

Topic Overview- White

Year 1 and 2- Spring 1 2024

Experience: Ice day

Why is ice important? What can we do with it? How does it change? Children will engage with a range of ice experiments and reflect on how the polar regions are changing.

Experience: Finnish school

What is it like to go to school near the Arctic circle? Children will email/ video call a school in Finland to find out.

End Point:

The children will add to their One World, Many Colours book, reflecting on how White makes our world the amazing place it is.

Start Point:

A penguin egg arrives in school- what do we need to do to look after it? Children to research about penguins, their lifecycle and their habitat.

Visitor: Antarctic explorer

Invite someone who has been to Antarctica to visit us. How did it feel while you were there? What did you see? What did you need to take with you and why?

YEAR 2 English

FICTION– 2 weeks

Inferences about characters

Writing a story for an audience

FICTION– 2 weeks

Making predictions

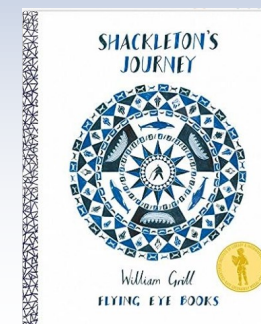
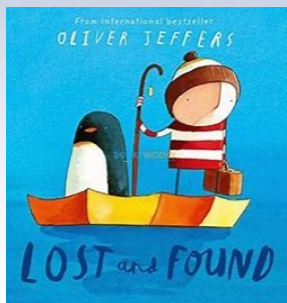
Developing fluency

Writing diary entries from characters' perspectives

NON-FICTION– 2 weeks

Retrieving information from a text

Writing information texts



YEAR 1 English

NON-FICTION– 1 week

Retrieving information from a text

Writing information about penguins

FICTION– 2 weeks

Character descriptions

Retelling a story

NON-FICTION– 1 week

Retrieving information from a text

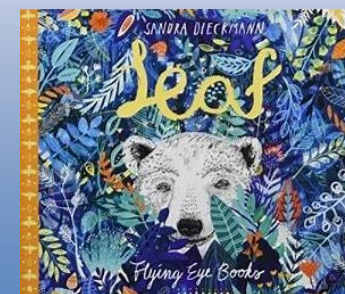
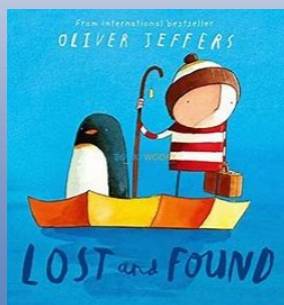
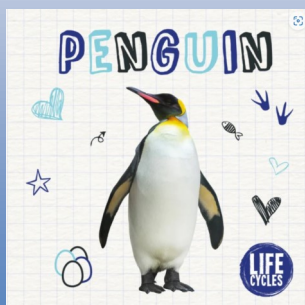
Writing a fact file about Ernest Shackleton

FICTION– 2 weeks

Inference through visual literacy

Writing the story

Writing a news report based on the story



Science– Children will be developing knowledge of animals and changing materials

Year 2: Identify a range of carnivores, herbivores and omnivores and how they are adapted to their environment.

Year 1: Name a range of common carnivores, herbivores and omnivores. Sort them into their natural habitats and suggest reasons for why they might be suited to living there .

Year 2: Link knowledge of carnivores, omnivores and herbivores to create simple food chains for a range of habitats.

Year 1: Labelling lifecycle of a penguin and identifying their features, explaining why they are suited to Antarctica.

Using knowledge of changing materials to support scientific enquiry:

Year 2: Designing an investigation to find the quickest way to melt ice.

Year 1: Investigating different conditions for melting ice.

Geography: Children will be developing their knowledge of the polar regions

Where are the polar regions? Children to explore atlases and Google Earth to identify their locations and suggest reasons for the climate and physical features there.

Children will build knowledge about different human and physical features of the Arctic/ Antarctica by researching through books, stories and asking experts who have visited/ live in these regions.

Children to create a guidebook (Year 2)/ poster (Year 1) about the polar regions.

Art: Children will be developing skills in painting

Children will develop the skills of using thick/ thin brushes for different effects. They will also mix primary colours to make secondary, add white to colours to make tints and black to colours to make tones .

Children will look at a range of paintings of polar landscapes. They will use their knowledge of colour mixing to create their own painting of the polar regions, inspired by the work of artists.

Year 2 Computing: Children will be developing knowledge and skills in programming (A)

Children will recap the functions of the Beebot and input algorithms.



Children will create their own algorithms to programme a Beebot to move to given places.

Year 1 Computing: Children will be developing knowledge and skills in creating media– digital writing

Children will learn to use the different keys on a keyboard including Caps Lock, space bar and full stops to write a sentence.



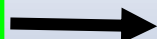
Children will learn to edit and change the font size, colour and style.



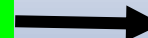
Children will write about their favourite marine animal, changing the font for effect.

History : Children will be developing knowledge of significant people in history

Children will ask questions about the past – what was it like for people long ago? Who was Ernest Shackleton? Why do we remember him today?



Children will use stories, online resources and information texts to find out about the life of Ernest Shackleton. They will build an understanding of the key events in his life.



Children will create a timeline of the life of Ernest Shackleton and the events of his expedition to Antarctica on the Endurance.

PSHE– SCARF unit Keeping Myself Safe
See separate unit plans

RE: Year 1– What do Jewish people remember on Shabbat?
Year 2–