

Topic Name: Peculiar Pets
Class and Year Groups: Blue Class Year 1

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to: -</p> <ul style="list-style-type: none"> • Identify, name and label basic body parts. • Talk about their families and where they live. • Identify, name and compare some common animals. • Name the five senses and perform simple tests to find out more about them. • Talk about our local environment and name some of the different physical features found here. • Locate the school we go to on a map and create their own map of the local area. • Use different art materials creatively. • Log on to a computer using a password safely. • Know what to do if they feel unsafe or worried about something while using the internet. • Can navigate a website using different icons. • Can save and open previously saved work on a laptop. 	<p>KEY FOCUS AREAS:</p> <p>Animals including Humans</p> <p>E-Safety and using the Internet.</p> <p>Locational knowledge</p>	<p>SYNOPSIS:</p> <p>Where do you live? Where do your pets live? What do you look like? How are you the same /different from your friend? Can you point to your...? Where is our school? What is your address? What materials could we use to make a natural self portrait? What can you see in our local area? Are these features human or natural features? How do you know? What are the parts of a dog, fish, cat? What are the similarities and differences? Which tools should we use to roll and mould clay? Is this animal a carnivore/ herbivore or omnivore? How do you know? What do you need to write when posting a letter? What ingredients do you need to make bread rolls? What are the parts of the human body that you can see on this person? How do these compare to a fish? What are the five senses? Assessment - What do we know about animals and humans?</p>
<p style="text-align: center;">TOPIC FOCUS</p>		<p>KEY QUESTIONS (linking to topic factsheet):</p>
<p>GEOGRAPHY:</p> <ul style="list-style-type: none"> • Name the town our school is in. • Name the town we live in. • Identify different physical features in our local environment. • To locate our school in our local area, on a map. • To observe (look at) the school environment. • To describe the route I take to school. To look at aerial photographs 	<p>SCIENCE:</p> <ul style="list-style-type: none"> • Identify and classify ourselves according to our hair, eye colour .. • Identify and name some common animals. • Describe, label and compare common animals. • To identify, name and sort animals that are herbivores, carnivores and omnivores • Identify, name and label basic parts of the human body. • To name the five senses and to perform simple tests to find out more about them. 	<ol style="list-style-type: none"> 1. What do you look like? How are you the same different from your friend? 2. Can you point to your head...? 3. Where do you live? 4. Where is our school? 5. What can you see when you walk down Droitwich road? 6. What pets do you have at home? What pet would you like? 7. What animal is a frog, dog... 8. What does a frog ... look like? Can you name and label their body parts?
<p style="text-align: center;">Opportunities for Extension</p>		<ol style="list-style-type: none"> 1. What is your full address? Can you write this independently? 2. What is your road like? What physical features do you see there? 3. Can you sort the animals in more than one way? 4. Can you identify if an animal is a herbivore, omnivore or carnivore based on their teeth?

<p>ENGLISH: Assessment - Write their name and write the town they live in. Narrative -Little Red Hen Immerse, retell, innovate. Sequence events, SPAG. Poetry - Rhyming strings: Oi Frog Instructions - How to get to High Woods to find treasure.</p>	<p>MATHS: Assessment (WK 1) Numbers and Place Value to 10. Addition and Subtraction within 10.</p>	<p>SMSC/PSHE/BRITISH VALUES: Perseverance- What does this word mean? What does it look like? How can we persevere at school/home? Rules - Consider what is a rule? Why do we need rules? As a group decide what rules we would like in our classroom.</p>
<p>ART: Record & explore ideas from first hand observation. Review & talk about what they and others have done. Explore & use a variety of media. Begin to explore the use of line, colour & shape. Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form</p> <p>DT: Select and use appropriate fruit and vegetables, processes and tools. Use basic food handling, hygienic practices and personal hygiene. Use simple finishing techniques to improve the appearance of their product. Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p>	<p>READING KEY TEXT(S): Little Red Hen. Oi Frog</p>	<p>MUSIC: Charanga. Learn about pulse, rhythm & pitch. Learn how to rap.</p>
<p>Topic:</p> <ul style="list-style-type: none"> • Name the town our school is in. • Name the town we live in. • Identify different physical features in our local environment. • To locate our school in our local area, on a map. • To observe (look at) the school environment. • To describe the route I take to school. To look at aerial photographs • To devise a simple map and use basic symbols in a key. • To begin to recognise map symbols. 	<p>ICT/COMPUTING:</p> <ul style="list-style-type: none"> • To log in safely and understand why that is important. • To save and find saved work in the Online Work area. • To add pictures and text to work. • To explore the Tools area of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, • To sort pets using a range of criteria. • To sort items on the computer using the 'Grouping' activities in Purple Mash. 	<p>ENRICHMENT and VERTICAL DRIVERS: Celebration of diversity. Christian Values. Staying safe. Courageous Diversity. Christian Values</p>
ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding		
Geography Targets - As a geographer	Science Targets - As a Scientist	Art and Design Targets: As an Artist

<ul style="list-style-type: none">• I can talk about my school and the different features you will find in the local area.• I can tell you what country I live in and what city I live in.	<ul style="list-style-type: none">• I can name my basic body parts.• I can talk about how I am the same/different from my friends.• I can identify and name some common animals and label their body parts.• I can compare some common animals and talk about their differences and similarities.	<ul style="list-style-type: none">• I can talk about my observations and what different lines I can see.• I can record observations using different media.• I can talk about my work, saying what I like/dislike.
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