

## Medium Term Plan

Year 1	Topic Name Animals	Term 4		
<b>Overarching Question?</b>	Do all animals have fur?			
<b>Stunning Start</b>	Animals in school			
<b>Fantastic Finish</b>	Brockhill Farm			
Subject	Main Focus	NC Programme of study	Possible Tasks	Outcomes 'I can .....
<b>English Genres and Focus</b>	Animal stories Information texts about animals. Aesops Fables	<u>T4W</u> Non-fiction: animal information Fiction: Peter and the wolf. T4W focus: Suspense	Animal factfiles Information book about animals Create own story Story maps Animal riddle Descriptive writing	
<b>Maths</b>	Place value within 50. Multiples of 2,5 and 10. Measurement: length, height, weight and volume.	White Rose Maths	<u>Place Value within 50</u> Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count in multiples of twos, fives and tens. <u>Measurement: Length and Height Measure</u> and begin to record lengths and heights. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)	<u>Place Value within 50</u> I can count to 50 forwards and backwards. I can read and write numerals to 50. I can find one more or less. I can use objects and pictures to solve problems. <u>Measurement</u> I can measure and record height and length. I can compare, describe and solve length and height problems.
<b>Science</b>	Animals including humans	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are	Sort and classify animals  Skeletons and bones  Healthy eating  Sensory walk	I can spot and name a variety of common animals.  I can spot and name a variety of common animals that are carnivores, herbivores and

		<p>carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</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.</p>	Label body parts	<p>omnivores.</p> <p>I can describe and compare the structure of a variety of common animals.</p> <p>I can name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.</p>
<b>PE</b>	<p>Gymnastics</p> <p>Strike and Field games</p>	<p>To develop basic movement skills to be able to move safely and concisely in varying environments</p> <p>To explore different movement patterns, taking off from one or both feet, landing on one or both feet</p> <p>To be able to chase and stop a rolling ball</p>	<p>Gymnastic balances.</p> <p>Gymnastics rolls.</p> <p>Gymnastic travelling.</p> <p>Rolling rounders.</p>	<p>I can move safely in different places.</p> <p>I can explore moving differently around a space.</p> <p>I can retrieve a ball.</p>
<b>Art/DT</b>	Pattern and texture	<p>Experiment with different materials to design and make products</p> <p>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.</p> <p>Explore mark-making using a variety of tools</p> <p>Make structures by joining simple objects together</p> <p>Cut, glue and trim material to create images from a variety of media</p>	<p>Creating animal skins</p> <p>Creating and completing Animal prints</p> <p>Animal art</p> <p>Aboriginal art</p>	<p>I can try out different materials to design and make products</p> <p>I can draw things I have seen or imagined using lines</p> <p>I can try out ways mark-making using different tools</p> <p>I can make structures by joining simple objects together</p> <p>I can cut, glue and trim material to create new pictures</p> <p>I can make marks in print using different objects and basic tools and use these to make repeating patterns</p> <p>I can sort, cut and shape fabrics and experiment with ways of joining them</p>

		<p>e.g. photocopies, fabric, crepe paper, magazines</p> <p>Make marks in print using found objects and basic tools and use these to create repeating patterns</p> <p>Sort, cut and shape fabrics and experiment with ways of joining them.</p>		
<b>PSHE</b>	Me and making a positive contribution.	<p>That all animals have needs, and what some of these needs are</p> <p>That all animals should be treated with respect</p> <p>That pets need to be cared for</p> <p>About how they can take responsibility for caring for pets</p> <p>That wild animals have needs</p> <p>That humans have a responsibility to ensure the wellbeing of wild animals, and about how they can help</p> <p>About how the needs of domestic and wild animals differ</p> <p>About how humans can be responsible for the care of wild animals</p> <p>About how human development affects animal habitats</p> <p>About humans' responsibilities towards other species and their habitats</p> <p>About how living things and the environment are interconnected</p>	<p>Talk about why the zoo animals would not be suitable as pets. Why would a dog be a suitable pet? What does it need?</p> <p>Zoo by Rod Campbell The Storm Seal by Judy Waite The Great Green Forest by Paul Geraghty Rainforest by Helen Cowcher One World by Michael Foreman</p>	<p>I can identify and describe some basic human and animal needs</p> <p>I can demonstrate awareness of the responsibilities they would have if they were caring for a pet</p> <p>I can describe the needs of some familiar wild animals and how these can be met</p> <p>I can describe how caring for pets is different to caring for wild animals</p> <p>I can understand ways that they can help wild animals</p> <p>I can express an opinion on the environmental issue of the destruction of animal habitats</p> <p>I can give simple examples of the interdependence of living things and the environment</p>
<b>RE</b>	<p>Salvation</p> <p>Why does Easter matter to Christians?</p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter from</p>	<p>What signs are there that Easter is approaching?</p> <p>What is the Easter story</p> <p>What makes you feel happy and sad about the story of Easter?</p>	<p>I can recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</p> <p>I can tell stories of Holy Week and Easter.</p> <p>I can recognise that Jesus gives instructions about</p>

		<p>the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p>	<p>How is the hot cross buns linked to the Easter story</p> <p>Why are eggs used as symbols at Easter?</p>	<p>how to behave.</p> <p>I can give examples of how Christians show their Beliefs.</p> <p>I can think, talk and ask questions about the story of Easter.</p>
<b>Computing</b>	Using a computer	Use technology purposefully to create digital content	Use word processing document to make a fact file.	I can use a program to create a simple document
<b>Geography</b>	Where do animals come from?	<p>Name, describe and compare familiar places</p> <p>Ask simple geographical questions e.g. What is it like to live in this place?</p>	Look at different countries and the varied animals. Why are they suited to live there?	<p>I can name, describe and compare places I know</p> <p>I can ask simple geographical questions</p>
<b>History</b>	Role of animals in the past.	<p>Find answers to some simple questions about the past from simple sources of information</p> <p>Ask and answer relevant basic questions about the past</p> <p>Identify some similarities and differences between ways of life in different periods</p>	<p>Roles of animals through history.</p> <p>Which animals have become extinct?</p>	<p>I can find answers to some simple questions about the past from simple sources of information</p> <p>I can ask and answer relevant basic questions about the past</p> <p>I can identify some similarities and differences between ways of life in different periods</p>
<b>Music</b>	Ensemble pieces of music.	Work and perform together with others as an ensemble or as a group singing	Carnival of the animals Peter and the wolf	I can work and perform as part of an ensemble or as a group singing

		<p>Understand that dynamics describe how loud or quiet the music is</p> <p>Recognise different instruments</p>		<p>I can understand that dynamics describe how loud or quiet the music is</p> <p>I can name different musical instruments</p>
<b>Local focus</b>	Animals in the local area/beach/farm/woods.			
<b>Visitors or trips</b>	<p>Animals brought into school</p> <p>Brockhill farm visit</p> <p>Walks to the beach and other local areas to find animals.</p>			
<b>Special Focus Days/Weeks</b>	Easter			
<b>Key Vocabulary</b>	<p>Animal, carnivore, herbivore, omnivore</p> <p>Fish, amphibians, reptiles, birds and mammals.</p> <p>Pattern, texture</p>			
<b>Language Enrichment</b>	<p>Sharing own pets</p> <p>Talking about animal visits</p> <p>Trip to farm discussion and recount.</p>			