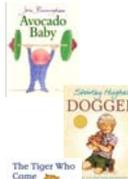
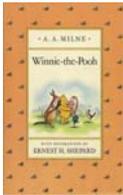
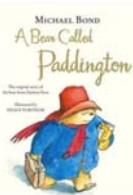
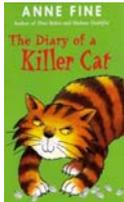
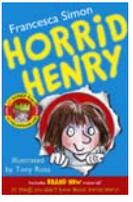


Year One Term 6 Animals

	Writing Map		Reading Spine			
English	Theme	Animals				
	Main text	The Leopard's Drum 	 			
	Story plot and focus	Wishing tale Focus: description object				
	Poetry Unit	Observational – link to text				
Non fiction Unit	Information text leopard					
Mathematics	Numbers to 100 Addition and subtraction within 100 Money Multiplication and division					
Science	<p>Working Scientifically</p> <p>Links to the statutory programme of study:</p> <ul style="list-style-type: none"> • Can they ask simple questions, recognising that they can be answered in different ways? • Can they observe closely, using simple equipment? • Can they identify and classify? • Can they use their observations and ideas to suggest answers to questions? <p>Non-statutory notes & guidance:</p> <ul style="list-style-type: none"> • Can they contrast and make comparisons between different animals on the basis of: *observable features? *how they move? *what they eat? *where they live? *...? • Can they identify 'rules' for grouping and identifying animals? e.g. in a game scenario <p><i>Some topics require children to 'make observations and notice changes over time. The provision for these topics often requires an earlier start than the term which has been designated for delivery. In year 1 those topics are: Seasonal changes, plants & animals.</i></p> <p>This topic requires planning for making observations throughout the school year.</p> <p>A suggested learning journey re making observations over time is:</p> <p>Set up observations early on during the school year by showing the children a couple of photos or a You Tube video, illustrating the effects of the passing of time in relation to the focus phenomena e.g. two pictures of the school grounds, one taken during late autumn and the other in late spring. Use these as the basis for a session raising scientific questions to be investigated. With the children's involvement, identify 2 or 3 questions to focus upon to explore further. Designate a display board on which to capture observations over a period of time e.g. throughout the school year. Collect observations, children's drawings and observation notes (e.g. of birds and animals seen) and photographs throughout the year and display these on the display board in sequence. Involve the children in collecting the data/observations relating to the phenomena to investigate, contrast and compare, noting the significant changes. Pull together observations/learning in order to determine what has been found in relation to the children's initial questions. Mini plenaries could be held towards the end of each term noting any significant changes throughout the previous half term and prompting children to wonder about/predict what will happen next.</p>					

	<p><u>Revisit Seasonal Change- summer</u></p> <p><u>Animals</u></p> <ul style="list-style-type: none"> • Can they point out some of the differences between different animals? • Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals) • Can they create their own criteria/rules for classifying a group of different animals and apply them consistently when sorting? • Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores? • Can they compare the bodies of different animals? • Can they name the parts of an animal's body? • Can they name a range of domestic animals? • Can they classify animals by what they eat? (carnivore, herbivore, omnivore) • Can they compare the bodies of different animals?
<p>History (This is part of the art curriculum, so is to be taught in art lessons.)</p>	<p><i>Possible starting point / stimulus: A visit to a significant place e.g. St Paul's Cathedral</i></p> <p><u>Important people who influenced our past</u></p> <p>Know about the lives of significant individuals in the past who have contributed to national and international achievements. For example: architects e.g. Sir Christopher Wren, John Nash [Buckingham Palace, Regents Street, Park Crescent – Regents Park, St James' Park] Sir Horace Jones [Guildhall, Leadenhall Market, Smithfields Market] law & order [Robert Peel, Bow Street Runners, Elizabeth Fry], writers [Charles Dickens, Shakespeare], travellers [Christopher Columbus, Sir Francis Drake].</p> <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Can they raise questions about significant individuals from the past for instance...? • Can they ask and answer questions about old and new objects? • Can they spot old and new things in a picture? • Can they identify the 'clues'/characteristics which they use to identify the order of events/objects? • Can they answer questions using a range of artefacts/ photographs provided? • Can they give a plausible explanation about what an object was used for in the past? • Can they find out more about a famous person from the past and carry out some research on him or her?
<p>Geography</p>	<p><i>Possible starting point / stimulus: A visit to a museum / A story about a local person/event from the past</i></p> <p><u>The Local Area: Visit to Museum of Docklands –Mudlarks</u></p> <ul style="list-style-type: none"> • Can they relate the impact of the river Thames upon industry/activity in the area? And what about now? How has that changed? • Can they explain how their local area was different in the past? (Docklands) • Can they describe a locality using words and pictures? • Can they use aerial photos to find key landmarks of the local area? • Can they name key human features associated with a town, e.g. 'church', 'shop', 'house'? • Can they name key physical features associated with the area e.g. river? • Can they devise a simple map for their local area? • Can they begin to use simple compass directions (North, South, East and West)? • Can they tell someone their address? • Can they name different jobs that people living in their area might do? <p>Geographical Enquiry</p> <ul style="list-style-type: none"> • Can they say what they like about their locality? • Can they sort things they like and don't like? • Can they think of a few relevant questions to ask about a locality? • Can they answer some questions using different resources, such as books, the internet and atlases? • Can they answer questions about the weather? • Can they keep a weather chart? • Can they answer questions using a weather chart? • Can they make plausible predictions about what the weather may be like later in the day or tomorrow?
<p>E-safety</p>	<p>Knowledge & understanding</p> <p>Can they understand the different methods of communication (e.g. email, online forums etc)?</p> <p>Do they know you should only open email from a known source?</p> <p>Do they know the difference between email and communication systems such as blogs and wikis?</p> <p>Do they know that websites sometimes include pop-ups that take them away from the main site?</p> <p>Do they know that bookmarking is a way to find safe sites again quickly?</p> <p>Can they begin to evaluate websites and know that everything on the internet is not true?</p>

	<p>Do they know that it is not always possible to copy some text and pictures from the internet? Do they know that personal information should not be shared online? Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet?</p> <p>Skills</p> <p>Can they follow the school's safer internet rules? Can they use the search engines agreed by the school? Can they act if they find something inappropriate on line or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)? Can they use the internet for learning and communicating with others, making choices when navigating through sites? Can they send and receive email as a class? Can they recognise advertising on websites and learn to ignore it? Can they use a password to access the secure network?</p>
Computing	<p><u>Online Communication</u></p> <p><i>Purple Mash</i> <i>2Email</i></p>
Religious Education	<p>What does it mean to be a Hindu?</p>
Physical Education	<p>Acquiring and developing skills</p> <p><u>Evaluating and improving</u></p> <p>Can they copy actions? Can they repeat actions and skills? Can they move with control and care?</p> <p><u>Evaluating and improving</u></p> <p>Can they talk about what they have done? Can they describe what other people did?</p> <p><u>Health and fitness</u></p> <p>Can they describe how their body feels before, during and after an activity?</p> <p><u>Games</u></p> <ul style="list-style-type: none"> • Can they throw underarm? • Can they roll a piece of equipment? • Can they hit a ball with a bat? • Can they move and stop safely? • Can they catch with both hands? • Can they throw in different ways? • Can they kick in different ways? <p>Coach- Multi-skills</p>
Art & Design	<p>Developing, planning and communicating ideas</p> <p>Can they think of some ideas of their own? Can they explain what they want to do? Can they use pictures and words to plan?</p> <p>Working with tools, equipment, materials and components to make quality products</p> <p>Can they explain what they are making? Can they explain which tools are they using?</p> <p>Evaluating processes and products</p> <p>Can they describe how something works? Can they talk about their own work and things that other people have done?</p> <p><u>Sculpture-Animals</u></p> <p><i>Sketch books</i></p> <ul style="list-style-type: none"> • Can they begin to demonstrate their ideas through photographs and in their sketch books? • Can they set out their ideas, using 'annotation' in their sketch books? • Do they keep notes in their sketch books as to how they have changed their work? <p><i>3D</i></p> <ul style="list-style-type: none"> • Can they add texture by using tools? • Can they make different kinds of shapes? • Can they cut, roll and coil materials such as clay, dough or plasticine? <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Can they describe what they can see and like in the work of another artist/craft maker/designer? • Can they ask sensible questions about a piece of art?
Design & Technology	<p><u>Construction (create a structure to improve the local area)</u></p> <ul style="list-style-type: none"> • Can they talk with others about how they want to construct their product? • Can they select appropriate resources and tools for their building projects?

	<ul style="list-style-type: none"> • Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?
Music	<p>Performing</p> <ul style="list-style-type: none"> • Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they use instruments to perform? • Do they look at their audience when they are performing? • Can they clap short rhythmic patterns? • Can they copy sounds? <p>Challenging</p> <ul style="list-style-type: none"> • <i>Can they make loud and quiet sounds?</i> • <i>Do they know that the chorus keeps being repeated?</i> <p>Composing (inc notation)</p> <ul style="list-style-type: none"> • Can they make different sounds with their voice? • Can they make different sounds with instruments? • Can they identify changes in sounds? • Can they change the sound? • Can they repeat (short rhythmic and melodic) patterns? • Can they make a sequence of sounds? • Can they show sounds by using pictures? <p>Challenging</p> <ul style="list-style-type: none"> • <i>Can they tell the difference between long and short sounds?</i> • <i>Can they tell the difference between high and low sounds?</i> • <i>Can they give a reason for choosing an instrument?</i> <p>Appraising</p> <ul style="list-style-type: none"> • Can they respond to different moods in music? • Can they say how a piece of music makes them feel? • Can they say whether they like or dislike a piece of music? • Can they choose sounds to represent different things? • Can they recognise repeated patterns? • Can they follow instructions about when to play or sing? <p>Challenging</p> <ul style="list-style-type: none"> • <i>Can they tell the difference between a fast and slow tempo?</i> • <i>Can they tell the difference between loud and quiet sounds?</i> • <i>Can they identify two types of sound happening at the same time?</i>
PHSCE	<p>e-safety lesson</p> <p>Changing Me</p> <p>Life cycles Do they understand that everyone is unique and special?</p> <p>Changing me Can they express how they feel when change happens?</p> <p>My changing body Do they understand and respect the changes that they see in themselves?</p> <p>Boys' and girls' bodies Do they understand and respect the changes that they see in other people?</p> <p>Learning and growing Do they know who to ask for help if they are worried about change?</p> <p>Coping with changes Are they looking forward to change?</p>
Enrichment	<ul style="list-style-type: none"> • Educational visit -Local area walk (inc cable cars) • Educational visit - Canary Wharf and Docklands Museum • Visitors- Farm Animals • Cultural week - Week 5 or 6 (including British Day)