Topic-medium term Plan

Year 1   Spr 2

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Topic title	I'm in Year 1... Get me out of here!
Enquiry Driver	History/ **Geography/ Science**
Enquiry Enhancer	Art
WOW starter	Please look after this ….. A letter arrives from a safari park and clues are revealed throughout the day. Butterfly Farm
National Curriculum Objectives	**Science: Animals, including humans** Pupils should be taught to: • 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 **Geography** Pupils should be taught to: • use basic geographical vocabulary • use and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map. **Computing** Pupils should be taught to: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions **Art and Design** Pupils should be taught: • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Key Knowledge and Skills (driver)	Science • To know the main parts of the human body • To know which part of the human body is associated with each sense. • To know common animal groups (fish, amphibians, birds, reptiles and mammals) and their characteristics. • To know and classify animals by what they eat (carnivore, herbivore and omnivore) • To know how to sort by living and non living things. • To know the common structural characteristics of animals. • To know that questions can be answered in different ways. • To know how to set up a simple test to explore the senses. Geography • To understand and use the vocabulary: Forest • To know how to draw and label a simple map of a fairy tale/imaginary world. • To understand and use locational and directional language: forwards, backwards, left, right, near, far • To be able to describe a simple route on a map using directional language.
Key Knowledge and Skills (enhancer)	Design and Technology • To know an algorithm is a set of instructions. • To be able to write a simple set of 3 or 4 instructions. • To know how to program a toy to move. • To know how to program a toy with 3 or 4 instructions. Art and Design: • To know some simple textile art techniques (weaving, simple stitch, fabric paint) • To know some ways to embellish a small piece of fabric. (fabric paint, adding buttons/ribbons/sequins) • To be able draw a simple animal design. • To be able to select techniques to represent their design in fabric.
Sticky Learning	Science: I know how to sort by living and non living things. I know the main parts of the human body I know which part of the human body is used each sense. I know how to set up a simple test to explore the senses. I know the common structural characteristics of animals. I know common animal groups (fish, amphibians, birds, reptiles and mammals) and their characteristics. I know how to classify animals by what they eat (carnivore, herbivore and omnivore)

To know that questions can be answered in different ways.

Geography
- I can understand and use the vocabulary: Forest
- I know how to draw and label a simple map of a fairy tale/imaginary world.
- I know how to use the locational and directional language: forwards, backwards, left, right, near, far
- I know how to describe a simple route on a map using directional language.
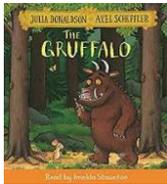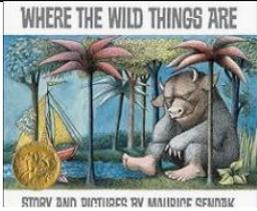
Supporting Text	
Main Writing Genre Type of writing Eg-Persuasive Writing, narrative, non chron report etc	Non Chronological report: • Title • Inclusion of facts • Inclusion of diagrams or pictures • Technical language. • Full stops, capital letters. • Inclusion of adjectives.
Reflection of Learning	Collaborative: annotating pictures.
Knowledge organiser	See separate document.
Experts/ Experiences/ visits/ visitors	Music – The Princess and the Pea Performance PE – Dance Festival Performance

Additional Links	**British Values**	**Outdoor Learning**	**Community /citizenship**
			Our responsibility for our environment.

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Pupil Voice	**Aspirations**	**Global Studies**	**Home Learning**
		David Attenborough – looking after our planet.	