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| <p><b><u>Links to Prior Learning</u></b></p> <p>Orders and sequences events<br/>         Build a repertoire of songs and dances<br/>         Initiates combinations of movements<br/>         Look closely at similarities, differences, patterns and change<br/>         Order items by length or weight<br/>         Uses talk to organise, sequence and clarify thinking</p> | <p><b><u>Substantive Knowledge</u></b></p> <p>Identify and name a variety of animals in their habitats including micro habitats<br/>         Identify most things have a habitat to which they're suited and how habitats provide for basic needs and they depend on each other<br/>         Animals, including humans, have offspring which grow into adults<br/>         Basic needs of animals, including humans, for survival<br/>         Compare differences between things that are living, dead and have never been alive<br/>         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 (Science)</p> | <p><b><u>Cultural Capital</u></b></p> <p>Book: The Bad Tempered Ladybird<br/>         Art:<br/>         Music: Flight of the Bumblebee (Rimsky Korsakov)<br/>         Rondo alla Turca (Mozart)<br/>         Fanfarra (Sergio Mendes)</p> <p>Role of bees and trees in the world<br/>         How can looking after the environment help protect living things?<br/>         How environmental change might affect habitats of insects</p> |
| <p><b><u>Key Questions</u></b></p> <p>What are the similarities and differences between humans/insects?<br/>         What do plants need to grow?<br/>         What features do all insects have?<br/>         What is a lifecycle?<br/>         What makes something alive?</p>  | <p><b><u>Wriggle and Crawl</u></b></p> <p><b><u>Yrs 1/2</u></b></p>  | <p><b><u>Key Vocabulary</u></b></p> <p>Texture, pattern, colour<br/>         Environment, micro habitats (compost- worms, log-woodlice, trees-ladybirds)<br/>         Soil<br/>         Deciduous, evergreen<br/>         Stem, roots, fruit, bulb, seed, trunk, branches, leaves, petals</p>  |
| <p><b><u>Throughout</u></b></p>   | <p><b><u>Discrete</u></b></p> <p>PSHE- Demonstrate a realistic idea of how much things cost. Healthy lifestyles, including personal hygiene.<br/>         Computing – collecting, analysing, and presenting data (how many bugs science hunt/observation)<br/>         RE – Y1 The Easter Story Are some stories more important than others?<br/>         RE – Y2 Salvation Why does Easter matter to Christians?</p>  |  |

**Maths Links**

ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

**English Links**

Narrative based on bad tempered Ladybird.  
Poetry – riddles  
Explanation text - lifecycles

**DT tools and techniques**

N/A

**Art tools and techniques**

**History knowledge to be remembered**

N/A

**Evaluation 2019/20**

Text used in English was The bad tempered Ladybird – this text, although lovely, was not a good example for story writing as it contained too much speech. Another high quality model text is needed.

The habitats element of this unit was taught remotely so an opportunity was missed to explore some local habitats and make observations.