

Paws, Claws and Whiskers Autumn Term (1) 2017

Half Termly Planning Objectives KS1 (SM)

	4 th -8 th Sept 2017 Engage - Memorable experience	11 th -15 th Sept 2017 Engage- Pets Pets At Home Trip	18 th -22nd Sept 2017 Develop - Fables - narratives	25 th - 29 th Sept 2017 Develop - Booklets, lists Big Cats!	2 nd - 6 th Oct 2017 Develop - Instructions At the Zoo	9 th - 13 th Oct 2017 Innovate Stage The local pet shop needs your help!	16 th - 20 th Oct 2017 Express - Nursery rhymes, poems and animal expert
Phonics	Letters and sounds Revisit Phase 4	Letters and sounds Revisit phase 4 Spell homophones	Letters and sounds Phase 5 Spell homophones	Letters and sounds Phase 5 Spell words with suffix -s, -es, -ing, -ed	Letters and sounds Phase 5 Spell words with suffix -s, -es, -ing, -ed	Letters and sounds Phase 5 Spell words with prefix un.	Letters and sounds Phase 5 Spell words with prefix un.
Maths	<u>Place Value Year 1</u> 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. <u>Year 2</u> 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	<u>Place Value Year 1</u> Count, read and write numbers to 10 in numerals and words. (Year 2 - at least 100) <u>Year 2</u> Recognise the place value of each digit in a two digit number (tens, ones) <u>Year 1</u> 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? <u>Year 2</u>	<u>Place Value Year 1</u> 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. <u>Year 2</u> Identify and estimate numbers to 100 using different representations including number line.	<u>Addition and Subtraction Year 1</u> Represent and use number bonds and related subtraction facts (within 10) Add and subtract one digit numbers (to 10), including zero. <u>Year 2</u> 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.	<u>Addition and Subtraction Year 1</u> Read, write and interpret mathematical statements involving addition(+), subtraction (-) and equals (=). Practise writing a calculation from the information given. <u>Year 2</u> Solve problems with addition and subtraction using concrete objects and pictorial representations involving measures. Link to adding and taking away heights of animals using	<u>Addition and Subtraction Year 1</u> Same objectives from week 4 and 5. Have a group of 10 animals split them in to two groups, write a calculation to show the total number of animals. <u>Year 2</u> Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	<u>Place Value Year 1</u> Count to twenty, forwards and backwards, Count in multiples of 2s and 5s. Revisit objectives from week 1-3. <u>Year 2</u> Revisit objectives from week 1-3 Mental starters. Compare the prices of the items they are selling in their animal gallery.

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<p>numbers on hanging on a washing line which numbers are missing?</p>	<p>Some of the pets have swallowed some 2 digit numbers, in order to get them out of the pet you need to partition them.</p> <p>GAP ANALYSIS Linked to constructing graphs. Look under ICT.</p>	<p>Compare and order numbers from 0 up to 100; use <, > and = signs. <u>Year 1</u> Compare two groups of pets and use correct language (more, less than, fewer) and write the amount of pets in each group. <u>Year 2</u> Put the age of the pets (up to 100years old) in order, use <, > and = to compare the age of the pets.</p> <p><u>SSM</u> GAP ANALYSIS Year 1 (See Art and Design) <u>Year 2</u> Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p><u>Year 1</u> Name common 2-D Shapes, go on a</p>		<p>standards of measure.</p> <p>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.</p>	<p>Solve word problems linked to the animals at the zoo.</p> <p>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.</p>	
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			<p>hunt to find 2-D Shapes. <u>Year 2</u> Sort the shapes in to 2-D and 3-D shapes. Can they match the 3-D Shape to the right 2-D face?</p>				
English	<p><u>Speaking and Listening</u></p> <p>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.</p> <p>Compose a sentence orally before writing it. Say a sentence about what you like about your</p>	<p>Recount from the school trip Pets At Home?</p> <p><u>Speaking and Listening</u> Linked to School trip. Listen and respond appropriately to adults and their peers</p> <p>ask questions to extend their understanding and knowledge.</p> <p>Recount from the Visit to Pets At Home.</p> <p><u>Writing</u> Year 1: composing a sentence orally before writing it.</p> <p>Show the photos from the trip/ experience. Ask the children to compose a</p>	<p>Year 1 - Sequence sentences to form short narratives. Year 2 - Use expanded noun phrases to describe and specify. Read the story Rudyard Kipling's <i>Just So</i> story, <i>How the Leopard Got His Spots</i>. 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</p>	<p><u>Tiger That Came For Tea</u> <u>Speaking and Listening</u></p> <p>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.</p> <p><u>Hot Seating</u></p>	<p><u>Dear Zoo</u> <u>Speaking and Listening</u> 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.</p> <p>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</p>	<p><u>Pet Detectives</u> 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.</p>	<p><u>Old MacDonald</u> <u>Speaking and Listening</u> Work together as a class to learn the nursery rhyme, <i>Old MacDonald Had a Farm</i>. 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.</p> <p>Compose a sentence orally before writing it. Choose the animal that most interests them and write a</p>

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	<p>pet then write it down.</p> <p>Year 2 - Use expanded noun phrases in their sentence and use connectives.</p>	<p>short sentence about the school trip.</p> <p>Year 2 - planning or saying out loud what they are going to write about</p> <p>writing about real events</p> <p>Write a recount about the trip using time connectives and expanded noun phrases.</p>	<p>ears', or 'How the dog got its bark'. Retell the class story in their own words using simple sentences.</p>	<p>Question Sophie about her feelings when the Tiger came for tea.</p> <p><u>Writing</u> Say out loud what they are going to write about.</p> <p>Year 1 - Create a list of what the tiger might find in your cupboard or fridge at home.</p> <p>Year 2 - Use sentences and expanded noun phrases to describe what the tiger might find in your cupboard or fridge.</p> <p>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</p>	<p>Year 2 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>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.</p>	<p>single-sentence verse about it for the nursery rhyme. Recite their sentence aloud before writing to make sure it makes sense.</p> <p>Read the poem <i>Please do not feed the animals</i> 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.</p>
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				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!			
Guided Reading	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>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</p>	<p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Read Just So Stories How the Elephant Got His Trunk.</p> <p>Allow children to think imaginatively about the differences and similarities between the animals.</p>		<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Read the story The Tiger Who Came For Tea.</p> <p>Year 1 - To sequence the sentences and put them in order.</p> <p>Year 2 - Talk about the events from the story and</p>	<p>Draw on their own experiences, background information provided by the teacher and illustrations to make sense of what they have read.</p> <p>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.</p>		<p>Learn to appreciate rhymes and poems, and to recite some by heart.</p> <p>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.</p>

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	poems together as a whole class.			what you think the Tiger might do next. Identify characters feelings.			
Science	<p><u>Animals</u> 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 categories linked to what they eat. Year 2 - Sort in to their own category. Create a simple branching database to sort in to groups using classification data.</p>	<p><u>Animals</u> 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 categories linked to what they need to survive. <u>Linked to ICT</u></p>	<p><u>Animals</u> 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.</p>	<p><u>Animals</u> Year 1 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</p>		What kind of home does the creature need to survive? What does the creature like to eat?	<p><u>Animals</u> 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.</p>

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		<p>Gather and record data to help in answering questions.</p> <p><u>GAP ANALYSIS</u></p> <p>YEAR2 - Interpret and construct simple pictograms, tally charts and block diagrams.</p>	<p>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?</p>	<p>eat to keep healthy.</p>			
Arts and Design	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Create a picture of their favourite pet from memory using a range of materials and adding extra detail.</p>	<p>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.</p> <p>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</p>	<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>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,</p>	<p>Apply paint using a range of tools (e.g. large brushes, hands, feet, rollers and pads).</p> <p>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!</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>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.</p>	<p>Create a habitat that will help the creature feel more eat home.</p> <p>Create a pet tag for the creature.</p> <p>Make a 3D model of the creature.</p>	<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>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.</p> <p>Use drawing, painting and sculpture to develop and share their ideas,</p>

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History/ Geography				<p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans</p> <p>Year1 - Name at least two countries in the UK and one continent.</p> <p>Year 2 - Name at least two continents and one ocean.</p> <p>Look at big cat habitats around the world, locate them on a world map or globe.</p> <p>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.</p>	<p>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</p> <p>Design their own zoo or wildlife park!</p> <p>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.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans</p> <p>Look at maps and globes to find out where in the world different zoo</p>	Where does the creature come from and what climates does it live in?	
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					animals originate. Include animals such as elephants, lions, crocodiles, giraffes, hippopotamuses and monkeys.		
PSHE	<p>Caring for animals Talk about how they care for their pets at home. How do we care about each other too?</p> <p>Agree and follow rules for their group and classroom and understand how rules help them. Take and share responsibility - Link to class pet.</p>	<p>Caring for animals Learning experience at Pets At Home.</p> <p>Think about themselves, learn from their experiences and recognise what they are good at.</p>	<p>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.</p>	<p>Caring for animals How can we help care for wild big cats.</p> <p>Know the names of the main parts of the body.</p> <p>Make real choices between healthy options in school meals.</p>	<p>Recognise choices they can make, and recognise the difference between right and wrong.</p> <p>Recognise how their behaviour affects other people.</p>	<p>Caring for animals How to look after the new creature.</p> <p>Identify and respect the differences and similarities between people.</p>	<p>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.</p>
Music		<p>To recognise different sources of sounds.</p> <p>Listen to a range of animal sounds and see if they can recognise what animal is making the sound.</p>	<p>To explore different sound sources. Use hands feet mouth to explore different ways to create different sounds for different animals.</p>	<p>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?</p>	<p>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>	<p>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>	<p>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>

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P.E.	<p>Perform dances using simple movement patterns.</p> <p>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.</p>	<p>Perform dances using simple movement patterns.</p> <p>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.</p>	<p>Perform dances using simple movement patterns.</p> <p>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.</p>	<p>Perform dances using simple movement patterns.</p> <p>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.</p>	<p>Perform dances using simple movement patterns.</p> <p>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.</p>	<p>Perform dances using simple movement patterns.</p> <p>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.</p>	<p>Perform dances using simple movement patterns.</p> <p>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.</p>
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ICT		<p>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.</p> <p>Create a simple bar chart using ICT program.</p>		Use ICT to create booklet about Tigers.	<p>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.</p>		
Other activities							

This planning may change due to the children's interests, learning needs and creative partnership workshops.