

St. Mary's CE (A) First School – Medium Term Topic Planning

Key stage: 1

Cycle: 1

Term: Spring Term

Topic: Animal and Environments

Literacy Focus Text: 'Meerkat Mail'

'Wombat goes Walkabout'

<p>this key stage</p> <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to 	<p>Australia.</p>	<p>http://resources.hwb.wales.gov.uk/VTC/balloon_journey/eng/Introduction/default.htm</p> <p>Using an atlas of the world.... What is the name of the island that we live on? What other islands can you find? Which is the biggest/smallest island? Find country of Australia – why is it called the “Land down under”? What do you know about Australia already?</p> <p>Watch the video of the Australian landscape</p>	<p>BA Y2 – Label pictures of different Landscapes (include England, Wales)</p> <p>AA Y2 – Label pictures of different Landscapes using different sentence types.</p>	<p>Can the children use atlases?</p> <p>Can the children use geographical language when describing contrasting landscapes?</p>	<p>Can the children use atlases and maps?</p> <p>Can the children use geographical vocabulary when describing landscapes, weather and climates?</p>	<p>SMSC Cultural and Spiritual</p>
---	--------------------------	---	--	--	---	------------------------------------

St. Mary's CE (A) First School – Medium Term Topic Planning

Key stage: 1

Cycle: 1

Term: Spring Term

Topic: Animal and Environments

Literacy Focus Text: 'Meerkat Mail'

'Wombat goes Walkabout'

describe the location of features and routes on a map						
<p>Geography Human and physical geography □ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Art to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Describe features of hot and cold places</p>	<p>Look at the power point with contrasting pictures of hot and cold climates. Discuss the features, snow, ice, dry land, sand etc.</p> <p>Using pastels model how to make a contrasting picture.</p>	<p>Laptop research.</p> <p>Reading comprehensions – Australia.</p> <p>Research facts about Australia. Write a report about a country. (link to meerkat report taught in English)</p> <p>Draw features of hot and cold climates.</p> <p>Oil pastels hot and cold climates.</p> <p>Write labels to discuss the features of the hot and cold climates and what you would find there. Include weather you think you would like to live there.</p> <p>Sentence types – 1A, 2A, List, 4A, BOYS, where</p>	<p>Can the children use the internet to conduct research?</p> <p>Can the children list facts about Australia?</p> <p>Can the children ask and answer questions about Australia?</p> <p>Can the children compare hot and cold climates?</p>	<p>Can the children use different websites to research a country?</p> <p>Can the children find out about different aspects of a different country? (animals, people, population, cities etc)</p> <p>Can the children use comparisons when describing weather, climate, landscapes and environments?</p> <p>Can the children list features of hot and cold climates?</p>	<p>SMSC Cultural and Spiritual</p> <p>Geography- contrasting locations. English- captions. English – writing a meerkat report. Writing a postcard. Writing a letter. Watch Meerkat Manor for research.</p>

St. Mary's CE (A) First School - Medium Term Topic Planning

Key stage: 1

Cycle: 1

Term: Spring Term

Topic: Animal and Environments

Literacy Focus Text: 'Meerkat Mail'

'Wombat goes Walkabout'

			openers.			
<p>Science Living things and their habitats 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</p> <p>identify and name a variety of plants and animals in their habitats, including microhabitats □ 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.</p>	<p>To be able to recognise native animals from the outback.</p> <p>How animals are suited to their environment.</p> <p>Classify animals according to diet.</p>	<p>Pair Share: Show an image of the countryside locally. What animals are there in our local area? List animals and habitats.</p> <p>Pair Share: Show an image of the Australian outback. What animals live in the outback?</p> <p>Pose question - Why can't those animals be found in Uttoxeter? Are there any animals that can be found in both areas? List responses. How can you show me what you have found out about animals?</p>	<p>Use pictures of animals and sort into either local environment or the outback.</p> <p>Use pictures to sort into land, air & sea.</p> <p>Make Australian animals out of salt dough.</p>	<p>Can children list animals from the UK?</p> <p>Can the children name any animals that live in Australia?</p> <p>Can the children describe what the animals look like?</p>	<p>Can children use scientific vocabulary such as carnivore, herbivore and omnivore?</p> <p>Can children compare animals from different countries?</p> <p>Can children talk about differences and similarities and begin to give reasons for these?</p>	<p>SMSC Cultural and Spiritual</p>

St. Mary's CE (A) First School – Medium Term Topic Planning

Key stage: 1

Cycle: 1

Term: Spring Term

Topic: Animal and Environments

Literacy Focus Text: 'Meerkat Mail'

'Wombat goes Walkabout'

<p>DT – model making to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Science Ask and answer simple questions.</p> <p>Name part of a human body.</p> <p>Sort into groups.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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 carnivores, herbivores and omnivores □ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, 	<p>Identification and labelling a variety of common birds and animals.</p> <p>Know carnivores and herbivores.</p> <p>Name parts of the human body.</p>	<p>Power point – animal classification.</p> <p>Ask children to think of an animal and what food that animals eat (including their pets) Subsequently discuss how different animals eat different things Watch the video at http://www.bbc.co.uk/learningzone/clips/energy-in-food-chains/10600.html Revise the meaning of the terms carnivore, omnivore and herbivore Go through animals that we will be classifying and look at what each of them eats Revise how classify means 'to sort'</p> <p>Espresso – Classification</p> <p>http://www.bbc.co.uk/schools/scienceclips/ages/5_6/ourselves.shtml</p> <p>Label living and non-living body parts.</p>	<p>Use pictures of animals and sort into categories – marsupials, mammals, reptiles, insects, amphibians and birds</p> <p>List characteristics of each group.</p> <p>Children to write how they know the animal is a marsupial/ mammal or reptile.</p> <p>Sort omnivores, herbivores and carnivores onto venn diagram. Sorting game: obs/photos Explain how you know.</p> <p>Are all humans omnivores?</p> <p>Label external body parts. Use Comic Life to import pictures and write labels. Write non fiction text explaining role of body parts.</p> <p>Label body parts http://www.crickweb.co.uk/ks1science.html AND/OR</p>	<p>Can children list facts about certain animals? e.g. they have scales, they lay eggs</p> <p>Can the children use a venn sorting diagram?</p> <p>Can the children list facts about different groups of animals?</p> <p>Can the children label a human body?</p>	<p>Can children group and sort animals?</p> <p>Can children use names to describe groups of animals?</p> <p>Can children name parts of the human body?</p>	<p>SMSC British values SMSC Cultural and Spiritual</p>
---	---	---	---	--	--	--

St. Mary's CE (A) First School – Medium Term Topic Planning

Key stage: 1

Cycle: 1

Term: Spring Term

Topic: Animal and Environments

Literacy Focus Text: 'Meerkat Mail'

'Wombat goes Walkabout'

<p>including pets)</p> <ul style="list-style-type: none"> □ 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ notice that animals, including humans, have offspring which grow into adults □ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) □ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Art</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> □ to use a range of 		<p>http://www.bbc.co.uk/schools/scienceclips/ages/6_7/health_growth.shtml</p> <p>Discuss what humans need to stay healthy.</p> <p>Pair Share: Why do you need your senses? Why do you need your limbs? Do you know of anyone who hasn't all of their senses? What can they do? Should they be treated differently or the same?</p> <p>Put children into groups and provide labels for them to label their external body parts.</p> <p>Pair Share: Partner to describe a body part, partner to guess what it is. IWB: Match body part to its purpose.</p> <p>Video 8 a -Cats Eyes- 1(different parts of the body)</p>	<p>Practical investigation- what can you do with different parts of your body</p> <p>http://www.ngfl-cymru.org.uk/vtc/our_bodies/eng/Introduction/default.htm</p> <p>Comic Life. Write descriptive captions about the purpose of each body part.</p> <p>Use sketch books to experiment with sketching body parts. Emphasise art skill – creating light and dark and shadows.</p> <p>Sketch different body parts. Use for display. Use and apply art skill introduced in sketch book activity.</p> <p>Observational drawings of – limbs and/or the whole body.</p> <p>Body parts jigsaws.</p> <p>Multi link people, showing</p>	<p>Can they children talk about what they need to do to find something out? (investigate)</p> <p>Can the children list their senses?</p> <p>Can the children list basic needs of animals including humans?</p> <p>Can the children say what exercise does to the body?</p> <p>Can the children create observational sketches?</p>	<p>Can the children pose a question to investigate?</p> <p>Can the children talk about fair testing and variables?</p> <p>Can the children talk about what animals need to stay alive?</p> <p>Can children talk about different exercises and what benefit they have on the body?</p> <p>Can the children talk about light and shade and use different pencils to create this?</p>	
---	--	---	---	---	--	--

St. Mary's CE (A) First School – Medium Term Topic Planning

Key stage: 1

Cycle: 1

Term: Spring Term

Topic: Animal and Environments

Literacy Focus Text: 'Meerkat Mail'

'Wombat goes Walkabout'

<p>materials creatively to design and make products</p> <ul style="list-style-type: none"> □ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination □ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space □ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		<p>Power points – Portraits. Discuss different portraits and artists.</p> <p>Self Portraits – Teacher to model how to draw proportions of the face. http://www.theartgallery.com.au/kidsart/activities/draw/face/</p> <p>Power point – Picasso. Discuss history of the artist and style of self portraits.</p>	<p>arms and legs bent at the joints.</p> <p>Sing and perform 'head, shoulders, knees and toes' / Simon says.</p> <p>Use mirrors and sketch eyes. Add an iris colour using colour mixing techniques.</p> <p>Art in the style of Picasso - portraits Use digital camera photos to create a 'photo person' naming body parts.</p> <p>Create an animal person using images of animals.</p> <p>Humans and Animals - http://www.abpischools.org.uk/page/modules/humansandanimals/.cfm?coSiteNavigation_allTopic=1</p> <p>Label joints as well as body parts.</p> <p>Investigate how many joints they have got in their body. Photograph all joints.</p>	<p>Can the children use mirrors to create an observational sketch?</p> <p>Can the children mix colours?</p> <p>Can children talk about the work of Picasso?</p> <p>Can the children list any facts about Picasso?</p>	<p>Can the children share ideas when sketching observational drawings?</p> <p>Can the children explore pattern and line?</p> <p>Can the children describe the work of Picasso?</p> <p>Can the children research the history of Picasso?</p>	
---	--	---	---	---	---	--

St. Mary's CE (A) First School - Medium Term Topic Planning

Key stage: 1

Cycle: 1

Term: Spring Term

Topic: Animal and Environments

Literacy Focus Text: 'Meerkat Mail'

'Wombat goes Walkabout'

<p>DT Construct moving models</p>			<p>Construct a moving person using split pins.</p> <p>Create skeleton using split pins</p>			
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> □ to use a range of materials creatively to design and make products □ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination □ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space □ about the work of a range of artists, craft makers and designers, describing the differences and 	<p>Identification and labelling, including trees</p> <p>Structure of plants, including roots, stem, flower, etc.</p> <p>To understand what a plant is.</p> <p>To name common plants and trees.</p>	<p>Pair Share: What is a plant/tree? Look at images. Where are the plants and trees? List together. Where are they found? Where do they grow? Look at seeds. What plants are they from? Explain that different seeds grow into different plants and trees. Observe seeds with magnifying glass. Do all seeds look the same? Are they all the same colour? Same size?</p>	<p>Children record a picture of what they think their seed looks like now and what it will grow into over the next five weeks. Then label their plant, using the word bank.</p> <p>Write a sentence describing their seed and label their plant, using the word bank.</p> <p>Write paragraphs describing their seed now and what they think their plant will look like at different stages of growth.</p> <p>Plant seeds. Photograph stages of growth. Predict stages of growth. Were</p>	<p>Can the children name plants?</p> <p>Can the children name parts of a plant?</p> <p>Can the children name some trees?</p> <p>Can the children describe what a tree need to grow?</p>	<p>Can the children name a range of plants and trees?</p> <p>Can the children label a plant?</p> <p>Can the children label a tree?</p> <p>Can the children use scientific vocabulary when describing?</p> <p>Can the children plan and conduct a practical investigation?</p>	<p>SMSC British values - artists</p>

St. Mary's CE (A) First School - Medium Term Topic Planning

Key stage: 1

Cycle: 1

Term: Spring Term

Topic: Animal and Environments

Literacy Focus Text: 'Meerkat Mail'

'Wombat goes Walkabout'

<p>similarities between different practices and disciplines, and making links to their own work.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees □ identify and describe the basic structure of a variety of common flowering plants, including trees. 	<p>To plan and conduct an experiment into what conditions plants need to grow.</p> <p>British artists</p>	<p>What conditions do plants need to help them grow? Take responses. How could we set up an experiment to find out what plants need to grow?</p> <p>Share examples of Turner seascapes.</p>	<p>you correct? Compare.</p> <p>Plan and write an experiment on what conditions plants need to grow.</p>			
<p>History</p> <p>Explore -</p> <ul style="list-style-type: none"> □ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] □ the lives of significant 	<p>Significant people from history.</p>	<p>Aborigine Art. Show examples of art work and artefacts with printing style decorations.</p> <p>Power point to introduce Christopher Columbus</p>	<p>Recreate aborigine prints using cotton wool buds.</p> <p>Hand printing</p> <p>Australian animals - printing</p> <p>Research aborigines and include as a section</p> <p>Research Christopher Columbus using the template and different</p>	<p>Can the children talk about who the aborigines were?</p> <p>Can the children talk about some of the aborigine art work and why it is important?</p>	<p>Can the children investigate the history of the aborigines?</p> <p>Can the children recreate art work in the style of aborigine art?</p> <p>Can the children research the life of Christopher Columbus?</p>	<p>SMSC Cultural and Spiritual</p>

St. Mary's CE (A) First School - Medium Term Topic Planning

Key stage: 1

Cycle: 1

Term: Spring Term

Topic: Animal and Environments

Literacy Focus Text: 'Meerkat Mail'

'Wombat goes Walkabout'

<p>individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>		<p>Use pictures and the internet to discuss why he is famous. Watch you tube short clip</p> <p>Model how to research using different materials.</p> <p>Model writing a report in sections using the planning frame.</p>	<p>headings</p> <p>Write a short report about Christopher Columbus using subheadings.</p>			