

<p><u>Links to Prior Learning</u></p> <p>Describe position Order and sequence Write labels and captions Experiment with different textures Look closely at similarities, differences, patterns and change Enjoy family customs and routines Use simple tools to effect changes to materials Extend vocabulary especially grouping and naming Use talk to organise, sequence and clarify thinking</p>	<p><u>Substantive Knowledge</u></p> <p>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 herbivores, carnivores and omnivores Describe and compare the structure of a variety of common animals Identify and name a variety of animals in their habitats and describe how animals obtain their food from plants and other animals using the idea of a simple food chain Basic needs of animals for survival Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense Compare the differences between things that are living, dead and never alive (Science) Name and locate the world's 7 continents and 5 oceans (Geography) Find hot and cold countries in relation to the equator (Year 2 – find the equator!)</p>	<p><u>Cultural Capital</u></p> <p>Book: The Tiger That Came to Tea, Everything: Big Cats Art: Traditional African textiles Music: Carnival of the Animals (Saint Saens) Wild Man (Kate Bush) Importance of the rainforests/impact of its destruction Endangered animals – link to jobs Importance of conserving different environments</p>	
<p><u>Key Questions</u></p> <p>What do animals need to survive? What can animals do that humans can't and vice versa? How are habitats different/the same? How are animals in different habitats different/the same? Do humans need animals? Why?</p>	<p><u>Paws, Claws and Whiskers!</u></p> <p><u>Yr 1/2</u></p>		<p><u>Key Vocabulary</u></p> <p>Equator, North, south, east, west, Weather, Environment, Continent Habitats, Food chain, Carnivore, Omnivore, Herbivore Offspring Vegetation, Forest, Ocean, River, Capital city Mammal (human, lion, tiger, dog, cat, giraffe), bird (robin, magpie, owl, duck), amphibian(frog, newt, toad), fish (clownfish, jellyfish, shark), reptile (lizard, snake, crocodile) Fins, wings, gills, legds Senses Texture</p>
<p><u>Throughout</u></p> <p>Seasonal Change</p>	<p><u>Discrete</u></p> <p>PSHE - Recognise what is fair/unfair, right/wrong, kind/unkind. Recognise that all living things have needs. What is a friendship/relationship? Solving conflicts. Budgeting (enterprise) Computing – coding and problem solving RE – Y1 The Easter Story Are some stories more important than others? RE – Y2 Salvation Why does Easter matter to Christians?</p>		

<p><u>Maths Links</u> Venn diagrams (interpret and construct simple pictograms, tally charts, block diagrams and simple tables)</p>	<p><u>English Links</u> Animal stories Fact files Non-chronological reports</p>
<p><u>DT tools and techniques</u> N/A</p>	<p><u>Art tools and techniques</u> Traditional African Art work/textiles Painting Sahara landscapes – blending colours in sky line and painting silhouettes of landscape over top. Colour, shape and form.</p>
<p><u>History knowledge to be remembered</u> N/A</p>	<p>I removed this evaluation in order to save as a PDF for the website, but hit save by mistake so lost this bit – sorry. Fairly sure it said that the topic worked well and didn't need any changes. Jo A (sorry!)</p>