

<p><b>Inspiration/Theme:</b> How are living things suited to different habitats?</p> 	<p><b>Curriculum Driver:</b> Science/ Geography</p>	<p><b>Outcome of learning:</b> Fact-files showing the information about different animals (English Science) Photographs of different habitats (Art) Postcards from places visited in Meerkat Mail saying what human and physical features they have seen (Geography)</p>	
<p>Core texts/artefact/film</p>	<p>Provocation -Inspire, Immerse</p>	<p>Display outcomes</p>	<p>Topic specific speaking frames</p>
<p>Gorilla The Lonely Tree Frog and Toad Together Meerkat Mail Non-fiction text about animals</p>	<p><u>Hook/Stunning Start</u> Visit to nature area to look at different habitats.</p> <p><u>Trips/Visitors/Marvellous Middle</u> Farm visit</p> <p><u>Celebration/Fabulous Finish</u> Parents invited in to view artwork, read non-chronological reports and follow map directions created by children.</p>	<p>Non-chronological reports on display  Art display showing photographs.</p>	<p>Language of comparison They are the same because.... They are similar because.... They are different because.... Is.... and ... is... They are alike because they are both.... It feels different because this one.... and that one.....</p>
<p>Topic Display</p>	<p>Reading Area</p>	<p>Maths Display</p>	<p>Home school links</p>
<p><u>Key questions</u> Where might this creature live? Why? What is the difference between things that are dead, things that are alive and things that have never been alive? How do animals obtain their food? How do animals and plants adapt to their habitat? Can you name this plant?</p> <p><u>Key images/artefacts</u> Images of habitats and animals that live in them. Pictures, models of animals Life cycle diagrams</p> <p><u>Key vocabulary</u> Creature, animal, habitat, living, nature, adapt, dead</p>	<p><b>Books</b> Non-fiction texts about animals</p> <p><b>Questions</b> How do you use a contents page? How can you find out about...? What was the most interesting fact you found?</p>	<p><u>Key questions</u> What time will it be in....? How long until...? What fraction of the shape is coloured in?</p> <p><u>Key images/artefacts</u> clocks, fraction bars</p> <p><u>Key vocabulary</u> Fractions, time, morning, afternoon, evening, am, pm, whole equal parts, four equal parts one half, two halves, a quarter, two quarters</p>	<p><b>Weekly Home Learning:</b> Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday. <b>Spellings:</b> Each week children will receive spellings to be learnt at home. This will be tested on a Wednesday. <b>Reading at home:</b> Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log. Children can log their reads for our class challenge to earn individual prizes and class rewards. <b>Slippers:</b> We continue to encourage the children to bring slippers into school. National research has shown this to have a positive impact. <b>Water:</b> Please ensure your child has a bottle of water in class. <b>Maths Challenge:</b> You can help your children with their basic skills as details of their maths challenges are stapled into their planners each week. <i>You might want to go for a walk with your family and look for different habitats. Which animals live there? How are the habitats different?</i></p>

English	Maths	Science	PE
<p><b>Outcome of learning:</b> Children will write a recount of the farm visit and a non-chronological report about a creature.</p> <p><b>Key Skills:</b></p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>Using the Key Stage 1 VIPER skills to develop and apply a deeper understanding of a non-fiction text</li> <li>Identify features of a non-fiction text</li> <li>Answering and asking questions</li> <li>Explore and discuss their understanding of non-fiction texts</li> </ul> <p><i>Writing:</i></p> <ul style="list-style-type: none"> <li>Write about real events and for different purposes</li> <li>Use a variety of sentences</li> <li>Recording ideas, new vocabulary and key words</li> <li>Proof read to check for errors in spelling, grammar and punctuation.</li> </ul>	<p><b>Outcome of learning:</b> Children will solve real life problems involving fractions and time, using all four operations.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Recognise time to 5 minutes</li> <li>Tell time, sequence it and manipulate an analogue clock</li> <li>Find the duration of time, the end of a length of time, the beginning of a length of time and compare lengths of time</li> <li>Recognise, find, name and write fractions of numbers and shapes.</li> <li>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</li> <li>Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul>	<p><b>Outcome of learning:</b> Children will create an explanation text about how animals adapt to their habitats. Create food chains.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Exploring and comparing the differences between things that are living, dead and things that have never been alive (<i>Maths cross curricular link – Statistics, comparing categorical data</i>)</li> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on one another</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>	<p><b>Outcome of learning:</b> Children will create own game. Sports day practise.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Take turns in a small group</li> <li>Make up own rules and versions of activities.</li> <li>Compete against others in turn, trying to beat each other's time/ score/ distance</li> <li>Negotiate/ dodge equipment and peers, varying speed and direction, demonstrating spatial awareness.</li> </ul>
Art	RE	Music	Geography/History
<p><b>Outcome of learning:</b> Children will create a picture of a habitat using photography and mixed media.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Explore the visual elements of line, colour and perspective</li> <li>Develop an understanding of the basic elements of taking a good photograph</li> <li>Develop observational drawing skills</li> </ul>	<p><b>Outcome of learning:</b> Children will compare and contrast creation stories, to form their own opinion about what they believe.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Compare and contrast themes</li> <li>Identify key events in stories</li> <li>Summarise the key events in stories</li> <li>Pose and answer their own questions</li> </ul>	<p><b>Outcome of learning:</b> Children will compose sound pictures that represent the habitat and movement of a number of mini-beasts and enjoy singing and percussion performance.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Play non-pitched percussion instruments.</li> <li>Play simple patterns to accompany songs.</li> <li>Listen to a wider range of music.</li> <li>Follow a melody.</li> </ul>	<p><b>Outcome of learning:</b> Children will read a map and plan a route, taking into account human and physical features.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study key human and physical features of the surrounding environment</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>Compare and contrast old maps with new maps of the local area</li> <li>Create a map of the school and plan a route around it. (<i>Maths Cross Curricular Link – Geometry, Position and Direction</i>)</li> </ul>

Computing	PSHEE	DT	MFL
<p><u>Outcome of learning:</u> Children will research a topic online, creating and saving digital content.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• Recognise common uses of information technology beyond school</li> </ul>	<p><u>Outcome of learning:</u> Children will visit the life bus.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Identify ways to keep their body healthy</li> <li>• Identify which substances are harmful to your health</li> </ul>	<p><u>Outcome of learning:</u> Children will Evaluate the purpose and strengths of bug catchers on the market and then design their own.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Creating a design against a set criterion</li> <li>• Test products for durability against their design criteria</li> </ul>	<p><u>Outcome of learning:</u> Children will learn how to say the names of pets and farm animals in French.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Speak audibly and fluently in standard French.</li> <li>• Learn to understand everyday vocabulary in French.</li> </ul>