

Welcome to the planet's coldest lands—vast wilds and hostile territories—incredibly beautiful, yet often deadly! We will be learning about the Polar regions and what lives there and how they have adapted to their environment. We will be researching and collecting data and presenting it and linking this to our outdoor learning. This engaging, imaginative topic will take the children on a cold and hazardous journey; rescuing people from deadly icebergs and dangerous mammals!

**Geography**

Intent

To identify the position and significance of the Northern and Southern Hemisphere and the Arctic and Antarctic circle.

**Prior Knowledge:** Children have looked at time zones and countries of the world in Space topic.

**Sequence of learning:**

To use globes and atlases to find and name both polar regions and other significant geographical features of the world. Make a simplified global map and add a key for information.

To work in 'research teams' to identify the similarities and differences between the Arctic and Antarctic.

Record data and information in simple charts, tables or spreadsheets using headings. Discuss and share findings.

To read a range of specialist polar travel brochures and websites.

Write an imaginary postcard. Think about the impact of tourism on these regions.

Outcome

To use maps, atlases, globes and computer mapping to locate countries and describe features studied. To understand the importance of the Arctic and Antarctic circle.

**Next Steps:** Continue to look at similarities and differences and compare to islands of the world.

**Science**

Intent

To learn about the seven life processes that distinguish living things and to learn about classification of living things.

**Prior Knowledge:** In Year 3/4, children looked at predators and recognised how environments can change and how this can pose dangers to living things.

**Sequence of learning:**

What are the seven life processes?

How do mammals reproduce?

Do animals reproduce in the same way?

How do plants reproduce?

What is a life cycle?

What are the stages in the life cycle of a plant?

How are animals classified?

What is a classification key?

How can we classify plants?

Is yeast a living organism?

What are the five main groups of microorganism?

Who was Carolus Linnaeus?

Outcome:

To describe how animals and plants must adapt to their habitats to survive and recognise the importance of the classification system and give reasons for how groups are chosen.

**Next Steps:** Look in more detail at Evolution and inheritance in Darwin's delights topic next half term.

**History**

Intent

**Prior Knowledge:** studied chronological knowledge beyond 1066—looked at rich and poor and crime and punishment

**Sequence of learning:**

Outcome

**Next Steps:** To learn about significant individuals—Charles Darwin and Mary Anning and their impact on our lives today.

**Computing**

Intent

To look at how flat file databases can be used to organise data in records

**Prior Knowledge:** New computing curriculum and no prior knowledge of databases. Will assess as necessary

**Sequence of learning:**

To create a paper based database

To use a computer based database to examine how information can be recorded and viewed

To use a database

To use search tools

To compare data visually

To use databases in real life

Outcome

To organise their data in records and use tools within a database to order and answer questions about data. They will create graphs and charts to help solve problems.

**Next Steps:** To develop understanding of computer systems and how information is transferred between devices.

**PSHE**

Intent

To learn about how to keep ourselves safe

**Prior Knowledge:** Children have been learning how to keep themselves healthy physically and mentally

**Sequence of learning:**

Online Friendships

Staying safe online

First Aid: Choking

The risks of alcohol

Drugs, alcohol and tobacco

Outcome:

Children will be able to make decisions based on their knowledge and understanding of how to be healthy and make informed choices.

**Next Steps:** Year 5—Puberty and menstruation  
Year 6 Physical and emotional changes in puberty and conception

PE: Rugby/Swimming—Tuesday am

PE: Gymnastics—Thursday am

DT

RE

Music

Art

Intent

To focus on nutrition and learn about ethical considerations of farming cattle (DT Focus)

**Prior Knowledge:** In Y3/4—growing own vegetables and cooking them. Rationing and baking in WW2 topic.

Sequence of learning:

From Farm to Fork—Children learn how beef is farmed and made aware of key welfare issues surrounding the rearing of cattle

What does Healthy look like? - taste test 2 recipes and work on alternatives

Adapting and improving a recipe—teams to decide on a healthier bolognaise

Mamma Mia—Work together to make their own bolognaise sauce and design packaging that promotes the ethical and healthy choice.

Outcome

Children will have an understanding of what constitutes a healthy meal and design and make their own version of bolognaise  
**Next Steps:** .

Intent

What happens when we die (Part one)

**Prior Knowledge:** How different religions were formed and their practises. The different branches of Christianity

Sequence of learning:

Why do some people believe in a soul

How do some people make up for bad deeds

If there's a heaven, what might it be like?

What is the purpose of a funeral

How do people seek forgiveness in their lives?

How do some people remember those who have died?

Outcome

To gain an understanding of different people's beliefs around the world about what happens when we die.  
**Next Steps:** What happens when we die (part 2)

Intent

To learn about looping and remixing

**Prior Knowledge:** Reading basic music notation and rhythm

Sequence of learning:

To play a simple looped rhythm from notation

To create a piece of music using pre-written loops

To play a melody line accurately and fluently

To select a section of a tune and perform it as a loop

To combine loops to create a remix

Outcome

To perform a piece of music with some structure and two loops  
**Next steps:** Music from South and West Africa

Intent

No art this half term

Outcome

**Next Steps:** Painting Portraits

Texts that match our topic:

