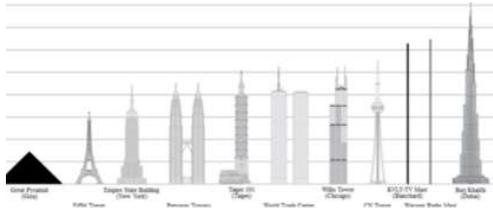


	<p>Topic Title: Amazing Animals</p> <p>Teacher: Mrs Royle and Miss Martin Year group: 1</p> 	<p>Key dates:</p> <p>Recycling week - w/c 19th September Black history month begins - w/c 3rd October Poetry day - 6th October Diwali - 24th October Craft morning - 27th September Phonic workshop - 9th Nov Yorkshire Wildlife Park- 18th Oct (TBC)</p>		
<p>Our curriculum encourages children to....</p>	<p>Love Reading</p>	<p>Be Respectful</p>	<p>Link Learning</p>	
<p>Week 1</p>	<p>Assessment week. Children to begin creating self-portraits.</p>			
	<p>Maths</p> <ul style="list-style-type: none"> • Number formation • Maths book expectations • Sort objects • Count objects accurately 	<p>English - Farmyard Hullabaloo</p> <p>Children to label farmyard animals - focus on phase 2/3 sounds P: to inform A: all F: labels</p>		
<p>Week 2</p>	<p>D&T</p> <p>D&T FREE STANDING STRUCTURES</p> <p>Investigate and evaluate - What are freestanding structures? - What is a free standing structure? - Children to identify free standing structures in the local area. - Children to label the features of a free standing structure.</p> 			

How do you build free standing structures?

- Children to use a variety of construction materials to make free standing structures based on buildings from the local area.
- Children to explore how structures can be made stronger, stiffer and more stable.



Designing - What could I make?

- The children are designing a free standing structure (an enclosure / shelter for a farm animal).
- Children to look at the design criteria - what does the structure need to do?
- Children to look at examples of enclosures/shelters and discuss what they like/dislike about them. Why?
- Children to look at techniques that they might use when building.
- Children to work in a small group designing their product.



Maths

- Represent objects
- Count, read and write forwards from any number 0 to 10
- Count, read and write backwards from any number 0 to 10
- Count one more
- Count one less

English

Children to write a shopping list for a farm shop - focus on phase 2/3 sounds

- P: to inform
- A: the children
- F: list

Week 3

DT

Making - Can I make the product I designed?

Children to make the animal shelter that they have designed.

Evaluating - How did I do?

- Children to evaluate their enclosures/shelters.
- Children to say what they like about their product and if it met the design criteria.
- Children to suggest ideas of how they could improve their product next time.

Geography LOCAL AREA

What is a map and how do we use it?

- What is an aerial view?
- Why might it be useful?
- Children to interpret a simple 'top-down' view.



- Children to create a simple aerial view of their classroom.

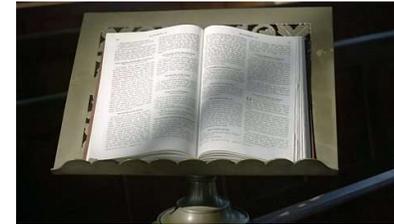
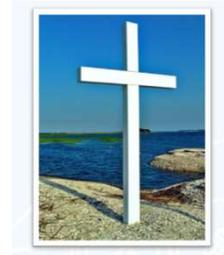
Following a map

- Children to read a simple map.
- Children to use it to follow instructions and find locations around school.

RE: WHO ARE CHRISTIANS AND WHAT DO THEY BELIEVE?

Who is a Christian and what do they believe in?

- Introduce Christianity.
 - Look at what is important to Christians.
- What is important to you?



Maths:

- One-to-one correspondence to start to compare groups
- Compare groups using language such as equal, more/greater, less/fewer
- Introduce < > and = symbols
- Compare numbers

English - What the Ladybird Heard

Children to write captions for different parts of the story. (said focus)

P: to inform
A: all
F: captions

Week 4

Geography LOCAL AREA

Directing using a map

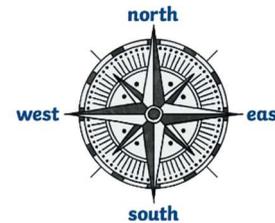
- Children to identify NSEW compass points.
- Children to say where each point is on a compass.
- Children to use these directions to show the position of one object in relation to another.

Where is the academy?

- Children to locate places in the local area / buildings around the academy.
- Children to box model buildings in the local area and create a floor map.
- Can children use cardinal directions to explain where the buildings are?

What is around the school?

- What is a physical feature?
- What is a human feature?
- Children to identify physical/human features in the local area.



RE: WHO ARE CHRISTIANS AND WHAT DO THEY BELIEVE?

What does the bible teach us about God?

- What is the Christian Holy Book?
- Introduce the bible.
- Introduce the Old Testament and that it is about God and how God wants people to live their lives.
- Read the story Jonah and the Whale - what does the story teach Christians about God?
- How might Christians believe that God is feeling at different parts in the story?

Maths:

- Order numbers
- Ordinal numbers
- The number line

English

Children to write sentences to describe what animals are doing. (ing focus)

P: To inform

A: All

F: Sentences

Week 5

Science: LIVING THINGS - Identifying Animals

What makes animals different?

-Children to compare animals. Where do they live? What do they look like? What do they eat? What is the same about particular animals? What is different?

Can you group animals like a scientist does?

- Children to become scientists. What does it mean to classify?
- Introduce the 5 vertebrate groups.
- Look at the common features of animals in the different groups.

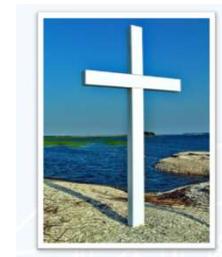
What is a mammal?

What is a reptile?

RE: WHO ARE CHRISTIANS AND WHAT DO THEY BELIEVE?

Why is Jesus important?

- Introduce the New Testament and that it is about Jesus and his followers who tried to tell people about God and how God wanted people to live.
- Read The Good Samaritan.
- What does Jesus mean by a good neighbour?
- How are you a good neighbour to your friends and family?



	<p>Maths</p> <ul style="list-style-type: none"> • Part-whole model • Addition symbol • Addition – adding together • Addition – adding more • Finding a part • Fact families – addition facts 	<p>English – Farmer Duck</p> <p>Children to write speech bubbles for characters in the story.</p> <p>P: To entertain A: Children F: Speech bubbles</p>
<p>Week 6</p>	<p>Science: LIVING THINGS - Identifying Animals</p> <p>What is an amphibian?</p> <p>Can you explain why an animal is in its group? -Children to sort a selection of reptiles, birds, mammals, fish amphibians. How do they know which group each animal belongs to? -True or false - Humans are mammals? Children to explain their answer.</p> <p>What do animals eat? -Children to recognise that some animals eat plants, some eat meat and others eat both. -Children to examine animal's teeth and identify whether they are a herbivore, carnivore or omnivore.</p>	
	<p>Maths</p> <ul style="list-style-type: none"> • Part-whole model • Addition symbol • Addition – adding together • Addition – adding more • Finding a part • Fact families – addition facts 	<p>English</p> <p>Children to write a riddle - science link (birds)</p> <p>P: To entertain A: Children F: Riddle</p>
<p>Week 7</p>	<p>Computing – Moving a Robot</p> <p>Forwards and Backwards Children will focus on programming the floor robot to move forwards and backwards. They will see that the robot moves forwards and backwards a fixed distance. This highlights the idea that robots follow a clear (fixed) command in a precise and repeatable way. Children will think about starting the robot from the same place each time. Using the same start position with fixed commands will allow the children to predict what a program will do.</p> <p>4 Directions</p>	



Children will use left and right turn commands along with forwards and backwards commands. Doing this will allow the children to develop slightly more complex programs. They will create their programs in this lesson through trial and error before moving onto planning out their programs in the next lesson.

Route

Children to program the robot to follow a fixed route.

Maths

- Find number bonds for numbers within 10
- Systematic methods for number bonds within 10
- Number bonds to 10 (bar model could be introduced here)
- Comparing number bonds

English - Rainbow Fish

Children to write a character description - link to science (fish)

P: To inform

A: Children

F: Character Description