


<p>Topic Name – Animals Past and Present Dispositions Developing Community: Cultivating Creating Harmony</p> 	<p>Year Group - Year 1 Summer 2 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: Jungle Book Purpose- Topic specific vocabulary about animals living in a jungle.</p>
<p>Links to previous topics. EYFS Big Wide World Links to future topics. Year 3 Predators of the World Year 4 Science – Anglo-Saxons and Vikings Year 6 Antarctica Year 6 Evolution</p>	<p>Science Animals including Humans.</p> <p>Pupils should use the local environment to explore and answer questions about animals and their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study.</p> <p>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.</p> <p>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. (Grouping Animals – Animal Parts)</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>History Chronology – passage of time 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 dates to them on this e.g. today, their birth, their parents/grandparents birth and 1666 Great Fire of London. Then practically show far away the dinosaurs are from these significant dates. Introduce the idea that we know about dinosaurs now through fossils. Introduce that a significant individual to support this understanding was Mary Anning.</p> <p>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. Purpose question: Why were Mary Anning's findings significant to what we know today?</p> <p>Key Vocabulary: Significant, A long time ago, many years ago.</p>	
<p>Engage Stage</p> <p>Trip to Twycross Zoo- Visit the animals to identify and name a variety of common animals and undertake a workshop to see the animals up close.</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. Pupils should have plenty of opportunity to learn the names of the main body parts (including head, neck, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. 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).</p> <p>Working Scientifically: Identify and classifying. Pupils might work scientifically by using their observations to compare and contrast animals first hand or through 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.</p> <p>Activity: Similarities and differences. Purpose Questions: What are the similarities and differences between animals of the same species?</p> <p>Key Vocabulary: fish, reptiles, mammals, birds, amphibians, herbivore, omnivore, carnivore, leg, arm, elbow, head, ear, nose, back, knees, face, eye, hair, mouth, teeth.</p>	<p>PSHE Changing me Life Cycles My Changing Body Learning and Growing Changing Me- coping with Changes</p> <p>Key Vocabulary: Changes, Life cycle, Baby, Adulthood, Baby, growing up, Adult, Mature, Change, Learn, New, Grow, Change, Feelings, Anxious, Worried, Excited, Coping.</p>	<p>PE Games (Attract, Defend, Shoot) led by the class teacher To find pulse on wrist. To move side to side to defend a goal. Bounce a ball with control. To aim at different targets. To adapt a game with changing rules. Play in a defensive position.</p> <p>Athletics led by the sports coach during PPA Use and learn the correct running technique. To jump off two feet/one foot onto two feet. To throw objects over and under arm. To start to learn the hand over technique standing still in a relay.</p>
<p>Oracy Instigate - Starts the discussion or moves it onto a new point.</p> <ul style="list-style-type: none"> I think... I know... I believe... <p>Build - Adds to or builds on an idea.</p> <ul style="list-style-type: none"> Also... And... Building onto what ___ said... <p>Challenge – disagree or present an alternative argument.</p> <ul style="list-style-type: none"> I don't think... Have you thought about ____? I disagree with... 			
<p>Extended/linked reading</p>			
<p>Art 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: fabric, colour, pattern, shape, texture, layers, combine</p>	<p>Computing Programming B – Programming animations Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</p> <p>To choose a series of words that can be enacted as a Program. To choose a series of commands that can be run as a Program. To run a program on a device.</p> <p>Key Vocabulary: ScratchJr, command, sprite, programming, programming area, block, joining, start block, run, background, delete, reset, instructions.</p>	<p>Music Taught by Junior Jam during PPA.</p> <p>Keyboards Lite Level 1</p>	<p>RE Theme: Rosh Hashanah and Yom Kippur</p> <p>Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>Religion: Judaism</p> <p>Disposition: Being hopeful and visionary</p> 