

Animals and Habitats



Narrative

To start this topic, we will receive a letter from the owner of a new zoo. The new zoo keeper in charge wants our help to design enclosures for him. We will be given a list of animals that need an enclosure. Our first job will be to sort these into the five different habitat groups: polar ice –caps, rainforest, African savannah, coral reef and woodland. Before we can design these enclosures, we need to learn more about the real habitats of these animals so we can make them as familiar and suited to their needs as possible. We will design each enclosure and send these plans back to the zoo for them to use.

Throughout this topic, we will be able to create a wild-life friendly school by making bird-feeders and planting bee-friendly plants in our school garden. We will hopefully book a school trip to a local woodland habitat to explore this further.

We will finish the topic by creating our own mythical creatures. We will have to apply everything we have learned about animals and their habitats to ensure its survival in our world.

Computing

To obtain information safely and from reliable sources.

Science

To identify living and non-living things.
To know that animals live in a habitat to which they are suited.

To match animals to their offspring.
To identify and name a variety of common animals and sort them by classification (e.g. mammals, fish, birds, reptiles, carnivores, herbivores)

To show how animals obtain their food from plants or other animals (food chains)

To explore the life cycle of a frog or butterfly.
To use the term hibernation and discuss why only some animals need to hibernate.

Geography

To find different countries, continents and oceans on a map or globe.

Identify features of each location, including weather, and then compare these to the UK.
To use geographical language.

Maths

Year 1— Addition and Subtraction within 20. Place value to 50, including multiples of 2, 5 and 10. Measurement of length, height, weight and volume.
Year 2— Continuing the use of more formal methods of addition, subtraction, multiplication and division and becoming more confident and fluent with these. Developing an understanding of fractions, knowing that $1/2$ is the same as $2/4$. Deepening our understanding of statistics, knowing how to read and interpret data and answer questions about what graphs show. Measurement of time, length, mass and capacity, using standard units of measurement.

Art and DT

To use a pencil to effectively sketch with detail.
To use pastels to show a variety of colour.
To use paint with different tools for different effects.
To use water as a tool in art.
To design a purposeful product.
To use a range of media to create a 'shoe-box' enclosure.

English

To explore different non-fiction texts, including: lists, labels and captions, fact-files, information texts, instructions and persuasive posters and to identify features of these non-fiction texts.
To organise our writing clearly, using these features.
To write for a purpose and a specific audience.
To re-read to check for mistakes and that our writing makes sense.

In Year 1, continue with the teaching of Phase 5 phonics, looking at alternative spellings.
In Year 2, applying taught grammar, punctuation and spelling in independent writing.

RE / PSHE

To understand the idea that we are God's stewards and that it is our responsibility to protect animals and maintain habitats around the world.
We will also deliver a 'mini-topic' of Easter, exploring what the festival means to Christians.