

<p><b>Starting point:</b> Three classrooms are to be turned into 3 habitats (Jungle, Arctic and Desert) Children are to go into the three rooms and identify what the habitat is and which animals are going to be best suited for that habitat.</p>	<p><b>VALUES:</b></p> <ul style="list-style-type: none"> <li>• <b>Resilient Ruby</b>- we are going to be learning lots of new information and skills so it's important that we don't give up!</li> <li>• <b>Independent Isaac</b>- we will be doing lots of independent learning in this topic and working without an adult to complete our projects so we need to show off how sensible we are.</li> <li>• <b>Teamwork Trio</b>- we will be encouraging the children to work in pairs or on topic tables to work together and share ideas to help with learning.</li> </ul> <p><b>British Values -</b>  <b>Individual Liberty</b> - choosing how we want to learn, e-safety  <b>The Rule of Law</b> - passports, respect of cultures  <b>Tolerance of different faiths and beliefs</b> - colours having different meanings various countries</p>		<p><b>Subject areas/cross curricular links:</b></p> <p>English Maths Science Art Geography Computing See Topic connections overview</p>	
<p><b>MOTIVATION:</b></p> <ul style="list-style-type: none"> <li>✓ David Attenborough is teaching us all about different animals and their habitats.</li> </ul>				
<p><b>What the children want to know:</b></p> <ul style="list-style-type: none"> <li>• What type of animals there are and where they live.</li> <li>• About different habitats there are</li> <li>• How plants grow and what they need to grow</li> <li>• How animals survive in the wild.</li> </ul>	<p><b>Multicultural/Community cohesion</b></p> <ul style="list-style-type: none"> <li>• Link with the community for the night walk</li> <li>• Compare human and physical features</li> <li>• Value other cultures and places in the world</li> <li>• Understand to respect nature and the natural environment</li> </ul>		<p><b>PE/Dance:</b></p>	<p><b>Music:</b> (JG unit plans)</p>
<p><b>End product:</b> Using the habitat that children have created for their homework, children and parents will be using their knowledge and understanding of habitats and computing to create their very own Stop, Start Animation video</p>	<p><b>R.E. (See unit plan)</b></p> <ul style="list-style-type: none"> <li>• Authority</li> <li>• Changing Emotions - Easter Story</li> </ul>		<p><b>You, Me and PSHE</b></p> <ul style="list-style-type: none"> <li>• Sex and Relationship Education - Boys and girls, families</li> </ul>	

VALUES - How/when will these be taught?

- Resilient Ruby - through all topic lessons as the children learn about new habitats and different animals.
- Independent Isaac- during lessons we will be getting the children to work independently where there will be little support for them and they will have to take ownership of their learning
- Teamwork Trio - during computing, children will be encouraged to work together to produce a stop start video

## Subject skills (Learning objectives)

### Science

- Notice that animals, including humans, have offspring which grow into adults.
- Can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Can observe and describe how seeds and bulbs grow into mature plants.
- Can find and describe how plants need water, light and a suitable temperature to grow and stay healthy
- Can explore and compare the difference between things that are living, dead and things that have never been alive
- Can identify that most things live in habitats to which they are suited
- Can describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each
- Can identify and name a variety of plants and animals in their habitats, including micro-habitats
- Can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different food sources of food.

You, Me and PSHE LO:

Sex and Relationship Education –  
Boys and girls, families

- ✓ Can understand and respect the differences and similarities between people
- ✓ Know about the biological differences between male and female animals and their role in the life cycle
- ✓ Understand the biological differences between male and female children
- ✓ Know about growing from young to old and that they are growing and changing
- ✓ Understand that everybody needs to be cared for and ways in which they care for others
- ✓ Understand about different types of family and how their home-life is special

## **Art**

- Can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

## **Geography**

- Can name and locate the world's seven continents and five oceans
- Can 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
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Can 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

## **Computing**

- Can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
- Can create and debug simple programs
- Can use logical reasoning to predict the behaviour of simple programs

## **Art and design**

- Can use a range of materials creatively to design and make products
- Can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Can use the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Date	Topic	PSHE	PE/Dance	Art / D&T	I.C.T
6.1.20	Topic Hook - make binoculars for habitat What do we know? What do we want to find out?	Boys and girls, families - Pupils learn to understand and respect the differences and similarities between people	Real PE		Questioning - See scheme of work Lesson 1
13.1.20 Video clip: jungle <a href="https://www.bbc.co.uk/iplayer/episode/b083wt7z/planet-earth-ii-3-jungles-from-0:26-1:20-2:57-glass-frog-29:45-35:31">https://www.bbc.co.uk/iplayer/episode/b083wt7z/planet-earth-ii-3-jungles-from-0:26-1:20-2:57-glass-frog-29:45-35:31</a> <a href="https://www.bbc.co.uk/programmes/p04fyn5v">https://www.bbc.co.uk/programmes/p04fyn5v</a> Plenary clip of spider monkey 2:57-8:30 <a href="https://www.bbc.co.uk/programmes/p04fyn92">https://www.bbc.co.uk/programmes/p04fyn92</a> Video clip: Draco Lizard 8:35-11:34 <a href="http://www.bbc.com/earth/story/20161117-from-planet-earth-ii-meet-the-lizard-that-flies">http://www.bbc.com/earth/story/20161117-from-planet-earth-ii-meet-the-lizard-that-flies</a> 1:06	Lesson 1 - notice animals, including humans, have offspring which grow into adults Lesson 2 - identify and name a variety of plants and animals in their habitat, including micro-habitats	Boys and girls, families - Pupils learn to understand and respect the differences and similarities between people		Recap on making different colours - use primary colours	
20.1.20	MOVED DUE TO TT ROCKSTARS Lesson 2 - identify and name a variety of plants and animals in their habitat, including micro-habitats	Boys and girls, families - Pupils learn about the biological differences between male and female animals and their role in the life cycle		MOVED DUE TO TT ROCKSTARS Recap on making different colours - use primary colours	Questioning - See scheme of work Lesson 2 and 3
27.1.20 Pea seeds and bottles of pop for planting and growing  Video clip: River Dolphin 19:00-20:00; 20:00-21:09	Lesson 4 - find and describe how plants need water, light and a suitable temperature to grow Lesson 5 - identify and name a variety of plants and animals in their habitat, including micro-habitats	Boys and girls, families - Pupils learn about the biological differences between male and female animals and their role in the life cycle			Questioning - See scheme of work Lesson 4

<b>3.2.20</b> Video clip: growth 11:36-13:44	RE Week Lesson 6 - identify and name a variety of plants and animals in their habitats, including micro-habitats and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Extra Lesson because of trip last week - Recount of the trip.	Boys and girls, families - Pupils learn the biological differences between male and female children			
<b>10.2.20</b>	Lesson 7 - find out and describe how plants need water, light and temperature Record observations and plant seeds investigation	Boys and girls, families - Pupils learn the biological differences between male and female children		Adding white to a given colour to make different tones of that colour	Stop Start Animation
<b>17.2.20</b>	<b>HALF TERM</b>	<b>HALF TERM</b>	<b>HALF TERM</b>	<b>HALF TERM</b>	<b>HALF TERM</b>
<b>Date</b>	<b>Topic</b>	<b>PSHE</b>	<b>PE/Dance</b>	<b>Arts</b>	<b>ICT</b>
<b>24.2.20</b> Video clip: Jaguar 21:20-25:30	Lesson 8 - describe how animals obtain their food from plants and other animals	Boys and girls, families - Pupils learn about growing from young to old and that they are growing and changing		Adding black to a given colour to make different tones of that colour	Stop Start Animation

<b>2.3.20</b>  Audio Description 25:30-27:43	Lesson 9 - use mathematical language to describe position, direction and movement Lesson 10 - write an audio description of events	Boys and girls, families - Pupils learn about growing from young to old and that they are growing and changing			Creating Pictures - See scheme of work Lesson 1
<b>9.3.20</b>	Lesson 11 - observe and describe how seeds and bulbs grow into mature plants	Boys and girls, families - Pupils learn that everybody needs to be cared for and ways in which they care for others			Creating Pictures - See scheme of work Lesson 2
<b>16.3.20</b>  Cities - the Greatbower Bird 17:56 -	Lesson 13 - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Lesson 14 - explore and compare the differences between things that are living, dead and things that have never been alive	Boys and girls, families - Pupils learn that everybody needs to be cared for and ways in which they care for others		Using skills of colour tone to paint something on a larger scale.	
<b>23.3.20</b> Topic celebration	RE Week Topic Celebration	Boys and girls, families - Pupils learn about different types of family and how their home-life is special			Creating Pictures - See scheme of work Lesson 3
<b>30.3.20</b>	Lesson 15 - letter, poster or newspaper article Lesson 16 - explore animals and their habitats, identify that most things live in habitats to which they are suited. Topic review	Boys and girls, families - Pupils learn about different types of family and how their home-life is special			