



Overall 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/Launch:	Excavate bones/ Fossils and predict which animal they belong to.	
Core Texts:	The Tiger who came to tea, Max the Champion, First Animal Encyclopaedia, Wild Animal Atlas	
Key Concepts:	Curiosity, Home, Choices, Responsibility and Change.	
Outcome Pieces:	Art – Animal Collage. Design Technology – Animal Mechanism.	
Enrichment:	Trip - Twycross Zoo. Visitor – Animal Expert.	
Subject Area:	Statements:	Key Vocabulary:
Science	Intent:	For pupils to increase their understanding of common animals and the human body.
	<p>Animals including Humans</p> <ul style="list-style-type: none"> • Can identify and name a variety of common animals? (including fish, amphibians, reptiles, birds, and mammals) • Can you identify, name, draw and label the basic parts of different animals? • Can I describe and compare the structure of a variety of common animals? (including fish, amphibians, reptiles, birds, and mammals) • Can you sort animals into either fish, amphibians, reptiles, birds, or mammals? (see Working Scientifically document) • Can I research the names of animals that belong to each sub-category? (see Working Scientifically document) • Can you identify and name a variety of animals that are carnivore, herbivore, or omnivore? • Can you identify, name, draw and label the basic parts of the human body? (SONGS, RHYMES, GAMES etc) • Can you explore the five senses and label the body part linked to each sense? <p>Local Links: David Attenborough</p> <p>Seasons continued Continue with the work on seasons looking at Summer:</p> <ul style="list-style-type: none"> • Can I explore the weather in the United Kingdom in Summer? (see Working Scientifically document) • Can I record daily weather on a class chart using weather symbols? (weather type, day length, temperature etc.) (see Working Scientifically document) 	<p>Fish, Amphibian, Reptiles, Birds, Mammals, Herbivore, Carnivore, Omnivore, Head, Hands, Mouth, Ear, Nose</p> <p>Summer, Spring, Autumn, Winter, Seasons, Climate, Day, Night, Weather, Compare, Record, Observe, Temperature, Thermometer</p>
	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 body part is associated with each sense.

Geography	Intent:	For pupils to be aware that there are hot and cold places in the world and knowing where these are located.	
Rowlatts Passport: Oceania - Australia		<ul style="list-style-type: none"> Can I identify the equator, north pole and south pole on a map and globe? Can I locate hot and cold places in the world on a map and globe? Can I select a hot or cold place for animals to live? 	Autumn, Winter, Spring, Summer, Weather, Seasons, Equator, Hot, Cold, Rain, Snow, Windy, Cloudy, Storm, Thunder, Lightning, Sleet, North Pole, South Pole, Compare, Record, Observe, Temperature, Thermometer
	National Curriculum:	<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> 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. 	
History	Intent:		
	National Curriculum:		
Design Technology	Intent:	For pupils to participate and engage in the designing and making process to create a product.	
		<i>Make an Animal Mechanism</i> <ul style="list-style-type: none"> Can I explore a range of lever/pulley mechanisms? Can I practise making a range of lever/pulley mechanisms? (more than one session) Can I design a lever/pulley mechanism based on practise? Can I make a lever/pulley based on my design? Can I explain how my lever/pulley works? Can I complete an evaluation of my lever/pulley? 	Construct, Build, Design, Purpose, Variety of tools, Texture, Create, Materials, Decorate, Fold, Cut, Paper, Card, Design, Make, Evaluate, Work on different scale
	National Curriculum:	<i>Pupils should be taught:</i> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria. select from and use a range of tools and equipment to perform practical tasks (for example, cutting, joining, shaping, and finishing). select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics. explore and evaluate a range of existing products. evaluate their ideas and products against design criteria. explore and use mechanisms (for example, levers, sliders, wheels, and axles), in their products. 	
Art	Intent:	For pupils to use various art skills and techniques to create an outcome piece for a specific purpose.	
		<i>Animal Collage</i> <ul style="list-style-type: none"> Can I explore a range of collages? Can I understand how collages work? Can I discuss what makes a good collage? Can I experiment in making texture? Can I share my ideas with others? Can I make a collage of an animal? Can I evaluate my piece of artwork? Artist – Eric Carle	Collage, Create, Colour, Different Medium, Artist
	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 products. 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. 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. 						
Music	Intent:	For pupils to be able to confidently appraise a piece of music.						
	<ul style="list-style-type: none"> Can I appraise a piece of music? (Lovely Listening) 	Appraise, Choice, Listen, Instruments, Feel						
	National Curriculum:	Pupils should be taught to: <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music. 						
PSHE	Intent:							
	National Curriculum:							
Religious Studies	Intent:							
	National Curriculum:							
Computing	Intent:	For pupils to increase their understanding of programming through						
	<p>E-Safety – Project Evolve Recap Previous Strands dependent on need. See Project Evolve Document.</p> <p>Teach Computing Unit: Programming B – Introduction to Animations</p> <table border="1"> <tr> <td>Can I choose a command for a given purpose?</td> </tr> <tr> <td>Can I show that a series of commands can be joined together?</td> </tr> <tr> <td>Can I identify the effect of changing a value?</td> </tr> <tr> <td>Can I explain that each sprite has its own instructions?</td> </tr> <tr> <td>Can I design the parts of a project?</td> </tr> <tr> <td>Can I use my algorithm to create a program?</td> </tr> </table>	Can I choose a command for a given purpose?	Can I show that a series of commands can be joined together?	Can I identify the effect of changing a value?	Can I explain that each sprite has its own instructions?	Can I design the parts of a project?	Can I 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
Can I choose a command for a given purpose?								
Can I show that a series of commands can be joined together?								
Can I identify the effect of changing a value?								
Can I explain that each sprite has its own instructions?								
Can I design the parts of a project?								
Can I use my algorithm to create a program?								
	National Curriculum:	Pupils should be taught to: <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

Sequence of Lessons			
Subject	Learning Challenge	Outcomes/Evidence (where?) Options: Book/Display/Twitter/Non-Recorded	Concepts
Starter/Launch	See Above.	Twitter.	
1. Science	Can identify and name a variety of common animals? (including fish, amphibians, reptiles, birds, and mammals)	Books	Curiosity
2. Science	Can you identify, name, draw and label the basic parts of different animals?	Books	
3. Science	Can I describe and compare the structure of a variety of common animals? (including fish, amphibians, reptiles, birds, and mammals)	Books	
4. Science	Can you sort animals into either fish, amphibians, reptiles, birds, or mammals? (see Working Scientifically document)	Twitter	
5. Science	Can I research the names of animals that belong to each sub-category? (see Working Scientifically document)	Display	
6. Science	Can you identify and name a variety of animals that are carnivore, herbivore, or omnivore?	Books	
7. Geography	Can I identify the equator, north pole and south pole on a map and globe?	Books	Diversity, Choices
8. Geography	Can I locate hot and cold places in the world on a map and globe?	Books	
9. Geography	Can I select a hot or cold place for animals to live?	Books	
10. Science	Can you identify, name, draw and label the basic parts of the human body? (SONGS, RHYMES, GAMES etc)	Non-Recorded	Respect, Belonging, Humanity
11. Science	Can you explore the five senses and label the body part linked to each sense?	Books	
12. Art	Can I explore a range of collages?	Twitter	Curiosity
13. Art	Can I understand how collages work?	Non-Recorded	
14. Art	Can I discuss what makes a good collage?	Non-Recorded	
15. Art	Can I experiment in making texture?	Sketch Books	
16. Art	Can I share my ideas with others?	Non-Recorded	
17. Art	Can I make a collage of an animal?	Sketch Books	
18. Art	Can I evaluate my piece of artwork?	Sketch Books	
19. Design Technology	Can I explore a range of lever/pulley mechanisms?	Twitter & Photo in Sketch Books	Curiosity
20. Design Technology	Can I practise making a range of lever/pulley mechanisms? (more than one session)	Sketch Books	
21. Design Technology	Can I design a lever/pulley mechanism based on practise?	Sketch Books	
22. Design Technology	Can I make a lever/pulley based on my design?	Sketch Books	
23. Design Technology	Can I explain how my lever/pulley works?	Non-Recorded	
24. Design Technology	Can I complete an evaluation of my lever/pulley?	Sketch Books	
25. Geography	Can I explore the weather in the United Kingdom in Summer? (see working scientifically document)	Display	Change, Impact, Curiosity
26. Geography	Can I record daily weather on a class chart using weather symbols? (weather type, day length, temperature etc.) (see Working Scientifically document)	Display	

Year 1 Unit Plan: Are all animals the same? (6 weeks)



Computing Unit	Can I choose a command for a given purpose? Can I show that a series of commands can be joined together? Can I identify the effect of changing a value? Can I explain that each sprite has its own instructions? Can I design the parts of a project? Can I use my algorithm to create a program?	Exercise Books/Floor Books/Twitter.	
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