

**Would you rather be hot or cold?  
Year 1 Summer 2 Topic Plan**

<p style="text-align: center;"><b>WOW Starter</b></p> <p>Continued from Summer 1 - recap of what we have learnt so far creative posters</p>	<p><b>Key Questions</b></p> <p>Who has travelled to the North Pole? What is the North Pole like? Who are the Inuits? What is India like? How are the towns and cities in India different to the towns and cities in the UK? What is life like for children in India?</p>		<p><b>DT</b></p> <p>Textiles Creating fish from the North Pole <i>VOCAB: materials, properties, fabric, stitching, joining, make best use, model, assemble, strong, purpose</i></p>
<p style="text-align: center;"><b>Visits</b></p> <p>N/A</p>			
<p style="text-align: center;"><b>History</b></p> <p>Who is Robert Peary? Investigating Robert Peary's claim to have discovered the North Pole Investigating equipment used to travel to the North Pole in 1909 and compare with the equipment people use today Compare the Inuits way of life with our way of life</p>	<p style="text-align: center;"><b>History Targets - A Year 1 Historian</b></p> <p><b>I can use words and phrases like: old, new and a long time ago.</b> <b>I can recognise that some objects belonged to the past.</b> <b>I can explain how I have changed since I was born.</b></p>	<p style="text-align: center;"><b>Geography</b></p> <p>Recognise the human and physical features of the North Pole.  Recognise the human and physical features of India.  Compare features of towns and cities in India with those in the UK.</p>	<p style="text-align: center;"><b>Geography Targets - A Year 1 Geographer</b></p> <p>I can keep a weather chart and answer questions about the weather. I can explain where I live and tell someone my address. <b>I can explain some of the main things that are in hot and cold places.</b></p>

<p>(specifically how children grow up) and then compare with Indian children's way of life.</p> <p>Discuss how towns and cities in India might have looked like towns and cities from the UK in the past.</p> <p>Be able to suggest reasons why this is.</p> <p><i>VOCAB: the past, before, after, evidence, photographs, then and now, What? Where? When? How? importance, impact, change, differences, similarities</i></p>	<p>I can explain how some people have helped us to have better lives.</p> <p>I can ask and answer questions about old and new objects.</p> <p>I can spot old and new things in a picture.</p> <p>I can explain what an object from the past might have been used for.</p>	<p>Discuss what someone would need to survive in both the North Pole and India.</p> <p><i>VOCAB: Earth, world, local area, country, seasons, physical features, human features, countries, equator, North Pole, South Pole, continents, oceans, England, Stafford</i></p>	<p>I can explain the clothes that I would wear in hot and cold places.</p> <p>I can explain how the weather changes throughout the year and name the seasons.</p> <p>I can name the four countries in the United Kingdom and locate them on a map.</p> <p>I can name some of the main towns and cities in the United Kingdom.</p>
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### Essential Knowledge

- I know who Robert Peary is.**
- I know what equipment people use to explore the North Pole and can compare it with equipment used in the past.**
- I know who the Inuits are.**
- I can compare the Inuits childrens' way of life with those of Indian children and myself.**
- I can discuss how towns and cities in India are different to those in the UK and suggest reasons why.**
- I know what I would need to take with me to these countries to survive their climates.**
- I understand what the human and physical features of the North Pole and India are.**

English	Maths	Science	Additional Links
<p>Narrative based on the book Poles Apart where the penguins find themselves walking through Stafford town centre.</p> <p>Recount based on the book The Story of Little Babaji - children to write 'The Story of Little 'insert name'.</p>	<p>Position and Direction Guide an animal back to the classroom using positional language.</p> <p>Fractions Use pictures of animals to split into halves and quarters</p> <p>Measurement Measure the length of various icebergs</p>	<p>Animals including humans Classifying animals into groups What are herbivores, carnivores and omnivores Identifying features of a human being</p> <p><i>VOCAB: animals, bird, fish, amphibian, reptile, mammal, carnivore, herbivore, omnivore, skeleton, habitat, life cycle, vertebrate, skull, bone, teeth, swim, fly, feathers, scales, fur, skin, diet, nocturnal, pet, humans, sight, touch, hearing, smell, taste, legs, arms, hands, fingers, foot, eyes, nose, mouth, ears, head, human, body, heart, brain, lungs, stomach, hair, elbows, neck, teeth, food, breathe, pump, blood, think, digest</i></p>	<p><b>Global Learning:</b> reflect on how other people in other countries deal with the weather How people cope with extreme weather conditions How animals cope in extreme weather conditions <b>Citizenship:</b> How plants help the world <b>ICT/Computing:</b> taught stand alone <b>Homework/Independent Learning:</b> English - write a report about whether you would rather be hot or cold? Explain why you have made you decision. Maths - Go on a hunt around your house for random objects. Can you use a piece of string to practise splitting them into halves and quarters?</p>

			<p>Art/DT - create a 3D model using a shoe box or other box of either the North Pole or India</p> <p>Science - go on an animal hunt. Take a long walk with your family and keep a record of the different animals you see. What animal groups do they belong to? What do you see the most?</p> <p>Geography - draw a picture of the area you live. Label it showing the human and physical features around you</p> <p>Computing - log on to purple mash and complete the chimp coding activities. Get ready to become a coder!</p> <p><b>Music:</b> taught stand alone.</p> <p><b>PE:</b> Team games</p>
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