

Week	1 15.4	2 22.4	3 29.4	4 6.5	5 13.5	6 20.5		
Key Question	Why Do Lions Roar?							
School Value	Imagine, Dream, Believe, Achieve							
Links to careers	Dietician, food scientist, gardener, horticulturist, zoologist, architect, agricultural engineer.							
Enrichment opportunities	<u>16th VR headset sessions</u>	<u>24th YWP</u>				<u>20th International day</u>		
SMSC Links		22 nd Earth day 23 rd class photos 25 th - Octagon Dance	Visit from a dog?? Dog safety??		13 th -19 th Mental Health Awareness Week 17 th Endangered Species Day	20 th World Bee Day		
British Values	Democracy, Individual Liberty							
Themed days		<u>23rd April St George's day</u>						

Summer 1 2023-24 Cycle A

Whole School Overview & subject MTP

<p>Themed assemblies</p>	<p><u>Geography:</u> <u>Where are the hot and cold places?</u> Hot and cold places - BBC Bitesize</p>	<p><u>The lives of significant individuals who have contributed to national and international events & achievements</u> • I understand that people often cause change and this can have long term impact. <u>David Attenborough</u></p>	<p><u>Jane - Dog safety?</u></p>					
<p>Golden Thread Forest School</p>	<p>Science Y2: Notice that animals, including humans, have offspring which grow into adults. (see lesson plan)</p>	<p>Science Y1: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (see lesson plan) Y2: To know, explore and compare the difference between things that are living, dead and things that have never been alive.</p>	<p>Science Y1: To describe and compare the structure of a variety of common animals. (see lesson plan) Y2: Identify and name a variety of plants and animals in their habitats (including microhabitats).</p>	<p>Science Y1: To describe and compare the structure of a variety of common animals. (see lesson plan) Y2: Identify that most things live in habitats and describe how different habitats meet basic needs.</p>	<p>Science Y1: To identify and name a variety of common animals that are carnivores, herbivores and omnivores. (see lesson plan) Y2: Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and</p>	<p>Retrieve and recall activity in class.</p>		

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					identify and name different sources of food.			
	<p>Dressing up box challenge!</p> <p>Can you put on all the clothes and do all the fastenings independently?</p>	<p>Scissor skills</p> <p>Can you improve your scissor skills?</p>	<p>Use a ruler and fold paper</p> <p>Can you draw different shapes using a ruler?</p> <p>Can you fold your paper into 4s? 8s? Triangles?</p> <p>Can you make a paper aeroplane?</p>	<p>Tool</p> <p>Children to learn how to use some Forest School tools safely.</p>	<p>DT</p> <p>Children to make a healthy snack.</p>	Evaluate in class.		
Forest School Activities						Fire Day?		
Lesson	1	2	3	4	5	6		
National Curriculum KS1	<ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals To describe and compare the structure of a variety of common animals. To identify and name a variety of common animals that are carnivores, herbivores and omnivores. 						END POINT	

	<ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Explore and compare the difference between things that are living, dead and things that have never been alive. • Identify that most things live in habitats and describe how different habitats meet basic needs. • Identify and name a variety of plants and animals in their habitats (including microhabitats). • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food 							
<p>Substantive Knowledge</p>	<p>Y2: To know that animals, including humans have offspring that grow into adults.</p>	<p>Y1: To know a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Y2: To know, explore and compare the difference between things that are living, dead and things that have never been alive.</p>	<p>Y1: To know, name, describe and compare a variety of common birds and mammals.</p> <p>Y2: To know, identify and name a variety of plants and animals in their habitats (including microhabitats).</p>	<p>Y1: To know, name describe and compare amphibians, reptiles and fish.</p> <p>Y2: To know and identify that most things live in habitats and describe how different habitats meet basic needs.</p>	<p>Y1: To know and explain the difference between herbivores, carnivores and omnivores.</p> <p>Y2: To know and describe how animals obtain their food from plants and other animals, using the idea</p>			

						of a simple food chain and identify and name different sources of food.		
Key vocabulary		<p>Y1:ALL amphibian, reptile, bird, fish, mammal, hair, fur, feathers, back bone, scale, herbivore, omnivore, carnivore</p> <p>SOME: Characteristic, warm blooded, cold blooded, gill, predator, canine,</p> <hr/> <p>Y2:ALL offspring, senses, reproduce, nutrition, habitat, suitable, food chain</p> <p>SOME gene, inherit, excrete, respire, microhabitat, colony</p>						
Disciplinary skills	KS1			<p>To use observations and ideas to suggest an answer to questions.</p> <p>Asking simple questions and recognising they can</p>	<p>To use observations and ideas to suggest an answer to questions.</p> <p>Asking simple questions and</p>	<p>To use observations and ideas to suggest an answer to questions.</p> <p>Asking simple questions and</p>	<p>To use observations and ideas to suggest an answer to questions.</p> <p>Asking simple questions and recognising they</p>	

				be answered in different ways.	recognising they can be answered in different ways.	recognising they can be answered in different ways. Observing closely, using simple equipment (Y2) Using observations and ideas to suggest answers to questions	can be answered in different ways.		
Y1	Identify, observe and describe.								
Y2	Describe, compare and contrast, reason								

<p>Key Stage 1</p>	<p>Y2: Can you match the offspring to the parent?</p> <p>Ask the children to name the offspring of different animals (goat - kid; lion - cub; human - baby; horse - foal; cow - calf; etc).</p> <p>The children will discover how to match offspring to their parents through their inherited features and genes. Explore some animals where the offspring and parents do not closely resemble each other.</p>	<p>Lesson:</p> <p>Y1: Key q: What are the 5 animal groups?</p> <p>Using the presentation (on developing experts lesson1), explore the 5 groups of animals - birds, mammals, reptiles, fish and amphibians. Identify the main characteristics of each group</p> <p>Ask the children to sort the 24 pictures into the correct animal groups.</p> <p>Y2: Key q: What do all living things have in common?</p> <p>Start by discussing: Physical Features:</p>	<p>Lesson:</p> <p>Y1: Key q: What is the difference between a mammal and a bird?</p> <p>Assess the children's prior learning: What are the 5 groups of animals? Can you say which group these animals belong to?</p> <p>Use the presentation to teach the children about the key characteristics of mammals and birds (developing experts lesson 2)</p> <p>Consider the similarities and differences between the 2 groups.</p> <p>Make a list of what mammals/ birds they have seen in their garden/park.</p> <p>Ask the children to draw a mammal and a</p>	<p>Lesson:</p> <p>Y1: Key q: What are the differences between amphibians, reptiles and fish?</p> <p>Using the presentation, teach the children about the similarities and differences between amphibians, reptiles and fish.</p> <p>Every child has a page of 12 animal pictures. One partner will select a picture and the other partner needs to guess the animal they have selected. The 'guessing' partner needs to ask at</p>	<p>Lesson:</p> <p>Y1: Key Q: Which types of food do living things eat?</p> <p>Using the presentation slides, teach the children what it means to be a carnivore, herbivore and an omnivore, giving examples of the animals.</p> <p>Using 2 large hoops, demonstrate to the children how a Venn diagram works. You could use animal toys or teddies to show the children that carnivores go in one circle, herbivores go in the other circle and omnivores go in the section where the circles overlap to show that they eat both meat and plants.</p> <p>Using the handout, ask the children to sort the pictures of the animals into a Venn diagram as an independent task.</p> <p>Ask the children to draw their own animals onto their Venn diagram.</p> <p>Y2: Key Q: What is a food chain?</p>	<p>To share their fluency of knowledge about animals including humans.</p>	
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	<p>Hunt around the garden- can they find the matching parent?</p>	<p>We can talk, move, breathe, eat, drink and feel unwell. Emotional Features: We have feelings, we can get upset and we can feel happy. You may then wish to use the children's ideas later in the lesson when discussing the differences between a plant and an animal: for instance, humans have feelings and plants don't, so how do we know that both are alive?</p> <p>Use the lesson presentation to compare things that are living, things that are dead and things that have never been alive. MRS GREN.</p>	<p>bird of their choice. Using the word bank, ask them to label their diagrams.</p> <p>Y2: Key q: What is a habitat?</p> <p>Ensure the children understand that a habitat is a large area, such as the ocean, a forest or a desert, whereas a microhabitat is a much smaller area that can be found within a habitat.</p> <p>Explore animals that are more likely to live in a microhabitat, such as various species of minibeasts.</p> <p>Observe a microhabitat: Encourage the children to look underneath logs and in the soil. They should write or draw</p>	<p>least 2 questions before suggesting the animal. For instance: 'Does your animal have scales?' or 'Is your animal a reptile?'</p> <p>Y2: Key q: Can you design a suitable microhabitat?</p> <p>What conditions are perfect for a microhabitat? Use the presentation slides to look closer at microhabitats. What conditions could we create so that animals and plants could survive in garden?</p>	<p>Thinking back to previous learning in Year 1, can they remember what each of these terms means - herbivore, carnivore and omnivore?</p> <p>Use the presentation slides to explain the idea of a food chain; e.g. grass to cow to human. The children should use their knowledge of what animals eat to show how a food chain works.</p> <p>Children to create their own food chains.</p>		
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