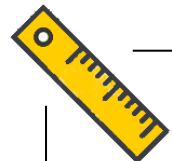


There are lots of ways you can enhance your child's learning at home!



You could research an interesting animal from another climate zone and produce a fact poster.



You could research an interesting food from another climate zone and produce a fact poster.

You could make a weather chart for a week recording the temperature, wind direction and rainfall.

You could explore recipes from countries in different climate zones to ours and do some cooking together and then record your recipe to share with the class.

Children often like making things, so any collage or model of a scene from another climate zone, where the children have to research first to find out specific details, is a lovely half-term holiday activity to do together.

Watch any relevant television programmes about climate zones and life in other countries including any of Michael Palin's travels and any relevant David Attenborough BBC documentaries.

Visit Somerton Library and explore their collection of books about different climate zones. The library needs our support.

Start collecting pieces of coloured material, cloth, paper, suitable magazines and brochures to build up a bank of differing textures to help us create our collages at the end of the Spring Term.



# Our Learning Journey Poles Apart

KING INA



CHURCH OF ENGLAND ACADEMY



King Ina  
Church of England Academy  
Spring 2020

## Some of the questions that we hope to answer this term

### Our main topic has an explore focus called Poles Apart.

What are the climate zones of our world and how are they created?  
What are lines of latitude and longitude, the Equator and the Tropics of Cancer and Capricorn?  
What are the different time zones of places on our planet?  
Where does each continent sit on the globe and how does that impact upon the climate, the flora and fauna and the lifestyle of the people?  
What are the different biomes and vegetation belts of our world?  
How do I use maps and atlases?  
How does the water cycle work and perpetuate itself on our planet?  
What are the major volcanoes, mountains and rivers of our planet?

### In science the children will be looking at Living Things and Gases, Liquids and Solids.

What do living things need to survive?  
How do living things adapt to their environment?  
What are the features of gases, solids and liquids and how do they change state?

### In R.E. our unit of study is Judaism?

Where do Jewish people go to worship?  
What is the importance of the Torah?  
We will also be looking at the importance of Easter for Christians.

### In P.E. we shall be exploring gymnastic skills.

How can we work as a team?  
How can we create a sequence of movements and shapes?  
How can we transition between each movement fluently?

### We are appreciating a range of music.

How do we appreciate different types of music from different cultures?

## Our Learning Journey

Our topic was launched on Wednesday 8<sup>th</sup> January 2020 with the classes rotating around the school and experiencing a range of geographical activities with each of the class teachers. These activities included globe, atlas and map work, compass activities, recognising countries, creating maps and digital mapping activities based on Arctic regions.

We shall be exploring the climates of our planet. On the learning journey, we will explore the climates, landscape and flora and fauna of each location. We will use atlases, maps and the globe to locate the positions and ICT to research for additional details. We will also be looking at different time zones and where we fit into these climates.

Our writing for the term will include looking at non-chronological reports about climate zones, the water cycle, volcanic eruptions and the journeys of rivers. At the end, we will choose a polar region and an animal from that region - about which we shall write a final non-chronological report.

After half-term holiday, we shall be focusing on rivers and the water-cycle and then earthquakes and volcanoes. Our school value will be 'eco-friendly' and we will be writing persuasive letters linked to our environment and how to look after it.

The topic will culminate in one of our topic outcome days which this time will have an art focus. The children will work together to explore different climates and then produce a piece of artwork to represent this climate. More details to follow!

