

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

Key stage: 1

Cycle: 2

Term: Autumn Term

Topic: "Rex" Food and Food Chains

Literacy Focus Text: 'Rex' by Simon James

'Baby Brains' by Simon James

Fascinator: Eggs "Whose egg is this?" Display animal eggs. Match captions/descriptions to eggs.						
Learning Challenge	Year 1: Why would a dinosaur not make a great pet?			Year 2: What are fossils?		
Programmes of Study	Teaching objectives	Teacher Input / Key questions/ vocabulary	Learning Activities	Assessment Year 1	Assessment Year 2	Cross Curricular Links
<p>Pupils should be taught to use their observations and ideas to suggest answers to questions.</p> <p>Pupils should be taught to: Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</p> <p>Identify and name a variety of common</p>	<p><b>To explore early food chains.</b></p> <p><b>To identify and name common animals.</b></p> <p><b>To sort animals into groups.</b></p>	<p>Share text 'Rex' by Simon James.</p> <p>Share model dino egg. What do we need to do to help it to hatch? Watch. Take photos and guess what might hatch.</p> <p><a href="#">Power point – Food Chains</a></p> <p><a href="#">Walking with Dinosaurs (BBC)</a></p> <p><a href="#">Planet Dinosaur (BBC)</a></p>	<p><a href="http://www.bbc.co.uk/education/clips/z8hxp4">http://www.bbc.co.uk/education/clips/z8hxp4</a></p> <p>Use clip to highlight the fact that plants and animals both need food to survive. Introduce terms carnivore, herbivore and omnivore.</p> <p>Identify and name some common examples.</p> <p>Classify and sort animals into groups.</p> <p>Create range of different food chains using pictures.</p> <p>Play life cycles game.</p>	<p>Can the children name common birds, fish, amphibians, reptiles and mammals?</p> <p>Can they identify the features of these?</p> <p>Can the children recognise what a carnivore, herbivore and omnivore eats?</p> <p>Can the children create a simple food chain?</p>	<p>Can the children name common birds, fish, amphibians, reptiles, mammals and invertebrates, including pets?</p> <p>Can the children use vocabulary carnivore, herbivore and omnivore?</p> <p>Can the children name and sort a range of different animals into groups?</p> <p>Can the children create a simple food chain?</p>	<p>SMSC Moral Spiritual Awe and wonder – watching a dinosaur egg hatch from its egg</p> <p>Animal fact files. Dinosaur poetry Dinosaur adventure story</p> <p>Maths – Using Venn and Carroll Diagrams to sort using different criteria.</p>

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<p>animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)</p> <p>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</p>		<p><a href="http://www.bbc.co.uk/nature/habitats">http://www.bbc.co.uk/nature/habitats</a></p> <p><a href="http://www.bbc.co.uk/bitesize/ks2/science/living_things/plant_animal_habitats/read/1/">http://www.bbc.co.uk/bitesize/ks2/science/living_things/plant_animal_habitats/read/1/</a></p> <p>Why do animals live where they live? What animals live in fields, ponds etc?</p> <p>Dinosaur Time Period</p>	<p>Discuss living and non-living.</p> <p>Explore different habitats. Explain using sentences why animals lived where they did. Discuss food and appearance.</p> <p>Explore habitats of a range of common animals. Explain why animals live where they do. Discuss how animals have adapted to survive.</p> <p>Make a puppet dinosaur. Design, make and evaluate a clay dinosaur. Write instructions for each stage of the dinosaur</p>	<p>Can the children name some habitats?</p> <p>Can they sort animals into the correct habitats?</p> <p>Can they say why an animal may live in a certain habitat?</p>	<p>Can the children complete life cycles of plants and animals?</p> <p>Can the children explain why some animals live where they do?</p> <p>Can the children explain how some animals have adapted to their habitats and environments?</p> <p>Can the children say when dinosaurs were on the Earth?</p> <p>Can the children design a</p>	
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<p>depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>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>Power Point. Why are the Dinosaurs gone? Power Point</p>	<p>model making process.</p> <p>Sketch dinosaurs</p> <p>Split pin dinosaurs</p> <p>Split pin dinosaur skeletons</p>		<p>model of a dinosaur?</p> <p>Can the children use different materials to make models of dinosaurs?</p> <p>Can the children use different fixing techniques to make models of dinosaurs?</p>	
<p>Pupils should be taught about: the lives of significant individuals in the past who have contributed to</p>	<p><b>To explore significant historical events.</b></p> <p><b>To be able to talk about the past.</b></p> <p><b>To place events and objects in</b></p>	<p>Who was Mary Anning? <a href="#">bbcc history Mary Anning</a></p> <p>What is a fossil? <a href="#">bbc class clip - fossils</a></p>	<p>Explrore website Play game, quiz and watch video.</p> <p>Make jelly bean, chocolate fossils to reinforce how fossils were created millions of years</p>	<p>Can they make a timeline of Mary Anning's life?</p> <p>Can the children identify key facts about her life?</p>	<p>Can the children explain in full sentences what a fossil is?</p> <p>Can the children explain who Mary Anning was?</p> <p>Can the children explain how</p>	<p>Maths – measures (making fossils)</p> <p>English – writing instructions</p> <p>Awe and Wonder – exploring real fossils, sketching fossils</p>

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<p>national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>chronological order</p> <p><b>To recognise why people did things, why events happened and what happened as a result</b></p> <p><b>To ask and answer questions about the past.</b></p> <p><b>To know about the lives of significant men, women and children drawn from the history of Britain and the wider world</b></p> <p><b>Describe some features of the past.</b></p> <p><b>Describe what old photographs can tell about people in the past.</b></p> <p><b>Ask and answer questions about people and life in the past.</b></p>	<p>Crimean War Florence Nightingale -</p> <p><a href="http://www.bbc.com/history">Florence Nightingale bbc history</a> Discuss who she was and why she was famous.</p> <p>Discuss how Florence influenced nurses like Mary Seacole.</p>	<p>ago.</p> <p>Salt dough fossils.</p> <p>Sketch fossils.</p> <p>Research Mary Anning Write diary entry - Mary Anning.</p> <p><a href="http://www.woodlands-junior.kent.sch.uk/Homework/victorians/florence/">http://www.woodlands-junior.kent.sch.uk/Homework/victorians/florence/</a> Use website to research facts about Florence Nightingale. Include questions for the children to answer.</p> <p>Compare old and new lamps. Make an old lamp.</p> <p>Speaking and Listening Activity. Show children a photo of a Crimean War hospital scene. 1 child to report back for someone else to draw. Repeat with other children in the</p>	<p>Can the children say who Florence Nightingale was?</p> <p>Can they explain how she helped people?</p> <p>Can they describe hospital conditions in the past?</p>	<p>fossils were formed?</p> <p>Can the children tell you when Mary Anning was alive?</p> <p>Can the children retell some important events in Mary Anning's life?</p> <p>Can the children explain who Florence Nighingale was?</p> <p>Can the children explain why she was famous?</p> <p>Can the children retell some important events in Florence Nightingale's life?</p> <p>Can the children describe hospital conditions in the past?</p>	
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<p>Pupils should be taught about: significant historical events, people and places in their own locality.</p>	<p>To explore how domestic ways of life have changed.</p> <p>To research people and places in own locality.</p>	<p>How did people keep clean 100 years ago? Look at a range of 'Keeping Clean' images. Include past and present. Pair Share: What can you see in each picture? How is this different from your house today? Why is it</p>	<p>group.</p> <p>Write letter describing the terrible conditions in the Scutari hospital.</p> <p>Redfern Cottage Visit Discussion - Showers are better than baths'. 'You should only bath once a week'.</p> <p>Look at 'doing the washing' worksheet. Describe differences and similarities. Cut and stick appliances to the appropriate kitchens.</p>	<p>Can the children say who Mary Howitt was?</p> <p>Can they retell some important events in Mary Howitt's life?</p> <p>Can the children describe how life was different in the past?</p>	<p>Can the children explain who Mary Howitt is?</p> <p>Can the children say where Mary Howitt was from?</p> <p>Can the children retell some important events in Mary Howitt's life?</p>	
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		<p>important to keep clean and wash them selves? Hot seat bath time activity. Pair Share: Would they like to share a bath in the past? Why/why not?</p> <p>Video 2 In the kitchen Video 15-Bath time.</p> <p>Mary Howitt Who is Mary Howitt? Research.</p>	<p>Look at 'bath time' worksheet. Use 'kitchen range' sheet to label parts and uses. Writing activity - Which would you prefer to use and why? Emphasise using the connective 'because' to explain reasoning.</p> <p>Redfern Cottage Visit</p>		<p>Can the children describe how life was different 50years ago or 100 years ago?</p>	
	<p><b>To explore and understand events that took place beyond living memory that is significant nationally.</b></p> <p><b>To find out about the past from a range of sources of</b></p>	<p>Read text 'Bonfire Night' Who went to a bonfire? Why do we have bonfire night? How are we going to find out? Watch Video – Famous Events Hot Seat Guy Fawkes and The King. As a class role play the sequence of events leading</p>	<p>Answer question – “Who was Guy Fawkes?”</p> <p>Fireworks pictures – wax resist</p> <p>Colour Magic – create Guy Fawkes picture using 'stamper' tools and 'spray' tools for flames.</p>	<p>Can the children talk about the key events of the Gunpowder plot?</p> <p>Can they use onomatopoeia?</p>	<p>Can the children ask and answer questions about the past?</p> <p>Can the children use different materials and techniques in art?</p>	<p>SMSC Moral</p> <p>English - Bonfire Night poem (New Star Science p24 and set of little books)</p> <p>English – write a letter to warn them about the plot</p>

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	<p>information</p> <p>To recognise why people did things, why events happened and what happened as a result</p>	<p>up to Guy Fawke's capture. Video</p>	<p>Sequence the gun powder plot using pictures.</p>			
<p>Fascinators: Healthy and unhealthy food examples. “Which foods can be sorted into ‘healthy’ and ‘unhealthy’?”</p>						
<p>Learning Challenge</p>	<p>Year 1: How will five a day help me to stay healthy?</p>			<p>Year 2: How can we grow our own salad?</p>		
<p>Pupils should be taught to: Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) □ describe the importance for</p>	<p>To recognise that humans need food to live.</p> <p>To recognise what is fair and unfair.</p> <p>To recognise what is right and wrong.</p> <p>To share opinions on things that matter to them.</p>	<p>Take the batteries out of Roamer and ask the children why he won't work. Emphasise the fact that we all need power and energy to work. Where do humans get their energy from? What food have you had this morning? What will you have for lunch? What will you eat for dinner? What about snacks?</p> <p>Talk to the children about the effects of no food on the body. What happens to the shape of your body and muscles? Talk about famine in the world and poverty in</p>	<p>Make different types of food out of play dough. (Consolidate changing materials learning from Cycle 1)</p> <p>Draw their breakfast on a plate.</p> <p>Write grace for use in the dinner hall.</p> <p>Design a poster for a 'happy' dinnertime. Emphasise that we should be grateful for food and not wasteful.</p> <p>Make a food collage using</p>	<p>Can the children name a range of different fruit and vegetables?</p> <p>Can they plan a healthy meal using the main food groups?</p> <p>Can the children name some body parts?</p> <p>Can they explain why exercise is important?</p> <p>Can children name the things humans and animals need to survive?</p>	<p>Can the children name a range of different fruit and vegetables?</p> <p>Can the children explain what they think makes a food healthy?</p> <p>Can the children talk about the main food groups?</p> <p>Can the children talk about what makes food unhealthy?</p> <p>Can the children name some body parts?</p> <p>Can the children explain why exercise is important?</p>	<p>SMSC Spiritual Awe and Wonder – different types of food grown in different countries.</p> <p>Literacy – Diary writing 'What I eat in a week'. Senses poetry</p>

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<p>humans of exercise, eating the right amounts of different types of food, and hygiene.</p>		<p>England.</p>	<p>flat wrapping and packaging.</p> <p>Nurse visit – discuss healthy eating and exercise.</p> <p>Espresso – ks1 – science – find out about food</p> <p>Write a rule for dinnertime about not being wasteful.</p>			
<p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><b>To recognise different kinds of food.</b></p> <p><b>To recognise and make healthy food choices.</b></p>	<p>Show the children a range of food products (fruit, vegetables, cereals, dairy, meat, rice, beans, sweets). Can we sort into healthy and unhealthy? How do we know? What ingredients do they all have? Are they fatty? How can we tell? What can we look at? Compare canned, raw and frozen carrots. What nutritional information can we find out about from the packaging?</p> <p>Look at different sorts of packaging. Boxes, bottles, cartons etc What is it made</p>	<p>Use carrots, peas, sweetcorn, spinach, potatoes in different packaging. Taste frozen, canned, fresh, vacuum packed items. Do they taste the same? What is the difference? Is there any nutritional difference? Record tasting findings – preferences.</p> <p>Match food to its source – underground, plants, animal.</p> <p>Singing – muffin man, pat –a-cake, simple simon, hot cross buns</p>	<p>Can the children talk about how some food is grown and where it comes from?</p> <p>Can the children follow a set of instructions to make bread?</p>	<p>Can the children explain how food are grown and where they come from?</p> <p>Can the children talk about the nutritional content of some foods?</p> <p>Can the children follow a set of instructions (recipe) to make food?</p>	<p>SMSC Social, Spiritual and Moral</p> <p>Awe and Wonder – fruit and vegetables cross sections (looking at patterns)</p>



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		<p>from? Cardboard, plastic, polystyrene, bubble wrap. Why? Undo a box to see its net shape.</p> <p>Investigation – Barnaby wants to send meringues in the post. How can he package them so that they won't break?</p>	<p>Make a fruit salad and fruit kebabs.</p> <p>Make clay food</p> <p>Draw cross sections of fruit and veg – use pastels, paints, collage</p> <p>Using plastic fruit and veg make a fruit man portrait based on painting. Take a photo. (arcimboldo)</p> <p>Draw and pastel a picture of a fruit man portrait based on Arcimboldo.</p> <p>Draw an Arcimboldo picture using colour magic.</p> <p>Make box packaging for their fruit. Add label to packaging to say where it has been made.</p> <p>Work out nutritional values from packaging. (guided reading book talk)</p>	<p>Can they do an observational drawing of a piece of fruit?</p> <p>Can the children use line, shape and colour?</p> <p>Can they use a variety of tools to produce pieces of art?</p>		
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	<p>To recognise the need to exercise.</p> <p>To understand that people and other living things have needs.</p> <p>To understand how rules can help them.</p>	<p>What do we need to do to keep healthy? What exercise have you done today? Tell partner. What different parts of your body can you exercise? Perform silly exercises – nose, eyes, toes, ears, chin, eye brows. Repeat copying partner.</p>	<p>Plan and make a healthy pizza.</p> <p>Name and label the four countries that make up the UK</p> <p>Label seasonal changes including night and day. Discuss, name and order different seasons. (include weather)</p> <p>Make a moving star jump/ swimming person using split pins.</p> <p>Predict then investigate - How many star jumps can you do in 1 minute? Record in simple table.</p> <p>Make exercising people</p>	<p>Can they recognise that a map is about a place?</p> <p>Can they name the four seasons?</p> <p>Can they order them?</p> <p>Can they observe seasonal changes?</p> <p>Can they talk about what happens to the amount of daylight in the different seasons?</p> <p>Can they say why exercise is good for us?</p> <p>Can they name some types of exercise?</p>		
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	<p><b>To make choices that improve health and fitness.</b></p>	<p>What parts of our body do we need to exercise to stay healthy? Why? On IWB find the "verb" pictures and copy – which are healthy exercises? Talk about brain gym – and discuss activities that exercise body as well as brain.</p> <p>Where do you exercise?</p> <p>What are the effects of exercise? (PE) Heartbeat, hot, sweaty, tired, breathlessness</p>	<p>from salt dough.</p> <p>Group discussion – Why do I need to eat healthy food? Why do I need to exercise?</p>			
<p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p><b>To recognise that humans need water to live.</b></p> <p><b>To take part in a simple debate.</b></p> <p><b>To know how some diseases spread.</b></p>	<p>Show the children a droopy plant. What is wrong? What has happened to the leaves? Why? How could we make it healthy again? Emphasise the fact that humans need water to live. What other liquids do humans drink?</p> <p>Pair Share: Do you have enough water to drink and food to eat? Watch Samaritans Purse</p>	<p>Sort different food and drink into healthy and unhealthy.</p> <p>Water songs – Water of life</p> <p>Debate – Why do we give to charity? Should we give to charity?</p> <p>Ethos – 'God is everywhere, let him in'. Make doors from heart</p>	<p>Can they say what humans need to keep them alive?</p> <p>Can they say why we give to charity and why helping others is important?</p>	<p>Can the children explain why humans need water to live?</p> <p>Can the children explain why some countries have famine or drought?</p> <p>Can the children explain what a charity is?</p> <p>Can the children debate about important issues?</p> <p>Can the children share their</p>	<p>SMSC Cultural and Moral</p> <p>Awe and Wonder – water PSHE - Link to famine and drought. Giving to charity.</p>

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		videos about Love in a Box charity. Pair Share: What are the dangers of not having clean water to drink?	templates with ethos phrase inside.  What happens if you don't have enough water in the body? What are the symptoms?		opinions that are important to them?	
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