

Paws, Claws and Whiskers



Year Group: 1/2
Cycle B
Spring Term 1

Half Term Learning Focuses

<p>Geography: Continents and Oceans</p> <p>Climate/Environment: Human impact on big cats; extinct and endangered</p>	<p>Science Identify, name and classify animals, animal lifecycles and needs for survival, food chains and habitats</p>	<p>Art and Design Pastels: colour, pattern and texture (animals prints)</p>	<p>RE What can we learn from creation stories? Year 1 – Christian, Year 2 - Hindu</p>	<p>Writing Genres Character Flaw story Persuasive writing</p>	<p>Music Charanga: Zoo Time</p>
	<p>MfL French song: Ou est le grand lion? https://www.youtube.com/watch?v=G D6W41yRzq0</p>	<p>PSHE Growing and Changing</p>	<p>Computing Word Processing</p>	<p>Key Texts The Tiger Who Came to Tea</p>	<p>PE</p>

Geography

National Curriculum: Pupils should be taught about:

- name and locate the world's seven continents and five oceans
- use world maps, atlases and globes to identify...the countries, continents and oceans studied at this key stage
- use aerial photographs...to recognise...basic human and physical features

Key Lines of Enquiry: Which continents do different big cats live in? Which oceans surround these continents? What are the basic human and physical features of the countries in which they live, that are recognisable from aerial pictures (e.g. Google Earth). How do changing human and physical features impact on big cat survival?

Curriculum Intentions (Key Knowledge and Skills to be learned):

- The difference between a continent and a country (Continents Song: <https://www.youtube.com/watch?v=KxQOWLIDxvU>)
- The names and locations of the world's continents.
- The names and locations of the world's oceans.
- How to use globes and atlases to identify and locate the world's continents and oceans
- The difference between human (man-made) and physical features (natural).
- What the human and physical features in some locations where big cats live are e.g. towns, villages, rivers, desert, forest, jungle
- How human development and changing climates has impacted on big cat populations around the world over time.
- Which big cats are extinct or endangered as a result of human activity and climate change.

Age Related Subject Skills (Progression Guidance):

Year 1	Year 2
<ul style="list-style-type: none"> • Use relative vocabulary such as bigger, smaller, like, dislike. • Use directional language such as near and far, up and down, left and right, forwards and backwards. • Use photographs and maps to identify features. 	<ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise basic human and physical features. • Locate and name on a world map and globe the seven continents and five oceans. • Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles.

Prior Learning Forever Firs children working at ARE should already be able to:

Year 1	Year 2
	<ul style="list-style-type: none"> • Use relative vocabulary such as bigger, smaller, like, dislike. • Use directional language such as near and far, up and down, left and right, forwards and backwards. • Use photographs and maps to identify features.

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Hot	Bigger	Human	Man-made	Asia	North America
Cold	Smaller	Physical	Natural	Europe	South America
Far	Near	Features	Globe	Antarctica	Australia
People		Ocean	Atlas	Africa	North and South
		Endangered	Continent	Equator	Poles
		Extinct	Town	Climate change	Human
		River	Village		development
		Mountain	Hill		
		Jungle	Forest		
		Rocks	Desert		
		Habitat			

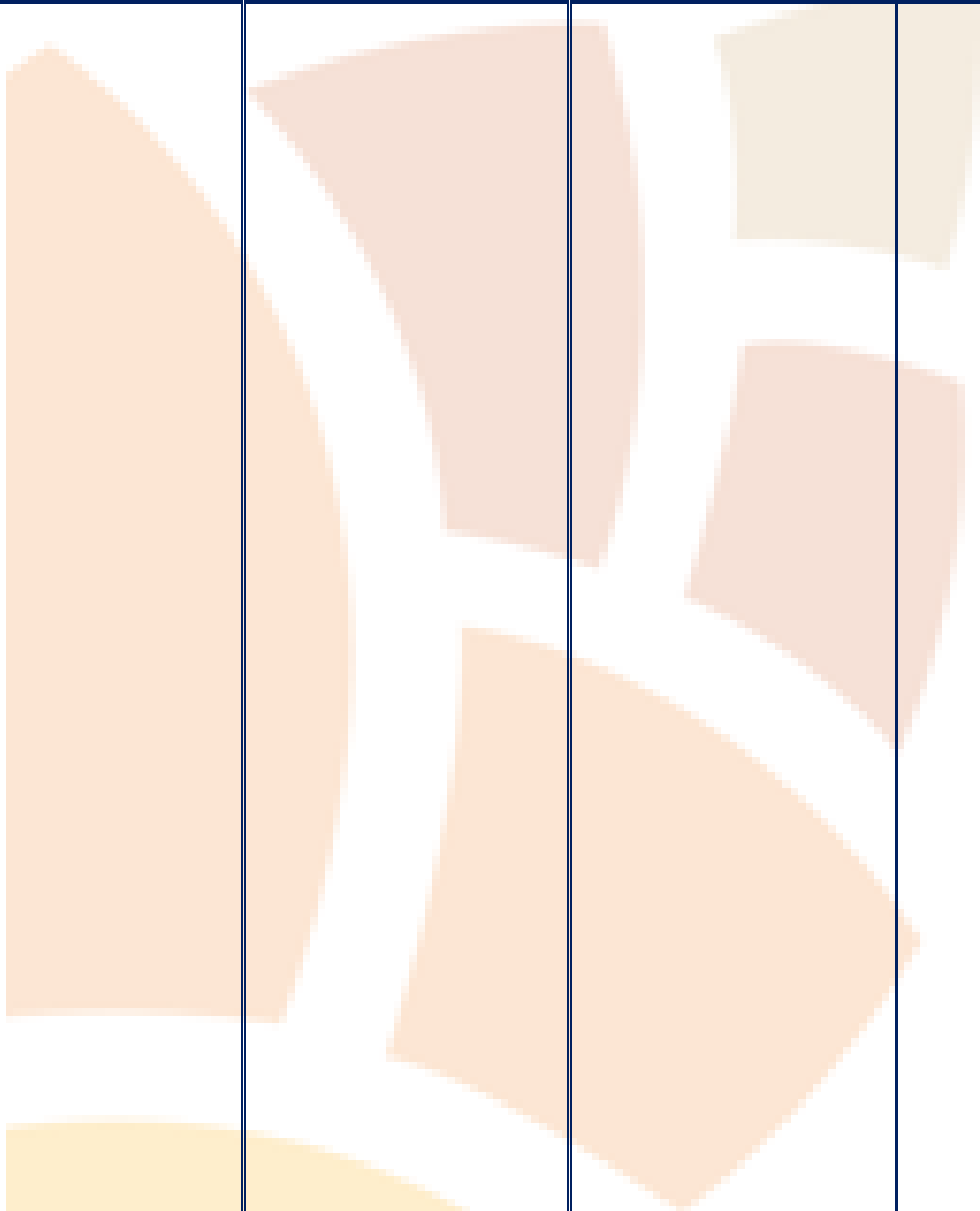
Geography Assessment

Children working below ARE

Children working towards ARE

Children working at ARE

Children working above ARE



Firs
Primary
School

Science

National Curriculum (Knowledge and Skills): Pupils should be taught to:

Year 1

- 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, including pets)

Year 2

- 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)
- identify that most living things live in habitats to which they are suited and describe how different habitats provide 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 micro-habitats
- 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

Children in Year 2 will also learn that:

- Human activity can damage or destroy habitats, and this makes it hard or impossible for animals to survive.
- Human activity can interrupt food chains or lead them to become contaminated (e.g. by micro-plastics). This impacts on animals including humans.

Prior Learning

Forever Firs children working at ARE in Year 1 should already be able to:

- Look closely at and talk about change, e.g. animals
- Make basic observations of animals.
- Know about similarities and differences in relation to living things.
- Make observations of animals and explain why some things occur, and talk about changes.
- Know that the environment and living things are influenced by human activity.

Forever Firs children working at ARE in Year 2 should already be able to:

- 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, including pets)

Key Vocabulary

Tier 1

Year 1
Animals
Same
Different
Change

Year 2
Adults
Water
Food
Air

Tier 2

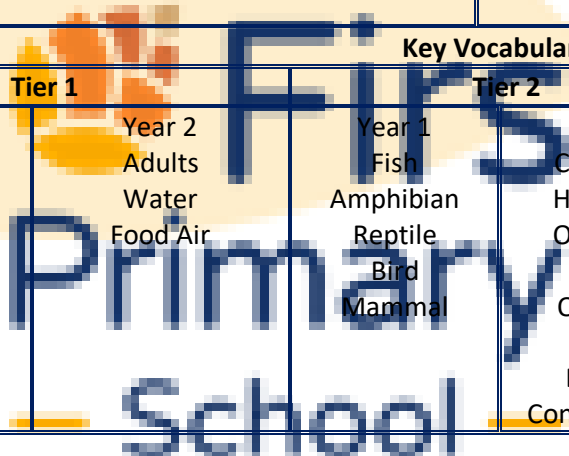
Year 1
Fish
Amphibian
Reptile
Bird
Mammal

Year 2
Carnivore
Herbivore
Omnivore
Habitat
Offspring
Needs
Depend
Contaminated

Tier 3

Year 1
Carnivore
Herbivore
Omnivore

Year 2
Food chain
Micro-habitat



Science Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
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Art and Design

National Curriculum: Pupils should be taught to:

- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Curriculum Intentions (Key Knowledge and Skills to be learned):

- Children will learn about different ways that animals and their habitats have been represented in art (<https://www.tate.org.uk/art/teaching-resource/animals-art>).
- They will explore colour, pattern, line and shape by recreating animal patterns with pastels.
- They will explore texture by using collage to create representations of animal habitats.
- They will explore space and form by creating simple 3D sculptures of animals.
- They will explore colour and pattern by painting their completed sculptures.

Age Related Subject Skills (Progression Guidance):

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| <ul style="list-style-type: none"> • <i>Work from observation and known objects</i> • <i>Use imagination to form simple images from given starting points or a description</i> • <i>Begin to collect ideas in sketchbooks</i> • <i>Work with different materials</i> • <i>Begin to think what materials best suit the task</i> • <i>Begin to control lines to create simple drawings from observations</i> • <i>Use thick pastels</i> • <i>Hold a large paint brush correctly</i> • <i>Make marks using paint with a variety of tools Consider consistency when applying paint</i> • <i>Colour within the line</i> • <i>Draw on smaller and larger scales</i> • <i>Develop collages, based on a simple drawing, using papers and materials</i> • <i>Develop tearing, cutting and layering paper to create different effects</i> | <ul style="list-style-type: none"> • <i>Recognise and name primary and secondary colours</i> • <i>Mix primary colours to make secondary colours</i> • <i>Create and experiment with shades of colour and name some of these</i> • <i>Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures</i> • <i>Investigate a range of different materials and experiment with how they can be connected together to form simple structures</i> • <i>Look at sculptures and try to recreate them using everyday objects/range of materials</i> • <i>Begin to form own 3D pieces</i> • <i>Look at sculptures by known artists and natural objects as starting points for own work</i> |
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Prior Learning

Forever Firs children in Year 1 working at ARE should already be able to:

- Explore what happens when they mix colours
- Experiment to create different textures
- Understand that different media can be combined to create new effects
- Manipulate materials to achieve a planned effect
- Construct with a purpose in mind, using a variety of resources.
- Use simple tools and techniques competently and appropriately
- Select appropriate resources and adapt work where necessary
- Select tools and techniques needed to shape, assemble and join materials they are using
- Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Safely use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Forever Firs children in Year 2 working at ARE should already be able to:

- *Demonstrate some competence in the key stage 1 progression skills outlined above.*

This unit will enable them to apply their learning so far to the use of different media (pastels and collage), and further refine their skills in sculpture or collage if this was the medium chosen in the previous topic's art and design sequence (Superheroes: Pop Art)

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Cut	Pencil	Artist	Differences	Sculpture	Collage
Stick	Paint	Tearing	Observation	2D	Painting
Glue	Paintbrush	Cutting	Pattern	3D	Primary colours
Draw	Model	Sticking	Texture	Outline	Secondary colours
Pen	Make	Similarities	Line		Layering
Like/Dislike	Build	Space	Form		
Colour	Shape				

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Art and Design Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
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RE

Key Lines of Enquiry: What can we learn from creation stories?

Year 1 Christian creation story	Year 2 Hindu creation story
<p>Curriculum Intentions (Key Knowledge and Skills to be learned)</p> <ul style="list-style-type: none"> Children will learn and be able to retell the Christian creation story. https://www.youtube.com/watch?v=DxUmt4GG2kl They will revisit the idea that Christians believe in one God. They will reflect upon the wonder of the natural world. They will learn about Christian religions teachings about the world, and ways people might treat the Earth if they believe it was created by their god (e.g. humans have a role – to tend to God’s creation). https://christianity.org.uk/the-environment/#.Xe9eFjP7TIU They will discuss what create on stories tell believers about God (e.g. that God cares about creation, humans are important within it, God is great) Recognise that questions that cause humans to wonder about the beginning of the world are difficult to answer. Children will ask and respond to questions arising from the Christian creation story. 	<p>Curriculum Intentions (Key Knowledge and Skills to be learned):</p> <ul style="list-style-type: none"> Children will learn that Hindus have many creation stories, because they believe that there are cycles of creation. They will learn and be able to retell the story of Brahma and the lotus flower https://www.youtube.com/watch?v=-13SEh9Rz0Y They will revisit the idea that Hindus believe in one God (the Supreme Spirit of the Universe) and that he can take the form of many other gods and goddesses. They will reflect upon the wonder of the natural world. They will learn about Hindu religions teachings about the world, and ways people might treat the Earth if they believe it was created by their god (e.g. humans have a role – to tend to God’s creation). http://environment-ecology.com/religion-and-ecology/283-what-does-hinduism-teach-us-about-ecology.html They will discuss what creation stories tell believers about God (e.g. that God cares about creation, humans are important within it, God is great) Recognise that questions that cause humans to wonder about the beginning of the world are difficult to answer. Children will ask and respond to questions arising from the Hindu creation story.

Prior Learning

<p>Forever Firs children in Year 1 working at ARE should already be able to:</p> <ul style="list-style-type: none"> Talk about some religious stories Know that some people believe that Jesus was the son of God Know some stories from the bible 	<p>Forever Firs children in Year 2 working at ARE should already be able to:</p> <ul style="list-style-type: none"> See Year 1 Curriculum intentions Describe some of the things that Hindu people believe and might do to show their beliefs Outline an understanding of the importance of the Hindu scriptures, including the Vedas
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Key Vocabulary

Tier 1		Tier 2		Tier 3	
Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
God	God	Creation	Creation	Adam/Eve	Brahma
Day/Night	Plants	Creator	Creator	Eden	Vishnu
Light/Dark	Trees	Create	Create		Shiva
Sea	Animals	Environment	Environment		Lotus flower
Sky	Fish	Week	Navel		Om/Aum
Rocks	Skies	Sabbath	Heavens		
Earth	Oceans	Blessed	Universe		
Animals	Humans	Rib	Destroy		
Sun, moon, stars	Snake	Almighty	Serpent		
Fish, birds		Humans			

RE Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
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Computing

National Curriculum: use technology purposefully to create, organise, store, manipulate and retrieve digital content

Key Lines of Enquiry: How can I present information using computer programmes? How does presenting information digitally compare to that on paper?

Curriculum Intentions (Key Knowledge to be learned):

- Children will understand how a keyboard helps them to present their information as they wish on screen including the use of: spacebar, backspace, shift, and enter. They will understand how specific keys help them provide information onscreen, which is clear and error free.
- Children will understand and discuss how images can support the information that they have written and give additional information to the reader.
- Children will begin to think about the purpose of their work and learn why they should edit their work to present it for the audience (including different presentational features: font size, colour and style)
- Children will understand how a computer system can save work and that it can be worked on in the future.
- They will know that digital content can be printed to create paper-based information.

Age Related Subject Skills (Progression Guidance):

- Learn to save, open and print work
- Use a keyboard to print letters onscreen
- Use a mouse to select between letters and word
- Use the mouse to click, drag, drop when creating artwork
- Highlight text to change the colour, font type and size

DDAT:

- Digital Publishing: Pupils learn to use basic word processing package and to write and illustrate a short story

Prior Learning

Forever Firs children in year 1 working at ARE should already be able to:

- Know how to operate simple equipment e.g. turns on CD player and uses remote control.
- Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- Use ICT hardware to interact with age-appropriate computer software.
- *Recognise that a range of technology is used in places such as homes and schools.*
- *Select and use technology for particular purposes*
- **Find out about and use a range of everyday technology.**

Forever Firs children in year 1 working at ARE should already have experience of:

- Learn to save, open and print work
- Use a keyboard to print letters onscreen
- Use a mouse to select between letters and word
- Use the mouse to click, drag, drop when creating artwork
- Highlight text to change the colour, font type and size
- Add text boxes to create captions for images

This unit will provide them with further opportunity to refine their skills, revisiting key vocabulary and skills.

Key Vocabulary

Tier 1	Tier 2	Tier 3
Drag Letters Words Sentences Colour	Size Shape Line Paint Brush Pencil	Mouse Keyboard Spacebar Enter Backspace Cursor
	Highlight Save Image Click	Font Text Print Caption

Computing Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE



PE

National Curriculum: Pupils should be taught to:

- master basic movements including running, jumping...as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- perform dances, using simple movement patterns

Key line of enquiry: Learning dance moves from the musical 'Lion King', and using these to create your own dance to a song from the film/show. E.g. <https://www.youtube.com/watch?v=Avf5QyUY1Bo>

Curriculum Intentions (Key Knowledge and skills to be learned):

Year 1

Change direction during travelling moves.
Link travelling moves that change direction and level.
Link moves together.
Use a variety of moves.
Explore basic body patterns and movements to music.
Use a variety of moves that change speed and direction.
Link together dance moves with gestures and changing direction in time to the music.
Practice taking off from different positions.

Year 2

Explore different levels of speeds of movement.
Compose and perform simple dance phrases.
Show contrasts in simple dances with good body shape and position.
Develop a range of dance movements and improve timing.
Work to music, creating movements that show rhythm and control.

Age Related Subject Skills (Progression Guidance):

- Copy some moves
- Develop control of movement using:
 - Actions (WHAT) – travel, stretch, twist, turn, jump
 - Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others
 - Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions
 - Dynamics (HOW) – slowly, quickly, with appropriate expression
- Use own ideas to sequence dance
- Sequence and remember a short dance

Prior Learning

Forever Firs children working at ARE should already be able to:

Year 1

- Experiment with different ways of moving
- Travel with confidence and skill around, under, over and through balancing and climbing equipment.
- Show good control and co-ordination in large and small movements.
- Move confidently in a range of ways, safely negotiating space
- Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Know the importance for good health of physical exercise, talk about ways to keep healthy and safe.
- Manage their own basic hygiene and personal needs successfully for example dressing (incl. buttons/ zips)

Year 2

Year 2 will already have had chance to explore these skills in Year 1, this unit will give them the opportunity to refine and practice what they learned previously.

- Copy some moves
- Develop control of movement using:
 - Actions (WHAT) – travel, stretch, twist, turn, jump
 - Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others
 - Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions
 - Dynamics (HOW) – slowly, quickly, with appropriate expression
- Use own ideas to sequence dance
- Sequence and remember a short dance

Key Vocabulary

Tier 1

Move
Stretch
Twist
Jump
Safely
Slowly
Quickly

Forwards
Backwards
Sideways
High
Low
Change

Tier 2

Travelling
Direction
Level
Actions
Control
Link
Perform

Movements
Expression
Space
Timing
Rhythm
Gestures

Tier 3

Dynamics
Taking off
Compose

PE Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE