



Science

"Identifying Animals"

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| 1 | Identifying a range of common pets, starting to recognise that animals have different features and using these features to distinguish between them. |
| 2 | Naming and describing a variety of mammals and using a classification chart to identify mammals. |
| 3 | Exploring the similarities and differences between birds and reptiles, noticing distinguishing features of different species. |
| 4 | Becoming familiar with the characteristics and life cycles of fish and amphibians, and exploring similarities and differences between them. |
| 5 | Classifying animals according to whether they are a herbivore, carnivore or omnivore, and starting to understand food chains. |
| 6 | Exploring how to take care of animals, specifically pets and mini-beasts, thinking about what they need and how we can provide this. |
| 7 | Collecting and analysing data about the class's favourite pets or mini-beasts. |
| Objectives: | <ul style="list-style-type: none"> Year 1 - asking simple questions and recognising that they can be answered in different ways Year 1 - observing closely, using simple equipment Year 1 - identifying and classifying Year 1 - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Year 1 - identify and name a variety of common animals that are carnivores, herbivores and omnivores Year 1 - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) |



Art

"Animal Art"

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| 1 | Looking at the shapes, colours and patterns of a variety of British wildlife, then using various tips and tricks to complete observational drawings. |
| 2 | Exploring African animals, then incorporating patterns into African animal finger puppets or silhouette pictures. |
| 3 | Exploring Asian animals, in particular elephants and how they are decorated during the annual Jaipur Elephant Festival. |
| 4 | Looking at examples of Australian animals, then creating an Aboriginal-style animal dot art painting. |
| 5 | Describing a variety of rainforest animals before creating either a snake coil mobile or a model of a parrot that they can attach to their arms. |
| 6 | Finding out about the importance of animals in Native American culture and learning about animal symbolism, before choosing an animal or animals that they think best reflect their personality to create totem pole artwork. |
| 7 | Exploring animals found in Antarctica before painting a penguin scene, focusing on colour mixing. |
| Objectives: | <ul style="list-style-type: none"> KS1 - to use a range of materials creatively to design and make products KS1 - to use drawing to develop and share their ideas, experiences and imagination KS1 - to use painting to develop and share their ideas, experiences and imagination KS1 - to use sculpture to develop and share their ideas, experiences and imagination KS1 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space |



Geography

"Animals Around the World"

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| 1 | Identifying each of the seven continents and exploring the native animals that can be found in each one. |
| 2 | Exploring the difference between oceans and seas, as well as learning coastal vocabulary, and exploring the animals that live in these different environments. |
| 3 | Exploring hot and cold places in the world in relation to the equator, and how an animal's habitat is affected by its distance from the equator. |
| 4 | Investigating the seasonal changes in the weather and the length of days and how these affect animal behaviours during these times. |
| 5 | Identifying the four countries of the United Kingdom, as well as each country's national animal. |
| 6 | Exploring native animals of the UK and in their local area. |
| Objectives: | <ul style="list-style-type: none"> KS1 - name and locate the world's seven continents and five oceans. KS1 - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. KS1 - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. KS1 - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. KS1 - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage |



RE

"Animal Stories"

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| 1 | Discussing what they know about different religions before reading the story of Jonah and the Whale and exploring what it teaches Christians. |
| 2 | Exploring Buddhism and the teachings of Siddhartha Gautama before reading and exploring the story of Siddhartha and the Swan. |
| 3 | Reading the Islamic story of The Prophet and the Ant, and making links between this and other familiar religious animal stories. |
| 4 | Reading and exploring the story of Noah's Ark, identifying that the story appears in several religious books. |
| 5 | Recapping what they have learnt about different religions through animal stories, before being introduced to the Sikh story of The Donkey and the Tiger Skin. |

Topic Name
Teacher's Topic Planner

English

Science
"Investigating Animals"



Maths

History

Geography
PlanBee
"Animals Around the World"

RE
PlanBee
"Animal Stories"

Computing

Art
PlanBee
"Animal Art"

DT

Languages

Music



Science

"Investigating Animals"



Geography

"Animals Around the World"



Art

"Animal Art"



RE

"Animal Stories"