

Year One Term 6 Animals

| | | Reading for Enjoyment |
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| English | <p>MAIN TEXTS: We Are Going on a Bear Hunt</p> <p>Goldilocks and the Three Bears</p> <p>Poetry -Poems on a Theme- animals Poem to recite- PLEAS-E! by June Crebbin or Song (Food Glorious Food)</p> <p>Narrative - Stories with familiar settings</p> <p>Non-fiction - Information (animals)</p> | <p>Dogger</p> <p>Tiger Who Came to Tea</p> <p>Rumble in The Jungle (we have)</p> |
| Mathematics | <ul style="list-style-type: none"> • Time • Multiplication and division • Subtraction-difference • Measurement • Sorting | |
| Science | <p><u>Animals</u></p> <ul style="list-style-type: none"> •Can they point out some of the differences between different animals? •Can they sort photographs of living things and non-living things? •Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates) •Can they describe how an animal is suited to its environment? •Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores? •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? •Can they begin to classify animals according to a number of given criteria? •Can they point out differences between living things and non-living things? •Can they say why certain animals have certain characteristics? •Can they name a range of wild animals? | |
| History (This is part of the art curriculum, so is to be taught in art lessons.) | <p><u>Sculptors in the past</u></p> <ul style="list-style-type: none"> • Know about the lives of significant individuals (sculptors) in the past who have contributed to national and international achievements. | |
| Geography | <p><u>The Local Area</u></p> <p><u>Visit to Museum of Docklands –Mudlarks</u></p> <p>Can they explain how their local area was different in the past? (Docklands)</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 tell someone their address? •Can they describe a locality using words and pictures? <p>Can they use aerial photos to find key landmarks of the local area?</p> <ul style="list-style-type: none"> •Can they name key human features associated with a town, e.g. ‘church’, ‘shop’, ‘house’? <p>Can they name key physical features associated with the area e.g. river?</p> <p>Can they devise a simple map for their local area?</p> <p>Can they begin to use simple compass directions (North, South, East and West)?</p> <ul style="list-style-type: none"> •Can they name different jobs that people living in their area might do? | |
| Computing | <p><u>Communicating</u></p> <p>Internet</p> <p>Focus: Recognise an email address Joined in sending a class email. Can they use the @ key to type an email address (own plans)</p> <p><i>NC: use technology purposefully to create, organise, store ,manipulate and retrieve digital content</i></p> | |
| Religious Education | <p><u>How do we express meaning through cards, candles and actions?</u></p> <ul style="list-style-type: none"> • Why do we create special cards? • When do we send special cards? • How do we feel when we light a candle? • When and why do people use candles for special occasions? • Do actions speak louder than words? | |
| Physical Education | <p><u>Games</u></p> <ul style="list-style-type: none"> •Can they throw underarm? •Can they roll a piece of equipment? | |

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| | <ul style="list-style-type: none"> •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><u>Sculpture-Animals</u> Sketch books</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>3D</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>Knowledge</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? •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? •<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? •<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? •<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><u>Changing Me</u></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 • Educational visit -Sculpture trail- Canary Wharf area • Educational visit-Natural History Museum • Visitors- Farm Animals • Cultural week- week 5 or 6 plus British Day |