Key stage: 1 Cycle: 1 Term: Spring Term

Topic: Animal and Environments Literacy Focus Text: 'Meerkat Mail'

Learning Challenge	Year 1: Why can't a mee	erkat live in the north pole?			Year 2: Why were Christopher Columbus and Neil Armstrong brave people?			
Programmes of Study	Teaching objectives	Teacher Input / Key questions/ vocabulary	Learning Activities	Asse	ssment Year 1	Assessment Year 2	Cross Curricular Link s	
Geography Locational knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents	Locate and name countries, cities and seas within the UK. Identify features of different landscapes	GOOGLE EARTH or GOOGLE SKY Use aerial photos Look at an atlas. Pair Share: What is the name of the island that we live on? Why are their different colours? Can you find the UK on a map? 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? (record) Pair Share: How can we find out about Australia? How does it compare to the UK?	Identifying and labelling countries and flags. Y1 - Colour in our flag.I like living in England because" BA Y2 - Label countries and major cities on UK Map. Write about places they may have visited. AA Y2 - AA Use laptops to research facts about England. e.g. Capital city, prime minister, language and population. Y1 - Label two	Can to count UK?	he children locate and on a map? he children name the tries that make up the the children talk about eather in the UK? children talk about the ner in different tries?	Can the children identify capital cities of the countries that make up the UK? Can the children explain why the UK has such diverse weather? Can the children compare the UK's weather to a	English – labels SMSC PSHE- Belonging. SMSC Cultural and British values	

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this key stage	Australia.		BA Y2 – Label pictures of			SMSC Cultural and Spiritual
			different	Can the children use	Can the children use atlases	
Place knowledge		http://resources.hwb.wale	Landscapes (include	atlases?	and maps?	
understand		s.gov.uk/VTC/balloon_jou	England, Wales)			
geographical		rney/eng/Introduction/def	AA Y2 – Label pictures of	Can the children use	Can the children use	
similarities and		<u>ault.htm</u>	different	geographical language when	geographical vocabulary	
differences through		Using an atlas of the	Landscapes using	describing contrasting	when describing landscapes,	
studying the human		world What is the name	different sentence types.	landscapes?	weather and climates?	
and		of the island that we live				
physical geography of a		on? What other islands can				
small area of the United		you find? Which is the				
Kingdom, and of a		biggest/smallest island?				
small area in a		Find country of Australia –				
contrasting non-		why is it called the "Land				
European country		down under"? What do you				
		know about Australia				
Geographical skills and		already?				
fieldwork						
use world maps,		Watch the video of the				
atlases and globes to		Australian landscape				
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						

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describe the location of features and routes on a map						
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 Art to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Describe features of hot and cold places	Look at the power point with contrasting pictures of hot and cold climates. Discuss the features, snow, ice, dry land, sand etc. Using pastels model how to make a contrasting picture.	Laptop research. Reading comprehensions – Australia. Research facts about Australia. Write a report about a country. (link to meerkat report taught in English) Draw features of hot and cold climates. Oil pastels hot and cold climates. 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. Sentence types – 1A, 2A, List 4A ROYS where	Can the children use the internet to conduct research? Can the children list facts about Australia? Can the children ask and answer questions about Australia? Can the children compare hot and cold climates?	Can the children use different websites to research a country? Can the children find out about different aspects of a different country? (animals, people, population, cities etc) Can the children use comparisons when describing weather, climate, landscapes and environments? Can the children list features of hot and cold climates?	SMSC Cultural and Spiritual Geography- contrasting locations. English- captions. English – writing a meerkat report. Writing a postcard. Writing a letter. Watch Meerkat Manor for research.

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			openers.			
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 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.	To be able to recognise native animals from the outback. How animals are suited to their environment. Classify animals according to diet.	Pair Share: Show an image of the countryside locally. What animals are there in our local area? List animals and habitats. Pair Share: Show an image of the Australian outback. What animals live in the outback? 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?	Use pictures of animals and sort into either local environment or the outback. Use pictures to sort into land, air & sea. Make Australian animals out of salt dough.	Can children list animals from the UK? Can the children name any animals that live in Australia? Can the children describe what the animals look like?	Can children use scientific vocabulary such as carnivore, herbivore and omnivore? Can children compare animals from different countries? Can children talk about differences and similarities and begin to give reasons for these?	SMSC Cultural and Spiritual

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DT – model making	Identification and	Power point – animal	Use pictures of animals	Can children list facts about	Can children group and sort	SMSC British values
to use drawing, painting	labelling a variety of	classification.	and sort into categories –	certain animals? e.g. they	animals?	SMSC Cultural and Spiritual
and sculpture to	common birds and		marsupials, mammals,	have scales, they lay eggs		•
develop and share their			reptiles, insects,	, , ,	Can children use names to	
ideas, experiences	animals.		amphibians and birds		describe groups of animals?	
and imagination		Ask children to think of an	·			
	Know carnivores and	animal and what food that	List characteristics of		Can children name parts of	
Science	herbivores.	animals eat (including their	each group.		the human body?	
Ask and answer simple		pets)			,	
questions.	Name parts of the	Subsequently discuss how	Children to write how they			
'	human body.	different animals eat	know the animal is a			
Name part of a human		different things	marsupial/ mammal or			
body.		Watch the video at	reptile.			
		http://www.bbc.co.uk/learnin				
Sort into groups.		gzone/clips/energy-in-food-	Sort omnivores,			
		chains/10600.html	herbivores and carnivores	Can the children use a venn		
Pupils should be taught		Revise the meaning of the	onto venn diagram.	sorting diagram?		
to:		terms carnivore, omnivore	Sorting game: obs/photos			
identify and name a		and herbivore	Explain how you know.	Can the children list facts		
variety of common		Go through animals that we		about different groups of		
animals including fish,		will be classifying and look	Are all humans	animals?		
amphibians, reptiles,		at what each of them eats	omnivores?			
birds and mammals		Revise how classify means		Can the children label a		
I identify and name a		'to sort'	Label external body parts.	human body?		
variety of common			Use Comic Life to import			
animals that are		Espresso – Classification	pictures and write labels.			
carnivores, herbivores			Write non fiction text			
and omnivores		http://www.bbc.co.uk/school	explaining role of body			
describe and compare		s/scienceclips/ages/5_6/our	parts.			
the structure of a		selves.shtml				
variety of common			Label body parts			
animals (fish,		Label living and non-living	http://www.crickweb.co.uk			
amphibians, reptiles,		body parts.	/ks1science.html			
birds and mammals,			AND/OR			

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including pets)	http://www.bbc.co.uk/school	Practical investigation-	Can they children talk about	Can the children pose a	
identify, name, draw	s/scienceclips/ages/6_7/hea	what can you do with	what they need to do to find	question to investigate?	
and label the basic	lth_growth.shtml	different parts of your	something out? (investigate)		
parts of the human		body		Can the children talk about	
body and say which	Discuss what humans need		Can the children list their	fair testing and variables?	
part	to stay healthy.	http://www.ngfl-	senses?		
of the body is		cymru.org.uk/vtc/our_bodi		Can the children talk about	
associated with each	Pair Share: Why do you	es/eng/Introduction/defaul	Can the children list basic	what animals need to stay	
sense.	need your senses? Why do	t.htm	needs of animals including	alive?	
	you need your limbs? Do		humans?		
Pupils should be taught	you know of anyone who	Comic Life. Write		Can children talk about	
to:	hasn't all of their senses?	descriptive captions about	Can the children say what	different exercises and what	
notice that animals,	What can they do? Should	the purpose of each body	exercise does to the boday?	benefit they have on the	
including humans, have	they be treated differently or	part.	,	body?	
offspring which grow	the same?			,	
into adults		Use sketch books to			
I find out about and	Put children into groups and	experiment with sketching			
describe the basic	provide labels for them to	body parts. Emphasise art			
needs of animals,	label their external body	skill - creating light and			
including humans, for	parts.	dark and shadows.			
survival (water, food					
and air)	Pair Share: Partner to	Sketch different body			
describe the	describe a body part,	parts. Use for display.			
importance for humans	partner to guess what it is.	Use and apply art skill			
of exercise, eating the	IWB: Match body part to its	introduced in sketch book			
right amounts of	purpose.	activity.			
different	P. P. S.	,	Can the children create	Can the children talk about	
types of food, and	Video 8 a -Cats Eyes-	Observational drawings of	observational sketches?	light and shade and use	
hygiene.	1(different parts of the	- limbs and/or the whole		different pencils to create	
, ,	body)	body.		this?	
Art	''				
Pupils should be		Body parts jigsaws.			
taught:					
1 to use a range of		Multi link people, showing			

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materials creatively to		arms and legs bent at the			
design and make		joints.			
products					
to use drawing,		Sing and perform 'head,			
painting and sculpture		shoulders, knees and			
to develop and share		toes' / Simon says.			
their ideas, experiences					
and imagination	Power points – Portraits.	Use mirrors and sketch			
to develop a wide	Discuss different portraits	eyes. Add an iris colour	Can the children use mirrors	Can the children share ideas	
range of art and design	and artists.	using colour mixing	to create an observational	when sketching	
techniques in using		techniques.	sketch?	observational drawings?	
colour, pattern, texture,	Self Portraits – Teacher to				
line, shape, form and	model how to draw	Art in the style of Picasso	Can the children mix	Can the children explore	
space	proportions of the face.	- portraits	colours?	pattern and line?	
about the work of a	http://www.theartgallery.co	Use digital camera photos			
range of artists, craft	m.au/kidsart/activities/draw/	to create a 'photo person'	Can children talk about the		
makers and designers,	face/	naming body parts.	work of Picasso?	Can the children describe	
describing the				the work of Picasso?	
differences and	5 5.	Create an animal person	Can the children list any		
similarities between	Power point – Picasso.	using images of animals.	facts about Picasso?	Can the children research	
different practices and	Discuss history of the artist	III		the history of Picasso?	
disciplines, and making	and style of self portraits.	Humans and Animals -			
links to their own work.		http://www.abpischools.or			
		g.uk/page/modules/huma			
		nsandanimals/.cfm?coSit eNavigation allTopic=1			
		enavigation_airropic=1			
		Label joints as well as			
		body parts.			
		body purio.			
		Investigate how many			
		joints they have got in			
		their body. Photograph all			
		joints.			

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DT Construct moving models			Construct a moving person using split pins. Create skeleton using split pins			
Pupils should be taught: I to use a range of materials creatively to design and make products I to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination I to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space I about the work of a range of artists, craft makers and designers, describing the differences and	Identification and labelling, including trees Structure of plants, including roots, stem, flower, etc. To understand what a plant is. To name common plants and trees.	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?	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. Write a sentence describing their seed and label their plant, using the word bank. Write paragraphs describing their seed now and what they think their plant will look like at different stages of growth. Plant seeds. Photograph stages of growth. Predict stages of growth. Were	Can the children name plants? Can the children name parts of a plant? Can the children name some trees? Can the children describe what a tree need to grow?	Can the children name a range of plants and trees? Can the children label a plant? Can the children label a tree? Can the children use scientific vocabulary when describing? Can the children plan and conduct a practical investigation?	SMSC British values - artists

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different practices and disciplines, and making links to their own work. Pupils should be taught to: Ilidentify and name a variety of common wild and garder plants, including declarous and evergreen trees lidentify and describe the basic structure of a variety of common flowering plants, including declarous and evergreen trees. British artists Share examples of Turner seascapes. History Explore - Ilevents beyond living memory that are significant nationally or globally (for example, the first aeroplane flight or events commemorated through festivals or anninversaries) Plant and write an experiment on what conditions plants need to grow. Plant and write an experiment on what conditions plants need to grow. Plant and write an experiment on what conditions plants need to grow. Plant and write an experiment on what conditions plants need to grow. Plant and write an experiment on what conditions plants need to grow. Significant people from history. Aborgine Art. Show examples of art work and artefacts with printing style decorations. Plant and write an experiment on what conditions plants need to grow. Aborgine Art. Show examples of art work and artefacts with printing style decorations. Plant and write an experiment on what conditions plants need to grow. Aborgine Art. Show examples of art work and artefacts with printing style decorations. Plant and write an experiment on what conditions plants need to grow. Aborgine Art. Show examples of art work and artefacts with printing style decorations. Plant and write an experiment on what conditions plants need to grow. Can the children talk about who the aborgine art on the aborgine art on the advoiring and include as a section commemorated through feating and artefacts with printing style decorations. Can the children talk about who the aborgine art on the advoiring art work and why it is good to work and why it is go	2.2.20.20.1.1			10.0			
identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ilidentify and describe the basic structure of a variety of common flowering plants, including trees. British artists Share examples of Turner seascapes. History Explore - Ilevents beyond living memory that are significant nationally or globally for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivatis or anniversaries] What conditions do plants need to rake responses. How could we set up an experiment to find out what plants need to grow. What conditions do plants need to rake responses. How could we set up an experiment to what out what plants need to grow. Significant people from history. Aborting Art. Show examples of at work and artefacts with printing style decorations. Australian animals - printing Research christopher Columbus Research Christopher Columbus Power point to introduce Christopher Columbus using the	disciplines, and making			you correct? Compare.			
History Explore - I 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 flore through florestivals or anniversaries] Significant people from history. Recreate aborigine prints using cotton wool buds. Recreate aborigine prints using cotton wool buds. Recreate aborigine prints using cotton wool buds. Aborigine Art. Show examples of art work and artefacts with printing style decorations. Recreate aborigine prints using cotton wool buds. Can the children talk about some of the aborigine art? Can the children talk about some of the aborigine art? Can the children talk about some of the aborigine art? Can the children recreate art work in the style of aborigine art? Can the children recreate art work in the style of aborigine art? Can the children recreate art work in the style of aborigine art? Can the children recreate art work in the style of aborigine art? Can the children recreate art work in the style of aborigine art? Can the children recreate art work in the style of aborigine art? Can the children recreate art work in the style of aborigine art? Can the children recreate art work in the style of aborigine art? Can the children research the life of Christopher Columbus?	to: 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,	experiment into what conditions plants need	need to help them grow? Take responses. How could we set up an experiment to find out what plants need to	experiment on what conditions plants need to			
Explore -							
examples of all work and artefacts with printing style decorations. 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] 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] events beyond living artefacts with printing style decorations.						Can the children investigate the history of the aborigines?	SMSC Cultural and Spiritual
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] Hand printing Hand printing the aborigine art work and why it is important? Hand printing the aborigine art work and why it is important? the style of aborigine art? the style of aborigine art? the style of aborigine art? Can the children research the life of Christopher Columbus? Can the children research the life of Christopher Columbus?		history.		using cotton wool buds.	•		
globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] Australian animals - printing Research aborigines and include as a section Research Christopher Columbus Can the children research the life of Christopher Columbus? Can the children research the life of Christopher Columbus?	memory that are			Hand printing	the aborigine art work and why it is		
the first aeroplane flight or events commemorated through festivals or anniversaries] Research aborigines and include as a section Research Christopher Columbus Research Christopher Columbus Research Christopher Columbus columbus using the Research aborigines and include as a section Can the children research the life of Christopher Columbus?	globally [for example, the						
or events include as a section include as a section through festivals or anniversaries] include as a section include include as a section include incl				Research aborigines and			
through festivals or anniversaries] Power point to introduce Christopher Columbus Columbus using the Can the children research the life of Christopher Columbus?							
festivals or anniversaries] Power point to introduce Christopher Columbus Columbus using the Christopher Columbus							
anniversaries] Christopher Columbus Columbus using the			Danisa a sint ta intered	Danasah Obsistantas			
			•			Chinstopher Columbus?	
	the lives of significant		Chinatophiei Columbus	template and different			

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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]	Use pictures and the internet to discuss why he is famous. Watch you tube short clip Model how to research using different materials. Model writing a report in sections using the planning frame.	headings Write a short report about Christopher Columbus using subheadings.		