Topic Name - Animals Past and Present Year Group - Year 1 Summer 1 **Curriculum Coverage: Science** Class Novel: Jungle Book **Dispositions Developing Topic Purpose Question** – Why do animals including humans belong to Topic Purpose- to work scientifically by using their observational skills to compare and contrast Purpose- Topic specific vocabulary about animals living **Community:** Cultivating Creating different groups? animals at first hand or through videos or photographs, describing how they identify and group them; in a jungle. Harmony grouping of animals according to what they eat. Links to previous topics. **Science History Animals including Humans.** EYFS Big Wide World Chronology - passage of time Links to future topics. How many years ago did the dinosaurs live on earth? Think about it being millions of years even though this vocabulary doesn't have to be used by the children. Introduce a timeline using a roll of paper and place significant Year 3 Predators of the World Pupils should use the local environment to explore and answer questions about animals and their habitat. They Year 4 Science – Anglo-Saxons and Vikings should understand how to take care of animals taken from their local environment and the need to return them dates to them on this e.g. today, their birth, their parents/grandparents birth and 1666 Great Fire of London. Then Year 6 Antarctica safely after study. practically show far away the dinosaurs are from these significant dates. Introduce the idea that we know about Year 6 Evolution dinosaurs now through fossils. Introduce that a significant individual to support this understanding was Mary Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. Learn about the lives of significant individuals in the past who have contributed to national and international Activity: Identify, compare, group and sort a variety of common animals, including fish, amphibians, reptiles, birds, achievements. Some should be used to compare aspects of life in different periods. **Engage Stage** invertebrates and mammals, based on observable features by becoming animal experts. (Grouping Animals - Animal Activity: Listen to Mary Anning's story and look at the fossils. Purpose question: Why were Mary Anning's findings significant to what we know today? Parts) Trip to Twycross Zoo- Visit the animals to identify and name a variety of common animals. 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. Key Vocabulary: Significant, A long time ago, many years ago. Look at images of different dinosaur teeth. Use the Dinosaur teeth sorting cards to sort them into groups of meat eaters and plant eaters. **PSHE** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with Relationships. Theme: Shabbat Families- This is our house Pupils should have plenty of opportunity to learn the names of the main body parts (including head, neck, elbows, Making Friends Key Question: Is Shabbat important to Jewish children? legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. Being My Own Best Friend Purpose Question Activity: Love to Investigate – Why do we have two eyes? Religion: Judaism Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, Key Vocabulary: Family, Belong, Different, Same, Friends, including pets). Friendship, Qualities, Caring, Sharing, Kind, Confidence, Cultivating inclusion, identity and belonging Extended/linked reading Praise, Qualities, Skills, Self-belief, Incredible, Proud. Working Scientifically: Identify and classifying. Pupils might work scientifically by using their observations to compare and contrast animals first hand or though videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells. Activity: Similarities and differences. Purpose Questions: What are the similarities and differences between animals of the same species? Key Vocabulary: fish, reptiles, mammals, birds, amphibians, herbivore, omnivore, carnivore, leg, arm, elbow, head, ear, nose, back, knees, face, eye, hair, mouth, teeth. Art Computing Games (Send and Return) - PE Hub Planning -**Textiles** Creating media – digital writing Taught by Junior Jam during PPA. Use a range of materials creatively to design and make products. **Teacher Led** Use technology purposefully to create, organise, store, manipulate, and retrieve digital Activity: Use hard and soft pencils to draw lines, exploring animal skin patterns. Then use Song writing with Glockenspiels. a range of collage materials to make textures and patterns based on their drawings and Lite Level 1 Send a ball over a net to a partner. Use technology safely and respectfully, keeping personal information private the natural markings of a range of animal skins and furs. Manipulate materials by using Track and stop a moving objects with two hands. To use letter, number, and Space keys to enter text into a computer layering, tearing, cutting, rolling and gluing techniques to make their collages. Send balls accurately from different positions. To use punctuation and Spot space in a play area and play a ball there. special characters

To select text

To use Undo

To choose options to

achieve a desired effect

To use the Backspace key to remove text

bold, italic, underline, mouse, select, font

To position the text cursor in a chosen location

To change the appearance of text on a computer

Key Vocabulary: word processor, keyboard, keys, letters, type, space, backspace, toolbar,

To play a game with a partner.

Catching from short throws.

interpret the path of the ball. Fielding balls to a base.

Decide where to hit and hit with power.

Start to catch a ball which is in the air.

Apply different body positions to

Games (Hit, Catch, Run) - Sport Coach Led during

Key Vocabulary: fabric, colour, pattern, shape, texture, layers, combine