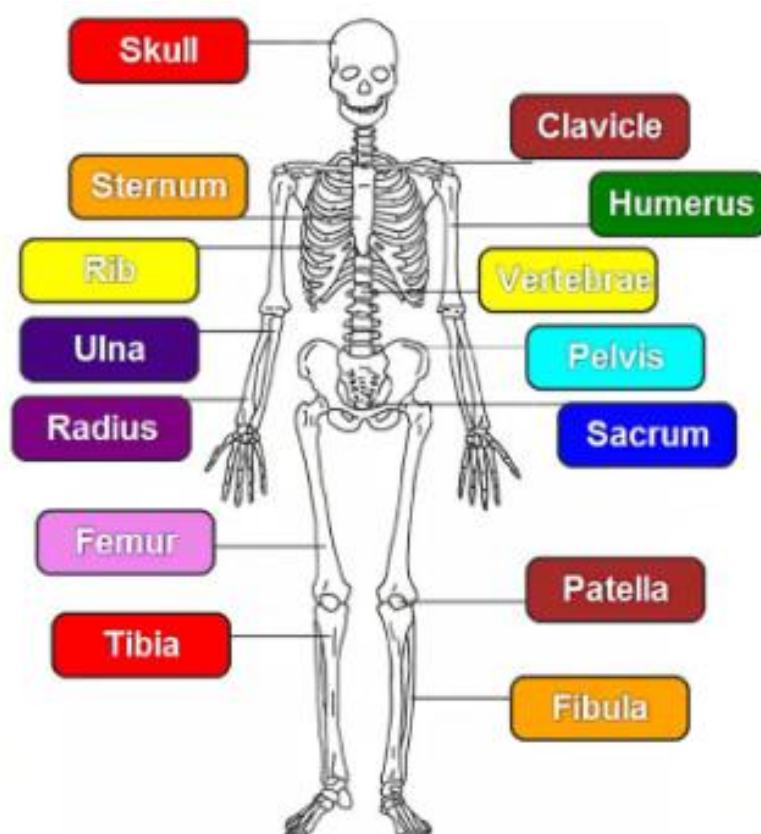
Pupils will be introduced to great stories of resilience of people who have faced challenge and succeeded against all the odds to explore the Arctic and Antarctic. This will support them in understanding how their own resilience and perseverance can support their learning in school and their ability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

 Big Questions	 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
	Proud Peacock 	Mutual Respect
KEY AREAS OF LEARNING Engage, Innovate and Express		Assessment
	Animals (Humans – Funnybones) Year 1 I can identify/ name/draw and label basic parts of the human body. I can say which part of the body is associated with each sense. Year 2 I can identify and name 5 bones in the human skeleton.	Key knowledge Name the main parts of the human body and what they are used for. Why is the human skeleton so important? Name some other animals that have a skeleton.

	<p>I know that some animals have a skeleton and others don't.</p> <p>I can explain why some animals don't need a skeleton.</p>	<p>Name an animal that does not have a skeleton. Why doesn't it need one?</p> <p>Skills</p> <p>I add science labels and information to diagrams.</p> <p>I can label the main parts of the human body.</p>
	<p>Famous People (Ernest Shackleton/ Scott of the Antarctic – 1910-1913)</p> <p>Year 1</p> <ul style="list-style-type: none"> I know and can recount episodes from stories about the past. I can name a famous person from the past and explain why they are famous. I can find answers to simple questions about the past from sources of information. <p>Year 2</p> <ul style="list-style-type: none"> I know about an event that happened long ago, even before my grandparents were born. 	<p>Key Knowledge</p> <p>Describe why is famous.</p> <p>How long ago did the exploration happen?</p> <p>Recount the difficult journey.</p> <p>Skills</p> <p>I can look closely at a Historical source and say what I see.</p> <p>I can use a historical source to answer questions about the past.</p>
	<p>Continents/ Oceans (Hot and Cold Places)</p> <p>Year 1</p> <ul style="list-style-type: none"> I know where the equator, North Pole and South Pole are on a globe. I know where hot and cold places are in the world in relation to the equator and North and South Poles. <p>Year 2</p> <ul style="list-style-type: none"> I know the names of and can locate the seven continents and five oceans of the world. 	<p>Key Knowledge</p> <p>Name and describe some hot places in the world.</p> <p>Name and describe some cold places in the world.</p> <p>Are cold places near to the equator? Explain why.</p> <p>Name the 7 continents and 5 oceans of the world.</p> <p>Skills</p> <p>I can find land and sea on a globe.</p> <p>I can locate the 7 continents and 5 oceans of the world on an infant atlas, picture maps and a globe.</p>
	<p>PAINTING - Frozen landscapes - use painting to develop and share my ideas, experiences and imagination. (Pieter the Bruegel/ Andrew Goldsworthy (Ice/ Snow sculptures))</p> <p>Year 1</p> <ul style="list-style-type: none"> I can use a variety of tools and techniques including the use of different brush sizes and types. I can mix and match colours to artefacts and objects. I can work on different scales. I can mix secondary colours and shades using different types of paint. I can create different textures e.g. use of sawdust. <p>Year 2</p> <ul style="list-style-type: none"> I can mix a range of secondary colours, shades and tones. I can experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. I can work on a range of scales e.g. large brush on large paper etc. I can mix and match colours using artefacts and objects. 	<p>Key Knowledge</p> <ul style="list-style-type: none"> I know which primary colours mix together to make secondary colours. Name different types of paint you could use. What could you use them for? <p>Skills – My painting skills have improved...</p> <ul style="list-style-type: none"> I can mix colours to match what I am painting. I can create different textures with paint. I can use tools to change my painting. I can use brushes of different sizes.

	<p>Cookery – Frozen Food</p> <p>Year 1</p> <ul style="list-style-type: none"> Understand that all food comes from plants or animals. Know how to prepare simple dishes safely and hygienically without using a heat source. Know how to use techniques such as cutting, peeling and grating. Measure and weigh items using (non-standard measures) spoons and cups. <p>Year 2</p> <ul style="list-style-type: none"> Develop an understanding of where different foods come from. Demonstrate how to prepare simple dishes (as above). 	<p>Key Knowledge</p> <p>Where does our food come from? How do you make sure the food you are making is clean for someone to eat? What safety rules do you have to follow when cooking?</p> <p>Skills</p> <p>I can cut, peel and grate fruit and vegetables. I can weigh ingredients using spoons and cups. I can prepare a simple dish.</p>
	<p>Festivals of Light</p> <ul style="list-style-type: none"> To learn about celebrations and festivals. (people celebrate for many reasons but most festivals are connected with stories). Diwali, Purim and Advent are festivals of different faiths but all are joyful remembrance of stories from the sacred texts. How Diwali, Purim and Advent are celebrated by believers. The Hindu story linked with Diwali is the Ramayana. Purim is celebrated by Jews and remembers the story of Esther. Advent is a Christian period of preparation for Jesus' coming. Diwali is shared by Hindus and Sikhs. 	<p>Key Knowledge</p> <p>I know that important religious stories are often connected to festivals, which are a way of remembering.</p> <p>Skills</p> <p>I can link the stories behind the festivals studied with some of the celebrations.</p>
	<p>IT Digital Photography</p> <p>Capturing and changing digital photographs for different purposes/ Ipad camera</p> <p>Year 1</p> <ul style="list-style-type: none"> Take a photograph using an iPad for a purpose <p>Year 2</p> <ul style="list-style-type: none"> Take a photograph using the iPad – taking into consideration the focus of the image. Evaluate the quality of their image and retake, making adjustments to the position, lighting. 	<p>Digital Literacy - Privacy and Security Copyright and Ownership</p> <p>Year 1</p> <ul style="list-style-type: none"> I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). I can explain why I should always ask a trusted adult before I share any information about myself online. I can explain how passwords can be used to protect information and devices. I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it') I can save my work so that others know it belongs to me (e.g. filename, name on content). <p>Year 2</p> <ul style="list-style-type: none"> I can describe how online information about me could be seen by others. I can describe and explain some rules for keeping my information private. I can explain what passwords are and can use passwords for my accounts and devices. I can explain how many devices in my home could be connected to the internet and can list some of those devices. I can describe why other people's work belongs to them. I can recognise that content on the internet may belong to other people.
		

	Anti-bullying <ul style="list-style-type: none">I can describe what bullying is, the different kinds of bullying and why it is hurtful.I can talk about where to go for help if I am bullied.I can talk about why it is good to be kind to people.I can talk about how you might support someone who has been hurt because someone has been unkind to them.	Anti bullying week Mon 14 th Nov – Fri 18 th Nov 2022 Reach out theme Odd socks day Friendship Friday
		
	<div><div><div>13 CLIMATE ACTION</div></div><div><div><div><div>Find a Goal 13 charity you want to support. Any donation, big or small, can make a difference!</div><div>Compost. Composting food scraps can reduce climate impact while also recycling nutrients.</div><div>Buy eco-friendly products. Read the packaging to see if products are produced in an eco-friendly way.</div></div><div><div>Recycle paper, glass, plastic, metal and old electronics.</div><div>Choose reusable products. Use an eco-bag for shopping and a reusable water bottle or a cup to reduce your plastic waste.</div><div>Bike, walk or take public transport. Save the car trips for when you've got a big group.</div></div></div><div><div><div>Consume less meat and become vegetarian for one day a week. The meat production industry has a huge impact on the environment.</div><div>Offset your carbon emissions. You can calculate your carbon footprint and purchase climate credits from Climate Neutral Now.</div></div><div><div><div>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.</div><div>Stay informed. Follow your local news and stay in touch with the Global Goals online or on social media at @TheGlobalGoals.</div></div></div></div></div></div>	



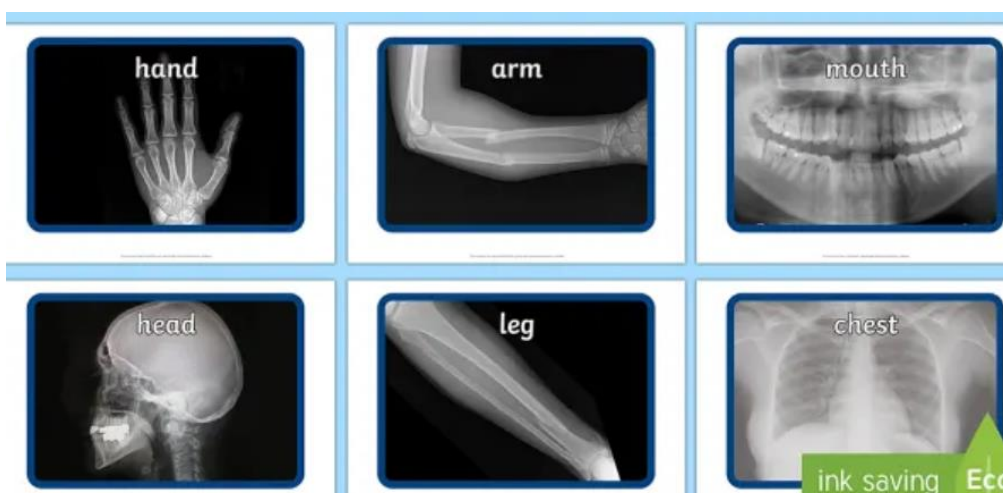
Can you thread some cotton reels onto a piece of string? This is a bit like your backbone. The cotton reels represent the vertebrae and the string the spinal cord.



What is the funny bone?

5.1K views · 6 Jun 2019

YouTube > It's Not Rocket Science



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

Pieter Bruegel the elder – The Peasant dance (1567)



Auguste Serrure – The Picnic (1800)



Gerrad 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)

