

TITLE		Animal Antics – Year 1 – Summer 2021	
CONCEPTS	Individuality, stewardship, community, care	KEY QUESTION	Do all animals deserve the right to roam free?
GROUNDING TEXTS	The tiger and the jackal, Monkey Puzzle, Home for Bonnie, The mole who knew it was none of his business, Three Billy Goats Gruff, The Great Pet Sale, Frog and toad are friends, The Creation story, Giraffe’s can’t Dance, Handa’s Surprise, Handa’s Hen, My Friend Harry, Animal books	PROJECT FOCUS	To learn about animals, domestic and wild and produce an information guide for Knowsley Safari Park focussing on different animals.
WRITING ACROSS THE CURRICULUM		CROSS CURRICULUAR LINKS	
<ul style="list-style-type: none"> • Facts about animals • Facts about different types of animals and what they eat • Label and caption writing to match pictures • List writing • Plant diaries • Descriptive writing – animals • Sentences about animal care • Questions about animals • Instructions about how to look after animals • Story writing • Writing recipes • Writing prayers • Creating a comic 		<p>History – Focus on significant people from the past – Philip Astley, PT Barnum – The Modern Circus – Link to animals being used for entertainment purposes – Look at the circus today.</p> <p>Also local significant people from the past – Muriel Crooke and Rosamund Bond – Trained the first 4 British guide dogs and lived in Wallasey, Merseyside.</p> <p>Geography – Capital cities of the UK and surrounding seas. Compare UK with Kenya – Liverpool with Handa’s village – Link to where different animals live.</p> <p>Art – Develop collage techniques. Pattern and camouflage using a range of media.</p> <p>DT – Food technology – Link to Handa – create fruit salads.</p> <p>PHSE – Jigsaw – Relationships and Changing Me</p> <p>RE – The Creation. Understanding Christianity</p> <p>PE – Jasmine – Cognitive skills – Dynamic and static balances.</p> <p>Music – Charanga – ‘Round and Round’ and ‘Your Imagination’. Focus on pitch, rhythm and pulse and using instruments</p> <p>Science – Animals including humans. Sorting animals into different groups and knowing the criteria for each group. To plan and carry out scientific investigations.</p>	

<p>SMSC & BRITISH VALUES</p>	<ul style="list-style-type: none"> To continue to build children’s self-knowledge and self-confidence To guide children to understand the difference between right and wrong To understand that actions have consequences To respect other people and their beliefs. To know that Just like people, animals have rights and there are laws in place to make sure they are not mistreated in any way. To know that It’s important for us to support these laws to protect animals. 	<p>OUTDOOR LEARNING OPPORTUNITY</p>	<p>Bird watching – Keeping tally charts Planting seeds and then caring for them Team games – working together Activities involving instructions and directions</p>		
<p>VOCABULARY DEVELOPMENT</p>					
<p>PROJECT SPECIFIC</p>	<p>Animals, carnivore, herbivore, omnivore, reptile, human, mammal, fish, bird, insect, vertebrae, invertebrates, fruits, Kenya, animal names, individuality, stewardship, community, care, habitat, domestic, wild, minibeasts.</p>	<p>ONGOING <i>(word of the day, etc)</i></p>	<p>CEW adjectives capital letter full stop question mark exclamation mark story language</p>		
		<p>ORACY OPPORTUNITY</p>	<p>Talking partner work Drama activities – word games, conscience alley etc...</p>		
<p>PERSONAL LEARNING AND THINKING SKILLS</p>					
<p>Independent Enquiries</p>	<p>Creative Thinkers</p>	<p>Reflective Learners</p>	<p>Team Workers</p>	<p>Self-Managers</p>	<p>Effective Communicators and Participators</p>
<p>To identify important facts. To know who, what where and when in relation to historical events. To explore, classify and make observations. To plan investigations and solve problems. To evaluate completed tasks.</p>	<p>To use their own imagination to generate ideas. To explore ideas. To question their findings and overcome desirable difficulties. To make connections.</p>	<p>To repeat activities in order to master them. To try and improve what they have done. To share ideas with others. To evaluate outcomes and know what to do next.</p>	<p>To share their own ideas. To recall facts that they have heard in the correct context. To listen carefully to others. To collaborate with others to complete set tasks. To take responsibility for their actions. To work together and learn how to resolve issues. To know how to take turns so that it is fair.</p>	<p>To memorise important information given. To respond positively to change and begin to manage their emotions. To know how to build and maintain relationships. To persevere with given tasks. To begin to learn how to be flexible.</p>	<p>To recall and retell main events and important facts from what they have read, seen and heard. To discuss their own ideas and engage in group and class discussions. To identify how things can be improved – ‘It would be even better if...’ To prove their findings and explain how they know they are right.</p>

KEY/PLANNED EVENTS

Pre Assessment Task: Mind map about what they know about animals Mind map about fruit Mind map about each concept Mind map focussed on each FS	Trip to Knowsley Safari Park.	Designing, making and evaluating fruit salads.	Make cakes to sell to raise money to sponsor a guide dog.	Talk from a vet Talk from Cat Welfare Talk from Animal rescue Talk about working dogs – guide, hearing and if possible police dogs.	Post Assessment Task: To produce an information guide for animals at Knowsley Safari Park. To be looked at by a critical audience. Mind maps showing what they have learnt in other subject areas.
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Favourite 10 Texts Oak Class

Text: Handa's hen Vocabulary Focus: repetitive Vocabulary, new words	Text: Monkey Puzzle Vocabulary Focus: rhyming words, repeated words	Text: The mole who knew it was none of his business Vocabulary Focus: animal names, new words, questions	Text: The Great Pet Sale Vocabulary Focus: New words, money words, types of animals	Text: The Lion inside Vocabulary Focus: emotional language, meaning of new words
Text: Ravi's roar Vocabulary Focus: Non-fiction language – contents, headings etc...	Text: 3 Billy Goats Gruff Vocabulary Focus: Traditional story language, meaning of new words	Text: The Boy, The mole, The Fox and The Horse Vocabulary Focus: Meaning of words, emotional language, feelings	Text: The Colourful Chameleon Vocabulary Focus: new words – Discuss camouflage – why is it important?	Text: The smartest giant in town Vocabulary Focus: Rhyming words, repetitive language

Favourite 10 Texts Rowan Class

Text: Rover – Michael Rosen Neal Layton Vocabulary Focus: seeing things from another view point	Text: Bear Goes to Town – Anthony Browne Vocabulary Focus: language of the absurd	Text: Lost and Found Vocabulary Focus: familiar words used in different circumstances	Text: Kate and the British Artists James Mayhew Vocabulary Focus: Artists names and the styles they used	Text: Jim and the Beanstalk Vocabulary Focus: traditional story language with a twist.
Text: Three Billy Goats Gruff Vocabulary Focus: Traditional story language	Text: The Dot Peter Reynolds Vocabulary Focus: Positivity, 'I can' – nothing is impossible	Text: Charlie and Lola Vocabulary Focus: empathy, new words, discussing opinions	Text: The Magic Faraway Tree Vocabulary Focus: Fantasy, New words, chapter book	Text: Billy's Beetle Mick Inkpen Vocabulary Focus: cooperation and working together

Favourite 10 Texts Hazel Class

<p>Text: Incredible women who changed the world</p> <p>Vocabulary Focus: New words, Names</p>	<p>Text: The Colourful Chameleon</p> <p>Vocabulary Focus: New words – Focus on camouflage and why it is important</p>	<p>Text: Some Dogs do</p> <p>Vocabulary Focus: Positivity New words and meaning Self-belief</p>	<p>Text: Super Worm</p> <p>Vocabulary Focus: Rhyme and description</p>	<p>Text: Monkey Puzzle</p> <p>Vocabulary Focus: Rhyme and repetition</p>
<p>Text: The Tiger who came to tea</p> <p>Vocabulary Focus: Food/home vocab</p>	<p>Text: The Twits</p> <p>Vocabulary Focus: Description and new words</p>	<p>Text: The Lion inside</p> <p>Vocabulary Focus: Emotional Language</p>	<p>Text: The 3 Billy Goats Gruff</p> <p>Vocabulary Focus: Traditional story language</p>	<p>Text: Owl Babies</p> <p>Vocabulary Focus: Family/Nature</p>