



Mission Statement:

- * We want our children to make outstanding progress through a broad and relevant curriculum that ignites children’s curiosity and enthusiasm whilst embedding a love for learning.
- * We want our children to develop their confidence through a curriculum that is personalised by the child.
- * In our curriculum, children will have a Christian Values led sense of purpose; be skilled in speaking and working in a team; ask questions and deepen their thinking; have aspirations and thrive in learning independently.

LITERACY

Writing

Can you read and follow instructions to make hot chocolate?

Can you write a non-chronological report about an Arctic animal?

Can you write a recount about your trip to Birdland?

Reading

Can you read information texts and find out facts about penguins?

Speaking and Listening

Can you speak clearly and present your ideas?

NUMERACY

Can you measure and record the temperature of water as part of a science experiment?

Can you solve multiplication and division problems?

Can you identify and describe the shapes that you can see in snowflakes?

Can you collect and present data about the favourite toppings on hot chocolate?

SCIENCE

Can you identify and name common animals?

Can you recognise how animals are adapted to their environment and survive?

Can you investigate ways of keeping warm?

Can you describe how animals obtain their food from plants and animals?

Can you present information as a food chain?

P4C

If you were stranded in the Antarctic and could only have one item. What would it be and why?

Which values does an explorer need to show and why?

RE / PSHE / VALUES / SPIRITUALITY

Can you read and retell stories from the Bible?

Life in the freezer
Year 1 / 2
Cycle 2
Term 2



ICT

Can you make a digital presentation?

Geography

Can you name and locate the world’s 7 continents and 5 oceans?

Can you use an atlas and globe to find the UK and the Arctic and Antarctic?

Can you identify seasonal and daily weather patterns in the U.K?

Can you locate hot and cold areas of the world in relation to the Equator and the north and South poles?

ART / DT

Can you use different materials to design and make a range of objects?

Can you use drawing to share your ideas?

Can you use paint to share your ideas?

Can you use sculpture to share your ideas?

PE

Can you control a ball?

Can you listen carefully and follow instructions?

Can you work co-operatively with a partner to pass and catch the ball?

ECO

Can you recognise that your actions impact the environment? E.g. Ice-caps melting.



ST ANDREWS CHURCH OF ENGLAND PRIMARY SCHOOL TOPIC PLANNING



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STUNNING START
Creating an ice-themed classroom environment.

Be a detective day.



MOTIVATING MIDDLE

Visit to Birdland to learn more about the penguins.



EXPLOSIVE END

Planet ice at Milton Keynes – children to participate in ice-skating.

PERSONALISATION / INDEPENDENCE
Classroom environments (children help to design and create)
Create an “I wonder wall” – what do the children want to find out/learn?

ASPIRATION / ROLE MODELS
Heroes

Explorers



TEAM SKILLS

Working in groups to be a detective and discover what our topic is all about.

Working in groups to create our ice-themed classroom environment.

COMMUNITY RELEVANCE / LINKS

Parents sharing learning at home (homework showcase and open afternoon)

Link with a local vets to look at x-rays of animal skeletons.

ENTERPRISE

Polar pick-n-mix stall

VISITS / VISITORS

Visit to Birdland

Visit to Planet Ice at Milton Keynes

Visitor – an arctic explorer

My Reflection