



Intent:	To classify and group animals. To understand which animals are herbivores, omnivores and carnivores. To understand and explain 5 senses of humans. To understand basic parts of a human body.	
Starter:	Excavate bones/ Fossils and predict which animal they belong to.	
Core Texts:	The Tiger who came to tea	
Key Concepts:	Curiosity	
Outcome Pieces:	Alternate story, Who am I poem	
Enrichment:	Twycross Zoo, Visit to Esio in year 6	
Subject Area:	Statements:	Key Vocabulary:
Science	<ul style="list-style-type: none"> • Can I identify and name a variety of common mammals? • Can I identify and name a variety of common mammals that are carnivores, herbivores and omnivores? • Can I identify and name a variety of common reptiles? • Can I identify and name a variety of common reptiles that are carnivores, herbivores and omnivores? • Can I identify and name a variety of common fish and amphibians? • Can I identify and name a variety of common fish and amphibians that are carnivores, herbivores and omnivores? • Can I identify and name a variety of common birds? • Can I identify and name a variety of common birds that are carnivores, herbivores and omnivores? • Can I describe and compare the structure of a common animals? • Can I Identify, name, draw and label the basic parts of the human body? • Can I explore the 5 senses and label the body part linked to each sense? 	Fish, Amphibian, Reptiles, Birds, Mammals, Herbivore, Carnivore, Omnivore, Head, Hands, Mouth, Ear, Nose, Senses, Taste, Touch, Smell, Hear, See
	National Curriculum:	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • 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). • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • asking simple questions and recognising that they can be answered in different ways. • identifying and classifying. • using their observations and ideas to suggest answers to questions.
Geography		
	National Curriculum:	
History		
	National Curriculum:	
Design Technology	<ul style="list-style-type: none"> • Can I understand what a healthy lifestyle is? • Can I understanding what healthy eating is? • Can I understand where food comes from? 	Healthy, Unhealthy, Hygiene, Safety, Peel, Grate, Spread, Slice, Cut



	<ul style="list-style-type: none"> Can I understand how to prepare food hygienically and safely? Can I use techniques such as peeling, grating and spreading to make a healthy sandwich? 							
	National Curriculum: <i>Pupils should be taught to:</i> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes. understand where food comes from. 							
Art	<ul style="list-style-type: none"> Can I use collage to create an animal picture? 	Collage, Stick, Cut, Tear, Glue, Layer, Shape						
	National Curriculum: <i>Pupils should be taught:</i> <ul style="list-style-type: none"> to use a range of materials creatively to design and make product. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 							
Music								
	National Curriculum:							
PSHE	<ul style="list-style-type: none"> Can I understand what a healthy lifestyle is? Can I understanding what healthy eating is? Can I understand where food comes from? 	Healthy, Unhealthy						
	National Curriculum: See PSHE Subject Document.							
Religious Studies								
	National Curriculum:							
Computing	<p>E-Safety – Project Evolve Recap Previous Strands dependent on need.. See Project Evolve Document.</p> <p>NCEE Unit 6: Programming Animations</p> <table border="1"> <tr> <td>To choose a command for a given purpose</td> </tr> <tr> <td>To show that a series of commands can be joined together</td> </tr> <tr> <td>To identify the effect of changing a value</td> </tr> <tr> <td>To explain that each sprite has its own instructions</td> </tr> <tr> <td>To design the parts of a project</td> </tr> <tr> <td>To use my algorithm to create a program</td> </tr> </table>	To choose a command for a given purpose	To show that a series of commands can be joined together	To identify the effect of changing a value	To explain that each sprite has its own instructions	To design the parts of a project	To use my algorithm to create a program	ScratchJr, Bee-Bot, Command, Sprite, Compare, Programming, Programming Area, Block, Joining, Start Block, Run, Program, Background, Delete, Reset, Algorithm, Predict, Effect, Change, Value, Instructions, Appropriate, Design, Programming Blocks
To choose a command for a given purpose								
To show that a series of commands can be joined together								
To identify the effect of changing a value								
To explain that each sprite has its own instructions								
To design the parts of a project								
To use my algorithm to create a program								
	National Curriculum: <i>Pupils should be taught to:</i>							



		<ul style="list-style-type: none">• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions• create and debug simple programs• use logical reasoning to predict the behaviour of simple programs• use technology purposefully to create, organise, store, manipulate and retrieve digital content
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Year 1 Unit Plan: Are all animals and humans the same? (5 week).



Sequence of Lessons			
Subject	Learning Challenge	Outcomes	Concepts
1. Science	Can I identify and name a variety of common mammals?	Twitter	Differences
2. Science	Can I identify and name a variety of common mammals that are carnivores, herbivores and omnivores.	Books	Differences
3. Science	Can I identify and name a variety of common reptiles?	Books	Differences
4. Science	Can I identify and name a variety of common reptiles that are carnivores, herbivores and omnivores.	Books	Differences
5. Science	Can I identify and name a variety of common fish and amphibians?	Books	Differences
6. Science	Can I identify and name a variety of common fish and amphibians that are carnivores, herbivores and omnivores?	Books	Differences
7. Science	Can I identify and name a variety of common birds?	Books	Differences
8. Science	Can I identify and name a variety of common birds that are carnivores, herbivores and omnivores.	Books	Differences
9. Science	Can I describe and compare the structure of a common animals?	Books	Differences
10. Art	Can I use collage to create an animal picture?	Display	Curiosity
11. Science	Can I identify, name, draw and label the basic parts of the human body?	Books	Curiosity
12. Science	Can I explore the 5 senses and label the body part linked to each sense?		Curiosity
13. PSHE/D&T	Can I understand what a healthy lifestyle is? Can I understand what healthy eating is and where does food come from?	Books	Impact
14. D & T	Can I understand how to prepare food hygienically and safely? Can I use techniques such as peeling, grating and spreading to make a healthy sandwich?	Practical	Impact
15. End of unit	Can we host a tea party for our families? Can we display our art pictures and discuss similarities and differences between animals?	Twitter	Impact