



# 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 enquiry question to introduce the Beatrix Potter books – Peter Rabbit and to launch the animals unit of work – ‘What do we already know about rabbits?’ Once we have shared what we already know we find out some further information about rabbits and scaffold an information page to show what we have learnt. This is then repeated for Squirrels where



**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.

children can complete their information page more independently. We then read the story of Peter Rabbit and complete an assessment of their writing skills through asking them to retell the story, which allows the children to focus on their technical writing skills in this task rather than the added layer of creativity and imagination skills. These can be assessed later through the story invention task where the children have to write a story about the Beatrix Potter style character that they have created and described. We then use the familiar setting of the story to move onto a new genre of writing – letters. This genre is revisited from the previous unit of work so children should be able to set out their letters correctly. We also continue to develop the use of the boxed up planning, editing and feedback skills, which were introduced and scaffolded in the previous term. We then move onto animal poems, which helps to develop reading and writing skills as well as instructional writing linked to our DT task. Finally we learn how to write a recount which is taught through the Jeremy Fisher story and then applied as a visit recount from Tees Valley Wildlife. To assess children’s ability to write an information page independently, we use the stimulus of ‘a new child at Zetland’. In SPAG we introduce different tense, plural words and apostrophes. We finish this unit of work by addressing punctuation misconceptions and also spend some time on adding suffixes to words to consolidate this challenging spelling skill. In handwriting we start to learn to join in with the children who are ready and follow the Penpals book to cover the joins in a logical sequence.

<b>Science – National Curriculum and skills</b>	<b>Overview</b>
<b>Animals</b> (Animals, including humans)	This topic begins with a baseline Assessment to see what animals the children already know. Once the children have learnt some new



- 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).
- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

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 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.

**History – National Curriculum and skills**

**Changes in living memory:** Writing

**Significant individuals:** B Potter

**Overview**

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.



Geography – National Curriculum and skills	Overview
<p><b>Geographical skills and fieldwork</b> 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>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. In the Geography unit of work the children learn about her The Lake District linked to the work on Beatrix Potter in History. They then move onto the UK countries and once they have an understanding of the different countries, surrounding seas, capital cities. The children how to use a compass and develop their understanding of compass points and directional language. Progressing onto making and following a map.</p>

Design and Technology - National Curriculum and skills	Overview
<p><b>Materials/ Technical Knowledge:</b> Textiles: Beatrix Potter Characters</p>	<p>The children choose a Beatrix Potter character to make as a felt animal and learn how to draw and cut out a template and sew their animal</p>

Art and Design - National Curriculum and skills	Overview
<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>	<p>Children to investigate colour, drawing, painting and collage of rainbows. Children use the Beatrix Potter books as a stimulus to complete some animal masks, animal plates and animal sculptures.</p>



<b>Music - National Curriculum and skills</b>	<b>Overview</b>
<p><b>Listening and understanding music</b> Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p><b>Voices</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p><b>Instruments</b> Play tuned and untuned instruments musically</p> <p><b>Experimenting</b> Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Charanga Unit - Zootime A Reggae Song for Children by Joanna Mangona This unit contains Listen &amp; Appraise apps, new progressive Warm-up Games, Flexible Games and new progressive improvisation resources. 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. The unit is focused on musical learning; the integration of musical learning/practice is key. (See online Charanga planning tool for more information).</p>

<b>PE - National Curriculum and skills</b>	<b>Overview</b>
<p>Perform dances using simple movement patterns</p>	<p>Dance – Life Cycle of a Frog 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) 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. 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>



Other Subjects	Overview
<p>RSHE</p> <p>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>Relationships</p> <ul style="list-style-type: none"><li>• Why are friends important?</li><li>• What can other people do to make me feel happy?</li><li>• How have my relationships changed as I have grown up?</li><li>• Why is my family important to me?</li><li>• Why are some parents married and some not?</li></ul>	<p>Use of Circle Time activities, Yasmine and Tom lessons, Road safety activities, CEOP videos, stories and videos to teach these RSHE objectives.</p>
<p>Computing</p> <p><b>E-safety</b></p> <p>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></p> <p>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.</p> <p>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?</p> <p>Why is Moses important to Jews?</p> <p>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>



## MEDIUM TERM PLANNING | UNIT OBJECTIVES

Zetland Primary School

Year Group: 2

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

Linked Texts	Home Learning Opportunities
Beatrix Potter stories Animal Poems	See Animal Home Learning choice grid on Seesaw