

Why don't we live in Antarctica?

As **WRITERS and READERS** we will be looking at stories linked to our topic, Antarctica which will include *Lost and Found* by Oliver Jeffers, *Geronimo* by David Walliams and *The traditional tale of The Snow Queen*. We will be focussing on using our phonic knowledge in our writing to write diary entries, book reviews, stories, letters and fact sheets. Alongside Read Write Inc phonics books, children will be taking home an additional reading book to encourage reading for pleasure.

As **HISTORIANS** we will be finding out when Antarctica was discovered and why it was so difficult for people to explore a long time ago. We will be discovering why Captain Robert Scott, William Colbeck and Matthew Henson are significant people with and we will be comparing technology used to explore these regions from past and present. We will be using sources of evidence to help us draw conclusions about how Antarctica was discovered and what life was like.

As **GEOGRAPHERS** we will be learning about the location and climate of the polar regions and will be comparing and contrasting to hot places such as the Sahara desert. We will be developing our map skills to enable us to begin to locate the continents and oceans of the world.

Year 1 Autumn Term



In **COMPUTING**— we will be learning how to log onto a computer safely, how to explore Purple Mash and how to sort items with a range of criteria.

As **ARTISTS** we will be using a colour wheel to find out about cold and warm colours. We will be using photographs to create our own pieces using colours inspired by Antarctica.

As **DESIGNERS**—we will be investigating, designing and making a moving picture of Antarctica by using a design criteria.

In **RE**—we will be learning about 'What makes us special and celebrating Christmas.

In **PSHCE**—we will be introduced to Jigsaw and will be finding out what makes us feel safe. We will also be celebrating differences between us all.

As **SCIENTISTS** we will be finding out about animals including humans. We will be naming parts of our bodies, identifying and naming a range of animals will be learning what animals need to survive. We will begin our first of 3 seasonal studies and will be investigating what happens as we move from autumn to winter by observations and a number of tests. We will be working scientifically by asking simple questions, performing simple tests and talking about what we have found out.

As **MATHEMATICIANS**—we will be embedding our understanding of numbers and objects to 20 by counting to and from numbers, counting and sorting objects, identifying missing numbers and identifying numbers that are more or less than another. We will be learning how to partition 2 digit numbers and will be learning how to add and subtract using manipulatives and part-whole models. We will be learning how to identify and describe a range of 2D and 3D shapes and relate them to everyday objects. With rapid recall we will be practising counting to 100 and will be learning and becoming fluent with number bonds to 10 and 20.

In **P.E**—within gymnastics we will be learning how to make wide, narrow and curled shapes with our body, Within ball skills we will be learning how to confidently throw and catch a ball and learn how to run, dodge and jump.