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| <p>Topic Name – Animals in the past and now. Dispositions Developing Community: Creating Unity and Harmony</p>  | <p>Year Group - Year 1 Summer 1 Topic Purpose Question – Why do animals including humans belong to different groups?</p> | <p>Curriculum Coverage: Science Topic Purpose- to work scientifically by using their observational skills to compare and contrast animals at first hand or through videos or photographs, describing how they identify and group them; grouping of animals according to what they eat.</p> | <p>Class Novel: Dinosaur Trouble Purpose- Topic specific vocabulary and setting as well as having a moral story about friendship.</p> |
| <p>Links to previous topics. EYFS The Big Wide World Links to future topics. Year 3 Predators Year 4 Bottoms, Burps and Bile Year 6 Frozen Kingdom Year 6 Darwin Delights</p> | <p>Science Animals including Humans. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Activity: Identify, compare, group and sort a variety of common animals, including fish, amphibians, reptiles, birds, invertebrates and mammals, based on observable features by becoming animal experts.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Activity: Group and sort common animals into groups based on the food which they eat. Look at images of different dinosaur teeth. Use the Dinosaur teeth sorting cards to sort them into groups of meat eaters and plant eaters.</p> | | <p>Geography Locational Knowledge Name and locate the world's seven continents and five oceans. Geographical Skills and Fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as other countries, continents and oceans studied at this key stage. Activity: Big Cat - Locate the world's seven continents on a world map and identify some countries and continents that are home to different species of big cat. Purpose Question: How does the habitat help or hinder the survival of the big cat that lives there?</p> |
| <p>Engage Stage Portals from the Past – School based workshop - Dinosaurs and fossils.</p> | <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Purpose Question Activity: Love to Investigate – Why do we have two eyes?</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Activities: Hold a reptile day. Find out about the creatures' care needs and how they move, eat and behave. Draw and label some common reptiles.</p> <p>Label the parts of a dinosaur's body on a large scale diagram or picture. Look at images of dinosaur skeletons, identifying the main features. Compare with the parts of a lizard's body, discussing any differences.</p> <p>Working Scientifically: Identify and classifying. Activity: Similarities and differences. Purpose Questions: What are the similarities and differences between animals of the same species?</p> | | <p>History Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Activity: Listen to Mary Anning's story and look at the fossils. Think of questions to ask her and write a simple fact file. Purpose question: Why were Mary Anning's finds significant to what we know today?</p> <p>Events beyond living memory that are significant nationally and globally. Activity: Investigate what happened to the dinosaurs using a range of age-appropriate non-fiction books. Purpose Question: What happened to the dinosaurs?</p> <p>Key Vocabulary: Old, new, earliest, latest, a long time ago, recount, sources of evidence</p> |
| <p>Writing focus connected to topic Narratives – The girl and the dinosaur - Setting descriptions (2 weeks) - Character descriptions (1 week) - Write their own narrative with editing (2 weeks)</p> | <p>PSHE Relationships. Families- This is our house Making Friends Being My Own Best Friend</p> <p>Key Vocabulary: Family, Belong, Different, Same, Friends, Friendship, Qualities, Caring, Sharing, Kind, Confidence, Praise, Qualities, Skills, Self-belief, Incredible, Proud.</p> | | <p>RE Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism Disposition: Cultivating inclusion, identity and belonging</p> |
| <p>Extended/linked reading</p> | <p>Working Scientifically: Gathering and recording data to help in answering questions. Activity: Variation in classmates.</p> <p>Key Vocabulary: fish, reptiles, mammals, birds, amphibians, herbivore, omnivore, carnivore, leg, arm, elbow, head, ear, nose, back, wings, beak, survival, water, air, food, adult, baby, offspring.</p> | | |
| <p>Art Painting Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Activity: Paint a picture of their favourite animal, adding details, such as fur, feathers, paws, claws, scales or whiskers. When painting, explore mixing and matching colours beforehand using ready mixed and powder paints. Talk about their work using colour-related vocabulary. Use pencils to add finer textural details when the paint is dry.</p> <p>Textiles Use a range of materials creatively to design and make products. Activity: Use hard and soft pencils to draw lines, exploring animal skin patterns. Then use a range of collage materials to make textures and patterns based on their drawings and the natural markings of a range of animal skins and furs. Manipulate materials by using layering, tearing, cutting, rolling and gluing techniques to make their collages.</p> <p>Key Vocabulary: Primary colours, secondary colours, light, dark, thick, thin, tone, warm, cold, shade, bright, seascape, rural, urban, fabric, colour, pattern, shape, texture, weave, applique, layers, combine, join, natural, man-made, form, recycled.</p> | <p>Computing Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Activities: See computer planning. Key Vocabulary: tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off.</p> | <p>Music Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using interrelated dimensions of music. Activity: Unit 8 Patterns (Beat)</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using interrelated dimensions of music. Activity: Unit 12 Water (Pitch)</p> | <p>PE Participate in team games, developing simple tactics for attacking and defending. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Activities: Games sending and receiving. Perform dance using simple movement patterns. Activities: Dance</p>  |