

# Spring 1: Extreme Environments

## Key books this term



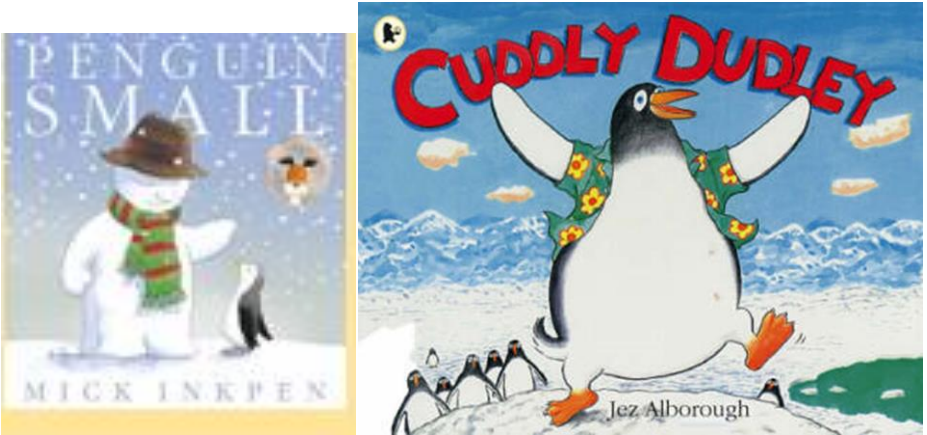
The Antarctic and its inhabitants

### Key Vocabulary:

- **Compass:** an instrument containing a magnetized pointer which shows the direction of magnetic north and bearings from it
- **Direction:** a course along which someone or something moves
- **Exposed:** not sheltered or protected from the weather
- **Climate:** the weather conditions prevailing in an area in general or over a long period.
- **Food chain:** a series of organisms each dependent on the next as a source of food

### Key Questions?

- Where is the Antarctic?
- Where is the South pole?
- Which animals live in the Antarctic?
- Why don't penguins live with the polar bears?
- Can people live at the South Pole?
- How is the Antarctic different to the Arctic?



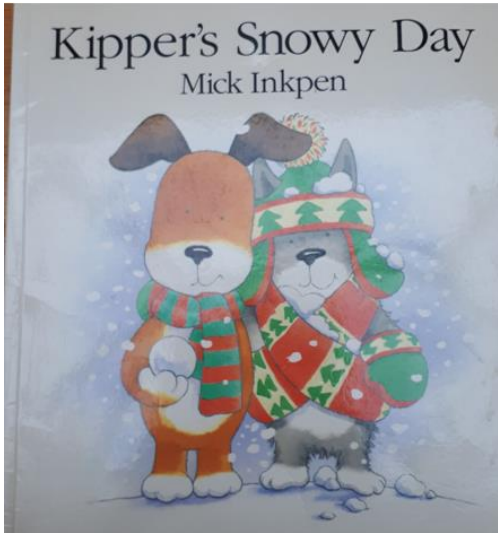
The Arctic and its inhabitants

### Key Vocabulary:

- **Extreme environment:** an extreme environment is a habitat that is considered very hard to survive in due to its considerably extreme conditions such as temperature, accessibility to different energy sources or under high pressure
- **Frozen:** turned into ice as a result of extreme cold.
- **Globe:** the earth.
- **Habitat:** the natural home or environment of an animal, plant, or other organism.
- **Adapted:** become adjusted to new conditions.

### Key Questions?

- Where is the Arctic?
- Where is the North Pole?
- What is a cold environment?
- Which way is North?
- What is the weather like in the Arctic?
- What do penguins eat?
- What animals live in the Arctic?
- How are the animals adapted for the environment they live in?
- What will happen if all the ice melts?



Extreme weathers

### Key Vocabulary:

- **Weather:** the state of the atmosphere at a particular place and time as regards heat, cloudiness, dryness, sunshine, wind, rain, etc.
- **Extreme weather:** extreme weather is when a weather event is significantly different from the average or usual weather pattern.
- **Temperature:** temperature is the measure of hotness or coldness expressed in terms of any of several scales, including Fahrenheit and Celsius.
- **Snow:** when water is frozen into ice crystals and falls in white flakes.

### Key Questions?

- What is extreme weather?
- What is the weather like in winter?
- Is extreme weather always cold?
- What examples are there of extreme weathers?
- What is the temperature in a cold climate?
- Is snow always classed as an extreme weather?



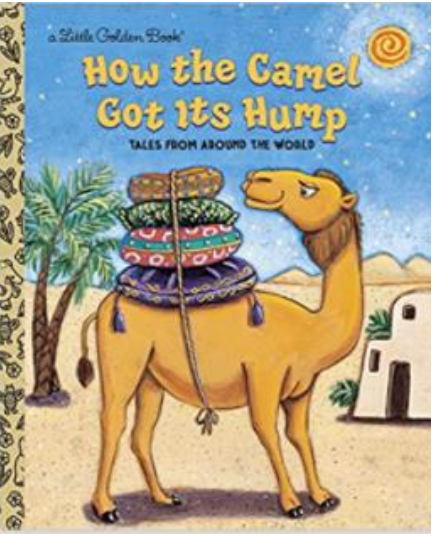
Hot climates and animals that live there

### Key Vocabulary:

- **Heat:** the quality of being hot; high temperature
- **Equator:** a line notionally drawn on the earth equidistant from the poles, dividing the earth into northern and southern hemispheres and constituting the parallel of latitude 0°
- **Map:** a diagrammatic representation of an area of land or sea showing physical features, cities, roads, etc.
- **Habitat:** the natural home or environment of an animal, plant, or other organism.
- **Temperature:** temperature is the measure of hotness or coldness expressed in terms of any of several scales, including Fahrenheit and Celsius.

### Key Questions?

- What animals live in hot climates?
- What countries have a hot climate?
- Where on the map or globe are the hot climates?
- What do animals in hot climates eat?
- Where do they find shelter?
- What is the temperature in a hot climate?



## Science

The children will learn to identify and name common animals including fish, amphibians, reptiles, birds and mammals. They will also learn about carnivores, omnivores and herbivores. Children will observe and describe different weathers and link them to seasons.



AT HOME: Discuss with your child the weather and which season it links to. They could keep a diary of the weather each day and compare the temperature.

## Mathematics

**We follow the White Rose Scheme for maths, incorporating mathematical apparatus to support understanding.**

### Adding and subtracting

Children explore addition by counting on from a given number. They begin to understand that addition is commutative and that it is more efficient to start from the largest number. It is important that children see that they are not just adding two separate numbers or items, they are adding to what they already have. Ensure children do not include their start number when counting on.



AT HOME: Practise adding on from any given number with your child. For example,  $15 + 4$ . They would start at 15 and add 4 on.

### Measurement

#### Length and height

Children use and understand the language of length such as long, longer, short, shorter, tall, taller. They recognise this language will change depending on what type of length they are describing and comparing.

#### Weight and volume

Children are introduced to weight and mass for the first time. They may already have some understanding of heavy and light from their own experience of carrying objects. Children should begin by holding objects and describing them using vocabulary such as heavy, light, heavier than, lighter than before using the scales to check. The children may believe that larger objects are always heavier and this misconception should be explored.

## Geography



The children will be learning how to use simple compass directions (North, South, East and West) and to name and locate the world's seven continents and five oceans. They will also be able to identify hot and cold areas of the world in relation to the Equator and the North and South Poles.

### Vocabulary

Direction, left, right, forwards, backwards, north, south, east, west, compass, Earth, Globe, Asia, Europe, Africa, North America, South America, Australia, Antarctica, Pacific, Atlantic, Indian, Southern, Arctic, North Pole, South Pole, Equator.

## R.E

The children will be learning about how to look after themselves and others. They will understand what happens if someone is kind or unkind. They will explore morals in different religions.



## English



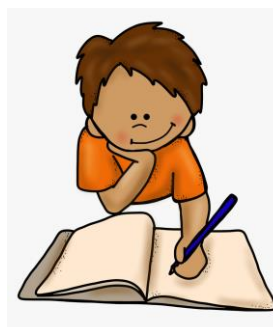
**Tricky words:** These are words that you cannot sound out, they have a tricky part- for example: said. The tricky part is the 'ai' making the 'e' sound. Please practise these regularly at home.

AT HOME: Please read your school reading books and practise reading your tricky words regularly. Please log reading on GoRead.

we	be	my	all
make	her	are	they
look			

## Year 1 Writing

Children will use patterns and language from familiar stories in their own writing. They will write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.



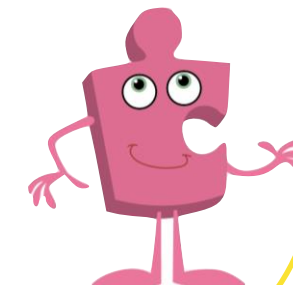
## RSHE

### Jigsaw



We follow a scheme called Jigsaw to focus on PSHE and RSHE in KS1. The topic focus is: Dreams and Goals this will look at the children having a positive attitude and working hard to achieve their goals. We will persevere, set goals and begin to use the mantra 'I can't do it YET.'

AT HOME: Talk with your child about their goals for the New Year. It could be to learn to ride their bike or learn to swim.



## Art

Make different lines and tones using a variety of media. Experiment with different ways to apply paint and use colour. Study new art techniques and make compositions. Explore the technique of collage. Vocabulary: Line, tone, pattern, HB, pressure, flick, drag, smudge, blend, collage, layering, mixed media



## Music

We follow a scheme for music called Charanga. The children will learn the song 'In the Groove'.

