

Y1 Antarctic Adventure Learning Sequence

Synopsis: Children will explore stories about hot and cold places. They will develop their language and vocabulary (including noun phrases) and apply these to the simple retelling of a story.

In **Science**, children consider different seasons and how weather changes.

In **Geography**, children investigate hot and cold areas of the world using simple atlases.

In **Art**, children create a collage to represent the Antarctic using a range of materials.

In **D&T**, children investigate structures and build an igloo.

In **Computing**, children command and sequence instructions using Bee Bots.

Curriculum areas: English, Science, Geography, Art, D&T and Computing

Length of theme: 6 weeks

English

Retell the story about an adventure to somewhere hot or cold, eg Lost and Found.

English Objectives

Comprehension

- Discuss meanings of new words/vocabulary provided
- Discuss significance of titles/events
- Predict what might happen the basis of what has been read so far

Grammar & Punctuation

- Leave spaces between words
- Use capital letters and full stops for sentences
- Use *and* to join words and phrases
- Use *expanded noun phrases* (Y2)
- Use capital letter for proper nouns such as names of people, places, days of week and pronoun I

English Learning Sequence

- Discuss front cover and title – what do children think it is about? What might happen in the story?
- Use book language eg author, illustrator, title
- Listen to the story and respond to questions eg *What do you think is going to happen next?* as it is being read
- Identify the key events in the story – what happens at the beginning, in the middle, at the end?
- Act out the story using role play and hot-seating
- Classify and identify common nouns eg penguin, boy, door, boat
- Identify adjectives to describe nouns eg black penguin, red door
- Combine adjectives and nouns to create noun phrases
- Create and write simple sentences together and punctuate them with a capital letter and full stop, teacher modelling aspects of the process including handwriting and spelling

Plan, Draft, Edit & Evaluate

- Say aloud what they are going to write
- Compose sentences orally before writing
- Re-read what they have written to check it makes sense
- Discuss what they have written with teacher/pupils

In addition to the above, teachers should apply general spelling rules and guidance, as listed in [English Appendix 1](#) and ensure concepts and skills outlined in [English Appendix 2](#) are also addressed.

- Orally rehearse their narrative to retell the story
- Write a simple narrative by sequencing sentences checking that each one makes sense

English

Write a postcard from the South Pole.

English Objectives

Word Reading

- Blend sounds in unfamiliar words containing GPCs already taught
- Read common exception words

Grammar & Punctuation

- Use 'and' to join words and clauses
- Use capital letters and full stops for sentences
- Leave spaces between words
- Use capital letter for proper nouns such as names of people, places, days of week and pronoun I

Language & Vocabulary

- Understand how language can be used in narrative

Text Structure & Features

- Write for different purposes
- Sequence sentences to form short narratives

Plan, Draft, Edit & Evaluate

- Say aloud what they are going to write
- Compose sentences orally before writing
- Re-read what they have written to check it makes sense
- Discuss what they have written with teacher/pupils

In addition to the above, teachers should apply general spelling rules and guidance, as listed in [English Appendix 1](#) and ensure concepts and skills outlined in [English Appendix 2](#) are also addressed.

English Learning Sequence

- Share examples of postcards with children to draw out the features (picture on one side, writing on other, Dear...)
- Read some postcards together with children applying phonic skills and reading known common exception words
- Discuss what somebody might write to their mum/dad at home
- Create noun phrases about what we can see/feel eg icy, cold snow; wild, blue waves
- Model 1st person writing
- Plan orally what they want to write on their own postcard
- Write main clauses then simple sentences about the journey to the South Pole
- Check that each sentence starts with a capital letter and ends with a full stop
- Add the conjunction 'and' to create compound sentences

Science

Consider different seasons and how weather changes.

Science Objectives

Working Scientifically

- Start to ask and suggest answers to simple scientific questions
- Use first-hand practical experiences to find answers
- Start to observe closely
- Begin to gather and record data simply using pictures and words
- Start to discuss what they have found out

Scientific Knowledge

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies

Science Learning Sequence

- Focus on key vocabulary for this area of learning by learning months of year song etc.
- Sort and match weather images into hot/cold and match images of seasons to the season itself by observing differences
- Explore current season (eg temperature, landscape) and use observational skills & first-hand experiences to generate scientific questions
- Use videos to further observe changes across the seasons
- Record this data using simple chart

Create a class chart to record information from observations of changes across four seasons (eg four different trees, use leaves to demonstrate changes)

Geography

Investigate hot and cold areas of the world using simple atlases.

Geography Objectives

- Know names of world's 7 continents and 5 oceans
- Start to use world maps, atlases and globes
- Talk about similarities and difference between area of the UK and a non-European area
- Find hot and cold areas in the world using atlases
- Talk about daily weather and seasonal weather patterns in the UK

Geography Learning Sequence

- Share globes & atlases with children and discuss what these are & what they show (eg what does the blue section represent and the green?)
- Share the names of the continents with the children and locate them on an atlas together
- Share videos/websites to observe differences in life in different continents
- Use a world map and add symbols of sunshine for hot locations and snowflake for cold locations
- What would somebody have to pack if going to a cold place and same if going to a hot destination?

- Emphasise this understanding of hot/cold areas in the world during English sessions by constructing simple sentences (eg It is hot in Africa.)
- Compare differences between local area & Antarctica

Art

Create a collage to represent the Antarctic using a range of materials.

Art Objectives

- Begin to develop artistic vocabulary
- Discuss their own and others' work
- In pencil, draw lines of different lengths and thickness
- In collage, sort and use a range of materials that are cut, torn and glued
- Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with a range of materials

Art Learning Sequence

- Explore and discuss illustrations from an icy, snowy stimulus
- Emulate these using pencils
- Sort a range of materials and discuss their properties (crinkly, silver etc.)
- Match the materials to various parts of picture (cotton wool for snow)
- Practise cutting, tearing and sticking
- Create a simple template for collage (where sky/iceberg etc. is)
- Choose materials that are most appropriate for each part of final collage/picture
- Discuss the final product (eg what did they like/find tricky?)

D&T

Investigate structures to build an igloo.

D&T Objectives

- Start to build structures, exploring ways to stiffen, stabilise and strengthen
- Use a range of tools and equipment to perform practical tasks
- Use a range of materials and components
- Explore real and existing products

D&T Learning Sequence

- Explore and evaluate a range of structures, eg houses, shelters
- Discuss materials used and their properties (eg plastic won't absorb water, Lego is strong, card can be folded)
- Watch a video to show how igloos are made
- Test a range of materials for their strength and durability
- Draw a simple design for their own igloo

- Discuss own ideas and designs against design criteria

- Discuss design with others
- Select from a range of tools/materials
- Create, test and discuss final product

Computing

Command and sequence instructions using Bee-Bots.

Computing Objectives

- Begin to develop an understanding of algorithms
- Begin to understand that programs work by following instructions
- Create simple programs and begin to debug them
- Develop reasoning to predict the behaviour of simple programs

Computing Learning Sequence

- Explain and discuss what an algorithm is (a set of instructions used to solve a problem or achieve an aim)
- Explain that an algorithm written for a computer is called a program
- Explore a range of control toys and devices (eg sound recording devices, music players, digital recording devices)
- Record outcomes when individual buttons are pressed on a programmable device
- Using Bee-Bots (or an on-screen character), command and instruct the Bee-Bot to emphasise and secure understanding of algorithms
- Model errors in simple algorithm by not following proper sequence/order