

# Unit Planner: Should animals be kept in captivity?

Year 1 - 6 Weeks

<p><b>Key Concept: Responsibility, Curiosity, Power, Justice, Empathy, Morals, Respect, Choices, Fairness, Impact</b></p>	<p><b>Intent: To look at different species, their habitats and food chains. To look at difficult issues such as endangered animals and whether keeping animals in captivity is morally acceptable. To enjoy our topic and express that through various art projects.</b></p>	
<p><b>National Curriculum Statements (Target Tracker)</b></p>	<p><b>Starter: Using Switcheroo to make own animals.</b></p>	<p><b>Outcome: Visit Twycross Zoo.</b></p>
<p><b>Pupils will be taught to -</b></p> <p><u>Science</u> Identify and classify. Use his/her observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Group animals according to what they eat. 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.</p> <p><u>Art</u> Use artwork to record ideas, observations and experiences. Experiment with different materials to design and make products in two and three dimensions. Know the names of tools, techniques and elements that he/she uses. Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines.</p> <p><u>DT</u> Use simple tools with help to prepare food safely. Talk about what he/she eats at home and begin to discuss what healthy foods are.</p> <p><u>Computing</u> Recognise common uses of information technology in the home and school environment. Use technology purposefully to create digital content. Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies.</p> <p><u>Geography</u> Ask simple geographical questions. Use simple observational skills to study the geography of the school and its grounds e.g. mini beast hunt.</p> <p><u>Music</u> Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse. Listen to, copy and repeat a simple rhythm or melody. Learn and perform chants, rhythms, raps and songs. demonstrating good posture.</p> <p><u>PSHE</u> Know about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p>	<p>What is popart? Can you create a popart style picture of zoo animals? Can you create animal paper plate faces? Can you make a poster about an endangered species? Can you prepare a 'tea' for your loved ones?</p>	<p>Popart, styles, create, trace, contrast, colour, prepare, bake, ingredients,</p>
	<p><b>Subject: Computing</b></p> <p>Can you use Switcheroo to create your own animal? Can you explain what a search engine is and can you use one to research wild animals? Can you compare google and internet explorer? Can you overlearn, perform, record and share video on twitter under adult supervision?</p>	<p>Search engine, search, app, create, print, edit, share, record, film, ipad</p>
	<p><b>Subject: Science</b></p> <p>Why do we call some animals wild and what is the opposite? Can you name and describe a variety of different animals? Can you remember the differences between carnivores, herbivores, omnivores? Can you explain what a food chain is? Can you go on a minibeast hunt? How do caterpillars change? What different classifications of animals are there? Do you know any animal habitats? Can you explain what your favourite animals are? What is captivity and why do we keep some animals in captivity? What is conservation?</p>	<p>Sort, name, classification, differences, carnivore, herbivores, omnivores, food chain, minibeast, cocoon, metamorphosis, habitat, adaptations, captivity, conservation, explore</p>
	<p><b>Subject: Geography</b></p> <p>What different habitats can we think of and where are they?</p>	<p>map, atlas, desert, savannah, rainforest, forest, ocean, polar habitats, urban habitats, environment</p>
	<p><b>Subject: Drama / PHSE / SMSC</b></p> <p>Can you roleplay a zookeeper and explain to people why what they do is important? What do the RSPCA do? How would we feel if we were in captivity? Can you organise / prepare an afternoon tea for someone you love? What is your emotional response to a variety of poems? What does it make you think about?</p>	<p>Appreciation, empathy, social awareness, environment, act, pretend, feelings</p>
	<p><b>Subject: Music</b></p> <p>Can you overlearn and perform a poem (Rumble in the Jungle)? Can you think of a tune to sing the poem?</p>	<p>Performance, sing, rhythm</p>

<p>Recognise what is fair and unfair, kind and unkind, what is right and wrong. Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class Know that people and other living things have rights and that everyone has responsibilities to protect those rights. Know what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).</p>	<p><b>Text types:</b> Poems Letter Diary</p>	<p><b>Literature:</b> The tiger who came to tea Dear Zoo If I ran the zoo - Dr Seuss The Animal Boogie Poo in the Zoo</p>	<p><b>Maths links:</b> Tallies Pictograms / Block Graphs Symmetry</p>	<p><b>Published Outcomes:</b> Poetry Performance (Video) Animal Poem Animal Descriptions Diary from Sophie</p>
<p><b>Enrichment:</b> Visit to Twycross Zoo Tigers Tea Party for Families</p>				