Unit planner: Should animals be kept in captivity?   Year 1   6 Weeks

Lead Subjects: Science, Art, PSHE	Starter: Using switcheroo what animal is it and
	Outcome: The adult who came to tea

National curriculum subject	**Objective: Who lives at the zoo?**	
Writing	• Why do we call some animals wild? What is the opposite?	• Animal habitats
Pupils should be taught to:	• Name a variety of wild animals and describe	• Favourite animals
Write sentences by saying out loud what they are going to write about.	• Carnivores, herbivores, omnivores	• Animal paper plate faces
Say sentences out loud before writing them.	• Food chains	• Make Paper food chains
Write labels, captions and short sentences including instructions.	• Art - Children to create Andy Warhol style pictures of zoo animals	• Computing - Children create own animal on Switcheroo App
Write sentences, sequencing them to form short narratives.		• Computing - Children use variety of sources to research wild animals
Discuss what they have written with the teacher or other pupils.		
Make simple corrections to their own work using a purple polishing pen.	**Objective: What does a zoo keeper do?**	
Read their work out loud.	• What do zoo keepers do?	
Sit correctly at a table and hold a pencil comfortably.	• Questions – what would you ask a zoo keeper?	
Form legible letters using a cursive script if possible.	• Role of the RSPCA	
Science	• What would you do if you were a zoo keeper? What skills would you need to have to be a good zoo keeper?	
Pupils should be taught to:		
Identify, describe and name a variety of common animals that are carnivores, herbivores and omnivores.	**Objective: What if we didn't have zoos?**	
Identify and name different animal habitats.	• Visit to Twycross zoo	• Was the zoo a fun place to visit?
Ask simple questions and know that they can be answered in different ways.	• Why do some animals live in captivity? Conservation	• How would we learn about wild animals if we didn't have zoos?
Use observation and ideas to suggest answers to questions.	• Recap endangered species – make posters	
Art	• How would we feel if we were in captivity?	
Pupils should be taught to:		
Use artwork to record ideas, observations and experiences.	**Objective: What if a tiger came to tea?**	
Experiment with different materials to design and make products.	• Plan a tea party – shopping lists, costs etc	• Read the story
Know the name of tools, techniques and elements that they use.	• Children write an invitation for someone special to come and join us for tea.	• What if a tiger had come to our tea party?
DT		• Re write the story with a different ending
Generate, develop, model and communicate ideas through talking, drawing, and ICT (Switcheroo)	• Children prepare the 'tea' and make cakes and sandwiches.	
Select from and use a wide range of materials including ingredients.	**Pupil led learning:**	
PSHE	• Entry/Exit Tickets	•
Recognise the importance of respecting the environment for self and others (Should animals be kept in captivity?)	• Children preparing and leading the tea party	
Computing	• Re-writing Tiger who came to tea with a different ending	
Pupils should be taught to:	**Reflection:**	
Recognise common uses of information technology in the home and school.	• Assembly	•
Use technology purposefully to create digital content.		•
Predict the behaviour of simple programs / apps.		

Text types:	Literature:	ICT:	Assessment Opportunities:
• Animal descriptions	• The tiger who came to tea	• Research wild animals – Ipads/Laptops	•
• Creative writing	• Dear zoo	• Switcheroo- App on Ipads	
• Poems	• If I ran the zoo – Dr Seuss	• Seesaw	
• Write an invitation	• The Animal Boogie		
• Letter	• Night at the Museum (DVD)		
	• Poo in the Zoo		