



This topic has a science focus on the classification of animal species and a study of global habitats. This helps develop the children's global geography understanding and knowledge. This build from their understanding of habitats and animals developed in Reception and broadens this to include global habitats. English work will be based on the book *Funny bums and freaky beaks* and will involve the children in writing information texts about different animals and introduce them to writing acrostic poems. The scientific understanding of the animal world builds to develop the children's ability to classify different animal groups, the structure of different animals, and how they feed and grow is linked to their habitat.

The creative arts reflects the theme by exploring animal patterns through printing and music work explores natural sounds and compositions that can be created using these.

A study of animals and their habitats

SUBJECT AREAS

SCIENCE

- To select information from a range of given sources
- Explore and create diagrams, drawings and physical models
- To ask new simple questions from looking at answers
- To use scientific language to describe causal relationships between living things and their habitats
- To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- To identify and name a variety of plants and animals in their habitats, including microhabitats, including fish, amphibians, reptiles, birds and mammals
- To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
- To compare and classify animals groups such as carnivore, herbivore, omnivore
- To understand that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals)

GEOGRAPHY

- To answer some questions using different resources, such as books, world maps, the internet and atlases
- Can they find out about a locality by using different sources of evidence
- To find out about a locality by asking some relevant questions to someone else
- To explain the main features of a hot and cold place
- To describe a locality using words and pictures
- To describe some places which are not near the school
- To describe a place outside Europe using geographical words
- To describe the key features of a place, using words like, beach, coast forest, hill, mountain, desert
- To know where the equator, north pole and south pole are on a globe or atlas
- To name and locate the seven continents and five oceans

ART & DESIGN

- Observe patterns and replicate them
- To experiment with different tools and surfaces
- To draw as a way of recording experiences and feelings
- To name all the colours
- To develop the mixing of colours
- Darken colours without using black
- To use colour on a large scale
- To create patterns by printing
- Develop impressed images using malleable material
- To use relief printing
- To print with a growing range of objects
- To identify the different forms printing takes
- To explore natural and manmade patterns
- Discuss regular and irregular patterns
- Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes
- Reflect and explain the successes and challenges in a piece of art created
- Identify changes they might make or how their work could be developed further

DESIGN TECHNOLOGY

- To explain what the product is for, and how it will work
- Use pictures and words to plan
- To have own ideas and plan what to do next
- To select tools/equipment to cut, shape, join, finish and explain choices
- Learn to measure, mark out, cut and shape, with support
- To make suggestions as to what I need to do next
- Understand which tools they are using and why
- To talk about my work, linking it to what I was asked to do
- To talk about things that other people have made
- To describe what went well, thinking about design criteria
- To talk about what I would do differently if I were to do it again and why

COMPUTING

- Recognising that buttons cause effects and that technology follows instructions
- Learning that an algorithm is a set of step by step instructions used to carry out a task, in a specific order
- To follow a basic set of instructions/algorithm
- Understanding the ways we can use the internet
- Developing confidence with the keyboard and the basics of touch typing

MUSIC

- Identify different sound sources
- Respond physically when composing music
- Respond physically when appraising music, identify well-defined musical features
- Identify long and short sounds in music
- Identify how different sounds can give a message
- Identify the pulse and join in getting faster and slower together
- Create and choose sounds in response to a given stimulus
- Create sound effects
- Play instruments in different ways
- Identify different groups of instruments
- Perform long and short sounds in response to symbols
- Perform together and follow instructions that combine the musical element

PHYSICAL EDUCATION

- To describe how my body feels before, during and after an activity
- To show how to exercise safely
- To understand why being active is good for them
- To copy and repeat actions and skills
- To move with control and care
- To repeat and explore actions with control and coordination
- To describe what they and other people did accurately
- To say how they could improve
- To talk about what is different between what they did and what someone else did
- To perform some dances using simple patterns and sequences
- To move around the space safely
- To dance with control and co-ordination
- To dance imaginatively changing rhythm, speed, level and direction
- Move in time to music
- To learn and perform a maypole dance
- Copy, remember and repeat actions
- Use simple devices such as mirroring and synchronisation

RELIGIOUS EDUCATION

- To name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions (Sikhism)
- Pupils begin to use key words/vocabulary related to Christianity and at least one other religion
- To ask or respond to questions about what individuals and faith communities do
- To talk about and find meanings behind different beliefs and practices
- To reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- To recognise that religious teachings and ideas make a difference to individuals, families and the local community.