

# Paws, Claws and Whiskers - Year 1, Spring 2

**Engage:** Trip to Colchester Zoo

**Events:** World Book Day

**Express:** Creating Henry Rousseau Collage

## **We are... Scientists: Key Skills and Knowledge:** **Animals including Humans**

- I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

**Key Vocabulary:** Fish, amphibian, reptile, bird, mammal, Common names of fish, amphibians, reptiles, birds, mammals including pets and those found in the local environment. head, paws, fins, wings, legs, feet, toes, tail, skin, scales, fur, feathers, Herbivore, carnivore, omnivore

## **We are... Athletes: Key Skills and Knowledge:** **Ball Skills & Games**

- Physical:** throwing, catching, retrieving, hitting, striking and tracking a ball
- Social:** respecting, supporting and encouraging others,
- Emotional:** honesty and fair play, determination, perseverance
- Thinking:** decision making, using simple tactics, recalling information, comprehension, selecting and applying skills
- Key Vocabulary:** accurate, tactics, continuously, target, opponent, striking, fielding, target, opponent, batter, bowler

**Overview:** Soft fur, sharp claws and twitching whiskers. What's your favourite animal? One that meows? One that barks? Or maybe one that scurries or slithers? From pets at home to animals in the zoo, let's find out what animals like to eat and where they like to sleep. Do you know how to look after a rabbit? A cat? Or even a snake? Find out how the elephant got his trunk and how the rhinoceros got his leathery skin. Perhaps you know how the dog got his waggy tail? Can you make a food chain to show who eats who? Who is a herbivore and who is a carnivore? When a gaggle of mysterious pets arrive at the local pet shop, it's up to you to take care of them. Feed them, clean them and discover their daily needs. After all that work, curl up and take a cat nap.

## **We are... Geographers: Key Skills and Knowledge:**

- I can identify and name types of weather.
- I can identify patterns in seasonal weather.

**Key Vocabulary:** Sun, rain, wind, snow, fog, hail, sleet, Spring, Summer, Autumn, Winter

## **We are... Authors and Readers:**

**Key Skills and Knowledge:** Read Yellow Storybooks, read all Set 3 sounds and additional graphemes (e-e, ie, ue, au, kn, wh, ph) (74 sounds total), I can sit letters together in a word (mixture of short, tall and tail letters). I know that I need to use capital letters for the names of people and places.

**Key Vocabulary:** Fred talk, special friends, "fred talk, read the word" nouns (places and names), first person, sequence, narratives, story, prediction, conjunction, retell.

**Storybooks:** Aldo John Burningham, **Six Dinner Sid** Inga Moore, **Max the Brave** Ed Vere, **The Pig's Knickers** Jonathan Emmett, **The Ugly Five**, Julia Donaldson.

## **We are... mathematicians:** **Key Skills and Knowledge:**

### Numbers to Twenty

I can solve problems that involve addition and subtraction.

I can add and subtract one-digit and two-digit numbers to 20, including zero

### Measures – Coins and Combinations to 20p,

I can recognise and know the value of different denominations of coins and notes.

Counting in 2s, 5s 10s

I can count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens

### Sequencing Events

Days of the Week and Months of the Year are exposed through the year

### **Key Vocabulary:**

Coins, notes, money, addition, subtraction, total, multiples.

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## We are... Theologians (RE): Islam

### Key Skills and Knowledge:

- Identify a difference between the Bible and the Qur'an.
- Identify the main message in an Islamic and Christian Parable.
- Discuss something that Muslims believe and identify two facts about a Mosque.
- Match Islamic Symbols to their labels (identify them).
- Visually represent the key features of Ramadan and explain why it is an important event for Muslims.

**Key Vocabulary:** Islam, Muslim, Ramadan, Crescent, Moon, Suhoor, Mosque, Eid, Iftar, Five Pillars, Allah, Qur'an, Prayer Mat, Imam, Bible, Samaritan, Sacrifice, Christianity, Christian.

## We are... Coders (Computing): Key Skills and Knowledge: Information Technology:

### Pictograms

To understand that data can be represented in picture format.

To contribute to a class pictogram.

To use a pictogram to record the results of an experiment.

Key Vocabulary: Collect, Compare, Data, pictogram, Record Results, title

Digital Literacy: Technology Outside School:

To walk around the local community and find examples of where technology is used.

To record examples of technology outside school.

Vocabulary: Computer, Technology

Key Overarching Questions: What is technology and How does technology make our lives better

## We are... Designers: Key Skills and Knowledge:

### Designing:

- I can use my knowledge of existing products to suggest ideas for a tiger food tin design.

### Evaluating:

- I can talk about existing food packaging considering: use, materials, how they work, audience, where they might be used.

### Food and Nutrition:

- I can work in a safe and hygienic manner.
- I can discuss how fruit and vegetables are healthy.

**Key Vocabulary:** Healthy, Unhealthy, Source, Fruit, Vegetables, Clean, Safe, Dirty, Unsafe, nutrients, packaging

## We are... A Community (PSHE):

### Key Skills and Knowledge:

- Know that eating at least five portions of vegetables and fruit a day helps to maintain health. Learn to make a healthy lunch.
- Use strategies for resolving conflict situations, and give/receive positive feedback, and experience how this makes them feel.
- Recognise and use simple strategies for preventing the spread of diseases.
- Recognise that learning a new skill requires practice and the opportunity to fail, safely.

**Key Vocabulary:** Carbohydrate, dairy, protein, fruit, vegetables, portion, healthy, germs, hygiene, illness, determination, praise, consequences, sugar, achievement

## We are... Artists: Key Skills and Knowledge:

### Drawing:

- I can use different grades of pencil to explore tone. I can use soft and hard pencils to create different types of line and shape.
- I can use different types of line include zigzag, wavy, curved, thick and thin to explore animal skin patterns.
- I can experiment with different mediums such as oil pastels and water colours.
- I can understand patterns in nature, e.g. snail shells.

### Collage:

Henri Rousseau 'Surprise' artwork

- I can use textural materials, to create a simple collage.
- I can manipulate materials by using layering, tearing, cutting, rolling and gluing techniques to make a collage.

### Artists:

- I can look and talk about my own work and that of other artists and techniques used.
- I can express likes and dislikes.

**Key Vocabulary:** pattern, repeating, thick, thin, sketch, shape, colour, shade, straight, curved, smudge, texture, collage, media, materials, tone,

## We are... Musicians: Key Skills and Knowledge:

• **Listen and Appraise:** To learn how they can enjoy moving to music by dancing, marching, etc. know 5 songs off by heart, what they are about. Know/recognise the sound/names of some instruments.

• **Games:** to develop an understanding of pulse, rhythm and pitch. To know that music has a steady pulse, we can create rhythms from words, food and animals etc.

• **Singing:** to be aware that they can sing different pitches and make different types of sounds with their voices. Learn to start/stop singing when following a leader. To build confidence in performing from memory and sing them.

• Continued on Summer 2

**Key Vocabulary:** Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience and imagination.