


<p><b>English</b></p> <p>Animal poetry: Farmyard Hullabaloo. Recognising and joining in with predictable phrases.          Non-fiction: Instructions – how to be a zoo keeper. Discussing word meanings, linking new meanings to those already known.          Fiction: Traditional tales. Becoming very familiar with key stories, fairy stories, and traditional tales, retelling them and considering their particular characteristics.          Non-fiction: Explanation text- How do they look after an animal/how to look after a pet.          Understanding both books they can read and ones they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.          Fiction: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.          Paws, Claws and Whiskers: Recounts; Fables; Booklets and lists; Instructions; Nursery rhymes and poems.</p>	<p><b>Mathematics</b></p> <p>Time: Telling time to the hour and half hour; Using Next, Before and After; Estimating duration of time; Comparing time; Using a calendar.          Money: Recognising coins and notes.          Volume and capacity: Comparing volume and capacity; Finding volume and capacity; Describing volume using half and a quarter.          Mass: Comparing and finding mass.          Space: Describing positions and movements; Making turns.</p>	<p><b>Science</b></p> <p><b>Animals Including Humans:</b> 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); Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  <b>Paws, Claws and Whiskers:</b> Animals, including humans; Working scientifically.</p>	<p><b>Design and Technology</b></p> <p><b>Designing labels:</b> Designing and making animal enclosures. Design criteria are the explicit goals that a project must achieve. Create a design to meet simple design criteria. Computer-aided design is when computers are used to help design products. It has advantages over paper design in that it will show how finished products will look. Different colours and textures can also be trialled. Use design software to create a simple plan for a design. A strength is a good quality of a piece of work. A weakness is an area that could be improved. Talk about their own and each other's work, identifying strengths or weaknesses and offering support. Two products can be compared by looking at a set of criteria and scoring both products against each one. Describe the similarities and differences between two products. The importance of a product may be that it fulfils its goals and performs a useful purpose. Describe why a product is important.  <b>Moving Pictures- traditional tales:</b> Rules are made to keep people safe from danger. Safety rules include always listening carefully and following instructions, using equipment only as and when directed, wearing protective clothing if appropriate and washing hands before touching food. Follow the rules to keep safe during a practical task. Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink. Construct simple structures, models or other products using a range of materials. Specific tools are used for particular purposes. For example, scissors are used for cutting and glue is used for sticking. Select the appropriate tool for a simple practical task.</p>	
<p><b>Computing</b></p> <p>Paws, Claws and Whiskers: Retrieving images; Photography; Using presentation software. Handa's surprise          Sea and coast communication</p>	 <p><b>Year: 1</b>  <b>Term: Summer</b>  <b>Topic: Paws, Claws and Whiskers</b></p>		<p><b>Starting Point</b>          Visit a zoo, wildlife park or rescue centre</p> <p><b>End Product</b>  <b>Written outcome:</b>          Why are there so many unique animals?  <b>Creative outcome:</b>          Look after a mystery animal</p>	
<p><b>PSHE</b></p> <p>Caring for animals</p>			<p><b>Visits/Visitors</b>          Visit a zoo, wildlife park or rescue centre</p>	
<p><b>RE</b></p> <p>Is Shabbat important to Jewish children?          Does celebrating Chanukah make Jewish children feel closer to God?          Are religious celebrations important to people?          Are symbols better than words at expressing religious beliefs?</p>			<p><b>Geography</b></p> <p>Using and making maps; Describing physical features.          There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather. Identify patterns in daily and seasonal weather; Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples. Carry out fieldwork tasks to identify characteristics of the school grounds or locality; Litter and pollution have a harmful effect on the areas where we live, work and play. Describe how pollution and litter affect the local environment and school grounds; A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean. Name and locate the world's seven continents and five oceans on a world map; Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator.</p>	<p><b>Art and Design</b></p> <p><b>Talking about art; Drawing; Collage; Making models; Painting; Sculpture; Animal Masks.</b>  <b>Portraits:</b> Leonardo Da Vinci, Henri Matisse, Gustav Klimt, Vincent Van Gogh, Andy Warhol, Pablo Picasso and Paul Klee; A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features. Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). Design and make art to express ideas. Discussion and initial sketches can be used to communicate ideas and are part of the artistic process. Communicate their ideas simply before creating artwork. Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. Say what they like about their own or others' work using simple artistic vocabulary. The primary colours are red, yellow and blue. Identify and use paints in the primary colours. Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin. Use soft and hard pencils to create different types of line and shape. Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art. Make transient art and pattern work using a range or combination of man-made and natural materials. Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past). Draw or paint a place from memory, imagination or observation. Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line. Identify similarities and differences between two or more pieces of art. Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists. Describe and explore the work of a significant artist</p>
<p><b>History</b></p> <p>N/A</p>				
<p><b>Music</b></p> <p>Animal songs.          Composing: Songs from the Music Express Book. Experiment with, create, select and combine sounds using the inter-related dimensions of music.          Musicianship: 'Hot Cross Buns' and 'Jack and the Beanstalk'. Pitch: Listen to sounds in the local school environment, comparing high and low sounds.          Sing familiar songs in both low and high voices and talk about the difference in sound.</p>				
<p><b>Physical Education</b></p> <p>Dance          Strikers          Athletics          Golden Miles</p>				