

Positive Palms and Spectacular Sycamores (Yr1)

Spring 1

Paws, Claws and Whiskers

Memorable Experience: Peak Wildlife Park

	English	Maths	Science – Animals and living things	Art – Animal patterns and clay	Geography & Climate – Big cats	Computing – Multimedia	RE 1.6 – How and why celebrate times?	PE	Music	PSHE – Keeping Safe
1	The Tiger who came to Tea	Addition and Subtraction within 20	Classifying Group animals by body types	Patterns and textures of clay sculptures	Hot and cold countries on world map		What do you celebrate and why? What happened at Easter and how did it make people feel?	Real PE – Cognitive Cog	Charanga	Healthy me
2			Label animal bodies	Manipulating clay and marking the clay with imprints and patterns	Using maps to answer questions about countries	Use paint to draw an animal			Charanga	
3		Place value within 50	Carnivores, Herbivores and Omnivores Match animals to their food	Animal patterns – Stick in sketch books and use paint to copy pattern	Bengal Tigers in India		How do Christians celebrate Easter?			Super sleep
4	Classifying Comparing animals		Make their clay sculpture	Snow leopards in Russia		What matters most at Easter?	Charanga		Who can help? Harold loses Geoffrey	
5 Peak Wildlife Park			Length and Height	Paint clay sculpture	Lions in Tanzania	Use paint to draw an animal with the pattern included Use paint to add a sentence to their animal creation			What could Harold do?	
6	Identify mammals	Photo in sketch books and evaluate sculpture				Quiz	Charanga		Good or bad touches?	


Positive Palms and Spectacular Sycamores (Yr1)

Paws, Claws and Whiskers

Memorable Experience: Peak Wildlife Park

Spring 1

Golden Nuggets

Science	Art	Geography	Computing	RE	PE	Music	PSHE
<ul style="list-style-type: none"> Name a variety of common animals Understand the term fish, amphibian, reptile, bird and mammal (identify these from a selection) Identify animals that are carnivores, herbivores and omnivores Explain what carnivore, herbivore and omnivore means Compare different animals by grouping/classifying them based on their structure/characteristics 	<ul style="list-style-type: none"> How do you stop the clay from drying out?  <ul style="list-style-type: none"> What technique is this clay effect called? 	<ul style="list-style-type: none"> Children should know that parts of the world near the equator are hottest and that the coldest parts of the world are the north and south poles. Children should be able to name some hot countries and some cold countries. 	<ul style="list-style-type: none"> To know there are different tools in a programme: shapes, lines, colours To know the differences between a graphics programme and paper-based art activities (undo, changes quickly, easily made) 				