

Topic: Animals

Year: 1/2

Term: Autumn



Together, we can achieve and succeed with God by our Side.

Termly Values: Respect and compassion

Class Book: How to Wash a Woolly Mammoth by Michelle Robinson

Religious Education

Intent– to describe how Christians see God. To describe why Christmas is important to Christians.

Implementation

What do Christians believe God is like?

- ◇ Explore what Christians believe God is like. Discuss why Christians think this.

Why does Christmas matter to Christians?

- ◇ Learn about Christian beliefs– the festival of Christmas. Children to re-tell the story of the Nativity.
- ◇ Visit St Marwenne’s church and see the Nativity scenes.

Composite Outcome

- ◇ Perform a retelling of the Nativity story.

Impact: children can describe how Christians see God. Children can retell the Nativity story and describe the festival of Christmas.

Computing

Intent– to use Purple Mash to create computing artwork.

Implementation

- ◇ To log in to Purple Mash safely.
- ◇ Learn how to find saved work in the online area and find teacher comments.
- ◇ To explore the tools section of Purple Mash and learn about the icons used for save, print, open and new.
- ◇ Explore the 2Paint a Picture tool and use it to create some computing artwork using dots and lines.
- ◇ Explore the 2Paint a Picture repeating patterns template.
- ◇ Explore the eCollage function in 2Paint a Picture and use it to create surrealist art using drawing and clipart.

Composite Outcome

- ◇ to use a range of techniques to create some computing artwork.

Impact: children can navigate Purple Mash and use a variety of tools and functions to create artwork.

History

Intent– to understand where the Gunpowder Plot fits in the British timeline and it’s importance. To know why we have Remembrance Day.

Implementation

- ◇ To identify where the Gunpowder Plot fits on the British timeline.
- ◇ To know the key events of the Gunpowder Plot and sequence them in chronological order.
- ◇ To use books/ fact sheets and film clips to inspire discussion about the Gunpowder Plot.
- ◇ To know where WW1 and WW2 fit on the British timeline.
- ◇ To discuss the significance of Remembrance Day.

Composite Outcome

- ◇ To create a poster/poem about the Gunpowder Plot.

Impact: Children have an understanding of chronology and can place events on a timeline.

Geography

Intent– to name and locate the world’s 7 continents and 5 oceans.

Implementation

- ◇ Children use maps and atlases to name and locate the world’s 7 continents and 5 oceans.
- ◇ Children study animals from around the world and locate the countries they live in on a map.
- ◇ Children explore why animals live in certain parts of the world.

Composite Outcome

- ◇ Create an animal fact-file which shows the location they live in on a map.

Impact: children can identify places on a map/ atlas and some of their key features.

Science– Autumn 1

Intent– to identify the basic needs of animals for survival, the importance of exercise, diet, hygiene and reproduction.

Implementation

- ◇ Observe how animals, including humans, have offspring which grow into adults.
- ◇ Research the basic needs of animals, including humans, for survival—water, food, air.
- ◇ Describe the importance of exercise, eating the right amounts of different types of food, and hygiene.

Composite Outcome

- ◇ Create a poster/ display about exercise and healthy eating.

Impact: children can identify the basic needs of animals for survival.

Science– Autumn 2

Intent– to identify that most living things live in habitats to which they are suited.

Implementation

- ◇ Explore and compare differences between things that are living, dead, and things that have never been alive.
- ◇ Identify how different living things are suited to different habitats and why.
- ◇ Create simple food chains to show how animals obtain their

Composite Outcome

- ◇ To create an animal fact file.

Impact: children can identify different animals and their habitats.

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PSHE/RSHE

Intent– to identify different feelings and how to cope with them. To compare how people are similar and different.

Implementation

Me and my relationships

- ◇ Name a variety of different feelings and explain how these might make me behave.
- ◇ Think of some different ways of dealing with ‘not so good’ feelings.
- ◇ Identify when help is needed and who to go to.
- ◇ Identify some different classroom rules.

Valuing Differences

- ◇ Identify ways in which people are similar as well as different.
- ◇ Identify why things sometimes seem unfair, even if they are not.

Composite Outcome

- ◇ Contribute to a class floor book about emotions and embracing differences.

Impact: children can identify different emotions and show how they can treat others equally despite our differences.

PE

Intent– to play team ball games. To create a gymnastics routine.

Implementation

Multi-skills: Invasion games

- ◇ Roll a ball.
- ◇ Throw and catch a ball.
- ◇ Control and kick a ball.
- ◇ Use skills to play a game.

Gymnastics

- ◇ Create shapes (tuck, straight, star, straddle, pike).
- ◇ Travel at different speeds.
- ◇ Move by jumping.
- ◇ Balance on large and small body parts.
- ◇ Move by rolling.
- ◇ Create sequences using the above moves.

Composite Outcome

- ◇ Play a team ball game.
- ◇ Perform a gymnastics routine.

Impact: children can use a variety of ball techniques in invasion games. Children can create a gymnastics sequence based on animals.

Music

Intent- to perform Hip-Hop style music. To perform Nativity songs.

Implementation

Hey You!

- ◇ To listen and appraise music with a hip-hop theme or influence.
- ◇ To find the pulse or beat of a tune and then clap in time to the beat.
- ◇ To take part in singing accurately following a melody (Hey You! Song)
- ◇ To follow instructions on how and when to sing or play an instrument.
- ◇ To rehearse together to create a performance of Hey You!

Musical composition linked to Nativity

- ◇ To rehearse together to create a performance of the Nativity using voices.

Composite Outcome

- ◇ Perform the song Hey You! Using instruments and voices.
- ◇ Perform Nativity songs to an audience.

Impact: children can perform the song ‘Hey You’ using their voices and instruments. Children can perform Nativity songs to an audience.

DT

Intent– to design and make an animal split-pin character. To design and make fruit smoothies.

Implementation

Split-pin characters

- ◇ Explore split-pin characters with moving parts.
- ◇ Investigate techniques including cutting, folding, making holes and joining.
- ◇ Learn how to cut materials safely using tools provided.

Fruit smoothies

- ◇ Explore existing smoothie flavours and generate own ideas.
- ◇ Design and make a smoothie based on criteria.
- ◇ Learn how to use a knife and blender safely.

Composite Outcome

- ◇ Create a split-pin animal.
- ◇ Create a smoothie.

Impact: children demonstrate they can use cutting, folding and joining (using split pins) to create a split-pin character. Children make smoothies using chopping and blending.

Art

Intent– to develop techniques in drawing, painting and colour mixing to create animal artwork.

Implementation

- ◇ Investigate the different marks made using pencils, graphite, charcoal etc. Explore lines of different thickness.
- ◇ Study how Henri Rousseau drew/painted specific features in jungle paintings and use this to create own animal painting.
- ◇ Explore colour mixing and use this to create own animal pattern.
- ◇ Explore textures by adding different materials to paint e.g. sand, shredded wheat.

Composite Outcome

- ◇ Draw and paint a jungle picture in the style of Henri Rousseau.
- ◇ Create textured animal artwork using a range of materials.

Impact: children can use a range of techniques, including mark-making and colour mixing to draw and paint a piece of animal artwork.