

# Year 1 Summer Term Expedition Narrative

## Hot and Cold Places



In May 2023, the Year 1 children begin their Summer Term Expedition, focusing on the guided question:

### **“Can a polar bear live in the desert?”**

#### **Our Learning:**

We will start our expedition with an exciting hook morning, where we will grab our ticket to the world and set off on a once in a lifetime journey via aeroplane to some exciting unknown destinations. When we arrive at each destination, we will use our inference skills to begin to work out where we were. We will use the clues to help us to figure out where we are and try and answer questions such as ‘Where do you think we are?’ and ‘How do you know?’

As geographers, (Case Study 1) we will build on our previous learning from our spring term expedition and remind ourselves of the countries in the United Kingdom. We will then use the atlas to zoom out and look at the countries that make up the continent in which we live - Europe. Following this, we will start to use globes and world maps to explore other continents around the world. We will explore the concept of the ‘equator’ and how this affects our climate around the world. We will learn that countries close to the equator have a hot climate and those countries that are further away have a much colder climate. We will look at weather patterns around the world and represent this information in various ways e.g. bar charts and pictograms.

Through science (Case Study 2), we will start by checking our understanding of living things and non-living things and the basic needs that they require to stay alive. As scientists, we will then start to understand how to group animals such as birds, reptiles and amphibians. We will be able to explain why we put each animal into each group using our scientific knowledge. After we find out the features that make a mammal a mammal and a fish a fish, we will then start to consider what a carnivore, herbivore and omnivore is and start to apply our knowledge to different animals around the world. Once we acquire the geographical and scientific skills and knowledge that we need, we will then start to consider some of the habitats of animals that live in the different continents and how they adapt to these environments.

Our case study 3 will focus on our art skills. We will continue our learning of colour theory by exploring hot and cold colours. We will then look carefully at images of tiger fur and describe the patterns and colours we can see. We will start by using oil pastels to make gentle marks on the page to resemble tiger fur. We will then try to recall the names of the primary colours and how they can be mixed together to make new colours. What happens if we mix yellow and red? How do we use powder paint? We will use our paintbrushes to create different marks on the page and explore what happens if we hold our paintbrushes in different ways. In the process of creating our artwork, we will explore different brush sizes and brush types. We will also investigate ways that we can darken and lighten our paint colours without using black and white.

In case study 4, we combine the art skills we had explored throughout the year with skills linked to Design and Technology. We will create our own animal masks for a chosen animal from one of our continents based

on our learning from science. We will match and sort fabrics, cut these to suitable sizes and shapes and also apply other decorations such as sequins, beads, buttons and feathers. We will plan and create simple models, construct and review, all whilst having in mind the purpose for the end product.

### **Final Product**

We will invite our parents and carers to come with us on a VIP Round the World trip. We will take them on a journey visiting the different continents and share our learning. We will showcase our artwork and our animal masks alongside our musical and dance performances.



### **Learning Objectives**

#### **Case Study 1: Geography**

- Name and locate the world's seven continents on a world map.
- Locate hot and cold areas of the world in relation to the equator.
- Identify the similarities and differences between two places (physical geography of small areas of UK and a contrasting non-European country)
- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Identify patterns in daily and seasonal weather.

#### **Case Study 2: Science**

- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets).
- Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.

#### **Case Study 3: Art and Design**

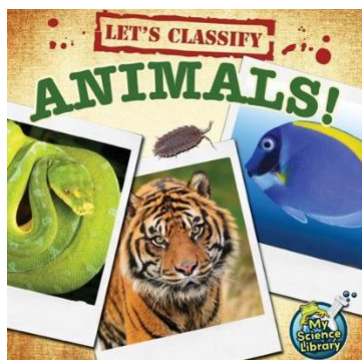
- Mix primary colours to create secondary colours
- Describe collections of colours
- Discuss and use warm and cold colours
- Describe favourite colours and why colours may be used for different purposes
- Explore a range of paint, brush sizes and tools

### **Design Technology**

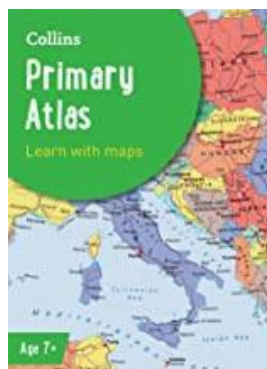
- Match and sort fabrics and threads for colour and texture
- Change and modify threads and fabrics - knotting, fraying, plaiting, twisting, pulling threads

- Cut and shape fabrics
- Add shapes with glue
- Apply decoration using beads, buttons, feathers etc
- Apply colour using printing, dying, fabric crayons

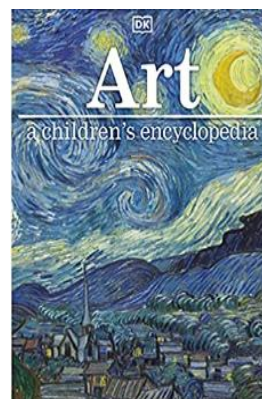
## Key Texts



**Let's classify animals! Kelli Hicks**



**Collins Primary Atlas  
Collins Maps**



**Art, a children's encyclopedia  
DK**

## Staff Model Products

### Fact file - Tiger

By Mrs. Roberts

**Where do tigers live?**  
Wild tigers live in Asia. Most live in hot tropical countries such as Thailand, India and Indonesia, but tigers can also be found in much colder countries, including in the far east of Russia.

**What type of animal is a Tiger?**  
Tigers are carnivorous ~~mammals~~ and the largest member of the cat family. They are solitary animals known for their strength and ferocity. Tigers:

- Have big
- Are warm blooded
- Give birth to their young

**What do tigers eat?**  
Tigers are carnivores (meat eaters). They mostly eat large prey like deer, wild boar and even elephant calves. Tigers have large paws, sharp teeth and big ears to help them catch their prey. The stripes act as camouflage to help them pounce on their prey.



## The following is an example speech for the performance:

*Africa is the world's second-largest continent and is also known for being the world's second-driest continent, after Australia. Its landscape is mainly covered in savannas and grasslands. One of the continent's geographical features is Mount Kilimanjaro in Tanzania which is the highest single free-standing mountain in the world!*

*Africa is probably best known for its diverse wildlife and the amount of animal species that live there. African animals live all across the continent in lots of different habitats. Some well-known animals include the lion, cheetah, zebra and African elephant.*

## Other subjects taught this term:

### Writing

In writing lessons, we will continue to consolidate our learning on the basics of our sentences: handwriting, using our phonics to spell words as well as capital letters and full stops. We will also spend more time practising when and how to use exclamation and question marks to make our narratives more exciting and engaging. We will also be introduced to more spelling rules such as the prefix un- and the suffixes -ing, -er and -est.



### Reading & Phonics

In phonics lessons, we will consolidate our knowledge on the sounds we have learnt and applied this in our phonics screening challenge. As part of our phonics lessons, we will also spend time focusing on a different book matched closely to our reading level. We will spend time reading this in pairs, build up our fluency and verbally discuss comprehension questions linked to each text.

### Maths

In maths, we are focusing on identifying what is a half and a quarter in both shapes and quantities. We will explore multiplication and division by making equal groups as well as using concrete objects to make arrays. We are learning to recognise different coins and notes and counting and making different amounts. By using our previous learning on place value up to 50, we will apply this to understand numbers to 100: we will make different numbers using concrete objects, find one more/less as well as successfully ordering and comparing them. Finally, we will begin to learn about time. We will identify the time to the hour and half past the hour, extending this to being able to correctly draw hands on a clock face to show a given time.



### Music

In music, we are consolidating our previous learning then we will be composing our own piece of music to suit our chosen animal. We will start exploring this by using the Carnival of the Animals as a hook and creating simple compositions in groups to match still frames from the films- we will be thinking about whether we wanted the tone of the music to be happy and light-hearted or dark and sad.

In Dance, we will learn the skills linked to dances from the different countries we have been learning about. We will use the skills that we have learned to create and perform dances of our own.

### Computing

We will spend a series of lessons developing our computing skills. We will use the laptops to log on safely, learning the importance of a username and password. We will use simple software to practise our mouse skills as well as how to type on a keyboard and where the letters are.

### PSHE

We will be learning all about relationships, identifying the members of our families and understanding that there are lots of different types of families. We will identify what being a good friend means to us and learn appropriate ways of physical contact to greet our friends and know which ways I prefer e.g.,

handshakes and high-fives. We will learn to recognise our qualities as a person and a friend and be able to explain why we appreciate someone who is special to us. Finally, we will discuss who can help us in our school community.

## **RE**

In RE, we will learn about how Christians believe they should treat other people and know how Christians believe they should care for the world. We will understand what Christians believe makes a person special and learn how Christians believe about how people should live with others. We will also reflect on how clothes, colours and movements can be symbols and consider what symbol would tell others something about themselves.