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|  | **2nd-6th Sept 2019**  **Engage -Memorable experience** | **9th – 13th Sept 2019**  **Engage- Pets from home visits.** | **16th – 20th Sept 2019**  **Develop – Fables – narratives** | **23rd - 27th Sept 2019**  **Develop – Booklets, lists Big Cats!** | **30th Sept – 4th Oct**  **2019**  **Develop – Instructions At the Zoo** | **7th – 11th Oct 2019**  **Innovate Stage**  **The local pet shop needs your help!** | **14th – 18th Oct 2019**  **Express – Nursery rhymes, poems and animal expert** | **21st – 25th Oct 2019** |
| Phonics | **Song of Sounds**  **Assessment stage 1 sounds.**  **Spellings**  Yr1: words ending in nk,  Yr2: suffix ed | **Song of Sounds**  **Tricky words (I, the, he, she, we, be and we)**  **SPAG: Using punctation (full stop, question mark and exclamation mark)**  **Spellings**  Yr1: two syllable words  Yr2: c as the s sound (rice) | **Song of Sounds**  **Ay, ai and a-e**  **SPAG: Nouns, verbs and expanded noun phrases.**  **Spellings**  Yr1: ay  Yr2: silent K at beginning of words. | **Song of Sounds**  **Ee, ea and e-e**  **SPAG: Subordinates**  **Spellings**  Yr1: a-e  Yr2 words with dge | **Song of Sounds**  **Igh, ie and i-e**  **SPAG: Checking spelling and using punctation.**  **Spellings**  Yr1: ee  Yr2: words ending le | **Song of Sounds**  **Ow, oa and o-e**  **SPAG: Expanded Noun phrases.**  **Spellings**  Yr1: ea  Yr2: silent w at the beginning of words. | **Song of Sounds**  **Oo, ew and u-e**  **SPAG: Subordinates**  **Spellings**  Yr1: igh  Yr2: silent w at the beginning of words. | **Song of Sounds**  **Tricky words: come, some, said, have, any and many**  **SPAG: Verbs, nouns and adjectives.**  **Spellings**  Yr1:e-e  Yr2: common exception words. |
| Maths | **Place Value**  **Year 1 – place value to 20**  **To be able to count to and across 100, forwards and backwards, beginning with 0, 1 or from any given number.**  **Count in multiples of 2.**  **Year 2 Place vaule to 100**  **Count in steps of 2, 3 and 5 from 0 and in tens from any number forwards and backwards.**  Complete number sequences, Have pets with numbers on hanging on a washing line which numbers are missing? | **Place Value**  **Year 1**  **Count, read and write numbers to 10 in numerals and words. (Year 2 – at least 100)**  **Year 2**  **Recognise the place value of each digit in a two digit number (tens, ones)**  Year 1  Go on a pet hunt, (hide pets with numbers on in the classroom). Each child finds a pet and see if they can put the numbers in order and say them. Can they match the digit to the number in words?  Year 2  Some of the pets have swallowed some 2 digit numbers, in order to get them out of the pet you need to partition them.  GAP ANALYSIS  **Linked to constructing graphs. Look under ICT.** | **Place Value**  **Year 1**  **Identify and represent numbers using objects and pictorial representations including number line and use the language equal to, more than, less than (fewer), most, least.**  **Given a number, identify one more or one less.**  **Year 2**  **Identify and estimate numbers to 100 using different representations including number line.**  **Compare and order numbers from 0 up to 100; use <,> and = signs.**  Year 1  Compare two groups of pets and use correct language (more, less than, fewer) and write the amount of pets in each group.  Year 2  Put the age of the pets (up to 100years old) in order, use <,> and = to compare the age of the pets.  **SSM**  **GAP ANALYSIS**  **Year 1 (See Art and Design)**  **Year 2**  **Compare and sort common 2-D and 3-D shapes and everyday objects.**  Year 1  Name common 2-D Shapes, go on a hunt to find 2-D Shapes.  Year 2  Sort the shapes in to 2-D and 3-D shapes. Can they match the 3-D Shape to the right 2-D face? | **Addition and Subtraction**  **Year 1 (to 20)**  **Represent and use number bonds and related subtraction facts (within 10)**  **Add and subtract one digit numbers (to 10), including zero.**  **Year 2 (to 100)**  **Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.**  **Add and subtract two digit numbers.** | **Addition and Subtraction**  **Year 1 (to 20)**  **Read, write and interpret mathematical statements involving addition(+), subtraction (-) and equals (=).**  Practise writing a calculation from the information given.  **Year 2 (to 100)**  **Solve problems with addition and subtraction using concrete objects and pictorial representations involving measures.**  Link to adding and taking away heights of animals using standards of measure.  GAP ANALYSIS  Year 1  **Compare, describe and solve practical problems for length and height.**  Year 2  **choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm**); **mass (kg/g)**  Link to measuring the animals in the zoo. | **Addition and Subtraction**  **Year 1 (to 20)**  **Read, write and interpret mathematical statements involving addition(+), subtraction (-) and equals (=).**  Practise writing a calculation from the information given.  **Year 2 (to 100)**  **Solve problems with addition and**  **subtraction using concrete objects and pictorial representations involving measures.**  Link to adding and taking away heights of animals using standards of measure.  GAP ANALYSIS  Year 1  **Sequence events in chronological order.**  Linked to the job as a Zoo Keeper. Order the jobs in order.  Year 2  **Compare and sequence intervals of time.**  Compare timings of two pet shops and animals feeding times. | | |
| English | **Speaking and Listening**  **listen and respond appropriately to adults and their peers**  Explanations - invite children to bring photos of their pets. Share personal experiences and write sentences explaining which pet is their favourite.  **Compose a sentence orally before writing it.**  Say a sentence about what you like about your pet then write it down.  Year 2 – Use expanded noun phrases in their sentence and use connectives. | Recount from the visit from the tortoises  **Speaking and Listening**  Linked to School trip.  **Llisten and respond appropriately to adults and their peers**  **ask questions to extend their understanding and knowledge.**  **Recount from the Visit to of the tortoises in school.**  **Writing**  **Year 1: composing a sentence orally before writing it.**  Show the photos from the experience f the tortoises. Ask the children to compose a short sentence about the school trip.  **Year 2 – planning or saying out loud what they are going to write about**  **writing about real events**  Write a recount about the trip using time connectives and expanded noun phrases. | **Year 1 - Sequence sentences to form short narratives.**  **Year 2 - Use expanded noun phrases to describe and specify.**  Read the story  Rudyard Kipling’s *Just So* story, *How the Leopard Got His Spots*.  Retell the story as a class and create a story map about the story  Year 2 create a story map but can change parts of the story – use a  popular domestic or pet animal. Look at different features. Perhaps ‘How the rabbit got long ears’, or ‘How the dog got its bark’. Retell the class story in their own words using simple sentences. | **Tiger That Came For Tea**  **Speaking and Listening**  **Engage in imaginative play, representing simple characters and situations in everyday speech, gesture or movement.**  Pretend to be Sophie or the tiger and recount the day’s events to Daddy when he comes home from work. Use their sequenced washing line to help them retell the story.  **Hot Seating**  Question Sophie about her feelings when the Tiger came for tea.  **Writing**  **Say out loud what they are going to write about.**  Year 1 – Create a list of what the tiger might find in your cupboard of fridge at home.  Year 2 – Use sentences and expanded noun phrases to describe what the tiger might find in your cupboard or fridge.  **Compose a sentence orally before writing it.**  Imagine a tiger came to live at their house! Use a variety of non-fiction books to find out what tigers hunt and eat, how they behave, play and move. Describe how they would take care of their tiger. Make their own ‘Tiger care’ booklets, describing the most important things to remember when looking after a tiger! | **Dear Zoo**  **Speaking and Listening**  **Listen to the views and responses of peers.**  Select items from a bag and describe them. Set out the items on a table as they are selected, guessing who the bag might belong to and what they do.  **Say out loud what they are going to write about.**  **Year 1 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark**  **Year 2 -** **subordination (using when, if, that, or because) and co-ordination (using or, and, or but)**  Show a video clip of a day at the Zoo.  Write a list of jobs the Zoo keeper might have to do and explain which one would be more fun and which one would not be.  Write a set of instructions on How to Be A Good Zoo Keeper. | **Pet Detectives**  A local pet shop has some mysterious creature arrived and they need your help with:  How to look after the creature and how to feed them. They need some ‘Pet Detectives’ to spend time with these animals to try and find out more about them. | **Old MacDonald**  **Speaking and Listening**  Work together as a class to learn the nursery rhyme, *Old MacDonald Had a Farm*. Suggest some unusual animals that he might have on his farm. Add new sounds or actions to match each animal and practise their new ideas aloud.  Children to think of different instruments to represent the animals.  **Compose a sentence orally before writing it.**  Choose the animal that most interests them and write a single-sentence verse about it for the nursery rhyme. Recite their sentence aloud before writing to make sure it makes sense.  Read the poem *Please do not feed the animals* by Robert Hull. Choose an animal from the poem and make a poster for what NOT to feed it! Download a picture of their chosen animal, then print it out and stick it on a piece of poster paper. Write their ‘Do Not…’ warning underneath it. Think about what other information they can add about their animal. |  |
| Guided Reading | **Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.**  Take part in the retelling of classic and memorable animal stories, joining in with predictable phrases and anticipating what happens next. Listen to, join in with and recite poems together as a whole class. | **Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.**  Read Just So Stories How the Elephant Got His Trunk.  Allow children to think imaginatively about the differences and similarities between the animals. |  | **Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.**  Read the story The Tiger Who Came For Tea.  Year 1 – To sequence the sentences and put them in order.  Year 2 – Talk about the events from the story and what you think the Tiger might do next.  Identify characters feelings. | **Draw on their own experiences, background information provided by the teacher and illustrations to make sense of what they have read.**  Look at a set of instructions for ‘How to be a good zoo keeper’ and talk about whether they think the instructions would help them do the job well. |  | **Learn to appreciate rhymes and poems, and to recite some by heart.**  Listen to and take part in a range of nursery rhymes about different types of animals. Join in with repetitive and predictable phrases adding animal noises and actions for extra reading fun! Practise reading aloud clearly, confidently, and, if reading together, at the same pace.  Highlight rhyming words in nursery rhymes. |  |
| Science | **Animals**  Objective- **Identify and name a variety of common animals that are carnivores, herbivores and omnivores.**  **Assess prior learning and what they know already.**  Sort animals into the right catergories linked to what they eat.  **Year 2** - Sort in to their own catergory.  Create a simple branching database to sort in to groups using classification data. | **Animals**  **Identifying and Classifying**  **Year 1**  **To describe and compare the structure of a variety of animals.**  Look at some familiar animal species such as spiders or dogs. Talk about the similarities and differences between animals of the same species, comparing their sizes, colouring, patterns and features.  **Year 2**  **Find out about and describe the basic needs of animals.**  Group and sort the animals in to own catergories linked to what they need to survive.  **Linked to ICT**  **Gather and record data to help in answering questions.**  GAP ANALYSIS  YEAR2 - Interpret and construct simple pictograms, tally charts and block diagrams. | **Animals**  **Perform simple tests**  **Year 1**  **To describe and compare the structure of a variety of animals.**  **Year 2**  **Identify that most living things live in habitats to which they are suited.**  <https://www.youtube.com/watch?v=EJGtN-igCu8>  Investigate camouflage by taking part in a ‘Butterfly hunt’. Split into two groups: first group must collect one ‘butterfly’ each from the school forest, then second group do the same. Look at the two groups of butterflies and decide how are they similar or different. Find out which group has more of the brightly coloured. Which butterflies would get eaten first? | **Animals**  **Year1**  **Draw and label basic parts of the human body, including those related to the senses.**  **Year 2**  **describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene**  Compare the basic body parts that humans have in common with big cats, identifying similarities and differences.  Year 2 discuss differences between what we eat and big cats eat to keep healthy. |  | What kind of home does the creature need to survive?  What does the creature like to eat? | **Animals**  **Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.**  Play a game of ‘I know…’, choosing a picture card of an animal and completing a sentence about it. Take turns to choose different animals and make a class list of all their animal facts. |  |
| Arts and Design | **To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.**  Create a picture of their favourite pet from memory using a range of materials and adding extra detail. | **To 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.**  Look at and talk about a collection of paintings, drawings and sculptures of different types of familiar animals. Talk about what they can see in the art work, including describing how they think it was made. Take part in imaginative talk, giving the animal a name and creating a story about them. | **Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.**  Provide children with a range of images for inspiration. Encourage children to talk about patterns they can see using vocabulary such as spotty, spotted, speckled, scaly, stripy, stripes, dots, dotty and patchy.  Use a range of print-making and collage materials to make patterns based on the natural markings of a range of animal skins and furs. Use layering, tearing, cutting, rolling, printing and gluing techniques to make their collages and prints.  **GAP ANALYSIS**  Recognise and name common 2-D Shapes (rectangles, squares and circles). Link to patterns on animals. | **Apply paint using a range of tools (e.g. large brushes, hands, feet, rollers and pads).**  Make large-scale paintings and collages of various big cats on thick card to hide outdoors in trees, behind bushes and other interesting locations. Make giant big cat paw prints using paint-dipped sponges or large brushes and lay a mystery trail!  **Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.**  Make 3-D sculptures of big cats using clay, recycled materials or modroc. Use cutting, sticking, rolling, shaping, twisting and joining skills to create a unique sculpture. | **Design purposeful, functional, appealing products for themselves and other users based on design criteria.**  Work in small groups to design and make an enclosure for a particular zoo animal. Start by considering how it moves, how big it is, and all that it needs. Make their enclosures using junk items, adding texture, colours and special features.  **Use a range of materials creatively to design and make products.**  Make masks of different zoo animals using different mask ‘formers’. Wear their masks in zoo role play, dance or movement activities. | Create a habitat that will help the creature feel more eat home.  Create a pet tag for the creature.  Make a 3D model of the creature. | **Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.**  Create an ‘Animal gallery’ displaying their creative work from throughout the project. Invite parents and carers to the gallery and act as guides, explaining the ideas and techniques used.  **Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.**  Paint a picture of their favourite animal, adding details such as fur, feathers, paws, claws, scales or whiskers. Use drawing materials to add finer textural details when the paint is dry.  **Use a range of materials creatively to design and make products.**  Suggest animal-related items to make and sell to gallery visitors (they might create animal badges, calendars, homemade pom-pom creatures or sock puppets).  Work with Reception to create things for the animal gallery.  LINKED TO MATHS, allow children to work out the costing out and pricing the items making price tags. |  |
| R.E. | Creation: Who made the world? | Creation: Who made the world? | Creation: Who made the world? | Creation: Who made the world? | Creation: Who made the world? | Creation: Who made the world? | Creation: Who made the world? | Creation: Who made the world? |
| History/ Geography |  |  |  | **Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans**  **Year1 – Name at least two countries in the UK and one continent.**  **Year 2 – Name at least two continents and one ocean.**  Look at big cat habitats around the world, locate them on a world map or globe. Watch footage of big cats in the wild and talk about the kind of places they inhabit. Think about the landscapes, climate and vegetation they like and how these help them to survive. | **Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key**  Design their own zoo or wildlife park! Make a simple map or plan of their park or zoo showing which animals they would keep and the type of enclosures they would need. Design a simple key to identify these features.  **Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans**  Look at maps and globes to find out where in the world different zoo animals originate. Include animals such as elephants, lions, crocodiles, giraffes, hippopotamuses and monkeys. | Where does the creature come from and what climates does it live in? |  |  |
| PSHE | **Caring for animals**  Talk about how they care for their pets at home. How do we care about each other too?  **Agree and follow rules for their group and classroom and understand how rules help them.**  **Take and share responsibility –** Link to class pet.  **PSHE- Relationships**  How do we decide how to behave? How can we help? | **Caring for animals**  Learning experience at Pets At Home.  **Think about themselves, learn from their experiences and recognise what they are good at.**  **PSHE- Relationships**  **How do we decide how to behave? How can we help?**  R1. to communicate their feelings to others, to recognise how others show feelings and how to respond | **Caring for animals**  Finish their Just So stories and read them to a partner or small group. Make a poster to show how to care for their fantasy animal, explaining what it eats, where it likes to sleep, how to exercise it and how to keep it clean and safe.  **PSHE- Relationships How do we decide how to behave? How can we help?**  R2. to recognise that their behaviour can affect other people | **Caring for animals**  How can we help care for wild big cats.  **Know the names of the main parts of the body.**  **Make real choices between healthy options in school meals.**  **PSHE**  **Relationships How do we decide how to behave? How can we help?**  R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong | **Recognise choices they can make, and recognise the difference between right and wrong.**  **Recognise how their behaviour affects other people.**  **PSHE**  **Relationships How do we decide how to behave? How can we help?**  R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid | **Caring for animals**  How to look after the new creature.  **Identify and respect the differences and similarities between people.**  **PSHE**  **Relationships How do we decide how to behave? How can we help?**  R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class | **Realise that money comes from different sources and can be used for different purposes.**  Link to the children organising the animal gallery and why they are raising money.  **PSHE**  **Relationships How do we decide how to behave? How can we help?**  R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) | **PSHE**  **Relationships How do we decide how to behave? How can we help?**  Recap the themes we have covered over the term. |
| Music |  | **To recognise different sources of sounds.**  Listen to a range of animal sounds and see if they can recognise what animal is making the sound. | **To explore different sound sources.**  Use hands feet mouth to explore different ways to create different sounds for different animals. | **To explore different instruments**  Place a range of instruments in the middle of the circle. Does anyone recognise any and know what kind of sound it makes? | **Animal songs**  **Play tuned and untuned instruments musically.**  Perform animal songs and rhymes to an audience. Use percussion and voices to add extra colour and excitement! | **Animal songs**  **Play tuned and untuned instruments musically.**  Perform animal songs and rhymes to an audience. Use percussion and voices to add extra colour and excitement! | **Animal songs**  **Play tuned and untuned instruments musically.**  Perform animal songs and rhymes to an audience. Use percussion and voices to add extra colour and excitement! |  |
| P.E. | **Perform dances using simple movement patterns.**  Think about the ways that familiar animals move and explore them through movement and dance. Have fun with animal-like movements at rest and on the move by curling, stretching, climbing, jumping, balancing and rolling. | **Perform dances using simple movement patterns.**  Think about the ways that familiar animals move and explore them through movement and dance. Have fun with animal-like movements at rest and on the move by curling, stretching, climbing, jumping, balancing and rolling. | **Perform dances using simple movement patterns.**  Think about the ways that familiar animals move and explore them through movement and dance. Have fun with animal-like movements at rest and on the move by curling, stretching, climbing, jumping, balancing and rolling. | **Perform dances using simple movement patterns.**  Think about the ways that familiar animals move and explore them through movement and dance. Have fun with animal-like movements at rest and on the move by curling, stretching, climbing, jumping, balancing and rolling. | **Perform dances using simple movement patterns.**  Think about the ways that familiar animals move and explore them through movement and dance. Have fun with animal-like movements at rest and on the move by curling, stretching, climbing, jumping, balancing and rolling. | **Perform dances using simple movement patterns.**  Think about the ways that familiar animals move and explore them through movement and dance. Have fun with animal-like movements at rest and on the move by curling, stretching, climbing, jumping, balancing and rolling. | **Perform dances using simple movement patterns.**  Think about the ways that familiar animals move and explore them through movement and dance. Have fun with animal-like movements at rest and on the move by curling, stretching, climbing, jumping, balancing and rolling. |  |
| ICT |  | **Linked to Science**  **Work Scientifically**  **Gather and record data to help in answering questions.**  Investigate variation amongst classmates. Explore the basic parts of the human body and how they vary from person to person. Think about the features common to everyone and how they vary (for example, all children have hair growing on their heads but the hair might be curly, straight, blonde, brown, black or red). Discuss which features we can choose to change.  Create a simple bar chart using ICT program. |  | Use ICT to create booklet about Tigers. | **Use technology purposefully to create, organise, store, manipulate and retrieve digital content.**  Use computers and other technologies to find images of a range of zoo animals. Cut and paste their chosen pictures into appropriate software for presentation to others. |  |  |  |
| Other activities |  |  |  |  |  |  |  |  |

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