

Topic planning - Summer 2 Week 5 Home learning

Learning: Geography	To explore and understand life in a cold place, comparing and contrasting it with our own lives.
<p>Have ready: 'Antarctica: A Continent of Wonder' by Mario Cuesta Hernando https://www.youtube.com/watch?v=kaaVbtAfeI8</p> <p>Props for polar role-play such as: warm coats, gloves, scarves, hats, snow boots, goggles, binoculars, a sledge, stuffed animals, a compass, a map, imitation ice blocks or white blankets.</p> <p>Link: Google Earth: https://earth.google.com/web/</p> <p>Link: National Geographic Kids - Antarctica on VideoLink: https://video.link/w/vl65fd6424c419c</p> <p>Activity:</p> <p><u>Google Earth:</u> Explain to the children that some places are very cold. An example of this is the polar environment. Use the link: Google Earth to search for Antarctica and show the children various views of the environment there. Ensure you pre-check these so they are appropriate. Show how far it is from the UK. Draw attention to the colour change on the map as it starts to depict the ice and snow. Ask the children why they think this might be (ice is usually a white colour).</p> <p><u>Story time:</u> Read 'Antarctica: A Continent of Wonder' set in a cold, polar climate, to the class. Optionally, show footage of the polar landscape using the link: National Geographic Kids - Antarctica (play without audio).</p> <p>Ask the children what they notice about aspects of the landscape and climate and discuss how these are different or similar to their own environment. Discuss with the children what it might be like to live in a cold, polar climate and if they would like or dislike this and why. You could draw the children's attention to clothing, homes, schools and diets.</p> <p><u>Role-play:</u> Tell the children they are going to be polar explorers. The children can use the role-play or dressing-up area to choose what things they would need for a trip to the polar regions (e.g. boots, coats and hats). Propose simple scenarios for the children to act out. For example, finding shelter from a snowstorm, walking over a snowy hill, riding a sledge pulled by huskies or spotting a polar bear from a safe distance.</p> <p>Summarise the key points from the discussion, highlighting how climate affects people's lives.</p>	
Key Questions <ul style="list-style-type: none">• What animals live in this cold place?• What do you think people wear?• What do you think people do every day?• If you lived in a place like this, what games could you play outside?• Is this place similar to where you live in any way?• Is this place different to where you live? How?	Vocabulary <p>Blizzard, explorer, ice, polar, scientists, snow, snowstorm</p>
<p>EYFS Outcomes:</p> <p><u>Understanding the world:</u> Recognise some similarities and differences between life in this country and life in other countries; Recognise some environments that are different from the one in which they live.</p> <p><u>Characteristics of effective learning:</u> Playing and exploring and creating and thinking critically.</p>	