# Paws, Claws and Whiskers

**Year Group: 1/2**
**Cycle B**

| | |
|---|---|
| **Science**<br>• Animals, including humans<br>• Living things and their habitats | **Climate/Environment**<br>• Impact of human activity on big cats; endangered and extinct |
| **Art and Design**<br>• Painting – Animal patterns<br>• Printing – repeating patterns<br>• 3D Work – Clay animal sculptures | **Computing**<br>• Multimedia |

**Geography**
- name and locate the world's seven continents and five oceans
- 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
- 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

# Geography

**National Curriculum:** Pupils should be taught to:

- name and locate the world's seven continents and five oceans
- 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
- 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

**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=KxQ0WLlDxvU)
- 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.

**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?

**Age Related Subject Skills (Progression Guidance):**

| Year 1 | Year 2 |
|---|---|
| Using maps | Using maps |
| • Use a simple picture map to move around the school | • Follow a route on a map |
| • Use relative vocabulary such as bigger, smaller, like, dislike | • Use simple compass directions (North, South, East, West) |
| • Use directional language such as near and far, up and down, left and right, forwards and backwards | • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features |
| Map knowledge | Map knowledge |
| • Use world maps to identify the UK in its position in the world. | • Locate and name on a world map and globe the seven continents and five oceans. |
| • Use maps to locate the four countries and capital cities of UK and its surrounding seas | • Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles |
| Making maps | Making maps |
| • Draw basic maps, including appropriate symbols and pictures to represent places or features | • Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) |
| • Use photographs and maps to identify features | • Use and construct basic symbols in a key |

**Prior Learning**

| Forever Firs children in Year 1 working at ARE should already be able to: | Forever Firs children in Year 2 working at ARE should already be able to: |
|---|---|
| • Use positional language to describe relative position | • See Year 1 progression statements above. |
| • Talk about the features of their own immediate environment and how environments might vary from one another | |

**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 | | | |

Year 1/2 - Bright Lights, Big Cities – Cycle B

| Geography Assessment | | | |
|---|---|---|---|
| **Children working below ARE** | **Children working towards ARE** | **Children working at ARE** | **Children working above ARE** |
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Year 1/2 - Bright Lights, Big Cities – Cycle B

# Science

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

| Year 1 | Year 2 |
|---|---|
| • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals <br><br> • identify and name a variety of common animals that are carnivores, herbivores and omnivores <br><br> • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <br><br> • | • notice that animals, including humans, have offspring which grow into adults <br> • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <br> • 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 <br> • identify and name a variety of plants and animals in their habitats, including micro-habitats <br> • 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 |

- ask simple questions and recognise that they can be answered in different ways
- observe closely, using simple equipment

**Suggested Investigation:**
*Investigation: (If possible – depending on time of year)) Frogspawn to Tadpole; growth and change - observation over time.*
*Investigation vocabulary: grow, change, frogspawn, tadpole, tail, legs, head, body, egg, observe*

**Climate/Environment Focus- children will also learn:**
- That human activity impacts on the natural habitats of big cats around the world – and has resulted in a reduction in the number of bog cats. They will learn the words endangered and extinct.

**Prior Learning**

| **Forever Firs children working at ARE in Year 1 should already be able to:** | **Forever Firs children working at ARE in Year 2 should already be able to:** |
|---|---|
| Understanding the World ELG <br> (The Natural World ELG) <br><br> Children at the expected level of development will: <br><br> -Explore the natural world around them, making observations and drawing pictures of animals and plants <br><br> -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class <br><br> -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter | • See Year 1 statements above |

| Key Vocabulary | | | | | |
|---|---|---|---|---|---|
| Tier 1 | | Tier 2 | | Tier 3 | |
| Year 1 | Year 2 | Year 1 | Year 2 | Year 1 | Year 2 |
| fish, birds, goldfish, frog, toad, newt, snake, lizard, mouse, cat, dog, pig, sheep, horse, cow, goat, chicken, pigeon, owl, blackbird, , tail, beak, wing , legs, feet, toes, skin, fur, feathers | animals, plants, trees, nest, ground, sky, water, river, pond, farm, forest, garden, food, seeds, nuts, berries water, food, air, Foal, piglet, calf, lamb, tadpole, caterpillar, kitten, puppy, egg, hatch, baby, adult, home | snout, paws, talons, claws, trotters, hooves | living, dead, never alive, live, needs, suited, humans, survive, survival, carnivore, herbivore, omnivore, fins, scales | Endangered Extinct amphibians, reptiles, mammals | Endangered Extinct Habitat food chain, predator, prey, herbivore, carnivore, omnivore, wild, domestic oxygen offspring |

| Science Assessment | | | |
|---|---|---|---|
| Children working below ARE | Children working towards ARE | Children working at ARE | Children working above ARE |
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Year 1/2 - Bright Lights, Big Cities – Cycle B

# Art and Design

## National Curriculum:

Pupils should be taught to:
- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Pupils should be taught:
- 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

## 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):

| Year 1 | Year 2 |
|---|---|
| **Painting** | **Painting** |
| • Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. | • Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. |
| • Explore techniques such as lightening and darkening paint without the use of black or white. | • Understand how to make tints using white and tones by adding black to make darker and lighter shades. |
| • Begin to show control over the types of marks made. | • Build confidence in mixing colour shades and tones. |
| • Paint on different surfaces with a range of media. Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. | • Understand the colour wheel and colour spectrums. |
| | • Be able to mix all the secondary colours using primary colours confidently. |
| **Printing** | • Continue to control the types of marks made with the range of media. |
| • Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. | Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. |
| • Experience impressed printing: e.g. printing from objects. | **Printing** |
| • Use equipment and media correctly and be able to produce a clean printed image. | • Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. |
| • Explore printing in relief: e.g. String and card. | • Demonstrate experience at impressed printing: drawing into ink, printing from objects. |
| • Begin to identify forms of printing: Books, posters pictures, fabrics. Use printmaking to create a repeating pattern. | • Use equipment and media correctly and be able to produce a clean printed image. |
| | • Make simple marks on rollers and printing palettes |
| **3D Work** | • Take simple prints i.e. mono - printing. Experiment with overprinting motifs and colour. |
| • Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc. | **3D Work** |
| • Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination. | • Use equipment and media with increasing confidence. Use clay, modroc or other malleable material to create |
| • Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. | |

| | |
|---|---|
| • Impress and apply simple decoration techniques, including painting.<br>Use tools and equipment safely and in the correct way.<br><br>**Developing Ideas (Sketch Books)**<br>• Start to record simple media explorations in a sketch book. | an imaginary or realistic form – e.g. clay pot, figure, structure etc… Explore carving as a form of 3D art.<br><br>**Developing Ideas (Sketch Books)**<br>• Use a sketchbook to plan and develop simple ideas.<br>• Use a sketchbook to plan and develop simple ideas<br>• Build information on colour mixing, the colour wheel and colour spectrums.<br>• Collect textures and patterns to inform other work. |

## Prior Learning

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

**Painting**
- Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used.
- Mix and match colours to different artefacts and objects.
- Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.

**Printing**
- Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects.
- Develop simple patterns by using objects.
- Enjoy using stencils to create a picture.

**3D Work**
- Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration.
- Cut shapes using scissors and other modelling tools.
- Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.

**Developing Ideas (Sketch Books)**
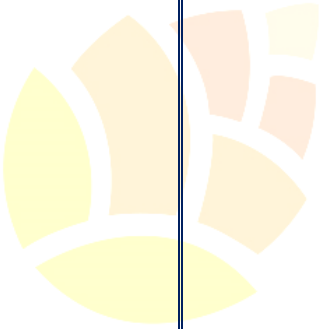- Look and talk about what they have produced, describing simple techniques and media used.

**Forever Firs children working at ARE in Year 2 should already be able to:**
- *See progression statements for year 1 above*

## Key Vocabulary

| Painting | Printing | 3D Work | Developing Ideas (Sketch Books) |
|---|---|---|---|
| Paint, brush size, hands, feet, rollers, pads<br>Lightening, darkening, light, dark<br>Primary colours – red, blue, yellow<br>Secondary colours – green, purple, orange<br>Mix, predict<br>Tint, tone, shade, layering, texture | Printing, hard/soft materials<br>Impressed printing, clean printed image<br>Relief printing<br>Repeating pattern<br>Forms of printing<br>Roller, printing palette<br>Overprinting, mono-printing | clay, papier-mache, salt dough, Modroc<br>shape, model<br>observation, imagination<br>rolling, pinching, kneading<br>impress, decoration<br>tools, equipment, safety<br>carving, imaginary, realistic | Record, sketch book, plan, develop<br>Colour mixing, colour wheel, colour spectrum<br>Texture, pattern |

# Art and Design Assessment

| Children working below ARE | Children working towards ARE | Children working at ARE | Children working above ARE |
|---|---|---|---|
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Year 1/2 - Bright Lights, Big Cities – Cycle B

# Computing

**National Curriculum:**

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies

**Key Lines of Enquiry:**
- E-Safety

**Age Related Subject Skills (Progression Guidance - DDAT):**

- Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information
- Pupils are introduced to the concept that real people send messages to one another on the Internet and learn how messages are sent and received. They recognise that it may be difficult to distinguish between someone who is real and someone who is not
- Pupils are introduced to the basics of online searching
- Pupils learn to explore websites and to say whether they like them or not and why

## Key Stage 1

| | | |
|---|---|---|
| **Managing Online Information** | • I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching). <br> • I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. <br> • I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. | • I can use simple keywords in search engines. <br> • I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). <br> • I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). <br> • I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. <br> • I can explain why some information I find online may not be real or true. |
| **Health well-being and lifestyle** | • I can explain rules to keep myself safe when using technology both in and beyond the home. | • I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. <br> • I can say how those rules / guides can help anyone accessing online technologies. |
| **Privacy and Security** | • I can explain that passwords are used to protect information, accounts and devices. <br> • I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names). <br> • I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. | • I can explain how passwords can be used to protect information, accounts and devices. <br> • I can explain and give examples of what is meant by 'private' and 'keeping things private' <br> • I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). <br> • I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions). |
| **Copyright and Ownership** | • I can explain why work I create using technology belongs to me. <br> • I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it''). <br> • I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content). <br> • I understand that work created by others does not belong to me even if I save a copy | • I can recognise that content on the internet may belong to other people <br> • I can describe why other people's work belongs to them. |

**Prior Learning**

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

**(40-60 Months)**
- Complete a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

**(Early Learning Goal)**
- Recognise that a range of technology is used in places such as homes and schools.
- Select and use technology for particular purposes.

## Key Vocabulary

| Tier 1 | | Tier 2 | | Tier 3 | |
|---|---|---|---|---|---|
| Real <br> Safe <br> rules | Sad <br> Frightened <br> adult | Search <br> Uncomfortable <br> Back <br> Home | Joke <br> Information <br> Imaginary <br> Technology | Search engine <br> Navigate <br> link | Voice activated <br> Webpage <br> Protect |

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| | | button | Passwords trust | | |
|---|---|---|---|---|---|
| | | | | | |

| Computing Assessment | | | |
|---|---|---|---|
| Children working below ARE | Children working towards ARE | Children working at ARE | Children working above ARE |
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| Children working below ARE | Children working towards ARE | Children working at ARE | Children working above ARE |

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