



# Animal Kingdom

## Learning Theme Intent

This topic is the first Animals Science topic and gives the children a solid foundation on their understanding of animals before progressing onto learning about animal habitats in the next topic. We develop children’s understanding of animal names, what they look like, where they live, how they are similar and different to other animals and what they need in order to survive. This is an easy topic to link across the curriculum and the Beatrix Potter stories play an important part in developing animal knowledge alongside children’s understanding and use of higher level vocabulary. This topic also builds upon skills taught in the previous term and at this stage children are expected to work more independently, especially when tasks are familiar and have the aim to consolidate learning.

## English – National Curriculum and skills

### Composition

write sentences by:

- Saying out loud what they are going to write about.
- Compose a sentence orally before writing it.
- Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.
- Read their writing aloud clearly enough to be heard by their peers and the teacher.

### Handwriting and Presentation

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction

## Overview

We use the Beatrix Potter stories this term to provide a stimulus for our writing tasks, motivate writing and provide a strong purpose and audience for the writing that the children complete. As always, we find the ‘book series’ approach very successful and valuable for developing children’s writing and for linking the writing tasks directly to the reading activities. It particularly helps to develop children’s use of higher order vocabulary and encourages them to write in the style of a particular author. This topic starts with an introduction to Beatrix and what she wanted to achieve with her writing, we will look at what animals are in her stories and what she called them, concentrating on using our taught phonics and letters to write animal and character names. Once we have looked at the types of animals in the story and had a go at writing their names, we will move onto sentences with a



**Vocabulary, grammar & punctuation**

- Leave finger spaces between words.
- Begin to punctuate sentences using a capital letter and a full stop.
- Begin to use simple adjectives.
- Name all letters of the alphabet.
- Start to spell words containing the 40+ sounds.

focus on descriptive sentences using adjectives and nouns. Once we have a good understanding of the different characters with in the story, the children will move onto an enquiry question- Beatrix wanted to find out about rabbits - What did she want to know? Once we have discussed and looked at the text we will scaffold a picture information text. This is then followed by a second enquiry question- What do we know about Peter? Children will complete a fact file about Peter. When reading the story we will focus on words/sentences and complete our own picture story map. We will then re-read the story with a focus on a recount. We will look at the sequence of events and how to start our sentences. At this time, editing strips are reintroduced to the children and children will use them to assess their own work and amend where they think is necessary, This skill is something we introduced in the second half of the Autumn term to get the children used to spotting their own errors and self- correct. The second half term starts with an enquiry about ducks, squirrels, frogs and hedgehogs, once we have shared what we already know about the above animals, we will find out some more information and complete our own information booklet, using the skills taught previously of adjectives and nouns. We then move on to recounts, we will assess their writing skills through the use of recounts as it allows the children to focus on their technical writing skills in these tasks rather than the added layer of creativity and imagination skills, these skills will be assessed next in our invention stage. The recounts will have a particular focus on vocabulary, planning and editing, We will first introduce Jemina Puddle-Duck. This is then repeated for squirrel nutrition and Jeremy Fisher. We will then move on to our invention stage. This will allow the children to express their own creativity through the development of their own character. Children will be helped to develop their character through key



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|  | <p>questions and exploration. Children will have a clear understanding of their character and their characteristic before completing the writing task, this will link to other topics/lesson where children will be asked to draw/paint/make their character. We will conclude this topic with our imagination task where Children will create an adventure for their character. We will look at sentence starters and introduce the beginning/middle and end. Throughout this term we will look at using word ending/ letter names to distinguish between alternative spellings of the same sound/Add prefixes and suffixes/using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs /using the prefix un– and using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> |
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| Science – National Curriculum and skills  | Overview   |
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| <p><b>Animals</b> (Animals, including humans)</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals.</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</li> <li>Notice that animals, including humans, have offspring which grow into adults.</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul> | <p>This topic begins with a baseline Assessment to see what animals the children already know. Once the children have learnt some new animal names from each other and our discussions we can now look into greater depth about how animals can be grouped according to their similarities. We introduce this concept by learning about nocturnal animals and the children complete the familiar activity of the ‘Marketplace’ to acquire new knowledge about these animals in a collaborative and enquiry based way. We then develop this idea of grouping animals further by sorting them into fish, amphibians, reptiles, mammals and birds which is more challenging as there are more groups and the scientific vocabulary is more challenging for the children. The next part of the unit investigates what animals eat and we can then develop our grouping skills further by understanding and</p> |



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|  | <p>using the term herbivore, carnivore and omnivore. Now that we have a solid understanding of the names of animals and their special features by which we can group them we then finish the unit by learning about how animals grow and change and the names of different animal babies. A visit from Tees Valley Wildlife to introduce/revisit the concept of SWAF to explain what animals need in order to survive. This links with the work in the Ourselves unit which is based on humans and allows children to understand that all animals need SWAF as well as reiterating that humans are animals.</p> |
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| History – National Curriculum and skills  | Overview  |
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| <p><b>Changes in living memory:</b> Writing<br/> <b>Significant individuals:</b> B Potter</p> | <p>This unit starts with an enquiry task to investigate Beatrix Potter. The History unit then teaches children about her life and compliments the children’s knowledge and appreciation of her stories which is why we thought it was important that we complete the History unit of work first. Linked to this the children then learn about the history of writing.</p> |

| Geography – National Curriculum and skills   | Overview   |
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| <p><b>Geographical skills and fieldwork</b><br/>           Use world maps, atlases, globes to identify the United Kingdom and its countries, continents, oceans studied at KS1.</p> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country</li> </ul> | <p>In the Geography unit of work the children learn about the world and once they have an understanding of the different continents and oceans the children develop their knowledge of animals further through investigating hot and cold countries and which animals live in these places. They then learn about Africa and as part of this study the children learn about the animals that live there. This builds upon knowledge acquired in the Homes Unit where children learnt about different homes from across the world and how things have changed overtime.</p> |



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| <b>Design and Technology - National Curriculum and skills</b>   | <b>Overview</b>   |
| <b>Materials/ Technical Knowledge:</b><br>Textiles: Beatrix Potter Characters   | The children look at rabbits and design/make their own moving rabbit and choose a Beatrix Potter character to make a felt animal and learn how to draw and cut out a template and sew their animal  |
| <b>Art and Design - National Curriculum and skills</b>  | <b>Overview</b>   |
| <ul style="list-style-type: none"><li>• To use a range of materials creatively to design and make products</li><li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li><li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>• Learn 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</li></ul> | Children use the Beatrix Potter books as a stimulus to complete some animal masks, animal plates and animal sculptures.   |
| <b>Music - National Curriculum and skills</b>   | <b>Overview</b>   |
| <b>Listening and understanding music</b><br>Listen with concentration and understanding to a range of high-quality live and recorded music<br><b>Voices</b><br>Use their voices expressively and creatively by singing songs and speaking chants and rhymes<br><b>Instruments</b><br>Play tuned and untuned instruments musically   | Charanga Unit - Zootime<br>A Reggae Song for Children by Joanna Mangona<br>This unit contains Listen & Appraise apps, new progressive Warm-up Games, Flexible Games and new progressive improvisation resources.<br>All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. |



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| <p><b>Experimenting</b><br/>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p>Throughout the unit you will be encouraged to keep focused on musical learning; the integration of musical learning/practice is key. (See online Charanga planning tool for more information).</p> |
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| <b>PE - National Curriculum and skills</b>           | <b>Overview</b>  |
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| <p>Perform dances using simple movement patterns</p> | <p>Dance – Life Cycle of a Frog<br/>Core Task – Children listen to a piece of music and move like an animal of their choice (baseline assessment to identify areas to support and develop through the dance teaching)<br/>Children follow the sequence of tracks to move in time to the music during different parts of the frog life cycle. This includes moving at different heights, speeds and shadowing a partner.<br/>Repeat Core Task - Children listen to a piece of music and move like an animal of their choice (assessment of dance objectives for KS1 from SSP)</p> |

| <b>Other Subjects</b>  | <b>Overview</b>  |
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| <p>RSHE<br/>People Who help Me</p> <ul style="list-style-type: none"> <li>• Who can I ask if I need to know something?</li> <li>• Who can I go to if I am worried about something?</li> </ul> <p>Living Our World</p> <ul style="list-style-type: none"> <li>• What harms our local area? (litter, dog mess, speeding etc).</li> </ul> | <p>Use of Circle Time activities, Road safety activities and stories to teach these RSHE objectives.</p> |



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| <p>Life Cycles</p> <ul style="list-style-type: none"> <li>• How much have I changed since I was a baby?</li> </ul>  |   |
| <p>Computing</p> <p><b>E-safety</b><br/>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p><b>Using technology purposefully</b><br/>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> | <p>Use of 2 Simple (2 graph) to develop Data Handling skills.<br/>Use animals activities on 2 Simple to develop IPAD skills including using the programs correctly, logging on and saving work correctly.</p> <p>NB – Online safety is taught during RSHE lessons but applied and discussed through use of 2 Simple passwords and login security etc.</p> |
| <p>RE</p> <p>Why is the bible special to Christians?<br/>Why is Moses important to Jews?<br/>How do Christians celebrate Easter?</p>  | <p>Children to learn about the bible and why it is special for Christians. Introduce Moses and children to learn about why he is important to Jews. Listen to and discuss the Easter Story and complete a range of activities to develop understanding of the story and how Easter is celebrated.</p>   |

| Key Questions   | Wider Experiences  | Vocabulary   |
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| <p>What are animals called?<br/>What do animals look like?<br/>Where do animals live?<br/>What do animals need in order to survive?</p> | <p>Visit from Tees Valley Wildlife – SWAF workshop<br/>Visit to Guisborough Forest – Pond<br/>Dipping/Shelter Building</p> | <p>Animal names, fish, amphibians, reptiles, birds, mammals, omnivore, carnivore, herbivore, shelter, water, air, food, Beatrix Potter</p> |



| Linked Texts           | Home Learning Opportunities          |
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| Beatrix Potter stories | Weekly Homework linked to our topics |