

Topic: spectacular species

Cycle Year:1

Term:3



Personal, Social, Health and

Emotional Development (including Relationship and Sex Education). Pupils will have the opportunity to explore:

Relationships

- Different types of family
- Physical contact boundaries
- Friendship and conflict
- Secrets
- Trust and appreciation
- Expressing appreciation for special relationships

Changing Me

- Life cycles in nature
- Growing from young to old
- Increasing independence
- Differences in female and male bodies (correct terminology)
- Assertiveness
- Preparing for transition

Religious Education:

Who Do Christians Say Made The World?

Retell the story of creation from Genesis 1:1-2:3 simply • Recognise that 'Creation' is the beginning of the 'big story' of the Bible • Say what the story tells Christians about God, Creation and the world • Give at least one example of what Christians do to say 'thank you' to God for Creation Make connections: • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.

How Should We Care for the World and for others and why does it matter?

Identify a stories about each person being unique and valuable and the God loves all people (Jesus' friends; Good Samaritan) • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of why and how Christians and Jews can show care for the natural earth • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

As historians we will:

Study the history of how we found out about spectacular species, through naturalists such as David Attenborough, zoos, safari parks and television.

Please see history skills sheets for further guidance

As geographers we will:

Identify seasonal and daily weather patterns in the UK.

Identify the location of hot and cold areas of the world in relation to the equator and the north and south poles.

Study physical features of the arctic such as , mountain, sea, ocean, river, vegetation, season, weather, glacier, tundra, rainforest and sea ice.

Use pictures maps and globes and infant atlases to find out about the location of the arctic and rainforest, learning about the poles, the equator and the tropics of Cancer and Capricorn.

Use Non-fiction books, stories, maps, pictures/photos and the internet as sources of information to find out about the physical features of the rainforests, such as rivers, forest floor, canopy etc.

Visit Birmingham Botanical gardens, where we will discover rainforest seeds, tribal artefacts and preserved creepy crawlies to better understand the fascinating rain forests, and interact with a range of rainforest animals.

Please see Geography skills sheets for further guidance

As designers we will focus on:

Design, make and evaluate a salad (and dressing) using fruit, vegetables and some salad leaves that they have grown themselves. Demonstrate how to use simple utensils and provide opportunities for the children to practise food-processing skills such as washing, grating, peeling, slicing and squeezing.

Discuss healthy eating advice, including eating more fruit and vegetables.

Please see DT skills sheets for further guidance

As artists we will focus on:

The Work of Henry Rousseau.

We will use computer simulations to create a piece of Henry Rousseau art.

We will use line drawing/sketching to draw flowers and leaves; mix primary colours to make secondary colours; create and experiment with shades of colour and create washes to form backgrounds to create our own Henry Rousseau collage.

Please see Art skills sheets for further guidance

As musicians we will:

- Develop an understanding of changing pitch through animal and pitch movement
- Interpret pitch line notation using voices and tuned instruments
- Create descriptive sounds and word rhythms with raps and songs about weather.
- Create a descriptive class composition using voices and instruments (creation stimuli)

(Music Express animals and weather resources for Y1 and Y2. Please see music skills sheets for further guidance)

As experts in computing we will:

- Explore coding (1.7 and 2.1 coding) and understand an algorithm is a set of instructions to compete a task. They create simple programs to control the look and actions (e.g. when something gets clicked on). Children will also identify and correct errors .

Please see Coding skills sheets for further guidance

As scientists we will focus on:

Observe seasonal changes Spring to Summer (May and June).

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, and compare these with plants from the arctic and the rainforest.

Identify and describe the basic structure of a variety of common flowering plants, including trees. Observe and describe how seeds and bulbs grow into mature plants through growing beans and keeping a bean diary.

Investigate how temperature affects the growth of plants.

Find out how the rainforest and arctic animals are adapted to their habitat.

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.

Identify and name a variety of plants and animals in their rainforest and arctic habitats.

Find out about the microhabitat of the pond with pond dipping and minibeast identification activities while at Birmingham Botanical Gardens.

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.

Create a habitat to attract minibeasts. Record how many minibeasts visit the habitat and identify them using keys.

Literacy:

Develop our English skills through the stimuli of:

- A story based on the Pie Corbett text "Monkey see - Monkey do!"
- A dairy entry about our class trip to the Botanical gardens.
- A creation story, based on the Pie Corbett text "How the World was made".
- A story based on "The Disgusting Sandwich" by Gareth Edwards.
- Non-chronological report about the Rainforest.

Develop our Maths skills through key foci of:

Mental fluency, reasoning and problem solving using:

Year 1	Year 2
Recognise the place value of numbers up to 100 and show this using tens and ones equipment.	Begin to use reasoning about numbers and relationships to solve more complex problems eg balancing calculations
Add and subtract one and two-digit numbers to 20 fluently, using calculation and knowledge of number facts, bridging ten.	Add and subtract two-digit numbers, using calculation and knowledge of number facts, bridging ten.
Use counting in 2, 5 and 10s to solve multiplication and division problems	Use recall of the 2, 3, 5 and 10 times tables to solve multiplication and division problems, leading to making deductions outside known number facts.
Counting efficiently forward and backwards across 100.	Understanding the role of 100 in a two-digit number and understanding that when we add two tens numbers we can make a hundred and some more tens, explaining how this happens eg 50 + 70 equals 1 hundred and 2 tens.
Telling the time to the nearest half hour or quarter of an hour as appropriate.	Telling the time to the nearing quarter of an hour or the nearest 5 minutes as appropriate.
Begin to use coins to make an amount of pence using my knowledge of place value.	Use different coins to make the same amount using different denominations and begin to give change practically.

- Using thermometers to measure temperature in our science work.
- Using weighing scales and measuring spoons/jugs to measure ingredients for our salad.
- Using carroll diagram to sort different types of plants and animals.
- Use tally charts and bar charts to find out our favourite salad ingredients.

PE:

- Multi-skills: kicking, passing, dribbling
- Athletics
- OAA
- Swimming

Please see PE skills sheets for further guidance

