TEACHERS’ NOTES

Brought to you from Film Education and Twentieth Century Fox, this resource can be used as a cross-curricular project based on the characters and story in Fox's new animated feature film, Ice Age.

This study guide features photocopiable activities aimed at pupils at Key Stages 1/2. The curriculum links are outlined on each page, and in more detail in the curriculum grid on the inside back cover. The subject focus areas for this study guide are Literacy, History, Geography, ICT and Science.

The activities can be integrated into your timetable whether or not you take your pupils to see Ice Age at the cinema. You may find, however, that a class trip to see the film will enhance the learning experience. Some cinema managers are willing to offer special school screenings at a reduced rate. Contact your local cinema manager to find out.

SYNOPSIS

Twenty thousand years ago, the Earth was being overrun by glaciers, and creatures everywhere were fleeing the onslaught of the new Ice Age. In this time of peril, we meet the weirdest herd of any Age: a fast talking but dim sloth named Sid; a moody woolly mammoth named Manny; a devilish sabre-toothed tiger named Diego; and an acorn-crazy sabre-toothed squirrel known as Scrat. This quartet of misfits unexpectedly, and reluctantly, comes together in a quest to return a human infant to his father. Braving boiling lava pits, treacherous ice caves, freezing temperatures and a secret, evil plot, these ‘sub-zeros’ become the world’s first heroes!

Director: Chris Wedge  
Previews: 16th and 17th March 2002  
Release date: 22nd March 2002  
Running time: 90mins approx  
Certificate: U (tbc)  
Website: www.iceagemovie.co.uk

The objectives of this study guide are to:
• introduce children to the concept of the Ice Age
• strengthen their cognitive and problem solving skills in Literacy, History, Geography, ICT and Science
• take advantage of students’ enthusiasm for film to promote creativity and imagination

As you will see, the activities can be delivered across the curriculum. Completion of all of the lesson activities could take anything from a week to a term, depending on how you decide to work them into your planning. Lesson notes are provided with the contents. There is a Timeline for reference on pages 2/3. This can be photocopied and either enlarged for display purposes or given to each child. There is a glossary of difficult words underlined on each activity sheet on page 12 which can be enlarged and photocopied and given to each child for reference.

COMPETITION

The competition on page 8 gives your class the opportunity to win computer equipment for the class. To win, the children must recreate the Ice Age in the classroom using the film images as inspiration, photograph the display and send it to:

Film Education, Alhambra House, 27-31 Charing Cross Road, London, WC2H OAU

Include your name, class name, age and the full school address and telephone number on the back.

Email: iceage@filmeducation.org

Ten runners-up will win sets of Ice Age books and goody-bags

COMPETITION TERMS AND CONDITIONS:

This competition is open to all primary schools in the UK. All entries must be received by Friday, 12th April 2002. Details of the winners will be published on Film Education's website. Entry into this competition allows Film Education permission to use the winners’ name (and their school name) for publicity purposes. There will be no cash alternative to the prizes awarded. The judges’ decision is final and no correspondence will be entered into. We regret that we cannot return the entries. This competition is open to all primary pupils except for the relatives of employees of Film Education and Twentieth Century Fox.
USEFUL WEBSITES

www.iceagemovie.co.uk
The film’s official website

www.filmeducation.org
Film Education’s award-winning website

www.bbc.co.uk/beasts
An interactive resource focused on the BBC ‘Walking With Beasts’ series

www.nhm.ac.uk
Website of the Natural History Museum in London

www.mammothsite.com
Web pages on mammoths from a museum in Hot Springs, Dakota

http://school.discovery.com/schooladventures/woollymammoth/
Find out about Ice Age beasts through the migration maps and other resources

www.beringa.com/02/02mania2.html
Read about woolly mammoths

www.nrm.se/vertexhi/mammsaga/welcome.html.en
Website for the Swedish Museum of Natural History which features resources on mammoths and other animals

www.nrm.se/vertexhi/mammsaga/woolrhin.html.en
Find out about the rhino of the Ice Age

www.harpercollins.com
Find out about Ice Age books from this website

Background information on the Ice Age
The Ice Ages were periods of time when a great deal of the Earth's surface was covered with sheets of ice. The film Ice Age is set during the time of the last Ice Age, which occurred between 100,000 and 10,000 years ago. You may have seen examples of the types of beasts who populated the Earth at this time in the BBC series 'Walking with Beasts' (www.bbc.co.uk/beasts). Some of these strange, giant creatures also appear as characters in the film Ice Age, including those on page 4.

Extinction
No one can say exactly why some animals became extinct at the end of the last Ice Age and why others did not. Some say it was because humans became good hunters whilst others say that animals caught diseases from humans. One theory suggests that the warm weather killed them off! Some scientists believe that the current warm climate is preceding another Ice Age yet to come.

Contents and activity notes
2/3 Timeline – for reference.
4/5 Meet the Cast of Ice Age – these two pages provide an overview of the main characters featured in the film Ice Age.
6/7 Ice Age Adventure – this activity requires children to practice their sequencing skills. Read the children the film synopsis and ask them to put the images into the order in which they think they appear in the film. Please note the children will need the images on page 7 photocopied for them to complete the activity.
8 Recreate the Ice Age in your Classroom! – Competition. Create an Ice Age inspired classroom display and enter photos of it into the Ice Age competition to win computer equipment.
9 Sound Effects – to make the sound effects for one of the scenes from the film using instruments and objects from the school/home.
10 Cave Paintings – in this challenging task, the children are asked to draw a design that will carry a message to future generations.
11 Ice, Ice, Baby – this activity draws on creative writing skills through character role play and diary writing.
12 Glossary – explanation of the difficult vocabulary underlined on each page.
(Enlarge for the children if necessary.)
13 Curriculum Guidelines – details of how each activity fits in the curriculum to ease planning.
TIMELINE

Eocene Era
57 - 35 million years ago
※ first horses evolved
※ North and South poles were ice free, but the Earth was getting cooler

Oligocene Era
34 - 24 million years ago
※ first large predatory animals evolved
※ some animals grew teeth to eat the grass that evolved

Miocene Era
24 - 5.3 million years ago
※ world cooled dramatically
※ killing 20% of the Earth's species

Palaeocene Era
65 - 58 million years ago
※ dinosaurs became extinct around 57 million years ago

Palaeocene Era
65 - 58 Million Years Ago
Dinosaurs extinct

Eocene Era
57 - 35 Million Years Ago
First horses

Oligocene Era
34 - 24 Million Years Ago
Grasslands emerge

Miocene Era
24 - 5.3 Million Years Ago
First large predatory animals

Colour me in!

Look up the underlined words in the glossary on page 12.
GADON AMERICAN MASTODON FIRST MAMMOTHS

Pliocene Era 5.3 - 2 million years ago
- first humans evolved
- Giant mammals ruled the Earth - but their time was about to end

Pleistocene Era 2 million - 10,000 years ago
- humans learn to walk upright and to use fire
- Woolly Mammoths walked the Earth
- ice covered 30% of the Earth killing animals, cave men and women
- last Ice Age occurred in this era

Holocene Era 10,000 years ago to the present day
- Pyramids of Egypt were built
- last woolly mammoths die out
- modern humans survived (luckily for us!)

Look up the underlined words in the glossary on page 12.
MEET THE CAST OF ICE AGE
HERE ARE SOME OF THE MAIN CHARACTERS FROM THE FILM ICE AGE

SCAT
The 'scrat' is the one imaginary animal in the film, Ice Age. This acorn obsessed slapstick star is only real on screen, but he is based on the earliest mammals that walked the Earth. These looked like a cross between squirrels and rats. They lived at the time of the great dinosaurs. They stayed alive a lot longer than the dinosaurs though - about 155 million years longer!

MANNY
Woolly Mammoth

Weighing 6-8 tons, the average woolly mammoth needed 40 gallons and 600 pounds of vegetation a day in order to stay alive. That is a lot of greens! Manny is covered with a thick shaggy coat of woolly fur like the rest of his species. This is to keep him warm in the cold climate. He also has four inches of insulating fat and a hump of extra fat on his back to help him survive the extreme cold. Manny's trunk has fleshy bits on the end like fingers that can wrap around objects. He uses his tusks to plough through the snow to help him find food.

SID
Giant Sloth

Sid is a six-foot-tall, 1,500-pound primitive mammal related to the modern-day armadillo and small tree sloths of Central and South America. He has flat grinding teeth to help him chew his food. He likes to eat grass, leaves and bushes. Sid's enormous claws are great for gathering bits of food together. He has a funny walk: this is because prehistoric sloths walked on their knuckles and the sides of their feet due to their big claws getting in the way!

DIEGO
Sabre-toothed Tiger

Diego is as big as a lion. He has big, strong front legs, short hind legs and a short tail. He cannot run very fast, so he prefers to lie in wait for small mammals to cross his path. Diego's teeth are extremely sharp and dangerous, and he is not scared to use them when he is hungry.

Look up the underlined words in the glossary on page 12.
**ROSHAN**

**Baby**
Roshan is a human baby. His parents are Neanderthals, or early humans. He has been separated from his family by a pack of angry sabre-toothed tigers.

**FRANK**

**Shovel-nosed Rhino**
This is the Ice Age relative of the modern rhinoceros. It had a rather unusual nose. It fed on grasses or shrubs. Shovel-nosed rhinos had an odd number of toes on each foot. The ones seen in *Ice Age* each have three.

---

**QUESTIONS**

1. **WHAT CAUSED THE ICE AGE TO END?**
2. **WHAT HAPPENED TO THE UNUSUAL ANIMALS DESCRIBED ABOVE?**

**Activity 1**
Use a library or the internet to find out the answers to the questions above and write a story plan for your version of the sequel to *Ice Age* called *Ice Age 2 - the Big Melt*. What will happen to each character?

**Activity 2**
The 'scrat' is the only invented animal for the film *Ice Age*. It is a cross between a squirrel and a rat. Invent another animal for your sequel. You can combine the features and habitats of two or three animals. Draw or paint your animated hero and give him/her a name.

**After you have seen the film**
Write a brief description of your favourite character as if you were being interviewed on a film review programme.

Curriculum focus: Literacy, English Language, History, ICT, Science, Art & Design, Environmental Studies

Look up the underlined words in the glossary on page 12.
ICE AGE ADVENTURE

The characters in the film *Ice Age* have many adventures. You can guess some of them by reading the synopsis below.

**Activity 1**

In groups, read the following synopsis. Cut out the four pictures that your teacher will have given you and put them into the right order according to the story from the synopsis.

A synopsis is the whole story from the film told in a few lines.

**SYNOPSIS**

*Ice Age* is a film that tells an imaginary story about three different animals who lived a long time ago, and a human baby named Roshan who has been separated from his family by a pack of sabre-toothed tigers. At first, Manny a woolly mammoth, Sid a giant sloth, and Diego a sabre-toothed tiger, are not friends. However, they learn how to work together and trust each other to help save Roshan.

The animals carry Roshan through river valleys, forests and glaciers to return him to his father, but danger is always nearby because they are followed by the herd of sabre-toothed tigers. One of the many exciting parts of the story happens when a volcano suddenly erupts underneath the glacier the animals are walking across. Manny must use all his strength to keep Diego from falling into the volcano.

Look up the underlined words in the glossary on page 12.
Activity 2
Cut these pictures out and put them in the order in which they appear in the film, according to the synopsis.

Activity 3
Draw the next four images according to what you think happens after this exciting event.

After you have seen the film
Storyboard your favourite part of the film.

Curriculum focus: Literacy, English Language, Art & Design

Look up the underlined words in the glossary on page 12.
COMPETITION!
RECREATE THE ICE AGE IN YOUR CLASSROOM!

THE FILM ICE AGE USES ANIMATION TO SHOW WHAT IT MIGHT HAVE BEEN LIKE TO HAVE BEEN AROUND AT THAT TIME. CREATE YOUR OWN VERSION FOR A CLASSROOM DISPLAY AND WIN A COMPUTER FOR YOUR SCHOOL.

**ICE AGE**

**Competition - Deadline:**
Friday 12th April 2002

First, create your background setting. Choose one of the Ice Age settings opposite for inspiration (Scenes 1, 2 and 3). Then draw some animals – use the characters from the film to help you.

The class who designs the best Ice Age inspired collage will win a computer for their school. Ten runners-up will win a set of Ice Age books and a film goody-bag. Good Luck!

You can use any kind of materials to make your collage: paint, photographs, pencils, pens, clay, junk, whatever you like, just as long as it shows what you think the Ice Age was like, inspired by the film.

Ask your teacher to take a picture of the collage and send it to Film Education.

(NB: Teachers. Competition details within Teachers’ Notes on the inside front cover of this guide.)

**After you have seen the film**

Draw your favourite character in a modern-day setting, like a skate boarding park or a shopping centre. Write a list of the kind of problems your favourite character would have in this setting.

Curriculum focus: History, Geography, Art & Design, Environmental Studies

Look up the underlined words in the glossary on page 12.
SOUND EFFECTS

For animated movies like *Ice Age*, there is a team of sound effects artists who use instruments and all kinds of objects to create the sounds and animal noises on screen.

There is one scene in the film when Manny the woolly mammoth and Sid the sloth are caught in a rain shower that turns into a hail storm.

**Activity 1**
Using instruments and objects, recreate the noise of a rain shower turning into a hail storm. Empty plastic bags make excellent instruments for rain if you rustle them in your hands.

**Activity 2**
Record your hail storm and play it to another class or the rest of the school in assembly. Did they guess what you were creating?

Curriculum focus: Music, Geography, Environmental Studies

Look up the underlined words in the glossary on page 12.
CAVE PAINTINGS

In one scene in the film Ice Age, Manny the woolly mammoth, Sid the sloth and Diego the sabre-toothed tiger find some cave paintings drawn by prehistoric man. The paintings come to life in Manny's imagination. The pictures show some humans hunting a group of mammoths.

You could say that cave paintings were the earliest form of moving images or movies: they told stories of how prehistoric man and woman lived.

Pictures can show us important things about the world. If you were going to draw a cave painting that you knew was going to survive for hundreds of thousands of years, what would you draw?

Activity

In the space below, draw your own 'cave painting' then write a sentence about it. Imagine you are trying to communicate with people in the future who might look at your drawing as evidence from the past.

After you have seen the film

Write down the feelings and emotions that you think Manny felt when he saw the cave paintings. Use the words to write a short poem about what Manny went through. You might like to use the glossary on page 12 to help you.

Curriculum focus: Literacy, English Language, History, Art & Design, Personal, Social and Health Education, Environmental Studies
ICE, ICE BABY

In the film *Ice Age*, Manny and Sid are on a mission to return a human baby to his father. Whilst they are trying to find the father, they learn that babies need to be looked after!

**Activity**
Write a diary for a day in the life of Manny or Sid describing what it was like trying to look after a human baby. Write as if you are Manny or Sid. Include explanations of how you learnt about the following:

- changing the nappy
- carrying the baby safely
- getting rid of the baby's wind (make him burp over your shoulder by patting its back!)
- making the baby laugh (play with the baby)
- feeding the baby

**After you have seen the film**
Which of the characters (Manny, Sid or Diego) do you think made the best parent? Why?

Curriculum focus: Literacy, English Language, Personal, Social Health Education

Look up the underlined words in the glossary on page 12.
GLOSSARY

according to — as said by or as said in
adapt — change
animation/animated — a film made using lots of drawings, like a cartoon
armadillo — a small animal with a hard shell-like outer coat that lives in South America
carved — cut into materials
characters — the people or animals in the story
claws — the pointed nail at the end of an animal's or bird's foot
climate — the weather patterns of an area
collage — a piece of art made using different types of materials like paper, paint, cloth etc.
combine — to join
communicate — to pass news on, to talk to people
diary — a way of writing down what happens to you every day
era — a time in history
erupts — explodes
event — something that happens
evidence — anything that proves that something existed or happened
evolved — to grow into something else over a long period of time
explanations — facts that explain something
extinct — no longer alive or existing
extreme — very great or at the end of something
features — the things that make something stand out
glacier/glaciers — a big river or stream of ice moving slowly
grasslands — a big area covered in grass
grinding — crushing things (in this case, with teeth)
habitats — the natural place for a plant or animal to live
hind — back
imaginary — not real, made up in the mind
include — treating something as part of the whole
inspiration — a sudden, brilliant idea
insulating — keeping warm
interviewed — having had a formal meeting or discussion with someone
invent/invented — to design or make something new
knuckles — finger or feet joints
mammal/mammals — type of animals who provide milk for their babies
mammoth/mammoths — a big type of elephant with a hairy coat, now extinct
migrated — to leave one place and settle in another
mission — a special type of work or job
Neanderthals — a type of human from long ago, now extinct
objects — something that can be seen or touched
obsessed — to think about one thing all the time
occurred — happened

plough — to cut into something, usually soil or the ground
predatory — animals that hunt other animals
prefers — likes better
prehistoric — a time long ago, before anything was written down
primitive — at an early time in history
regions — places
related — belonging to the same family
relative — someone in the same family
represent — to show or describe
rhinoceros — a large animal with thick skin and a horn on its nose, from Africa
scientists — men or women who are experts in science
separated — divided or kept apart
sequel — the story or film that carries on the story of an earlier story or film
setting/settings — the place or places where a story happens
shrubs — woody plants
Siberia — a cold country in Russia
slapstick — a type of comedy that uses practical jokes e.g. falling down
sloth/sloths — an American animal that lives in trees. Sloths move very slowly
spearing — cutting something with a sharp object
species — a group of animals that belong to the same family
storyboard — a series of pictures, like a cartoon strip, but without the speech bubbles
survive/survived — to carry on living
synopsis — a short version of a story
temperatures — how hot or cold something is
tusks — horns or long teeth that you can see outside the mouth of some animals, like the elephant
unusual — different
upright — standing on two legs
valleys — long low areas between hills
vegetation — plants
victim — someone who is hurt by something else
volcano — a mountain or hill that has hot liquids inside it (lava)
woolly — covered with thick wool (fur)

Words to describe emotions (page 10)
All of these words might describe how Manny feels when he sees the cave paintings. If you do not know what they mean, look them up in a dictionary.

★ blue
★ broken-hearted
★ emotional
★ gloomy
★ lonely
★ sad
★ upset
★ weepy

(NB Teachers: If necessary photocopy and enlarge for the children.)
**Meet the Cast of Ice Age**

**English National Curriculum**

<table>
<thead>
<tr>
<th>KS1</th>
<th>EN1</th>
<th>2a,b,c,d,e 8c,9b</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN2</td>
<td>2a,3a,b,1</td>
<td></td>
</tr>
<tr>
<td>EN3</td>
<td>1a,b,c,1 2b 9b</td>
<td></td>
</tr>
<tr>
<td>EN4</td>
<td>2c,3a,c,d 4c 9b</td>
<td></td>
</tr>
<tr>
<td>EN5</td>
<td>1b,d 2a 9a,b</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NLS</th>
<th>TY</th>
<th>TL</th>
</tr>
</thead>
<tbody>
<tr>
<td>RY</td>
<td>4,11,12</td>
<td></td>
</tr>
<tr>
<td>Y1, TL</td>
<td>T2,10,14</td>
<td></td>
</tr>
<tr>
<td>Y2, TL</td>
<td>T1,10, T2.4,14 T3.9</td>
<td></td>
</tr>
<tr>
<td>Y3, TL</td>
<td>T2,3,6,8,10 T5,5,10,12</td>
<td></td>
</tr>
<tr>
<td>Y4, TL</td>
<td>T1,1,2,4,9,10</td>
<td></td>
</tr>
<tr>
<td>Y5, TL</td>
<td>T1,3,15 T3,7,8</td>
<td></td>
</tr>
<tr>
<td>Y6, TL</td>
<td>T1,7,8 T2,1,7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History</th>
<th>KS1</th>
<th>1a,b 2a,3a 4a,b 5a</th>
</tr>
</thead>
<tbody>
<tr>
<td>KS2</td>
<td>2a,b,c,d 3a,4a,b 5a,c</td>
<td></td>
</tr>
<tr>
<td>ICT</td>
<td>KS1</td>
<td>1a,c 5b</td>
</tr>
<tr>
<td>KS2</td>
<td>1a,c 5b</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th>KS1</th>
<th>SC1</th>
<th>2g</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC2</td>
<td>1b, 2i, 4b</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Breadth of study | 1c, 2a |

| KS2 | SC2 | 1a, 5b,c,e |

| Breadth of study | 1c, 2a |

**Meet the Cast of Ice Age**

**Scottish Guidelines**

<table>
<thead>
<tr>
<th>English Language</th>
<th>Listening: Listening in order to respond to texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: Reading for information + awareness of genre</td>
<td></td>
</tr>
<tr>
<td>Writing: Imaginative writing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environmental Studies</th>
<th>Knowledge &amp; Understanding, people in the past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change &amp; continuity, cause &amp; effect</td>
<td></td>
</tr>
<tr>
<td>People &amp; place: the physical environment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Language</th>
<th>Writing: Imaginative writing</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Environmental Studies</th>
<th>Developing ICT capability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using the technology</td>
<td></td>
</tr>
<tr>
<td>Collecting &amp; analysing</td>
<td></td>
</tr>
<tr>
<td>Searching &amp; researching</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Art &amp; Design</th>
<th>Using materials techniques, skills &amp; media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating visually &amp; recording</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ice Age Adventure</th>
<th>English Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE 1</td>
<td>Listening: Listening in order to respond to texts</td>
</tr>
<tr>
<td>EE 3</td>
<td>Reading: Reading for information + awareness of genre</td>
</tr>
<tr>
<td>EE 7</td>
<td>Writing: Imaginative writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Art &amp; Design</th>
<th>Using materials techniques, skills &amp; media; Investigating visually &amp; recording</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using visual elements</td>
<td></td>
</tr>
<tr>
<td>Expressing feelings, ideas &amp; solutions; Creating &amp; designing, Communicating</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environmental Studies</th>
<th>Knowledge &amp; Understanding, people in the past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change &amp; continuity, cause &amp; effect</td>
<td></td>
</tr>
<tr>
<td>People &amp; place, the physical environment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sound Effects</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using materials, techniques, skills &amp; media; Investigating, exploring sound, Using instruments</td>
<td></td>
</tr>
<tr>
<td>Expressing feelings, ideas, thoughts &amp; solutions; Creating &amp; designing, Communicating &amp; presenting</td>
<td></td>
</tr>
<tr>
<td>Evaluating &amp; appreciating; Observing, listening, reflecting, describing &amp; responding</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environmental Studies</th>
<th>Knowledge &amp; understanding, People &amp; place, the physical environment</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Ice, Ice Baby</th>
<th>English Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing: functional writing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health Education</th>
<th>Taking responsibility for health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional health</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environmental Studies</th>
<th>Knowledge &amp; Understanding, people in the past</th>
</tr>
</thead>
<tbody>
<tr>
<td>People, events &amp; societies of significance in the past</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ice, Ice Baby</th>
<th>Health Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical, emotional &amp; social health</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Death of the Ice Age in your Classroom</th>
<th>History</th>
<th>KS1</th>
<th>1a,b a 3a,b 4a,b 5a,c,d, 6d</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>KS1</td>
<td>1a,c 2a,d 3a,b,c,d 4a,b</td>
<td></td>
</tr>
<tr>
<td>Art &amp; Design</td>
<td>KS1</td>
<td>2a,b,c 3a,b,c,d 4a,b,c 5a,c</td>
<td></td>
</tr>
<tr>
<td>KS2</td>
<td>2a,b,c 3a,b,c,d 4a,b,c 5a,c,d</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sound Effects</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cave Paintings</td>
<td>NLS</td>
</tr>
<tr>
<td>Y2, SL</td>
<td>T2,9 T3,5</td>
</tr>
<tr>
<td>Y3, SL</td>
<td>T1,15 T3,5</td>
</tr>
<tr>
<td>Y4, SL</td>
<td>T1,1</td>
</tr>
<tr>
<td>Y5, SL</td>
<td>T1,1,2 T3,6,8,</td>
</tr>
<tr>
<td>Y6, SL</td>
<td>T5,14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History</th>
<th>KS1</th>
<th>2a,b 6a,d</th>
</tr>
</thead>
<tbody>
<tr>
<td>KS2</td>
<td>2c,d</td>
<td></td>
</tr>
<tr>
<td>Art &amp; Design</td>
<td>KS1</td>
<td>2a,b,c 3a,b,c,d 4a,b,c 5a,b,c,d</td>
</tr>
<tr>
<td>KS2</td>
<td>2a,b,c 3a,b,c,d 4a,b,c 5a,b,c,d</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PSHE</th>
<th>KS1</th>
<th>1b,c 5a</th>
</tr>
</thead>
<tbody>
<tr>
<td>KS2</td>
<td>1a,5a</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ice, Ice Baby</th>
<th>English Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing: functional writing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NLS</th>
<th>TL</th>
</tr>
</thead>
<tbody>
<tr>
<td>RY</td>
<td>12,14,15</td>
</tr>
<tr>
<td>Y1, TL</td>
<td>T1,9 T2 25 T3,13,20</td>
</tr>
<tr>
<td>Y2, TL</td>
<td>T2,13</td>
</tr>
<tr>
<td>Y3, TL</td>
<td>T1,22 T3,10,12</td>
</tr>
<tr>
<td>Y5, TL</td>
<td>T3,7</td>
</tr>
<tr>
<td>Y6, TL</td>
<td>T1,6</td>
</tr>
</tbody>
</table>